

# BOSTON COLLEGE

2016–2017



EVER TO EXCEL

Boston College  
Chestnut Hill  
Massachusetts 02467  
617-552-8000

## BOSTON COLLEGE BULLETIN 2016–2017

### *Volume XCII, Number 35, May 2016*

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 (Office location: 129 Lake Street)  
Chestnut Hill, MA 02467  
Patricia Lowe  
Executive Director for Institutional Diversity/Title IX Coordinator  
patricia.lowe@bc.edu,  
Phone: 617-552-3334  
Email: TitleIXCoordinator@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, Katie O'Dair, reachable at 617-552-3482 or (odair@bc.edu); (ii) University Harassment Counselor, reachable via OID (see above contact information); and (iii) Jaime Seguin, jaime.seguin@bc.edu Athletics Title IX Coordinator, the Senior Women's Administrator, 310 Conte Forum, Chestnut Hill, MA 02467, reachable at 617-552-8520.

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.

USPS-389-750

Periodicals postage paid at Boston, Massachusetts 02109.

Postmaster: Send PS Form 3579 to Boston College Office of Student Services,  
Lyons Hall, Chestnut Hill, MA 02467-3804.

## TABLE OF CONTENTS

### About Boston College

Introduction.....	4
The University .....	4
The Mission of Boston College.....	4
A Brief History of Boston College.....	4
Accreditation of the University .....	5
The Campus .....	5
Academic Resources .....	5
Walk-in Help Desk.....	6
Help Center (2-HELP), The.....	6
Hardware Repair Center, The.....	6
Language Laboratory.....	6
Libraries, The.....	6
Media Technology Services.....	8
University Research Institutes and Centers .....	8
Student Life Resources.....	12
Disability Services Office .....	13
Annual Notification of Rights.....	15
Confidentiality of Student Records.....	15
Consumer Notices and Disclosures (HEOA).....	15
Notice of Non-Discrimination.....	16
Residence Accommodations.....	16
Tuition and Fees.....	18
Massachusetts Medical Insurance.....	19
National Student Clearinghouse .....	20
Undergraduate Degree and Interdisciplinary Programs .....	20

### The University: Policies and Procedures

Undergraduate Admission.....	22
Financial Aid.....	25
First Year Experience.....	26
Special Programs .....	27
Capstone Seminar Program.....	27
Gabelli Presidential Scholars Program.....	27
Faculty and Staff Children Exchange Program (FACHEX) .....	28
Office of International Programs (OIP) .....	28
Other Opportunities .....	31
Pre-Professional Programs .....	32
Pre-Law Advising .....	32
Pre-Health Programs (Premedical/Pre dental).....	32
PULSE Program .....	33
Reserve Officers' Training Corps .....	33
Undergraduate Faculty Research Fellows Program .....	33
Academic Integrity.....	33
Academic Regulations .....	35
University (Senior) Awards and Honors.....	43

### Morrissey College of Arts and Sciences

Special Academic Programs.....	48
Interdisciplinary Programs .....	49
Academic Regulations .....	55

### Departments and Programs

African and African Diaspora Studies.....	56
Biochemistry .....	59
Biology.....	60
Chemistry .....	69
Classical Studies .....	75
Communication.....	78
Computer Science.....	84
Earth and Environmental Sciences .....	90
Economics.....	98
English .....	105
Environmental Studies .....	120
Fine Arts .....	122
Art History.....	125
Film Studies .....	128
Studio Art .....	130
German Studies.....	134
History.....	136
Honors Program, The.....	150
International Studies .....	152
Islamic Civilization and Societies .....	158
Mathematics .....	160
Music.....	166
Philosophy .....	174
Physics .....	184
Political Science .....	188
Psychology .....	199
Romance Languages and Literatures .....	210
Slavic and Eastern Languages and Literatures.....	220
Sociology.....	228
Theatre.....	235
Theology.....	241
University Courses .....	251

### Lynch School of Education

Introduction.....	260
Undergraduate Programs.....	260
Majors in Education .....	262
Major in Elementary Education.....	262
Major in Secondary Education.....	263
Major in Applied Psychology and Human Development .....	263
Second Majors and Interdisciplinary Majors for Lynch School Students.....	263
Interdisciplinary Majors .....	264
American Heritages.....	264
General Science.....	264
Mathematics/Computer Science.....	264
Perspectives on Spanish America.....	264
Minors in the Lynch School.....	264
Minors for Lynch School Students.....	264
Minor in Middle School Mathematics Teaching.....	264
Minor in Management and Leadership .....	264

Concentration in Special Education.....264

Teaching English Language Learners  
(TELL/ESL) Certification .....264

Minors for Morrissey College of Arts and  
Sciences Majors.....265

    Inclusive Education Minor.....265

    Minor in Secondary Education .....265

    Minor in General Education.....265

    Foundation in Education Minor.....265

Minors for Carroll School of Management Majors .....265

    Minor in Applied Psychology  
    and Human Development .....265

    Minor in General Education/  
    Foundation in Education .....265

Minor for Connell School of Nursing Majors.....265

Minor for Connell School of Nursing,  
Morrissey College of Arts and Sciences, and  
Carroll School of Management Majors .....265

    Minor in General Education/  
    Foundation in Education .....265

Minor for Lynch School of Education, Connell School  
of Nursing, Morrissey College of Arts and Sciences, and  
Carroll School of Management Majors .....265

    Minor in Leadership in Higher Education  
    and Community Settings .....265

Fifth Year and Early Admit Programs .....266

Faculty .....266

Course Offerings.....268

**Carroll School of Management**

Introduction.....277

Special Programs .....278

    Management Honors Program.....278

    Pre-Professional Studies for Law .....278

    The Ethics Initiative.....279

    Summer Management Catalyst Program.....279

Carroll School of Management  
Dean’s Office Courses.....279

Co-Concentration in Business Analytics .....279

Entrepreneurship Co-Concentration .....280

Managing for Social Impact and Public Good .....280

Concentrations and Programs

    Accounting.....281

    Business Law .....285

    Economics.....287

    Finance .....287

    General Management.....291

    Management Honors Program.....292

    Information Systems .....292

    Marketing .....296

    Operations Management.....299

    Management and Organization.....302

**Connell School of Nursing**

Introduction.....307

Typical Plan of Study.....307

Credit and Graduation Requirements .....308

Special Opportunities.....308

Minors in the Connell School of Nursing.....308

    Minor in Hispanic Studies.....308

    Minor in Psychology.....308

B.S./M.S. Program.....308

Academic Honors.....308

Special Requirements for Connell School  
of Nursing Students .....309

Faculty .....309

Course Offerings.....310

**Woods College of Advancing Studies**

Undergraduate Programs.....317

Summer Session .....318

**Board of Trustees, Administration, and Officers .....332–337**

**Academic Calendar 2016–2017 .....338**

**Directory and Office Locations .....339**

**Campus Maps .....340**

**Index.....341–345**

## 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 9,192 full-time undergraduates and 4,513 graduate students, hailing from 49 states and more than 90 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 2.9 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 Boston College 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. **Note:** Law School is currently ranked 34.

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.

### A Brief History of Boston College

Boston College was founded by the Society of Jesus in 1863 and, with three teachers and 22 students, opened its doors on September 5, 1864. Through its first seven decades, it remained a small undergraduate institution, offering the sons of the Irish working class a rigorous course load in theology and philosophy, classical languages, rhetoric, math and science.

Originally located on Harrison Avenue in Boston's South End, the College outgrew its urban setting early in the twentieth century and moved to the former Lawrence Farm in Chestnut Hill, where ground was broken on June 19, 1909 for the construction of a central Recitation Building, later named Gasson Hall in honor of President Thomas I. Gasson, S.J., who led the relocation. The Recitation Building opened in March 1913. The three other buildings that still shape the core of the campus—St. Mary's Hall, Devlin Hall, and Baptist Library—opened in 1917, 1924, and 1928, respectively.

The oldest and largest of the University's eight schools and colleges is the College of Arts and Sciences. In 2015, it was renamed the Robert J. Morrissey College of Arts and Sciences in honor of 1960 alumnus Robert Morrissey, Boston College's largest benefactor.

Though incorporated as a university since its beginning, Boston College did not begin to fill out the dimensions of its university charter until the 1920s, with the inauguration of the Graduate School of Arts and Sciences (now the Graduate School of the Morrissey College of Arts and Sciences), the Law School, and the Evening College, today the James A. Woods, S.J., College of Advancing Studies. The 1930s saw the introduction of the Graduate School of Social Work (now the Boston College School of Social Work) and the College of Business Administration—today the Wallace E. Carroll School of Management. The School of Nursing—named in honor of William F. Connell in 2003—and the School of Education—today named for Carolyn A. and Peter S. Lynch—followed in 1947 and 1952, respectively. Boston College first offered doctoral programs in 1952. By 1970 all undergraduate programs had become coeducational, and today women comprise more than half of the University's enrollment.

In 1974, Boston College acquired a 40-acre site, 1.5 miles from the Chestnut Hill Campus, which had been owned by Newton College of the Sacred Heart. The land is the present site of the Boston College Law School and of residence halls housing some 800 freshmen. Thirty years later, the University acquired a 65-acre parcel from the Boston Archdiocese, just across Commonwealth Avenue in Brighton.

The Brighton Campus is now home to the School of Theology and Ministry, which was established in 2008, after the re-affiliation of the Weston Jesuit School of Theology and Boston College's Institute of Religious Education and Pastoral Ministry.

In 2005, the Church in the 21st Century Initiative, which was founded in the midst of the sex abuse scandal as a catalyst and resource for engaging critical issues facing the Catholic Church, became a permanent center at Boston College.

In October 2008, the University launched the "Light the World" capital campaign, setting a goal of \$1.5 billion to support a strategic plan that advances academic program development, faculty expansion and research, and endows undergraduate financial aid, student formation programs, capital projects, and efforts to advance Boston College as the world's leading Catholic university.

To honor its 150th anniversary, Boston College embarked in September 2012 on a three-semester celebration that began with a Mass at Fenway Park for 20,000 alumni, students, faculty, and friends, academic symposia, a naturalization ceremony, student and alumni service projects and a student concert at Symphony Hall.

In 2016, having surpassed its "Light the World" goal, Boston College embarked on a new strategic planning effort that will set the University's goals and priorities for the coming decade.

### **Accreditation of the University**

Boston College is accredited by the Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools 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 Schools and Colleges, 3 Burlington Woods Drive, Suite 100, Burlington, MA 01803. 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 the information presented in this catalog, please contact Boston College's Office of Institutional Research, Planning & Assessment 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; Boston College School of Social Work: Council on Social Work Education; School of Theology and Ministry: The Association of Theological Schools; Morrissey College 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

### **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 features undergraduate residence halls; the Middle Campus, which includes classrooms, laboratories, administrative offices, and student facilities; and the Lower Campus, which features Robsham Theater, Conte Forum and student residences as well as dining, recreational, and parking facilities.

The Newton Campus is situated 1.5 miles from the Chestnut Hill Campus on a 40-acre site that includes Boston College Law School, undergraduate residence halls, athletic fields, and student facilities.

The Brighton Campus is located across Commonwealth Avenue from the Chestnut Hill Campus on a 65-acre site that includes administrative offices, the School of Theology & Ministry and the future site of baseball, softball and intramural fields. It is also the new home of the McMullen Museum of Art, which opened in 2016.

## **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. The Music Department houses the Boston College Symphony Orchestra, Chamber Music Society, operatic performances, BC Baroque, and some other small instrumental ensembles. The University Bands program supports the "Screaming Eagles" marching band, Symphonic Band, Wind Ensemble, pep band, and B.C. bOp! Jazz Ensemble. Student organizations engage in a wide variety of musical activities, including the University Chorale, the Voices of Imani (a gospel choir), and several a cappella groups. The McMullen Museum of Art, opening a new home on Brighton Campus in September 2016, presents innovative and multidisciplinary exhibitions that span the history of art. 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 three-day celebration of the hundreds of Boston College faculty, students, and alumni involved in the arts, a platform for student arts groups from all disciplines.

### **Arts Council**

The Arts Council works year-round to promote, develop, and celebrate the arts in the Boston College community, both on and off campus. Annual programming from the Arts Council includes Career Night for the Arts, a fall networking event for students to connect with alumni working professionally in arts-related fields, and the Boston College Arts Festival, a three-day multi-venue showcase of performers and artists in all disciplines across campus. Each year, the Arts Council's awards program honors the distinguished achievements of alumni, faculty, and student artists. The Arts Council also supports student arts groups with regular workshops and development classes, collaborates with faculty to develop new courses, and works with alumni to enhance arts participation at BC. Students can get involved with the Arts Council through their many volunteer opportunities, internships, and staff positions.



### Walk-in Help Desk

The Walk-in Help Desk (located on Level 3 of O'Neill Library) 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/helpdesk](http://www.bc.edu/helpdesk).

### The Help Center (2-HELP)

The Help Center provides technical support via telephone (617-552-HELP), e-mail ([help.center@bc.edu](mailto:help.center@bc.edu)), and Internet ([www.bc.edu/help](http://www.bc.edu/help)) to the BC community Monday through Friday between 8:30 a.m. and 7:00 p.m. Limited off-hours support is available via telephone 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 visit: [www.bc.edu/content/bc/offices/help/essentials/software/hw-repair.html](http://www.bc.edu/content/bc/offices/help/essentials/software/hw-repair.html).

### 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, multimedia learning tools and online resources, 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 40 languages and in multiple formats (analog and digital audio, videocassette, DVD/Blu-ray, cable television and online subscription services 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 the administration of oral exams via digital language lab technology, as well as 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

[library.bc.edu](http://library.bc.edu)

*Ask a Librarian (Including librarians by subject specialty)*

[library.bc.edu/ask-a-librarian](http://library.bc.edu/ask-a-librarian)

*Research Help by Subject*

[library.bc.edu/subjects](http://library.bc.edu/subjects)

*Library Catalog*

[library.bc.edu/search](http://library.bc.edu/search)

O'Neill Library Reference: x2-4472

O'Neill Library Circulation: x2-8038

Bapst Library: x2-3200

Burns Library: x2-3282

Educational Resource Center: x2-4920

Law Library: x2-4434

Social Work Library: x2-3233

Theology and Ministry Library: x2-0549

Weston Observatory Library: x2-8321

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 nearly 3 million volumes and over 40,000 print and electronic serials. In addition to O'Neill Library, the Boston College Libraries comprise the Bapst Art Library, the Burns Library (rare books and special collections), the Educational Resource Center, the Social Work Library, the Theology and Ministry Library (Brighton Campus), the Law School Library (Newton Campus), and the O'Connor Library (at the Weston Observatory). The Libraries have a variety of study spaces, networked printers, and workstations with productivity software, and scanners.

Library subject specialists are available to answer questions, to serve as research consultants, and to provide class and individual library instruction. Librarians can assist students in finding resources in their subject areas, searching the online catalog, selecting and using the most appropriate databases and reference sources, and managing the results of their research.

**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.

**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: [dlib.bc.edu](http://dlib.bc.edu).

**Interlibrary Loan:** Interlibrary Loan service is offered to students, faculty, administrators, and staff to obtain research materials not owned by the Boston College Libraries. 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.

**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 Reference staff at O'Neill Library.

### *The Libraries of Boston College*

**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. O'Neill Library provides 24 hours a day, five days a week study space when classes are in session. Collections include books on a broad range of subjects reflecting the University's extensive curriculum and research initiatives. Services also include access to various software applications as well as printing, scanning, video editing, and music technology stations. For more information, visit [library.bc.edu/oneill](http://library.bc.edu/oneill).

**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. 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. For more information, visit [library.bc.edu/bapst](http://library.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. Burns Library staff work with students and faculty to support learning and teaching at Boston College, offering access to unique primary sources through instruction sessions, exhibits, and programing. The Burns Library also serves the research needs of external scholars, hosting researchers from around the globe interested in using the collections. The Burns Library is home to more than 250,000 volumes, over 700 manuscript collections, and important holdings 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; Jesuitica, Fine Printing; Catholic liturgy and life in America, 1925-1975; Boston his-

tory; the Caribbean, especially Jamaica; Nursing; and Congressional archives. To learn more about specific holdings in Burns, please see [library.bc.edu/burns](http://library.bc.edu/burns).

**The Educational Resource Center (ERC)** serves the specialized resource needs of the Lynch School of Education students and faculty. The state-of-the-art facility includes 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 [library.bc.edu/erc](http://library.bc.edu/erc).

**The Social Work Library**, located in McGuinn Hall, offers the full range of library services and resources needed to support students of the Boston College 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 [library.bc.edu/socialwork](http://library.bc.edu/socialwork).

**The Theology and Ministry Library (TML)** serves 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 Jesuitica. 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 [library.bc.edu/tml](http://library.bc.edu/tml).

**The University Archives**, a department within the John J. Burns Library, contains the official non-current papers and records of Boston College that are retained permanently for their legal, fiscal, or historical values. The collection includes the office records and documents of various administrative and academic offices; 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. The photograph collection documents the pictorial history of Boston College. Alumni, faculty, and Jesuit records are also preserved. In addition, the University Archives is the repository for the records of Newton College of the Sacred Heart (1946-1975) and the documents of the Jesuit Community of Boston College (1863- the present).

**The Law School Library**, located on the Newton Campus, 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



## ***ABOUT BOSTON COLLEGE***

---

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 [library.bc.edu/oconnor](http://library.bc.edu/oconnor).

### ***Partnerships and Associations***

**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.

**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-intensive institutions in the U.S. and Canada that share similar research missions, aspirations, and achievements. It is an important and distinctive association because of 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.

### **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/mts](http://www.bc.edu/mts).

Divisions within MTS include:

- Classroom Support Services
- Graphic, Photography and Design Services
- Audio and Event Technology Services
- Video and 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**

Based in the Carroll School of Management, the Boston College Center for Corporate Citizenship combines the most valuable aspects of a professional community and the resources of a leading academic institution. Founded in 1985, the Center engages 400 member companies and more than 10,000 individuals annually on diverse topics within the field of corporate citizenship. The Center offers professional development, access to an online community of peers, regional programs, timely research, best practice updates, and an annual conference addressing the challenges that corporate citizenship professionals face. Contact the Center for Corporate Citizenship at 617-552-4545, <http://ccc.bc.edu> or [ccc@bc.edu](mailto:ccc@bc.edu).

### **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 Bourneuf House, 84 College Road, or call (617-552-1777) or click ([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 an academic research and training unit providing information, publications, and a sense of community to colleges and universities around the world. Our focus is on conducting research and disseminating knowledge on current issues in higher education worldwide. We are interested in all manner of postsecondary systems and institutions, with a special concern for academic institutions in the Catholic and Jesuit tradition. CIHE is also particularly attuned to the needs of academic institutions in developing countries.

Center activities include: the publication of *International Higher Education*, a quarterly publication dealing with the central matters of higher education in an international context; regular information dissemination about higher education developments around the world via various social media outlets; the production of books and reports on key issues in international higher education; engagement in collaborative international research projects; the provision of professional development and training courses; and involvement in international meetings and conferences on higher education issues worldwide. Visiting scholars from around the world are often in residence at the Center. CIHE works in conjunction with the Higher Education Program of the Lynch School of Education (LSOE), and is responsible for coordinating LSOE's Master of Arts in International Higher Education.

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 achievement 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. 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 any issue involving money and retirement, including Social Security, employer-sponsored pensions, home equity, and the labor force behavior of 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 e-mail ([crr@bc.edu](mailto:crr@bc.edu)), or visit the Center's website ([crr.bc.edu](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 those interested in educational reform, teacher professional development and the impact of educational technology. It is especially well-known for its work on high-stakes assessment and in the analyses of policies related to test-based educator accountability. It also conducts studies employing data from national and international large-scale assessment surveys such as the National Assessment of Educational Progress, TIMMS and PIRLS. Further information on CSTEETP is available on its website at [www.bc.edu/csteetp](http://www.bc.edu/csteetp).

### **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

## ABOUT BOSTON COLLEGE

---

partners, BCCWF has the potential to impact 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 highly successful employer partnerships: the BC Workforce Roundtable and the New England Work and Family Association (NEWFA). Each membership group offers interactive events, access to informational resources, and a robust community dedicated to sharing leading practices.
- **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 engagement, 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 expert-led presentations at corporate, regional and international conferences and events. Center reports, videos and other publications are available as educational resources for individuals, corporate leaders, HR Professionals, academics and the media.

For more information, visit [www.bc.edu/cwf](http://www.bc.edu/cwf) or follow @BCCWF.

### Global Leadership Institute

The Global Leadership Institute (GLI) specializes in professional development and leadership training for mid and senior level leaders from around the world. Offering custom and "open enrollment" professional development programs for international executives and developing leaders, private corporations, and government agencies, the GLI enables professionals to develop applied skills for contemporary challenges. The GLI offers programing in areas of importance to leaders in business, government, the sciences, and the community such as strategic marketing, organizational change management, e-commerce, policy development, and the applied sciences.

GLI programing also connects the Boston College community to the world by enabling faculty to develop and deepen links with practitioners from across the globe. Programs offer a robust mix of classroom seminars led by Boston College faculty, participant case

study analysis, and "site visits" to and exchanges with innovative and effective leaders from across the Commonwealth of Massachusetts and the United States.

For more information, visit our website at [www.bc.edu/gli](http://www.bc.edu/gli) or contact Director, Dr. Robert Mauro at 617-552-4503.

### 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 sponsors speakers programs; runs a faculty-student seminar to investigate new areas of medieval philosophical and theological research; and runs a research center to assist in the publication of monographs and articles in the diverse areas of medieval philosophy and theology to encourage the 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 by Dr. Janet E. Helms to promote the assets and address the societal conflicts associated with race and culture in theory and research, mental health practice, education, business, and society generally.

The Institute solicits, designs, and distributes effective interventions with a proactive, practical focus. Each year the Institute addresses a racial or cultural issue that could benefit from a pragmatic, scholarly, and/or grassroots focus through its Diversity Challenge conference. 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 1,300 decision-makers from all sectors, including government, business, education, environment, policing, media, and nonprofits, have participated in over 120 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 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 support the Jesuit, Catholic character of Boston College precisely as a university. Initially funded by the Jesuit Community and then by subsequent generous donations, the Institute works in collaboration with existing schools, programs and faculties primarily at Boston College. Within the atmosphere of academic freedom and collegiality, the Institute promotes research and collaboration on issues that emerge at the intersection of faith and culture. The Institute supports programs that explore such religious and ethical questions and sponsors the presence on campus 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).

## **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). Over the past 20 years, the TIMSS & PIRLS International Study Center has attracted nearly \$100 million in research funding to Boston College.

Since 1995, TIMSS has assessed mathematics and science achievement every four years at the fourth and eighth grades, while TIMSS Advanced has assessed advanced mathematics and physics at the twelfth grade. TIMSS 2015 provides 20 years of trends, with about 60 countries participating in the study. New in 2015, TIMSS Numeracy, a less difficult version of TIMSS, assesses primary school children still developing fundamental mathematics skills. Looking toward the future, eTIMSS 2019 will transition TIMSS from paper and pencil to an electronic tablet and stylus environment.

Since 2001, PIRLS has assessed reading comprehension every five years at the fourth grade. PIRLS 2016 will provide 15 years of trends, with more than 50 countries participating. Also, PIRLS Literacy will provide a less difficult reading assessment than PIRLS for countries where children are still developing fundamental reading skills. New in 2016, ePIRLS is a computer based assessment of students' ability to read and comprehend information presented in an internet environment.

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 [timssandpirls.bc.edu](http://timssandpirls.bc.edu).

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

Weston Observatory is a geophysical research and science education center of the Department of Earth and Environmental Sciences at Boston College. It is located in Weston, Massachusetts about 10 miles west of BC's Chestnut Hill campus. The Observatory, which has been recording earthquakes since the 1930s, conducts basic research on earthquakes and related processes, provides public information after significant earthquakes occur, contributes to earthquake awareness to help reduce the tragic effects of earthquakes, and educates future generations of geophysicists, geologists, environmental geoscientists, and scientifically literate citizens.

Today's advances in geophysical instrumentation, coupled with advances in Internet communication and social media, make it possible to observe and study earthquakes and the Earth's interior in unprecedented ways. Inspired by its earliest roots in the 1930s that formed the foundation of a modern high-tech networked observatory of the twenty-first century, Weston Observatory shares in that endeavor. Seismic monitoring at Weston Observatory is part of a consortium of institutions that operate networks of seismographs throughout the Northeast United States and around the world. In the early 1960s, newer seismographs were installed at the Observatory as part of the World-Wide Standardized Seismographic Network (WWSSN), the

## ***ABOUT BOSTON COLLEGE***

---

first modern global seismic monitoring system. The Observatory continues to operate its WWSSN station, and continues to develop its more modern research and educational seismographs distributed across New England. The facilities at Weston Observatory offer students a unique opportunity to work on research projects in geophysics and related research areas. For more information, visit the Observatory website: [www.bc.edu/westonobservatory](http://www.bc.edu/westonobservatory).

### **STUDENT LIFE RESOURCES**

#### **Thea Bowman AHANA and Intercultural Center (formerly Office of AHANA Student Programs)**

The goal of the Thea Bowman AHANA (African, Hispanic, Asian, and Native American) and Intercultural Center is to support the undergraduate community, with a particular focus on AHANA, multicultural, and multiracial students in navigating college life. The Center also offers programming to facilitate students' identity formation, build cultural competency and create community across areas of difference. 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 Racial Identity Leadership Experience (RIDE); as well as an awards component.

The Thea Bowman AHANA and Intercultural Center is located on the 4th Floor of Maloney Hall. 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, sponsored by the Thea Bowman AHANA and Intercultural Center (formerly Office of AHANA Student Programs), 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 empower students to lead meaningful personal and professional lives. 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 recognizes that our students are unique, so to meet their diverse needs, we have created three teams to assist them at every stage of the career process. Working directly with students and an array of partners and networks as well as the larger Boston College community, our teams develop programs, activities, and services that enable students to take ownership of their career discovery.

##### ***Meet Our Teams***

##### **Career Exploration Team**

This team helps students in the early stages of career exploration review options that align with their distinctive talents and gifts. Its members work with students as they assess their skills, values, and passions; identify possible majors; and explore different career paths. Students do not need to have a career plan in mind to meet with these advisors.

##### **Career Engagement Team**

For students who have a sense of their career direction, this team helps them connect their Boston College experience to professional opportunities. This team works directly with students as they explore particular career fields, plan their job search, prepare for interviews, and develop networking skills. They also collaborate with staff, faculty, and alumni to design tailored services and programming for students enrolled in the Morrissey College of Arts and Sciences, the Connell School of Nursing, and the Lynch School of Education. Students in the Carroll School of Management have access to career advisors housed within Fulton Hall as well as the Career Exploration Team.

In addition, career advisors from both of the above teams can assist students applying to graduate programs and law school.

##### **Employer Engagement Team**

The Employer Engagement Team helps students connect directly with employers, alumni, parents, and friends of Boston College specifically interested in hiring BC students for internships and jobs. Working closely with the Career Exploration and Career Engagement Teams, this team oversees campus-based recruiting and career fairs, industry-specific student/alumni networking events, experiential learning opportunities, job listings, corporate sponsorship programs and educational events, and the EagleLink recruiting database.

The Career Center hosts many events designed to introduce students to employers and alumni throughout the year. Events include multiple industry-specific career fairs and networking opportunities, as well as workshops and career chats on a variety of topics including resumes, cover letters, skill assessments, job search strategies and much more.

The Career Center's EagleLink database hosts active job postings from hundreds of employers and is open to all students and alumni.

The Boston College Career Center is located at 38 Commonwealth Avenue. For a list of our services, including in-person and online drop-ins as well as individual career advising appointments, please visit us at [careercenter.bc.edu](http://careercenter.bc.edu).



Career services for Carroll Graduate School of Management students are available through the CGSOM Career Strategies Office. Law students will find assistance available through the Law School Career Services Office.

### **Office of Campus Ministry Within the Division of Mission and Ministry**

Boston College is rooted in the Roman Catholic faith and the rich spirituality of the Society of Jesus. The Office of Campus Ministry is dedicated to the faith formation of all of its students, faculty and staff through worship, religious retreats, sacramental catechesis, prayer, spiritual companionship, small faith communities, pastoral care as well as an array of service service opportunities. The Campus Ministry mission is to have faith influence every aspect of Boston College life from classrooms to libraries, from laboratories to residence halls, from student organizations to athletic teams, and from chapels to wherever students, faculty and staff gather in the University's name. All are welcome. Campus Ministry's main office is located in McElroy, Room 233. Its phone number is 6175523475. For further information, please go to [www.bc.edu/ministry](http://www.bc.edu/ministry).

### **Office of the Dean of Students**

The mission of the Office of the Dean of Students 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, civility, civic engagement, diversity, and student behavior 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 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 of Students at Maloney 448 at 617-552-3470 or at [www.bc.edu/dos](http://www.bc.edu/dos).

### **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 eight dining locations that include: Carney Dining Room and The Eagle's Nest on upper campus; Lyons and The Bean Counter on middle campus; Stuart Dining Hall on Newton campus; Lower Live and Addie's Loft on lower campus; and café 129 on the Brighton campus. Additionally, students may use the residential dining bucks portion of their meal plan at The Chocolate Bar at Stokes Hall, Hillside Café in Maloney Hall, any of the three On the Fly Minimarts, and concessions stands in Alumni Stadium/Conte Forum.

The Mandatory Meal Plan serves resident students living in Upper Campus, Newton Campus, Walsh Hall, 66 Commonwealth Avenue, Greycliff, Vanderslice Hall, Stayer Hall, and 90 St. Thomas More Drive. The cost of the meal plan for the 2016–2017 academic year is \$5,208 per year.

Optional meal plans, including Flex Plans, Dining Bucks, and Eagle Bucks, are available to all students living in non-mandatory housing on campus, commuters, and those living in off campus apartments. These plans can also supplement the Mandatory Meal Plan.

A dietician is available to those students with special dietary needs or restrictions and can be reached at 617-552-9900.

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 students with hearing, visual, mobility, medical, psychiatric, and psychiatric disabilities are coordinated through the Assistant Dean for Students with Disabilities. Academic and other types of support services are provided to students who provide appropriate documentation and complete the appropriate intake forms. Accommodations are individualized and may include, but are not limited to, sign language interpreters, assisted listening equipment, CART services, electronic textbooks, extended time for exams, alternate testing locations, facilitation of program modification, course underloads, readers, scribes, and note-takers. Additionally, parking permits are granted for temporarily disabled students. The Assistant Dean works with each student to determine the appropriate accommodations necessary for the student's full participation in college programs and activities.

All students are encouraged to register with the department prior to the beginning of the school year. For more information, contact Assistant Dean Paulette Durrett 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 and graduate 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).

### **Office of Student Involvement**

The Office of Student Involvement (OSI) provides co-curricular opportunities for students to engage in activities designed to promote leadership development, self-exploration, social interaction, and student formation. OSI focuses primarily on the four key areas of leadership development, student governance, event programming, and student organizations.

Through a commitment to leadership development, student formation, and high impact student engagement offerings, the Office of Student Involvement supports the academic mission of the institution by intentionally linking student experiences that occur both inside and outside the classroom.

OSI advises over 200 student organizations and the Undergraduate Government of Boston College. The office also offers a training curriculum that caters to all members of student organizations where training is offered in the following categories: health and wellness, religious and spirituality, civic engagement, cultural diversity, leadership, and career exploration. The office also supports other leadership programs including the Emerging Leader Program, Leadershape, Excel Leadership Coaches, and an annual Ever to Excel Leadership Awards Ceremony.

Additionally, OSI facilitates major, campus-wide programs including Welcome Week Activities, the Campus Activities Board,

## ABOUT BOSTON COLLEGE

---

late-night and weekend events, Homecoming, Senior Week, and operations including the O'Connell House Student Union and *Sub Turri* Yearbook.

Contact the Office of Student Involvement at Carney Hall, Suite 147, at 617-552-3480, or at [www.bc.edu/osi](http://www.bc.edu/osi).

### 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 at 2150 Commonwealth Avenue 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 at 2150 Commonwealth Avenue.

### Immunization

All students considered full-time by the University are required to comply with Massachusetts College Immunization Law.

The College Immunization Law requires proof of the following immunizations:

- Tdap Booster - 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.
- 2 doses of the Measles, Mumps and Rubella vaccines; *with the exception of Health Science students, born before 1957 in the U.S.* is also acceptable.

- 3 doses of the Hepatitis B vaccines
- Meningitis vaccine within the past 5 years or submission of waiver form for all students living in University-sponsored housing
- 2 doses of Varicella “chicken pox” vaccines or a reliable history of chicken pox documented by a health care provider; *with the exception of Health Science students, born before 1980 in the U.S.* is also acceptable.
- Completion of the Tuberculosis Screening Form is also required.
- *GSON & SON have additional requirements to prepare for clinical readiness; these requirements will be communicated to each student by the respective schools.*

If proof of immunization for measles, mumps, rubella, hepatitis B, 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 \$70 will be charged to your student account.

### 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
  - Annual programs including the First Year Service Program, Welles R. Crowther Red Bandanna 5k Run, Relay for Life, Nicaragua Faculty/Staff Immersion Trip
  - Strong partnerships with Boston-based organizations, including Big Brothers Big Sisters of MA Bay
  - Volunteer fairs
  - An English Language Learners program for BC employees to practice their language skills with BC student tutors
  - Post-graduate volunteer programming, such as an annual fair, discernment retreat, and student advisement for those considering full-time volunteer work after leaving Boston College
  - Support for students, groups, and university departments on volunteer projects
- 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. 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, 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 shall provide access within 45 days after the University receives the request, and shall 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 (Office location: 129 Lake Street)  
Chestnut Hill, MA 02467  
Patricia Lowe  
Executive Director for Institutional Diversity/Title IX Coordinator  
patricia.lowe@bc.edu  
Phone: 617-552-3334  
Email: TitleIXCoordinator@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, Katie O'Dair, reachable at 617-552-3482 or (odair@bc.edu); (ii) University Harassment Counselor, reachable via OID (see above contact information); and (iii) Jaime Seguin, jaime.seguin@bc.edu Athletics Title IX Coordinator, the Senior Women's Administrator, 310 Conte Forum, Chestnut Hill, MA 02467, reachable at 617-552-8520.

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.

#### Living & Learning Programs

The University offers a variety of living learning housing options to undergraduate students.

*The Medeiros Honors House*, located on the Upper Campus, is sponsored by the Morrissey College of Arts and Sciences. It houses 100 first-year Honors students. Preference is given to students in the Morrissey College of Arts and Sciences honors program but, based on availability, can often accommodate interested first-year students in



the Carroll School of Management honors program. Faculty lectures, cultural, and academic sponsored events are held in this residence hall throughout the year.

*The Multicultural Learning Experience floors* are open to first-year students of all backgrounds interested in the opportunity to be introduced to and learn about various cultures and perspectives. Students will explore issues of diversity and social justice with their hall mates through workshops, retreat and reflection experiences, guest faculty speakers, and discussions around current events and media. Students are expected to participate in multicultural themed programs that address the issues of our society.

*The Romance Language floor* primarily houses upper class students who want to improve their speaking knowledge of French and Spanish. The community 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 Française and the Casa Hispánica participate in a unique academic living environment.

*The Shaw Leadership Program* provides students an opportunity to work alongside their peers to plan and implement social, educational, and service-oriented programs. Participants in Shaw develop their leadership, networking, and organizational skills through weekly seminar meetings, retreat experiences, and service throughout the year.

*The Healthy Living Community floors* provide a common space for students interested in living in an environment free of alcohol, tobacco, and other harmful substances. These communities also encourage students to maintain a lifestyle that supports academic success, personal development, a sense of community, and overall wellness. Residents will have the ability to further define and promote wellness within their hall community through a variety of programmatic opportunities offered by Residential Life and the Office of Health Promotions.

*The Sustainability Living Learning Community* is a community dedicated to sophomores interested in exploring the topic of sustainability through an interdisciplinary lens and promoting environmental awareness on campus. Students living in this community will be enrolled in a Sustainability focused academic course with their hall mates each semester (Fall: UNAS 334001 & Spring: BIOL 1440) allowing for an intentional community committed to promoting sustainable practices to develop inside and outside the classroom.

*The Kostka Women's Experience*, located in an all-female hall on Upper Campus, strives to engage residents in conversations around women's issues, empowering women, and women's leadership. This community, in collaboration with the Women's Resource Center, includes a dinner series, retreats, peer mentors, intentional programming, and opportunities to connect with women in leadership roles. Through the experience of living in Kostka, residents will deepen their commitment to personal health and wellness, explore and develop their identity, and engage in meaningful conversations.

## Lower Campus

*Ignacio Hall and Rubenstein Hall:* These apartment-style residence halls were completed in the spring of 1973 and house approximately 730 students. Each completely furnished air-conditioned apartment includes two or three, double-occupancy bedrooms, two bathrooms, living room, dining area, and kitchen. Laundry rooms are located in both residence halls. These residence halls generally house senior level students. 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 and house approximately 375 stu-

dents. Each completely furnished air-conditioned apartment includes two, double-occupancy bedrooms, one bathroom, living room, dining area, and kitchen. Seventeen two-level townhouses are unique features of these halls. The buildings provide students with access to several lounge spaces for study and social uses and laundry rooms. These residence halls generally house senior level students. Subscription to the University Meal Plan is optional.

*Modular Apartments:* These 76 duplex townhouse apartments were completed in the spring of 1971 and house approximately 450 students. Each completely furnished air-conditioned apartment has three, double-occupancy bedrooms, two and one-half bathrooms, living room, and kitchen. This area generally houses senior level students. Subscription to the University Meal Plan is optional.

*2150 Commonwealth Avenue:* This apartment style residence hall opens in fall of 2016 and is Boston College's newest building, housing approximately 490 students. Each completely furnished air-conditioned apartment includes two or three, double-occupancy bedrooms, one or two bathrooms, living room, dining area, and kitchen. A centralized laundry room is located on the second floor. Social and study spaces are available on each floor. This residence hall generally houses senior level students. Subscription to the University Meal Plan is optional.

*2000 Commonwealth Avenue:* This seventeen story high-rise building was renovated and converted into a residence hall in 2016, housing approximately 540 students. Each completely furnished air-conditioned apartment includes one or two double occupancy room, or one triple occupancy room, one or two bathrooms, living room, dining area, and kitchen. Lounge space on the second floor has access to an outside patio. A study lounge and reflection space is located on the seventeenth floor. This residence hall generally houses sophomore and junior students. Subscription to the University Meal Plan is optional.

*Michael P. Walsh, S.J., Hall:* This suite-style residence hall was completed in the fall of 1980 and includes 4- and 8-person suites housing approximately 800 students. Each 8-person suite has a furnished common living area and a kitchenette including a sink, cabinet, and counter space, kitchen table, and chairs. Several lounge spaces for study and social uses and a laundry room are also available. This residence hall generally houses sophomore level students. Subscription to the University Meal Plan is mandatory.

*Sixty-Six Commonwealth Avenue:* This traditional-style residence hall houses approximately 230 students in predominantly double occupancy rooms. 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. This residence hall generally houses sophomore and junior level students. Subscription to the University Meal Plan is mandatory.

*Vanderslice Hall and 90 St. Thomas More:* These suite-style residence halls, completed in the fall of 1993, consist of 6-, 7-, 8-, and 9-person suites housing over 800 students. Each air-conditioned suite has a furnished common living area and kitchenette area, including a sink, refrigerator, cabinet and counter space, kitchen table, and chairs. These facilities also include lounge spaces for study and social uses and laundry rooms. These residence halls generally house sophomore and junior level students. Subscription to the University Meal Plan is mandatory.



## ABOUT BOSTON COLLEGE

*Stayer Hall:* This suite style residence hall was completed in 2004 and houses approximately 300 students in 6- and 8-person suite style accommodations. Each fully furnished suite has two bathrooms, a furnished common living area and kitchenette area, including a sink, refrigerator, cabinet and counter space, kitchen table, and chairs. Several lounge spaces for study and social uses and a laundry room are also available. This residence hall generally houses junior and senior level students. Subscription to the University Meal Plan is mandatory.

### 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 approximately 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 first-year students. The University Meal Plan is mandatory for Newton Campus residents and a dining hall is located on the campus, as well as a library, chapel, and laundry facilities.

### Off-Campus Housing

The University operates an off-campus housing office within the Office of Residential Life (Maloney Hall, Suite 413) for the convenience of those seeking assistance with searching for off-campus housing. The office maintains an online database of updated listings of apartments and rooms available for rent in areas surrounding the campus. These listings may be found within the Office of Residential Life website. Students may also visit the office Monday through Friday, 9:00 a.m. to 5:00 p.m. for assistance in-person.

### Upper Campus

These are traditional-style residence halls with 1-, 2-, 3-, or 4-person occupancy rooms along a corridor. Each room is furnished with a bed, desk, dresser, chair, shelves, and shades. These 13 buildings house approximately 2,000 first-year and sophomore students. Upper Campus residents use the laundry facilities in O'Connell House, located in the center of Upper Campus, or in residence halls where available. All Upper Campus residents are required to subscribe to the University Meal Plan.

## 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, 2016.
- Tuition first semester—\$25,240
- Second semester tuition and fees are due by December 10, 2016.
- Tuition second semester—\$25,240

### Woods College of Advancing Studies

- Tuition per course—\$1,826
- Auditor's fee\*\* per course—\$913

### Undergraduate General Fees\*

Application Fee (not refundable):.....75  
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: .....486  
Identification Card (required for all new students):.....30  
Late Payment Fee:.....150  
Freshman Orientation Fee  
(mandatory for all freshman):.....500

### Woods College of Advancing Studies—Undergraduate

Application Fee (not refundable):.....40  
Registration Fee (per semester):.....25

### Undergraduate Special Fees\*

Extra Course—per credit hour: .....1,683  
Laboratory Fee—per semester: .....120–375  
Massachusetts Medical Insurance: .....2,913 per year  
(1,301 fall semester, 1,612 spring semester)  
Nursing Laboratory Fee: ..... up to 1,030  
NCLEX Assessment Test: .....70  
Special Students—per credit hour: .....1,683  
Student Activity Fee: .....330 per year

### Resident Student Expenses

Board—per semester: .....2,604  
Room Fee (includes Mail Service) per semester  
(varies depending on room): .....4,305–5,900

### Summer Session

Tuition per credit hour .....744  
Auditor's fee\*\*—per credit hour .....387

\*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.

### Collection Cost and Fees

Tuition does not include the cost of lab fees, textbooks, or other required materials for specific courses. In general, full-time graduate and undergraduate students should anticipate costs for textbooks and course supplies of \$1,300–\$2,200 for the academic year. Textbook costs for specific courses can be found on the website for the Boston College Bookstore.

The University reserves the right to correct typographical errors or to adjust the Tuition and Fees schedule at any time it deems necessary.

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.

Matriculated students at Boston College are individually, personally, and primarily responsible to the University for paying all tuition and other fees associated with enrollment and room and board, if applicable. This obligation also applies to any additional tuition and fees resulting from adjustments to course schedules. Students remain responsible in accordance with University policy for tuition and fees for classes from which they have been withdrawn, been dropped, failed, or failed to attend. Students must formally withdraw from any/all

classes that they do not attend in a particular semester. Failure to properly withdraw from these classes, according to the withdrawal timelines published by the Office of Student Services ([www.bc.edu/content/bc/offices/stserv/academic/univcat/undergrad\\_catalog/policies\\_procedures.html#withdrawal](http://www.bc.edu/content/bc/offices/stserv/academic/univcat/undergrad_catalog/policies_procedures.html#withdrawal)), will not relieve students of their responsibility to pay any tuition/fees owed for such classes.

Students will be informed of the status of their accounts via an electronic billing statement. It is their responsibility to review the statement, to make payments by the due date stated in the billing statement, and to advise the University in a timely manner of any errors or discrepancies. They also agree that, in the event their account is delinquent, a registration, transcript, ID, meal plan, parking and diploma hold will be placed on their account. There will be a \$150 late payment fee assessed to unresolved accounts by the due date. Failure to pay any balance when due may result in the cancellation of a student's registration for the current academic term, referral of the account to a collection agency, legal action to collect any balance due, or any combination thereof. Students will be responsible for all fees and costs incurred by Boston College for the collection of the past due amount, including collection and attorneys' fees. They will be charged a fee of \$25.00 for a returned check or returned electronic payment (\$40 if this is a fourth returned item and \$65 for any returned item over \$2,000).

Students will not be permitted to enroll in classes without agreeing to accept financial responsibility as described below.

#### **Notice of Consent to Collection Communications**

I expressly consent to you, your affiliates, agents, and service providers using written, electronic, or verbal means to contact me as the law allows. This consent includes, but is not limited to, contact by manual calling methods, prerecorded or artificial voice messages, emails and/or automated telephone dialing systems. I also expressly consent to you, your affiliates, agents, and service providers contacting me by telephone at any telephone number associated with my account, currently or in the future, including wireless telephone numbers, regardless of whether I incur charges as a result. I agree that you, your affiliates, agents, and service providers may record telephone calls regarding my account in assurance of quality and/or other reasons. I have read this disclosure and agree that the Lender/Creditor may contact me/us as described above.

#### **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).

**Domestic 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 23, 2016, for the fall semester and by January 27, 2017, for the spring semester. Students who do not complete a waiver by the due dates will be enrolled and billed for the BC plan.

**International students** are not eligible to waive the BC insurance plan. If you are insured through a parent/guardian's health insurance plan offered through a U.S. employer, or a government sponsored program, (for example Government of Kuwait/UAE or Government of Saudi Arabia) with coverage that meets or exceeds BC's student health insurance plan, you might be eligible to waive coverage. The waiver form for international students is available at [www.bc.edu/ssforms](http://www.bc.edu/ssforms).

#### **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. 26, 2016: 100% of tuition charged is cancelled
- by Sept. 9, 2016: 80% of tuition charged is cancelled
- by Sept. 16, 2016: 60% of tuition charged is cancelled
- by Sept. 23, 2016: 40% of tuition charged is cancelled
- by Sept. 30, 2016: 20% of tuition charged is cancelled

##### **Second Semester**

- by Jan. 13, 2017: 100% of tuition charged is cancelled
  - by Jan. 27, 2017: 80% of tuition charged is cancelled
  - by Feb. 3, 2017: 60% of tuition charged is cancelled
  - by Feb. 10, 2017: 40% of tuition charged is cancelled
  - by Feb. 17, 2017: 20% of tuition charged is cancelled
- No cancellations are made after the fifth week of classes.

#### **Summer Sessions Refund Schedule: All Schools**

Prior to the second class meeting, 100% of tuition charged is cancelled. No cancellation of tuition is made after the second class meeting.

#### **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 regula-

## ***ABOUT BOSTON COLLEGE***

---

tions 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**

The National Student Clearinghouse maintains a comprehensive electronic registry of student records that provides a single, highly automated point of contact for organizations and individuals requiring timely, accurate verification of student enrollment, degree, and loan data.

Today, over 2,700 colleges, representing 91% of the nation's enrollment, participate in the Clearinghouse by providing regular student record updates on all of their currently enrolled students. Student loan providers, employers, student credit issuers, student health insurance providers, the Federal government, and others access the Clearinghouse's registry over 100 million times annually to conduct electronic student record verifications.

### ***Degree and Enrollment Verification***

Boston College has authorized the National Student Clearinghouse to provide degree and enrollment verifications. The National Student Clearinghouse can be contacted at:

Web: [www.degreeverify.com](http://www.degreeverify.com)

Phone: 703-742-4200

Fax: 703-742-4239

Email: [degreeverify@studentclearinghouse.org](mailto:degreeverify@studentclearinghouse.org)

Mail: National Student Clearinghouse

13454 Sunrise Valley Drive, Suite 300

Herndon, VA 20171

### **Undergraduate Degree and Interdisciplinary Programs**

#### **Morrissey 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.

Environmental Studies: B.A., 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 the Morrissey College of Arts and Sciences**

History: B.A./M.A.

Linguistics: B.A./M.A.

Philosophy: B.A./M.A.

Psychology: B.A./M.A., B.S./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.

#### **Sixth-Year Program—Law School**

Bachelor's and Law (3+3) Program: B.A./LL.D.

#### **Fifth Year Programs—School of Theology and Ministry**

Theology: B.A./M.T.S.

Theology and Ministry: B.A./M.A.

#### **Lynch School of Education**

Applied Psychology and Human Development: B.A.

Elementary Education: B.A. or B.S.

Secondary Education: B.A. or B.S.

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

Applied Developmental and Educational Psychology: B.A. or B.S./M.A.

Curriculum and Instruction: B.A. or B.S./M.Ed.

Early Childhood Education: B.A. or B.S./M.Ed.

Educational Research, Measurement and Evaluation: B.A. or B.S./M.A.

Elementary Education: B.A. or B.S./M.Ed.

Higher Education: B.A. or B.S./M.A.

Moderate Special Needs: B.A./M.Ed.

Reading/Literacy Teaching: B.A./M.Ed.

Secondary Education: B.A. or B.S./M.Ed.

Severe Special Needs: B.A. or B.S./M.Ed.

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

Mental Health Counseling: B.A. or B.S./M.A.

School Counseling: B.A. or B.S./M.A.

**Carroll School of Management**

Accounting: B.S.  
Accounting Information Systems: B.S.  
Business Analytics: B.S. (co-concentration only)  
Computer Science: B.S.  
Corporate Reporting and Analysis: B.S.  
Economics: B.S.  
Entrepreneurship B.S. (co-concentration only)  
Finance: B.S.  
General Management: B.S.  
Information Systems: B.S.  
Management and Leadership: B.S.  
Managing for Social Impact and the Public Good: B.S.  
(co-concentration only)  
Marketing: B.S.  
Operations Management: B.S.

Irish Studies  
Islamic Civilization and Societies  
Jewish Studies  
Latin American Studies  
Managing for Social Impact and the Public Good  
Medical Humanities, Health, and Culture  
Psychoanalytic Studies  
Scientific Computation  
Women's and Gender Studies

**Connell School of Nursing**

Nursing: B.S.

**B.S./M.S. Program—Connell School of Nursing,**

**Graduate Programs**

Nursing: B.S./M.S.

**Fifth Year Programs—Boston College 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**

Communication: B.A.  
Corporate Systems: B.A.  
Criminal and Social Justice: B.A.  
Economics: B.A.  
English: B.A.  
History: B.A.  
Information Systems: B.A.  
Natural Sciences: B.A.  
Philosophy: B.A.  
Political Science: B.A.  
Psychology: B.A.  
Social Sciences: B.A.  
Sociology: B.A.  
Theology: B.A.

**Interdisciplinary Programs**

African and African Diaspora Studies  
American Studies  
Ancient Civilization  
Asian Studies  
Catholic Studies  
East European Studies  
Environmental Studies  
Faith, Peace, and Justice  
German Studies  
International Studies



## UNDERGRADUATE ADMISSION

### Admission Information

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

Boston College 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. The Undergraduate Admission website provides further details on the application requirements and deadlines.

### 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

- Required: The SAT or ACT
- Optional: SAT subject exams

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 their primary native language are required to submit the results of either the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).

### Application Procedures

#### *Regular Freshman Admission*

Students applying to Boston College should submit the Common Application, the Boston College Writing Supplement and a \$70 application no later than January 1. Both the Common Application and Boston College Writing Supplement are available on the Common Application website. Candidates are notified of action taken on their applications by April 1.

#### *Early Action*

**Applicants may not apply to another school Early Decision; however, they may apply to other programs as Early Action as permitted by the other schools they are considering.**

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 Boston College Writing Supplement and the Common Application on or before November 1. At Early Action, students may be admitted, deferred to the Regular Decision program, 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.

### International Student Admission

International students are expected to submit the same credentials (transcripts, recommendations, standardized tests, etc.) as domestic 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 either the Test of English as a Foreign Language (TOEFL) exam or the International English Language Testing System (IELTS) 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 for TOEFL. A minimum score of 7.5 is recommended for IELTS. 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 2015, 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 transfer admission should submit the Transfer Common Application, the Boston College Writing Supplement, 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 Report must be submitted for every undergraduate institution attended full-time by the applicant. Additional copies of this form may be obtained from the Common Application website.

All supporting documents must be sent directly to the Boston College Undergraduate Processing Center, P.O. Box 67485, Chestnut Hill, MA 02467 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. BC students must complete the following number of credit hours for graduation: Morrissey College of Arts and Sciences—120, Carroll School of Management—120, Lynch School of Education—120, 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.

Applicants seeking to have on line courses accepted in transfer by Boston College should submit a syllabus for each course, including information about contact hours and exam requirements.

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 school 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 or by failures or withdrawals may not be regained.

A transfer student's date of graduation is determined by the number of credits 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. Thus, students are expected to have completed 30 credits at the end of one year, 60 credits at the end of two years, etc. In determining a transfer student's date of graduation, leeway of six credits is allowed without loss of status. For example, students completing 24–30 credits 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, St. Mary's Hall South, Ground Floor, Boston College, Chestnut Hill, MA 02467.

### Advanced Placement Units

There are a number of ways to earn advanced placement units at Boston College including qualifying scores on College Board Advanced Placement (AP) exams, International Baccalaureate exams, British A Level exams, French Baccalaureate exams, as well as results from the German Abitur, and the Swiss Maturité and Italian Maturità. Official results from all testing should be sent to the Office of Transfer Admission for evaluation. Qualifying scores will be assigned advanced placement units as outlined briefly below and detailed at [www.bc.edu/advancedplacement](http://www.bc.edu/advancedplacement).

#### *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 or 5 on the AP English Language exam are exempt from the writing core. Students receiving a 4 or 5 on the AP English Literature exam are exempt from the literature core. (3 AP units for each score of 4 or 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 Morrissey College of Arts and Sciences and the Carroll School of Management.

## THE UNIVERSITY: POLICIES AND PROCEDURES

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). See **Language Proficiency** section below for further details.

**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 exams scores of 4 or 5 on the AB Calculus, BC Calculus, or AB Calculus sub score are considered to have fulfilled the Core requirement in mathematics in all divisions except the Connell School of Nursing. Boston College's MATH1180 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. A maximum of 6 units can be earned for students with qualifying scores on both Calc AB and Calc BC.)

**Natural Science:** Students receiving a 4 or 5 on the AP exams in Biology, Chemistry and both Physics I and II are considered to have fulfilled the two course Natural Science Core requirement. Students receiving a 4 or 5 on only one of the following—Physics I, Physics II, or the Environmental Science—are considered to have fulfilled half of the two course Natural Science requirement.

**Psychology:** Qualifying scores (4 or 5) on the Psychology AP exam fulfill one of the two social science requirements for the Morrissey 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 PSYC1110 Introduction to Psychology as a Natural Science or PSYC1111 Introduction to Psychology as a Social Science, but students substituting an AP exam score for PSYC1110 or 1111 are required to take an additional 2000-level psychology course (for a total of four courses at the 2000-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). NOTE: AP Statistics cannot be used to fulfill the Statistics requirement in the Morrissey College of Arts and Sciences Economics major but can be used to fulfill one of the Statistics requirements for the Psychology major.

### **International Baccalaureate**

Each score of 6 or 7 on Higher Level exams will earn 6 advanced placement units and will generally satisfy a corresponding Core requirement. For further details, visit [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

For further details, visit [www.bc.edu/advancedplacement](http://www.bc.edu/advancedplacement).

### **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.

### **Italian Maturità**

For students who earn an exam score of 70 or higher on the final exam, advanced placement units will be awarded only for subjects in which the written exam was taken (no placement for oral exams) and the average score for the final exam over the last two years is 7 or higher. No advanced placement units can be earned for English.

For further details, visit [www.bc.edu/advancedplacement](http://www.bc.edu/advancedplacement).

### **German Abitur**

Placement will be considered for the four subjects scored in the Abitur final exams. In the two subjects listed, the “main subject” with scores of 10 or higher, 6 advanced placement units will be awarded in corresponding subject areas. For two additional “basic course” with scores of 10 or higher, 3 advanced placement units will be earned in corresponding subject areas. No advanced placement units can be earned for English.

For further details, visit [www.bc.edu/advancedplacement](http://www.bc.edu/advancedplacement).

### **Swiss Maturité**

Advanced placement units can be earned for exam scores of 4 or better. No advanced placement units can be earned for English.

For further details, 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:

#### **Courses taken at a high school:**

Students enrolled in courses designated as “college courses” that are taken at 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 are earned. A college transcript alone cannot be used to earn advanced placement units for these courses.

#### **Courses taken on a college campus:**

College coursework taken on a college campus with a college professor and with other college students either during the academic year or over the summer may be evaluated for advanced placement units.

Only courses that are deemed equal in depth and breadth to coursework taught at Boston College and are being used to supplement high school coursework (and not to fulfill high school requirements) will be considered. Each 3- or 4-credit course with a grade of B or better will earn three advanced placement units. College tran-

scripts 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.

For further details, visit [www.bc.edu/advancedplacement](http://www.bc.edu/advancedplacement).

***Advanced Standing***

Students who earn a total of 24 advanced placement units may be eligible for Advanced Standing and have the option to complete their undergraduate studies in three years. Students interested in this option should be in touch with their Dean following completion 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.

For further details, visit [www.bc.edu/advancedplacement](http://www.bc.edu/advancedplacement).

***Language Proficiency Requirement***

All students in the Morrissey College of Arts and Sciences and the Carroll School of Management must demonstrate intermediate-level proficiency in a foreign or classical language in order to graduate from Boston College. The Lynch School of Education and the Connell School of Nursing do not have a language requirement.

The SAT II Subject and AP test scores below demonstrate intermediate-level proficiency at Boston College.

Subject Test	SAT Score	AP Score	Requirement Fulfilled
Chinese	650	4	Demonstrates Language Proficiency
French	550	3	Demonstrates Language Proficiency
German	600	4	Demonstrates Language Proficiency
Italian	550	3	Demonstrates Language Proficiency
Japanese	650	4	Demonstrates Language Proficiency
Korean	650	4	Demonstrates Language Proficiency
Latin	600	4	Demonstrates Language Proficiency
Modern Hebrew	650	4	Demonstrates Language Proficiency
Spanish	550	3	Demonstrates Language Proficiency

**Other Exams and Exam Score Minimums**

- British A levels: Languages other than English A/B/C levels
- International Baccalaureate: Higher level foreign or modern classical language 6 or 7
- General Certificate of Education: German A level

- DELE exams (Diplomas de Español como Lengua Extranjera): B1 or higher level
- Successful completion of one of Boston College’s language tests (for languages other than French, Italian, and Spanish).
- Successful demonstration of native proficiency by documentation or testing by one of Boston College’s language departments. Testing is not available in all languages. Fulfillment of the proficiency requirement by the examinations listed above does not confer course credit.

**Course Work Meeting Language Proficiency Requirement**

- Successful completion of the second semester of an intermediate-level Boston College modern or classical language course.
- Successful completion of one Boston College modern or classical language course beyond the intermediate level.
- Carroll School of Management only: Successful completion of four years of high school language study (need not be the same language, e.g., two years of Latin and two years of French).
- Carroll School of Management only: Successful completion of one year of a new language for students who enter Boston College with three years of high school foreign language.

Students may not take foreign language courses on a pass/fail basis until they have completed the university’s language proficiency requirement. Language courses will count as Morrissey College of Arts and Sciences electives. Students with documented learning disabilities may be exempt from the language proficiency requirement and should consult with the Associate Dean.

**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 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 that 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 that extend over three days and two nights. A student program runs concurrently with a parent/guardian program during each of these sessions.

During the program, students will meet with academic deans and advisors to both discuss their academic options and register for their fall semester classes. Additionally, faculty, administrators and Orientation Leaders will engage our first year students in discussions of the intellectual and spiritual life that is unique to Boston College, the value of diversity, the opportunities to participate in service, the availability of learning resources, and the consideration of behavioral choices surrounding the use of alcohol and drugs. The forums for discussion are designed to be interactive as to welcome the newest members of our community into the spirit Boston College.

The parent/guardian program presents themes surrounding the issues of transition and adjustment which families will experience as a member enters college. The program sessions will address the ways stu-



dents need to adjust to their new freedoms and responsibilities in order to maximize their college experience and discuss how parents/guardians can support their students during this stage of life.

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. First Year Academic Convocation 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. Some past selections have included *Mountains Beyond Mountains* by Tracy Kidder, *Dreams of My Father* by President Barack Obama, *The Glass Castle* by Jeannette Walls, *Let the Great World Spin* by Colum McCann, and *The Road to Character* by David Brooks. 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 keynote 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 transition process, 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 (UNCS2201) 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 world in the 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—Morrissey College of Arts and Sciences, Carroll School

of Management, Lynch School of Education, and Connell School of Nursing—within Boston College. Seminars are limited to 15 to 20 students. All courses are listed between UNCP5500 and UNCP5599 in the Boston College 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 e-mail 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).

### *Gabelli Presidential Scholars Program*

The Gabelli 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 Gabelli Presidential Scholars Program seeks to develop exceptional scholars and leaders for the Boston College community and far beyond.

### 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 in terms of academic selectivity. 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.

### Office of International Programs (OIP)

International programs are an integral part of the undergraduate experience at BC. Each year more than 1,200 students—or over 50% of a given graduating class—spend a semester, summer, or academic year studying, interning, conducting research, and/or volunteering 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 3.0 GPA and be in good disciplinary standing. Additional non-BC approved programs are listed on the OIP website. The OIP also offers around 30 short-term, faculty-led summer programs that are open to both BC and non-BC students and have no minimum GPA requirement. Students should begin planning to go abroad as early as their freshman year. Study abroad information sessions, the OIP Resource Room, and individual meetings with OIP staff help students choose the best program for their needs.

For more information, please visit [www.bc.edu/international](http://www.bc.edu/international). The OIP is located in Hovey House (258 Hammond Street, 617-552-3827).

### Academic Year Programs\*

\*Note: “BC in –” programs denote those options where there is some sort of coordinator/on-the ground support staff, in addition to services offered by the host institution. Services range from full-time coordinators to more limited support.

#### Argentina

##### *BC in Buenos Aires: Pontificia Universidad Catolica Argentina (UCA)*

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.

##### *BC in Buenos Aires: 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.

##### *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. Possible internship unit.

##### *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 sciences, environmental sciences, social sciences, business, education, and music.

#### Austria

##### *Vienna University of Economics and Business (WU)*

Semester or full-year program at one of Europe’s top business schools, with courses taught in English for Carroll School of Management or Economics students. No prior German language required.

#### Brazil

##### *BC in Rio de Janeiro: Pontificia Universidade Católica de Rio de Janeiro (PUC-Rio)*

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

##### *BC in Santiago: Pontificia Universidad Católica de Chile (PUC)*

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

##### *BC in Santiago: Universidad Alberto Hurtado (UAH)*

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**

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

Semester or full-year direct enrollment program with a strong focus on business/management. For Carroll School of Management students only. On campus housing, central location. Courses taught in English. No language requirement.

***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, proximity to public transportation. Courses taught in English. No language requirement.

**Denmark**

***Copenhagen Business School***

Semester or full-year program with courses taught in English for Carroll School of Management 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**

***BC in Quito: Universidad San Francisco de Quito (USFQ)***

Semester or full-year program with course offerings across the disciplines. Biology, chemistry, and ecology courses offered in English as well as Spanish. Community health course available for Nursing and pre-med students.

**England**

***BC in London: King's College London, University of London***

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

***BC in London: London School of Economics (LSE)***

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

***BC in London: Queen Mary, University of London***

Semester or full-year program in London's vibrant and diverse East End. For Morrissey College of Arts and Sciences and Carroll School of Management students.

***BC in London: Royal Holloway, University of London***

Semester or full-year program with suburban, park land campus and a wide range of course offerings for Morrissey College of Arts and Sciences and Carroll School of Management students.

***BC in London: 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.

***BC in London: University College London, University of London***

Semester or full-year program for Morrissey College of Arts and Sciences students at the University of London's top-ranked college in central London.

***University of Bristol***

Semester or full-year program located in Bristol, England, with courses across the disciplines, including courses in the sciences for pre-medical students and in management for Carroll School of Management students.

***Durham University***

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

***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 Carroll School of Management students.

***University of Liverpool***

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

**France**

***BC in Paris: Université de Paris***

Semester or full-year program based at the University of Paris. BC students attend the University of Paris IV (Sorbonne) 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 de Langue et de Culture Française (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: 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'Ecole Supérieure de Commerce (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 de Paris (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.

**Germany**

***Eichstätt 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 beginning 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. Internships and volunteer placements are available. Off-campus living in university-assigned housing. Excursions included. No language requirement.

**Ireland**

***BC in Cork: University College Cork***

Semester or full-year program 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.

***BC in Dublin: 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. Mandatory Irish Studies course taught by the BC on-site coordinator.

### *BC in Dublin: 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. Mandatory Irish Studies course taught by the BC on-site coordinator.

### *BC in Dublin: University College Dublin (UCD)*

Semester or full-year program with offerings across the disciplines, including Arts and Commerce. Students in the Arts and Sciences faculties select two departments in which to take their courses. Commerce students take most classes within the Quinn School. Mandatory Irish Studies course taught by the BC on-site coordinator.

### *BC in Galway: National University of Ireland Galway*

Semester or full-year program (fall or full year only for Morrissey College of Arts and Sciences) with course offerings across the disciplines. Some courses are approved for Connell School of Nursing students. Mandatory Irish Studies class taught by BC on-site coordinator.

### Italy

#### *BC in Parma: University of Parma*

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

#### *BC in Parma: L'Istituto Dante Alighieri, Parma*

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

#### *Bocconi University, Milan*

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

#### *Venice International University*

Semester or full-year program located at Venice International University, an international higher education and research center co-run by fifteen consortium members from around the world. Based on San Servolo Island, just a few minutes from St. Mark's Square in the heart of Venice. Students take courses taught in English in the social sciences, 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. Two semesters of Japanese language must be completed prior to departure. University housing and homestay options.

### 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. Volunteer placements by arrangement.

### Nepal

#### *BC in Kathmandu: Center for Buddhist Studies*

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

### The Netherlands

#### *Amsterdam University College*

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

#### *University College Utrecht*

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

#### *University of Amsterdam*

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

### New Zealand

#### *University of Otago*

Full-year or semester program at one of New Zealand's top-ranked universities. Exceptional course offerings across the disciplines, especially environmental sciences, business, theology, arts, and humanities.

### 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) with courses taught in English. Perfect for Carroll School of Management 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

#### *BC in Glasgow: University of Glasgow*

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

### Singapore

#### *National University of Singapore (NUS)*

Semester or full-year program at the oldest and largest institute of higher learning in Singapore. Wide variety of courses available. Housing available on- or off-campus.

### South Africa

#### *BC in Grahamstown: Rhodes University*

Semester or full-year program in Grahamstown with courses across the disciplines. Supervised service-learning placements through the BC program.

#### *BC in Cape Town: 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.

### South Korea

#### *Seoul National University*

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

#### *Sogang University*

Semester or full-year program in Seoul with a range of courses offered in English. Opportunity for intensive language study. Students live in new on-campus residence halls. Internship and service opportunities available.



**Spain**

*BC in Barcelona: ESADE*

Semester program in Barcelona offering courses in business and law. English-taught curriculum.

*BC in Barcelona: Universidad Pompeu Fabra (UPF)*

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

*BC in Granada: University of Granada, 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.

*BC in Madrid: Complutense de Madrid*

Semester or full-year program for students in all disciplines. Non-native Spanish courses offered through the Reunidas program.

*BC in Madrid: Carlos III*

Semester or full-year program for students in all disciplines. Non-native Spanish courses offered.

*BC in Madrid: Pontificia Comillas Universities*

Semester or full-year program for students in all disciplines at this private, Jesuit institution. New International Relations major offered.

*Universidad de Deusto*

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

**Sweden**

*Uppsala University*

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

**Turkey**

*Boğaziçi University*

Semester or full-year program in Turkey's elite university, in a wide range of subjects taught in English.

**United Arab Emirates**

*American University of Sharja (AUS)*

Semester or full-year program in a diverse, English-language university in the heart of the UAE with a large international population. Courses available in arts, humanities, sciences, languages, and management.

**Summer Sessions**

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

**Africa**

*Pretoria & Cape Town, South Africa*

Religion, Justice, and Peace in South Africa (3 credits)

**Asia**

*Mussoorie, India*

Creative Writing Workshop: Writing Out of Place (3 credits)

**Europe**

*Barcelona, Spain*

Advanced Spanish (3 credits)

*Berlin, Germany*

Berlin: A Case Study for Artistic Transformation and Discovery (3 credits)

*Bordeaux, France*

Diversity in France (3 credits)

Intensive Intermediate French (6 credits)

*Dublin, Ireland*

Decoding Ireland's DNA (3 credits)

The Business, History & Politics of Sport (3 credits)

The Genetic Century (3 credits)

*London, England*

Introduction to the History of Chemistry (3 credits)

Contemporary Theatre and Drama in London (3 credits)

*Madrid, Spain*

Spanish Art History: from Al-Andalus to Picasso (3 credits)

*Paris, France*

Food Writing in Paris (3 credits)

The Twentieth Century and the Tradition in Paris (3 credits)

(Applicants must be in the Honors Program)

*Parma, Italy*

Elementary Italian (3 credits)

International Law of Food (3 credits)

The Art of Physics (3 credits)

*Rome, Italy*

Art and Patronage in Renaissance and Baroque Rome (3 credits)

Saints and Sinners (3 credits)

*Saint Petersburg, Russia*

St Petersburg: Literary-Artistic Myths and Realities (3 credits)

*Venice, Italy*

Drawing from the Venetian Masters (3 credits)

Introduction to Law and the Legal Process (3 credits)

The Imaginary City: Why Writers Love Venice (3 credits)

**Latin America**

*Quito, Ecuador*

Global Health Perspectives (3 credits)

McNair Program: Research through a Global Lens

(Applicants must be McNair Scholars) (3 credits)

*Santiago, Chile*

Through the Eyes of Service (4 credits)

**Middle East**

*Kuwait City, Kuwait*

Kuwait: Politics and Oil in the Gulf (3 credits)

**Oceania**

*Auckland, New Zealand*

From the Maori to Middle Earth: Communicating Colonization through Contemporary Work in New Zealand (3 credits)

**Internships Abroad**

*Dublin, Hong Kong, Madrid, Paris, and Prague*

Eight-week, independent internship program offers students the opportunity to experience the local 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 complete an Applied Psychology and Human Development Practicum while studying. See the LSOE Dean's Office for details.

### *Washington Semester and SEA Education Association Program*

#### **Washington Semester**

BC offers a semester-long internship program in cooperation with American University in Washington, DC. The program combines academic courses with internship placements in legislative, executive, and interest-group offices in the nation's capital. 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. The program can be combined with study abroad experience. Students interested in the Washington semester program can schedule an appointment with Maria Segala (maria.segala@bc.edu). For more information, visit [www.bc.edu/offices/international](http://www.bc.edu/offices/international).

#### **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 or in combination with another semester abroad program. SEA programs are administered as approved external programs through the Office of International Programs. Interested students can schedule an appointment with Maria Segala (maria.segala@bc.edu). For more information, visit [www.bc.edu/offices/international](http://www.bc.edu/offices/international).

### *Pre-Professional Programs*

#### **Pre-Law Advising**

Boston College offers pre-law advising through the Career Center. The Boston College Career Center and two pre-law student associations, the Bellarmine Law Society and the AHANA Pre-Law Student Association, present 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 as Pre-Law. For further information, contact the Career Center at 617-552-3430 and view the Career Center's website for information on applying to law school at: [www.bc.edu/offices/careers/gradschool/law.html](http://www.bc.edu/offices/careers/gradschool/law.html).

#### **Pre-Health Programs (Premedical/Pre dental)**

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 B.C. Premedical Web Site ([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 e-mail us at [premed@bc.edu](mailto:premed@bc.edu).

**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 variety of fields. 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 may be 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 Liberty Battalion Recruitment Officer at 617-373-2378 or the Boston College Department of Military Science (Carney Hall 165 and 172) at 617-552-3230/2580 or visit [www.bc.edu/armyrotc](http://www.bc.edu/armyrotc).

**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 for 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.

**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, [burotc@bc.edu](mailto:burotc@bc.edu).

**Undergraduate Faculty Research Fellows Program**

Boston College established the Undergraduate Faculty Research Fellows Program (URF) 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 faculty 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 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. Only sophomores, juniors and seniors are eligible for the program and ordinarily a cum GPA of at least 3.4 is expected. Students can inquire directly with faculty to express their interest in being involved in the faculty member's research. Students cannot receive academic credit for work done under an URF. 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 associate dean will notify the student of the allegation and the evidence. The student will be given an opportunity to respond to the allegation 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.

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 student's 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 student's 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 (2016–2017) 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 makeup such examination, study or work requirement that may have been missed because of such absence on any particular day. However, students should notify professors at the end of the first class meeting or at least two weeks in advance of any such planned observances, and such makeup examination or work shall not create an unreasonable burden upon the University. No fees will be charged and no adverse or prejudicial effects shall result to any student who is absent for religious reasons.

### **Audits**

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

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

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 the Arts—Fine Arts, Music, Theatre
- 1 course in Cultural Diversity (For Lynch School of Education APSY1031)
- 2 courses in History

- 1 course in Literature—Classical Studies, English, German Studies, Romance Languages and Literatures, Slavic and Eastern Languages and Literatures
- 1 course in Mathematics—For Carroll School of Management students, one semester of Calculus (MATH1100 or higher) and one semester of Statistics (ECON1151) are required. For Connell School of Nursing students MATH1180 Principles of Statistics for Health Sciences is the required Mathematics Core course.
- 2 courses in Natural Sciences—Biology, Chemistry, Earth and Environmental Sciences, Physics
- 2 courses in Philosophy
- 2 courses in Social Sciences—Economics (For Carroll School of Management, ECON1131 and ECON1132), Political Science, Psychology, Psychology in Education (APSY1030 and APSY1031 are required for Lynch School of Education and acceptable in all schools), or Sociology
- 2 courses in Theology
- 1 course in Writing

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 Morrissey College of Arts and Sciences and by referencing the Course Information & Schedule link in the Agora Portal. For more information visit [www.bc.edu/core](http://www.bc.edu/core).

### Core Renewal

As a Jesuit University, Boston College has as its heritage a 400-year tradition of concern for the integration of the intellectual, moral, and religious development of its students. The centerpiece of Jesuit education has always been a common curriculum that emphasizes the study of the defining works of the humanities, natural sciences, and social sciences. Boston College freshmen have the option of fulfilling these core curriculum requirements through new team-taught or linked courses that deal with such topics as the history and future of human impact on the planet; using creativity to save the world; love, gender, and marriage, or health and illness in literature and writing; and the challenges history and literature face in pursuing truth. These courses are offered as part of a three-year pilot program (2015–2018).

Five of the pilot courses in 2016-17 are built on the “Complex Problems” model: team-taught, six-credit classes of 75 or 150 students that address a contemporary problem. In addition, there are eleven linked pairs of courses in the “Enduring Questions” category: distinct three-credit classes taken by the same 19 students—each taught by a faculty member from a different department—but connected by a common topic and set of questions, and with some shared readings and assignments.

For more information on Core Renewal at Boston College please visit <http://www.bc.edu/sites/core/core-renewal>.

### 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. 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***

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.

Lynch School of Education students take a 3-credit First Year Experience course during 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, Morrissey 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 the Morrissey College 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.

**Language Proficiency Requirement**

All students in the Morrissey College of Arts and Sciences and the Carroll School of Management must demonstrate intermediate-level proficiency in a foreign or classical language in order to graduate from Boston College. The Lynch School of Education and the Connell School of Nursing do not have a language requirement.

The SAT II Subject and AP test scores below demonstrate intermediate-level proficiency at Boston College.

Subject Test	SAT Score	AP Score	Requirement Fulfilled
Chinese	650	4	Demonstrates Language Proficiency
French	550	3	Demonstrates Language Proficiency
German	600	4	Demonstrates Language Proficiency
Italian	550	3	Demonstrates Language Proficiency
Japanese	650	4	Demonstrates Language Proficiency
Korean	650	4	Demonstrates Language Proficiency
Latin	600	4	Demonstrates Language Proficiency
Modern Hebrew	650	4	Demonstrates Language Proficiency
Spanish	550	3	Demonstrates Language Proficiency

**Other Exams and Exam Score Minimums**

- British A levels: Languages other than English A/B/C levels
- International Baccalaureate: Higher level foreign or modern classical language 6 or 7
- General Certificate of Education: German A level
- DELE exams (Diplomas de Español como Lengua Extranjera): B1 or higher level
- Successful completion of one of Boston College’s language tests (for languages other than French, Italian, and Spanish).
- Successful demonstration of native proficiency by documentation or testing by one of Boston College’s language departments

Testing is not available in all languages. Fulfillment of the proficiency requirement by the examinations listed above does not confer course credit.

### Course Work Meeting Language Proficiency Requirement

- Successful completion of the second semester of an intermediate-level Boston College modern or classical language course.
- Successful completion of one Boston College modern or classical language course beyond the intermediate level.
- Carroll School of Management only: Successful completion of four years of high school language study (need not be the same language, e.g., two years of Latin and two years of French).
- Carroll School of Management only: Successful completion of one year of a new language for students who enter Boston College with three years of high school foreign language.

Students may not take foreign language courses on a pass/fail basis until they have completed the university's language proficiency requirement. Language courses will count as Morrissey College of Arts and Sciences electives. Students with documented learning disabilities may be exempt from the language proficiency requirement and should consult with the Associate Dean.

### 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 based on grades in courses taken in the full-time program at Boston College, plus other courses specifically approved for credit towards the degree by the Associate Dean. If a student fails a course, the course is not credited toward the degree, but the failing grade remains on the student's transcript and a 0.0 is calculated into the student's cumulative average. A failed course may be retaken for credit, with the new grade added to the GPA, but the original failure remains on the transcript and continues to be counted in the GPA. If a student retakes a failed course and fails it again, the course is again entered on the transcript and the grade is counted in the GPA. If a student retakes a course in which she or he has already received a passing grade, the repeated course is again entered on the transcript and the grade is calculated in the cumulative GPA, but the course is not credited toward the degree.

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 15 in the fall semester and March 1 in the spring semester starting in the fall of 2016–2017.

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.



### ***Pass/Fail Option for One-Credit Courses in the Major***

At the discretion of the school or department, some one-credit courses that are required for a major or minor may be offered on a pass/fail basis only (e.g., practica, performance).

### **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 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. Currently, the Carroll School of Management is not accepting internal transfer candidates.

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 appropriate Academic 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 appropriate Academic Dean's Office. Students may not participate in extracurricular activities while on a leave of absence. Except in rare cases, students returning from a leave of absence may not regain their original graduation year.

To assure re-enrollment for a particular semester following a leave of absence, students must notify their appropriate Academic Dean's Office at least four weeks in advance of the start of the next semester.

### ***Medical Leave of Absence***

If a student is unable to complete the coursework or other course of study for a semester due to medical reasons, the student may request a medical leave of absence. Medical leave, whether requested for mental health or physical health reasons, must be supported by appropriate documentation from a licensed care provider and be approved by the student's Associate Dean.

The University reserves the right to impose conditions on readmission from a medical leave, which may include: length of time on leave; the submission of documentation from the student's health care provider; the student's consent for the provider to discuss the student's condition with University clinicians, and/or an independent evaluation of the student's condition by University clinicians; and/or making use of University or outside professional services.

The conditions will be specified at the time of leave, and students will be asked to acknowledge their acceptance of them.

Students seeking to return from leave should contact the appropriate Academic Dean prior to seeking readmission no later than four weeks prior to the desired admission date. However, students seeking to return to a practicum, clinical or field education placement must contact the appropriate Academic Dean expressing the intent to seek readmission at least a full semester before the desired return.

Students on Boston College's medical insurance policy may be eligible to continue their health insurance the semester in which they take a medical leave of absence and the following semester. Students should consult with Student Services and can learn more about this policy at: [www.bc.edu/medinsurance](http://www.bc.edu/medinsurance). Students granted a medical leave may be entitled to a semester's tuition credit to be provided upon readmission, and should consult their school's policy regarding the tuition credit.

### **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. In order to earn a major, students must have at least 27 credits in the major program that are not used to fulfill requirements for another major or minor.

#### ***Minors***

##### **Morrissey College of Arts and Sciences**

Some departments offer a departmental minor for students who wish to complement their major with intensive study in another area. A departmental minor consists of at least 18 credits (ordinarily six courses). These must include one introductory level course and at least one upper-level course or seminar. In order to earn a departmental minor, students must have at least 15 credits in the minor program that are not used to fulfill requirements for another major or minor. Students carrying a double major are advised not to minor.

For a complete list of minors see Undergraduate Minors of this catalog or visit [www.bc.edu/minorslist](http://www.bc.edu/minorslist).

Interdisciplinary minors in the Morrissey College of Arts and Sciences must consist of at least 18 credits (ordinarily six courses) and must include either a required introductory course or a concluding seminar or project. (Note: Some programs require both.) In order to earn an interdisciplinary minor, students must have at least 15 credits in the minor program that are not used to fulfill requirements for another major or minor or a Core requirement. The list and description of the interdisciplinary minors is available in the Morrissey 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.

### **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**

Connell School of Nursing 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.

For a complete list of minors see Undergraduate Minors of this catalog or visit [www.bc.edu/minorslist](http://www.bc.edu/minorslist).

### ***Concentrations***

#### **Carroll School of Management**

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, Accounting Information Systems, Corporate Reporting and Analysis, Computer Science, Economics, Finance, General Management, Information Systems, Management and Leadership, Marketing, Operations Management, and co-concentrations in Business Analytics, Entrepreneurship and Managing for Social Impact. 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 appropriate Academic Dean of their school or college. Applications for readmission should be made at least four weeks before the start of the semester in which the student seeks to resume study. The appropriate Academic Dean will then make the decision about readmission, after careful consideration of the best interests of both the student and the University.

In instances where a sustained period of time (more than one year) has elapsed since a student was last enrolled, the appropriate Academic 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. Factors that will determine these requirements include, but are not limited to: the currency of the student's knowledge in the student's proposed academic major(s); the pertinence of courses completed at Boston College to current degree and licensure requirements; any 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 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 3.0 or higher and have a clear disciplinary record. Final approval is at the discretion of the OIP, deans, and ODSD. 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 full course load as defined by the host university, in coordination with BC, 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. For non-BC programs, students may transfer credit back to the US, as long as they earn the equivalent of a C- or higher. Grades on non-BC programs are not calculated into the BC GPA, though students can apply credit towards major, minor, and general graduation requirements.

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 OIP Degree Audit Course Substitution 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/transcript](http://www.bc.edu/transcript).

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. Courses in transfer with credit values ranging from 1–4 semester hours of credit will be considered on a course by course basis. A maximum of 30 credit hours for a first semester sophomore, 45 for a second semester sophomore and 60 semester hours of credit for an incoming junior will be allowed in transfer.

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 via the 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 Boston College email addresses, 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.

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

Students may forward their email messages from their Boston College email address to non-university email systems, if they wish. In such cases, however, 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.

## University Degree Requirements

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:

- Morrissey College of Arts and Sciences students must accumulate at least 120 credits with 96 of the required 120 credits in departments of the Morrissey College of Arts and Sciences. Additional courses may be chosen from the offerings of the professional schools. Students in the Morrissey 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 120 credits for graduation. All Lynch School of Education majors complete 120 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.

## Undergraduate Majors and CSOM Concentrations

- Accounting (CSOM)
- Accounting Information Systems (CSOM)
- American Heritages (LSOE)
- Applied Psychology and Human Development (LSOE)
- Art History (MCAS)
- Biochemistry (MCAS)
- Biology (MCAS)
- Business Analytics (CSOM, co-concentration only)
- Chemistry (MCAS)
- Classical Studies (MCAS)
- Communication (MCAS, WCAS)
- Computer Science (CSOM, MCAS)
- Corporate Reporting and Analysis (CSOM)
- Corporate Systems (WCAS)
- Criminal and Social Justice (WCAS)

- Economics (CSOM, MCAS, WCAS)
- Elementary Education (LSOE)
- English (MCAS, WCAS)
- Entrepreneurship (CSOM, co-concentration only)
- Environmental Geoscience (MCAS)
- Environmental Studies (MCAS)
- Film Studies (MCAS)
- Finance (CSOM)
- French (MCAS)
- General Management (CSOM)
- General Science (LSOE)
- Geological Sciences (MCAS)
- German Studies (MCAS)
- Hispanic Studies (MCAS)
- History (MCAS, WCAS)
- Human Resource Management (CSOM)
- Independent (MCAS)
- Information Systems (CSOM, WCAS)
- International Studies (MCAS)
- Islamic Civilization and Societies (MCAS)
- Italian (MCAS)
- Linguistics (MCAS)
- Management and Leadership (CSOM)
- Managing for Social Impact and the Public Good (CSOM, co-concentration only)
- Marketing (CSOM)
- Mathematics/Computer Science (LSOE)
- Mathematics (MCAS)
- Natural Sciences (WCAS)
- Music (MCAS)
- Nursing (CSOM)
- Operations Management (CSOM)
- Perspectives on Spanish America (LSOE)
- Philosophy (MCAS, WCAS)
- Physics (MCAS)
- Political Science (MCAS, WCAS)
- Psychology (MCAS, WCAS)
- Russian Culture and Civilization (MCAS)
- Russian Language and Literature (MCAS)
- Secondary Education (LSOE)
- Slavic Studies (MCAS)
- Social Science (WCAS)
- Sociology (MCAS, WCAS)
- Studio Art (MCAS)
- Theatre (MCAS)
- Theology (MCAS, WCAS)

CSOM = Carroll School of Management  
CSOM = Connell School of Nursing  
LSOE = Lynch School of Education  
MCAS = Morrissey College of Arts and Sciences  
WCAS = Woods College of Advancing Studies



**Undergraduate Minors**

- African and African Diaspora Studies (Interdisciplinary)
- American Studies (Interdisciplinary)
- Ancient Civilization (Interdisciplinary)
- Applied Psychology & Human Development (in LSOE for CSOM)
- Arabic Studies (MCAS)
- Art History (MCAS)
- Asian Studies (Interdisciplinary)
- Bioinformatics (Concentration)
- Biology (MCAS)
- Biopsychology (Concentration)
- Catholic Studies (Interdisciplinary)
- Chemistry (MCAS)
- Chinese (MCAS)
- Communications (in MCAS for LSOE)
- Computer Science (MCAS)
- Creative Writing (Concentration)
- East European Studies (Interdisciplinary)
- Economics (MCAS)
- Environmental Studies (Interdisciplinary)
- Faith Peace & Justice (Interdisciplinary)
- Film Studies (MCAS)
- French (MCAS)
- General Education (in LSOE for CSOM, CSON, and MCAS)
- Geological Sciences (MCAS)
- German (MCAS)
- German Studies (Interdisciplinary)
- Hispanic Studies (MCAS)
- History (MCAS)
- Inclusive Education (in LSOE for MCAS)
- International Studies (Interdisciplinary)
- Irish Studies (Interdisciplinary)
- Islamic Civilization & Society (Interdisciplinary)
- Italian (MCAS)
- Jewish Studies (Interdisciplinary)
- Latin American Studies (Interdisciplinary)
- Leadership in Higher Education and Community Settings (in LSOE for CSOM, CSON, LSOE, and MCAS)
- Linguistics (MCAS)
- Management and Leadership (in CSOM for LSOE and MCAS)
- Managing for Social Impact and the Public Good (Interdisciplinary)
- Mathematics (MCAS)
- Medical Humanities, Health, and Culture (Interdisciplinary)
- Middle School Mathematics Teaching (LSOE)
- Music (MCAS)
- Philosophy (MCAS)
- Physics (MCAS)
- Psychoanalytic Studies (Interdisciplinary)
- Russian (MCAS)
- Scientific Computation (Interdisciplinary)
- Secondary Education (in LSOE for MCAS)
- Sociology (MCAS)
- Special Education (LSOE)
- Studio Art (MCAS)
- Theatre (MCAS)

- Theology (MCAS)
- Women's & Gender Studies (Interdisciplinary)

- CSOM = Carroll School of Management
- CSON = Connell School of Nursing
- LSOE = Lynch School of Education
- MCAS = Morrissey College of Arts and Sciences

**UNIVERSITY (SENIOR) AWARDS AND HONORS**

**Morrissey College of Arts and Sciences**

*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 Morrissey College of 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.

### *The Dr. Donald S. Brown Award*

The Donald S. Brown Award was established in honor of the former director of the Office of AHANA Student Programs from 1978-2005. This award honors a senior who throughout their undergraduate career has made extraordinary contributions to the Boston College community in ways that have benefited AHANA students in the areas of leadership, service and academic development.

### *The Andrew Bunie Award*

An award established by the History Department in honor of Andrew Bunie, esteemed colleague (1968-2006). Indefatigable researcher, and remarkable teacher. It is given each year to a graduating senior in recognition of exceptional historical scholarship.

### *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.

### *The Deborah Fine Award*

An annual gift, established in 2004, given by Ms. Judith Fine in memory of her daughter, a member of the Class of 1981. This award is given to a female member of the senior class who is going on to medical school in the fall.

### *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.

### *The George Goldsmith Award*

An award given in memory of longtime Physics Department faculty member George J. Goldsmith, who is remembered for both his scholarship and his selfless dedication to the students of Boston College, this award is given annually to a graduating physics major in recognition of excellence in academic achievement and research.

### *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.

### *The David A. Karp Award*

An award in honor of David A. Karp, Professor of Sociology from 1971-2012. While leading the Sociology Honors Program, he inspired generations of students to strive for insightful sociological listening and beautiful writing that is the hallmark of his work.

### *William A. Kean Memorial Award*

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

*Bishop Kelleher Award*

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

*William J. Kenealy, S.J., Award*

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

*Athanasius Kircher, S.J., Award for Excellence in the Study of Music*

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

*Joseph M. Larkin, S.J., Award*

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

*John Henry Lawton Award*

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

*Allison R. Macomber, Jr., Awards in the Fine Arts*

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

*J. Paul Marcoux Award*

An award in honor of J. Paul Marcoux, Professor of Theater at Boston College (1964–1994), presented annually to a senior Theater major for excellence and growth, both academically and artistically, over their four years at Boston College.

*Richard and Marianne Martin Awards*

In memory of Richard and Marianne Martin for their dedication to the ideals of art, and for their unstinting devotion to the goals and values of Boston College. Two awards are given by the Boston College Friends of Art; one to an outstanding scholar in art history, the other to a student who excels in studio art.

*Denis A. McCarthy Award*

The Denis A. McCarthy Award is given to an undergraduate for outstanding work in creative writing.

*John McCarthy, S.J., Award*

An award established in memory of Rev. John McCarthy, S.J., a most beloved scholar, faculty member, and Dean in the Morrissey 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 Morrissey 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.

*The John J. Neuhauser Award in Computer Science*

An award given to the senior in the Morrissey College of Arts and Sciences who has demonstrated outstanding achievement in computer science.

*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.

*The Thomas H. O'Connor Award*

An award established by the History Department in honor of the late Thomas H. O'Connor, who taught in the department from 1950–1999, and who also served as Boston College University Historian. It is given each year to a graduating senior in recognition of outstanding achievement in the study of American history.

*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.

*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 Morrissey College of Arts and Sciences who has completed the Secondary Education Program within the Lynch 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.

### *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.

### *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.

### *Saint Richard Gwyn Award*

Presented to a member of the senior class for outstanding promise as a secondary teacher.

### *Reverend 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.

### *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.

### *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.

### *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 Applied Psychology and 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.

### *Patricia M. Coyle Award*

Given to the graduating senior in Elementary 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.

### *Karen E. Noonan Award*

Given to the graduating senior in Elementary 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.

### *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.

### *Cynthia J. Sullivan Award Winner*

Presented to last year's winner of the Cynthia J. Sullivan Memorial Achievement Award, this stipend is intended to fund graduate study or post-graduate travel.

### *Reverend John Christopher Sullivan, S.J., Award*

Presented in honor of Father Sullivan, first Associate Dean in the School of Education, to a member of the senior class who, as Father Sullivan did, exhibits cheerfulness, creativity, enthusiasm, and high energy; who demonstrates respect for individuals and is supportive of others; who shares with them the gift of personal care, regard, individual attention, warmth, and respectful sense of humor; and whose personality and actions reflect an appreciation of the dignity and value of every individual.

### *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.

### *Gretchen A. Bussard Award*

Presented to a member of the junior class in the Applied Psychology and Human Development Program who has used what he or she has learned in the classroom to improve the lives of others.

### *Nancy E. Segal Award*

Presented to a member of the graduating class for exhibiting great courage in overcoming a personal challenge to excel academically.

### *Albert A. Bennett Award*

Presented by the Morrissey College of Arts and Sciences, in honor of Professor Bennett (1888–1971), visiting professor of mathematics at Boston College 1962–1971, to a member of the graduating class who demonstrates a high level of mathematical achievement and who has shown interest in or a desire for a career in teaching.



**Secondary Education Award**

Given to the student in the Morrissey 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 Outstanding Student in Information Systems 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.

*The Maureen A. Eldredge Award*

Established by the faculty of the Connell School of Nursing to honor the graduate who embodies the Jesuit ideals of being "men and women in service to others" and instills in other students the Boston College motto of Ever to Excel.

*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.

## Morrissey College of Arts and Sciences

The Morrissey 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 Morrissey 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 Morrissey 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 college-specific Foreign Language Proficiency Requirement.

**Major**—All students in the Morrissey College of Arts and Sciences must select a major field of study the approximately 35 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 Morrissey 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 Morrissey 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 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 3.700 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 3.700 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. Student 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 the nominated student authors by the Morrissey College academic deans.

#### *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 at least 18 credits (typically six, 3-credit 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.
- Students must have at least 15 credits in the minor program that are not used to fulfill requirements for another major or minor.

A list of departmental minors currently offered is available at <http://www.bc.edu/schools/cas/academics/minors/deptminors.html>.

## 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 Morrissey College of Arts and Sciences must consist of at least 18 credits (a combination of three-or-more credit 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 or nine credits (a combination of three-or-more credit courses) from three different Arts and Sciences departments. With the program director's approval, students may use one Core course or one course from their major toward the minor (not both). In addition, at least 15 credits used for the minor cannot be used toward any other major or minor or Core requirement. For additional requirements that are specific to the program, 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.

Further information can be found in the individual program descriptions

### African and African Diaspora Studies

The African and African Diaspora Studies Program (AADS) considers the history, culture, and politics of Africans on the continent 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 an interdisciplinary and comparative approach, the program draws on a broad range of methodologies in History, Literature, Sociology, Philosophy, Theology, and Communication.

#### 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 resource extraction, labor, trade, commerce, and travel 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, and by striving to overturn discrimination in education, housing, healthcare, employment, and religious institutions, 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:

- AADS1110 Introduction to African Diaspora Studies—3 credits
- AADS6600 Senior Seminar—4 credits
- Four additional courses (clustered around a theme)—we recommend that minors take **AT LEAST** two courses of three or four credits **before** taking AADS6600 Senior Seminar

**AADS1110 Introduction to African Diaspora Studies** familiarizes students with the major issues and methodologies involved in studying the African Diaspora. **AADS6600 Senior Seminar** is an intensive reading and writing course designed to assist students in synthesizing their minor experience. Minors must pass **AADS1100** or a program-approved equivalent prior to enrolling in **AADS6600**.

To affirm and specify our Minors' 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

## ARTS AND SCIENCES

---

Additionally, students may devise their own thematic foci, in consultation with the AADS Director or AADS Advisor.

Contact the African and African Diaspora Studies Department at 617-552-3238 or visit their 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 and one course that satisfies the requirement in Social Sciences.

### 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; America and the world; and journalism. Participating faculty come from English, History, Art History, Sociology, and Psychology, among other departments. The American Studies Program also supports a special concentration in Asian American Studies.

Courses used for fulfilling the major 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, ENGL2277 Introduction to American Studies is required for all students registering for the minor after October 28, 2014.

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 the opportunity to study, in a systematic way, aspects of the ancient Greek and Roman world without the requirement of learning the Latin or Greek languages. Students learn about the history, literature, art and culture of antiquity in courses that emphasize the study of primary texts in English translation. 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:

- CLAS1186 Greek Civilization, CLAS2205 Greek History, CLAS2262 Roman Civilization, and CLAS2206 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, Stokes Hall 237S, 617-552-3797, or visit the Classical Studies website at [www.bc.edu/classics](http://www.bc.edu/classics).

### Asian Studies

The interdisciplinary minor in Asian Studies consists of eighteen credits (six courses). The requirements are:

- At least three credits from the following list of introductory courses:

ARTH 2228: Arts of Asia

ARTH 2246 Architecture in East Asia

ARTH 2274: The Arts of Buddhism

HIST 1005 Asia in the World I (Fall; 3 credits)

HIST 1006 Asia in the World II (Spring; 3 credits)

EALC 2063 Wisdom and Philosophy of East Asia (Spring; 3 credits)

EALC 2064 East Asian Literary Masterpieces (Spring; 3 credits)?

THEO3505, PHIL3503, TMST7124 Buddhist Philosophy and Spirituality

THEO354801, PHIL444801: Buddhist Thought and Practice

THEO 5387 The Path of the Bodhisattva: Mahayana Buddhism in East Asia

PHIL 4430: Classical and Contemporary Asian Philosophy (Fall or Spring; 3 credits)

PHIL 4468 Asian Philosophy

- Six credits in an Asian language beyond the elementary level
- Nine remaining elective credits, which must be approved by the Program Director.

Note: According to "New Co-Counting Limitations for Majors and Minors Adopted by the A&S EPC in 2014," "In order to earn an inter-disciplinary minor, students must have at least 15 credits in the minor program that are not used to fulfill requirements for another major or minor or a Core requirement." Please bear in mind this rule as you plan your studies.

Students interested in the minor are encouraged to apply in their sophomore year. 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, as well as develop an individualized program of study, e-mail the Program Director Professor Sing-chen Lydia Chiang ([chiangs@bc.edu](mailto:chiangs@bc.edu)).

For more information about the Asian Studies Program at BC, visit [www.bc.edu/content/bc/schools/cas/aaas.html](http://www.bc.edu/content/bc/schools/cas/aaas.html).

### Follow us on social media!

- Facebook: Boston College Asian Studies ([www.facebook.com/bcasianstudies](http://www.facebook.com/bcasianstudies))
- Twitter: BC Asian Studies ([www.twitter.com/asian\\_bc](http://www.twitter.com/asian_bc))

### 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:

- Eighteen 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 THEO1023 and THEO1024 Exploring Catholicism I and II (6 credits) to fulfill their Theology Core and count them as six of the 18 credit hours.
- A concluding 3-credit research seminar which will focus on 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 Charles Gallagher, Department of History, Stokes Hall S353, 617-552-0726, 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, Department of Slavic and Eastern Languages and Literatures, Lyons 210, (617-552-3914). Students may also consult the SELL website at [www.bc.edu/ees](http://www.bc.edu/ees).

**Environmental Studies**

The Environmental Studies minor uses an interdisciplinary approach to understanding the science and policy of the Earth's environmental challenges and is designed to complement any undergraduate major.

The goals of the Environmental Studies minor are to provide undergraduate students with: (1) an awareness of the scientific, political and cultural aspects of the world's environmental problems and paths toward sustainable solutions; (2) a background for environmentally related careers in business, education, law, policy or research; and (3) preparation for graduate study.

The ES minor requirements include four credits of laboratory Environmental Systems science courses (EESC2201–EESC2208), a policy foundation course chosen from a short list of options, a senior seminar (ENVS4943), and at least ten credits of electives offered from departments across the university. For further information or to register

for this program, contact ES Program Director Noah Snyder, see the program website at [www.bc.edu/envstudies](http://www.bc.edu/envstudies), or stop by the program office in Devlin 213.

**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 to acquire skills in the social scientific analysis of issues for justice and peace, to gain a solid grasp of the ethical and justice principles that 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 their particular issues.

To achieve these goals, each student is required to take the introductory course for the minor, THEO2160/PHIL1160 The Challenge of Justice and, in their senior year, UNAS4942 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, Stokes 453N 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—GERM 2242 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, Associate Professor Rachel Freudenburg, Department of German Studies, Lyons 201F, 617-552-3745, [freudenr@bc.edu](mailto:freudenr@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\*\*). The minor requires two core introductory courses and four elective courses as determined by the student's chosen thematic concentration.

The Academic Advisory Board of the International Studies Program, following recommendation by the deans of the Morrissey College of Arts and Sciences, has approved a policy change that all students regardless of school applying for the IS major or enrolling in the IS Minor must demonstrate intermediate-level proficiency in a foreign or classical language as required by the Morrissey College of Arts and Sciences. This policy affects all students entering Boston College starting in the Fall 2016.

Students minoring in International Studies are encouraged to study abroad and to pursue advanced proficiency in a foreign language. The minor provides a solid foundation for careers in government, business, non-profit organizations, international institutions, or journalism, and is excellent 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, [robert.murphy@bc.edu](mailto:robert.murphy@bc.edu), 617-552-3688, Associate Director, Professor Hiroshi Nakazato, Carney Hall 247, [hiroshi.nakazato@bc.edu](mailto:hiroshi.nakazato@bc.edu), 617-552-4892 or the Program Administrator, Patricia McLaughlin, [mclauggp@bc.edu](mailto:mclauggp@bc.edu), 617-552-2800.

**\*NB:** Students wishing to follow Ethics and International Social Justice track must choose electives according to the “Clusters” outlined on our course list.

**\*\*NB:** Students wishing to follow the Global Cultural Studies track must choose electives according to one of the following options: Global Culture and the Humanities option; Global Culture, History, and the Social Sciences options, and Area Studies option. Please Note: In addition, there are “Suitable Clusters” within each of the three options above that the student must follow. Students must select a cluster of courses that are related.

### Irish Studies

Irish Studies offers an interdisciplinary understanding of the culture and society of Ireland. The Program offers courses in history, literature, the Irish language, drama, music, dance, and art.

The Irish Studies minor requires students to complete (18) credits in approved Irish Studies courses drawn from more than one discipline and designated as appropriate by the Irish Studies Program. One course may be “double counted” towards both a major and minor, thereafter however students must earn (15) credits in stand-alone Irish minor courses. A list of Irish Studies courses is posted on our web site [www.bc.edu/irish](http://www.bc.edu/irish) and includes: Joyce’s *Ulysses*, *Irish Revolutions 1580-1916*, *Film, Media, & Modern Ireland*, and *Modern Irish language* (both introductory and continuing). Students should meet with the director of the minor to plan their courses.

Those completing the Irish Studies Minor are eligible for the Maeve O’Reilly Finley Fellowship for help with graduate study in Ireland.

### Study Abroad

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 University of Ireland Galway, Maynooth University, University College Cork, University College Dublin, Trinity College Dublin, the University of Ulster, and Queen’s University, Belfast. Students often take the majority of their courses for the minor in

Ireland. However, students who do not go abroad are at no disadvantage since all the classes necessary for the minor are taught on the campus at Chestnut Hill.

### Irish Studies Listserv

Students interested in the Irish Studies minor are encouraged to subscribe to the Irish Studies Listserv, a periodic email providing information on upcoming Irish Studies lectures and programs.

### Additional Information

For additional information please stop by Connolly House, Room 207 or contact us by phone at 617-552-4847 or email at [irish@bc.edu](mailto:irish@bc.edu).

### 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 to careers in 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 529, 617-552-4170 or [Kathleen.Bailey@bc.edu](mailto:Kathleen.Bailey@bc.edu), or Professor Ali Banuazizi, Political Science Department, McGuinn 513, 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 Morrissey 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 John Michalczyk, Devlin Hall 420, 617-552-3895 or [john.michalczyk@bc.edu](mailto:john.michalczyk@bc.edu), or contact the other program co-director, Professor Donald Fishman, Department of Communications, St. Mary’s Hall 454. Professor Fishman’s e-mail [ifishmand@bc.edu](mailto:ifishmand@bc.edu). The Jewish Studies Program Office is located in St. Mary’s Hall 454.

### 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). With approval from the Director two courses with focus on Latin America taken in a study abroad program can count toward the minor.

Students seeking to earn a minor in Latin American Studies must submit a proposed plan of study to the Director of the program, usually no later than the second semester of the sophomore year. The Director, in consultation with the student and other faculty in the program, will review the proposal, and notify the student of his/her acceptance into the minor.

For further information contact the Director, Professor Ernesto Livon-Grosman, Department of Romance Languages and Literatures, Lyons 304C, 617-552-2680, or visit [www.bc.edu/schools/cas/latinam](http://www.bc.edu/schools/cas/latinam).

#### Medical Humanities, Health, and Culture

In the Medical Humanities, Health, and Culture minor, students explore health and health care practices through multiple disciplines, including literature, theology, history, and philosophy, as well as natural and social sciences. From each vantage, humanistic and cultural approaches to health and the body are emphasized. The minor, interdisciplinary in its approach, draws on Boston College's commitment to social justice, ethics, and care for the whole person. This is a useful program for students interested in careers in medicine, health care policy or law, psychology, public or global health, social work, patient advocacy, or health journalism. It is also helpful for students interested in exploring historical, narrative and cultural contexts for current (and at times competing) ideas about illness, the body, and representation.

The minor is comprised of 18 credits. Courses (not necessarily in sequence) include a required Introductory course (ENGL2212), four electives from a designated list of approved courses, and a final ADVANCED elective. In addition, minors will be encouraged to take part in reading groups, film series, conferences and relevant local events.

Students choose electives from at least three different departments. The following thematic clusters will help students to plan a path through the minor:

- Global/Public Health
- Values and Ethics
- Mind and Body
- Health Care Delivery
- Medical narrative, writing and representation

Students interested in learning more or applying to enroll in the minor should contact the Director, Amy Boesky, in Stokes 437 South or e-mail [boesky@bc.edu](mailto:boesky@bc.edu) to set up an appointment. Applications are read twice annually, due in March 1 or October 1 each year. Students are eligible to apply as early as spring of freshman year and as late as October of junior year; see the website for further details.

#### 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 of which should be at the introductory level (e.g., PHIL4429 Freud and Philosophy), and representing a minimum of three departments within the Morrissey College of Arts and Sciences.

For further information on the minor, consult the Director, Professor 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 three-credit courses are required for the minor: two mathematics courses (MATH2202 and MATH2210), one course in scientific programming (CSCI2227), one course in numerical methods and scientific computation (PHYS4300), and two elective courses from an approved list.

For further information on the Scientific Computation minor, see Professor Jan Engelbrecht, Physics Department, [jan@physics.bc.edu](mailto:jan@physics.bc.edu), or Professor Christopher Baum, Economics Department, [baum@bc.edu](mailto:baum@bc.edu), co-directors of the minor, or visit <http://physics.bc.edu/MS>.

#### Women's and Gender Studies

The Women's and Gender Studies Program is a comparative interdisciplinary forum for the study of gender in American society and across 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 intersection of gender with differential identity factors such as race, class, religion, culture, and sexuality. Women's and Gender Studies sheds light on the construction and maintenance of gender ideologies in different environments and locations, and considers gender relations a primary factor in our understanding of women's and men's statuses and roles. Multiple perspectives and lenses—literary, historical, sociological, psychological, political, activist, popular culturist—are applied to the study of gendered realities, representations, histories, oppressions, coalitions and movements.

The Women's and Gender Studies Program offers an interdisciplinary minor that consists of two required courses, Introduction to Feminisms (ENGL2125/HIST2502/SOCY2225) and Advanced Topics in Women's Studies (SOCY5593), plus four additional elective courses, drawn from a broad selection across disciplines.

For more information on the Women's and Gender Studies Program, visit [www.bc.edu/ws](http://www.bc.edu/ws) or consult the Director of the minor, Professor Sharlene Hesse-Biber, Sociology Department, 617-552-4139, e-mail: [hesse@bc.edu](mailto:hesse@bc.edu).

#### Six-Year Bachelor And Law Degree Program

In order to respond to changing student needs, the Boston College Law School has instituted an accelerated admissions program (a 3+3 Program). The 3+3 Program allows to students to earn an undergraduate degree and a law degree in six years instead of seven.

Under this program, exceptionally well-qualified students from the Morrissey College of Arts and Sciences will be allowed to enter the

Boston College Law School after completing their junior year of undergraduate study. During their junior year, students seeking to participate in the 3+3 Program apply to Boston College Law School. If accepted for admission, they begin law school immediately following completion of their junior year. Upon successful completion of the first year of law school with grades of “C” or better, students earn a bachelor’s degree from the Morrissey College of Arts and Sciences. Upon successful completion of the remaining two years of law school, students earn a J.D. from Boston College Law School.

The 3+3 Program is limited to undergraduates in the Morrissey College who have completed at least 4 full-time semesters in residence in the College. Interested students should contact the pre-Law advisor early in their program of study for more information and advisement

### ***Fifth Year B.A./M.A.***

The Morrissey College of Arts and Sciences and the Graduate School of the Morrissey College 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, Gasson 108. 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 Morrissey College of Arts and Sciences and the Boston College 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, SCWK6600 Introduction to Social Work, which is cross-listed with the Departments of Psychology and Sociology in the Morrissey 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 Morrissey College of Arts and Sciences and have completed at least 96 credits in the Morrissey 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 Morrissey 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 Morrissey College of Arts and Sciences may apply to minor in Education. This program begins in the sophomore year and interested students should contact the Coordinator of Secondary Education or the Associate Dean in the Lynch School of Education during the sophomore year. Only those students majoring in the disciplines listed above may apply for a minor in Secondary Education.

N.B. Students majoring in English have additional requirements. Consult Maureen Raymond at 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 Morrissey College of Arts and Sciences and have completed at least 96 credits in the Morrissey College of Arts and Sciences.

### ***Managing for Social Impact and the Public Good***

The interdisciplinary minor in Managing for Social Impact and the Public Good seeks to provide Boston College undergraduate students with a well-defined interdisciplinary program of study focused on analyzing the multifaceted social impacts of local and global organizations. Students in this minor will explore the personal and professional challenges of managing corporate, non-profit and public sector organizations in ways that foster the public good.

The Managing for Social Impact and the Public Good interdisciplinary minor is a structured 18 credit program centered on one of three social impact focus areas:

- Digital Economy, Social Innovation and Citizenship
- Economic Development, Equality and Enterprise
- Managing for Local and Global Sustainability

Students must take the two required courses listed below and earn at least 12 additional credits by taking elective courses approved for



their chosen focus area. No more than one course in this minor may be applied to fulfilling the requirements for another major or minor or Core requirement.

**Required Foundation Course:** Managing for Social Impact (ISYS/MGMT3345) is offered in the fall semester.

**Required Senior Seminar:** The Social Impact Senior Seminar is offered in the spring semester. This course is open only to seniors in the Managing for Social Impact program.

**Application Procedure for the Interdisciplinary Minor in Managing for Social Impact and the Public Good:** During a two-year pilot period beginning in spring 2016, a maximum of 25 students per year will be accepted into the Managing for Social Impact minor. Students who are graduating in 2018 or later are eligible to apply. For a link to the application form and more details about the social impact focus areas and elective courses for this minor, visit the MCAS Interdisciplinary Minors web page at <http://www.bc.edu/schools/cas/academics/minors/interdiscminors.html>

For specific questions about the Managing for Social Impact and the Public Good interdisciplinary minor, please contact the Co-Directors: Kenneth Himes, O.F.M., Theology Department, E-mail: [kenneth.himes@bc.edu](mailto:kenneth.himes@bc.edu) or Mary Cronin, Information Systems Department, E-mail: [mary.cronin@bc.edu](mailto:mary.cronin@bc.edu).

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

The Department of Management and Organization offers a minor in Management and Leadership for students enrolled in the Morrissey 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 3.0 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**

A student in the Morrissey College of Arts and Sciences must complete at least 120 credits to earn the bachelor's degree. Particular requirements for gaining those credits, or compiling those courses, are stated elsewhere in this section.

All Morrissey College of Arts and Sciences students must complete the University Core requirements in the Arts, Cultural Diversity, History, Literature, Mathematics, Natural Sciences, Philosophy, Social Sciences, Theology, and Writing, as well as the Language Proficiency requirement (see page 25 in the University Policies and Procedures chapter of this catalog).

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).

Failure to maintain good standing either through a low cumulative average, or by incurring 12 or more credit deficiencies through failures, withdrawals, excessive Incomplete grades or unapproved underloads, can 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., successful completion of a probationary semester; and, as needed make-up of additional credits via approved summer school work with the limitation that students can make up no more than ten credits in a single summer.) A student who fails to return to good standing after a probationary semester may be required to withdraw from the Morrissey College.

### **Procedure of Appeal**

Students with questions of interpretation or petitions for exception from the Morrissey 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.

### African and African Diaspora Studies

#### Faculty

**M. Shawn Copeland**, *Professor, Theology and African & African Diaspora Studies*; B.A., Madonna College; Ph.D., Boston College

**Rhonda Frederick**, *Associate Professor, English and African & African Diaspora Studies*; B.A., M.A., Ph.D., University of Pennsylvania

**Régine Michelle Jean-Charles**, *Associate Professor, Romance Languages & Literatures and African & African Diaspora Studies*; B.A., University of Pennsylvania; A.M., Ph.D., Harvard University

**C. Shawn McGuffey**, *Associate Professor, Sociology and African & African Diaspora Studies*; B.A., Transylvania University; Ph.D., University of Massachusetts at Amherst

**Martin Summers**, *Associate Professor, History and African & African Diaspora Studies*; Director; B.A., Hampton University; Ph.D., Rutgers University

**Cynthia Young**, *Associate Professor, English and African & African Diaspora Studies*; B.A., Columbia University; Ph.D., Yale University

**Anjali Vats**, *Assistant Professor, Communication and African & African Diaspora Studies*; B.A., B.S., Michigan State University; J.D., Emory University Law School; LL.M., University of Washington School of Law; Ph.D., University of Washington

#### Contacts

- Director: Martin Summers, 617-552-3814
- Assistant Director: 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 continent 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 an interdisciplinary and comparative approach, the program draws on a broad range of methodologies in History, Literature, Sociology, Philosophy, Theology, and Communication.

#### 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 resource extraction, labor, trade, commerce, and travel 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, and by striving to overturn discrimination in education, housing, healthcare, employment, and religious

institutions, 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:

- AADS1110 Introduction to African Diaspora Studies—3 credits
- AADS6600 Senior Seminar—4 credits
- Four additional courses (clustered around a theme)—we recommend that minors take **AT LEAST** two courses of three or four credits **before** taking AADS6600 Senior Seminar

**AADS1110 Introduction to African Diaspora Studies** familiarizes students with the major issues and methodologies involved in studying the African Diaspora. **AADS6600 Senior Seminar** is an intensive reading and writing course designed to assist students in synthesizing their minor experience. Minors must pass **AADS1100** or a program-approved equivalent prior to enrolling in **AADS6600**.

To affirm and specify our Minors' 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

Additionally, students may devise their own thematic foci, in consultation with the AADS Director or AADS Advisor.

Contact the African and African Diaspora Studies Department at 617-552-3238 or visit their 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 and one course that satisfies the requirement in Social Sciences.

#### 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).

#### AADS1101 Africa Since 1850 (Spring; 3)

##### Offered Periodically

This course provides an overview of the recent history of sub-Saharan Africa. It begins by examining colonization and the dynamics of colonialism, then traces the development of anti-colonialism and nationalism, and concludes by surveying the trajectories of post-colonial states and societies. Throughout the semester we will think about popular experiences in addition to institutional or elite narratives, ask questions about the changing position of Africa in the world, and contemplate the stakes of conceptualizing African history in the present. Materials will include a range of academic literature, fiction and non-fiction works by African intellectuals, and visual media.

*Priya Lal*

**AADS1104–1105 African-American History I and II (Fall/Spring: 3)****Cross listed with HIST2481–2482****Offered Periodically****Satisfies Cultural Diversity Core Requirement**

This two-semester survey examines the history and culture of African-Americans from the pre-colonial period to the present. The first semester treats the period before the middle passage, the evolution of slave and free society, the development of Black institutions, and the emergence of protest movements through the Civil War's end. During the second semester, the emphases are placed on issues of freedom and equality from Reconstruction, urban migration, and civil rights struggles through current consideration of race, class, and gender conflicts.

*Karen Miller***AADS1110 Introduction to African Diaspora Studies (Fall: 3)****Cross listed with SOCY1045**

A survey of the African continent and the Diaspora that would 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***AADS1137 Managing Diversity (Fall: 3)***Prerequisites:* MGMT1021, MGMT1031, or permission of instructor**Cross listed with MGMT2137****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***AADS1138 Race, Class, and Gender (Fall: 3)****Cross listed with SOCY1038****Satisfies Cultural Diversity and Social Science Core Requirements****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***AADS1150 Intro to Sub-Saharan African Politics (Spring: 3)****Offered Periodically**

This course provides students with the necessary analytical tools for understanding politics in Sub-Saharan Africa. It follows the historical-institutional approach, and departs from the assumption that history doesn't matter. Thus, students will critically survey the key historical events (such as colonialism, decolonization, one-party state,

democratization, among other issues), which have impacted overall political development in the continent. This course seeks to eradicate the overwhelmingly negative image of the continent, often the result of media reports, which may adversely influence a serious analysis of politics in Africa.

*Abel Djassi Amado***AADS2194 Reading Race at the Millennium (Fall: 3)****Cross listed with COMM2194****Offered Periodically**

Hipster racism, hashtag activism, and Columbusing are just some of the new ideas used to talk about race in this post-Millennial moment. This course will explore the new vocabulary of race emerging in this purportedly "post-racial" moment through study of cases drawn from popular culture, politics, and increasingly important digital spaces. We will focus on reading and writing about race in this moment through case studies such as Wes Anderson's films, Black Twitter, racially appropriative Halloween costumes, Asian food trucks, and the Obama presidency in order to understand how race, racialization, and racism continue to evolve.

*Anjali Vats***AADS2222 Black Education Movements (Spring: 3)****Cross listed with HIST2486****Satisfies Cultural Diversity Core Requirement****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 re-segregation.

*Lyda Peters***AADS2229 Capstone: Global Narratives (Spring: 3)****Cross listed with UNCP5555****Open to seniors or second-semester juniors only.****Capstone classes may not be taken Pass/Fail.****You may take only one Capstone class before graduation.**

Guided by global literature, from Africa, the Caribbean, the Middle East and South Asia, 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 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***AADS2241 Black Feminisms 101: From Harriet Tubman to****Beyoncé (Fall: 3)****Offered Periodically**

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.

*Régine Jean-Charles*

## ARTS AND SCIENCES

---

**AADS2248 Community Service Research Seminar CRP (Fall/Spring: 3)**

Cross listed with UNAS2254 and SOCY2254

Satisfies Cultural Diversity Core Requirement

Students should contact the Thea Bowman AHANA and Intercultural Center 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 communities of color 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 four research-interest communities.

*Deborah Piatelli*

**AADS2253 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*

**AADS2290 Gospel Workshop (Fall/Spring: 0)**

Cross listed with MUSP1770

Performance course

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

This course is a study and performance of the religious music of the Black Experience known as Spirituals and Gospels. One major performance is given each semester. Concerts and performances at local Black churches are also presented with the Voice of Imani Gospel Choir. Members will be required to attend a number of rehearsals and performances. Members may sing in the choir but it is not required for the course.

*Chauncey McGlathery*

**AADS2306 Musics of Africa (Spring: 3)**

Cross listed with MUSA2306

Satisfies Cultural Diversity Core Requirement

Offered Periodically

Cross-cultural course within the major/minor.

The ability to read western European music notation is not required.

This course is a survey of the musical diversity and cosmopolitanism of one of the world's most populous continents. Drawing from ethnographic studies of African musics, we will explore some of the political, economic, and historical circumstances out of which certain genres and styles of music emerge and at the ways in which these genres and styles circulate in global music and performance markets.

*Kivenko, Sharon*

**AADS3302 Racism: French and American Perspectives (Spring: 3)**

Cross listed with RLRL3302

Satisfies Cultural Diversity Core Requirement

Offered Periodically

French visitors have been observing and commenting on race relations in the United States since before the Civil War. During the twentieth century Paris became a magnet attracting disillusioned African-American artists, musicians and writers in search of a home and an opportunity to express their talents. Today the French confront a history of colonialism and struggle to combat racism as they interact with immigrants from former colonies. What is racism? What are the influences that shape attitudes towards race relations? We will explore these issues in the writings of Tocqueville, Beauvoir, Wright, Baldwin, and Fanon, among others.

*Jeff Flagg*

**AADS3310 Studies of Race, Law, and Resistance (Spring/Fall: 3)**

Offered Periodically

This course will examine and analyze protest movements for racial and economic justice from 1896 to 1968 and how these struggles contributed to sweeping reforms in U.S. law and public policy during and beyond this period. This course will examine violence and other resistance, focusing on the legal and extra-legal strategies by disadvantaged ethnic minorities challenging de jure and de facto discrimination based on race, color, national origin, and/or ancestry. This course will be of special interest to students interested in social justice and those considering post-graduate legal studies.

*Juan Concepcion*

**AADS4950 Readings and Research (Spring/Fall: 3)**

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 the African and African Diaspora Studies Program. Lists of faculty members and their fields can be obtained from the Program.

*The Department*

**AADS6600 Senior Seminar (Spring: 4)**

Prerequisites: AADS1110 and 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.

*Karen Miller*



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

- Prof. Eranthie Weerapana (214A 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).

**Degree Requirements for B.S. in Biochemistry**

- BIOL2000 Molecules and Cells (3 credits)
- BIOL2010 Ecology and Evolution OR BIOL3030 Introduction to Physiology (3 credits)
- BIOL2040 Investigations in Molecular Cell Biology (3 credits)
- One course in cell biology from the following list (3 credits):  
BIOL3040 Cell Biology  
BIOL3210 Plant Biology  
BIOL4140 Microbiology
- One course in genetics or genomics from the following list (3 or 4 credits):  
BIOL3150 Introduction to Genomics  
BIOL3190 Genetics and Genomics  
BIOL4170 Microbial Genetics
- CHEM1109 General Chemistry I and CHEM1111 Laboratory (or CHEM1117 and CHEM1119) (4 credits)
- CHEM1110 General Chemistry II and CHEM1112 Laboratory (or CHEM1118 and CHEM1120) (4 credits)
- CHEM2231 Organic Chemistry I and CHEM2233 Laboratory (or CHEM2241 and CHEM2243) (4 credits)
- CHEM2232 Organic Chemistry II and CHEM2234 Laboratory (or CHEM2242 and CHEM2234) (4 credits)
- CHEM3351 Analytical Chemistry and CHEM3353 Laboratory (4 credits)
- CHEM4473 Physical Chemistry for Biochemistry majors (3 credits)
- CHEM4461–4462 Biochemistry I and II OR BIOL4350 Biological Chemistry and BIOL4400 Molecular Biology (6 credits)
- PHYS2100 Physics I (calculus) and PHYS2050 Laboratory (5 credits)
- PHYS2101 Physics II (calculus) and PHYS2051 Laboratory (5 credits)
- MATH1101 (or MATH1105) Calculus II (4 credits)
- Two advanced electives from the following list\* (6 credits)  
BIOL4200 Introduction to Bioinformatics  
BIOL4320 Developmental Biology  
BIOL4510 Cancer Biology  
BIOL4810 Research in Molecular Microbiology Lab

- BIOL4830 Research in Molecular Biology Lab
- BIOL4840 Research in Biochemistry Lab
- BIOL4870 Research in Molecular Genetics Lab
- BIOL5060 Recombinant DNA Technology
- BIOL5170 Human Parasitology
- BIOL5290 Biomolecules: Driving Molecular Forces
- BIOL5330 Virus Infections and Cellular Transport
- BIOL5360 Viruses, Genes and Evolution
- BIOL5370 Literature for Neurological Diseases
- BIOL5420 Cancer as a Metabolic Disease
- BIOL5700 Biology of the Nucleus
- CHEM5510 Drug Discovery and Development
- CHEM5564 Physical Methods in Biochemistry
- CHEM5567 Chemical Biology: Structure and Function
- CHEM5570 Introduction to Biological Membranes
- CHEM5582 Advanced Topics in Biochemistry
- BIOL4911–4918 Undergraduate Research\*\*
- BIOL4921 Advanced Independent Research\*\*
- CHEM4497–4498 Advanced Research in Biochemistry I and II\*\*
- CHEM5593–5594 Introduction to Biochemical Research I and II\*\*

**Total Credits: 64–65**

\*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 choose to by-pass the 2000 level lecture courses (BIOL2000 and BIOL2010). These students will begin the major with BIOL3040 Cell Biology, and take 6 credits of additional biology courses, level 3000 or above.

**Recommended Course Sequencing for Biochemistry Majors***Freshman Year*

General Chemistry and Labs  
BIOL2000 and either BIOL2010 or BIOL3040  
BIOL2040 lab (if possible)

*Sophomore Year*

Organic Chemistry and Labs  
One course from the cell biology list (or BIOL3030)  
One course from the genetics/genomics list  
BIOL2040 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

**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*; B.S., Ph.D., University of Florida

**Peter Clote**, *Professor*; B.S., Massachusetts Institute of Technology; M.A., Ph.D., Duke University

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

**Charles S. Hoffman**, *Professor*; S.B., Massachusetts Institute of Technology; Ph.D., Tufts University School of Medicine

**Welkin Johnson**, *Professor*; Chairperson of the Department; B.A., University of California, Berkeley; Ph.D., Tufts University School of Medicine.

**Daniel Kirschner**, *Professor*; B.A., Western Reserve University; Ph.D., Harvard 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

**Laura Hake**, *Associate Professor*; B.A., University of Tennessee; Ph.D., Tufts University

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

**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

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

**Eric S. Folker**, *Assistant Professor*; B.S., University of Illinois at Urbana-Champaign; Ph.D., Notre Dame

**Laura Anne Lowery**, *Assistant Professor*; B.S., M.S., University of California, San Diego; Ph.D., Massachusetts Institute of Technology

**Tim van Opijnen**, *Assistant Professor*; B.S, M.S., Ph.D., University of Amsterdam

**Celia E. Shiau**, *Assistant Professor*; B.S., University of California, Davis; Ph.D., California Institute of Technology

**Joseph Burdo**, *Associate Professor of the Practice*; B.S., Western Michigan University; Ph.D., Penn State College of Medicine

**Christopher Kenaley**, *Assistant Professor of the Practice*; B.S., Cornell University; Ph.D., University of Washington

**Danielle Taghian**, *Assistant Professor of the Practice*; B.S., Tufts University; Ph.D., Harvard University

#### Contacts

- Director of Graduate Studies: Charles Hoffman, hoffmacs@bc.edu
- Director of Undergraduate Studies: Kathy Dunn, dunnm@bc.edu
- Assistant Director for Undergraduate Programs: Megan Barry, megan.barry.3@bc.edu

- Director of Laboratories: Douglas Warner, douglas.warner@bc.edu
- Technology Coordinator: tc.bio@bc.edu
- Administrative Assistant: Diane Butera, buterada@bc.edu
- Office Coordinator: Colette McLaughlin, kelleycs@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 offers a Minor in Biology and also co-sponsors a B.S. degree in Biochemistry together with the Chemistry Department. The Biochemistry degree is described separately in this Catalog.

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

- BIOL2000 Molecules and Cells (3 credits)
- BIOL2010 Ecology and Evolution (3 credits)
- BIOL2040 Investigations in Molecular Cell Biology (3 credits)
- One course from Category A: Genes and Genomes (3–4 Credits)  
BIOL3150 Introduction to Genomics  
BIOL3190 Genetics and Genomics  
BIOL4170 Microbial Genetics
- One course from Category B: Organismal and Systems Biology (3–4 credits)  
BIOL3030 Introduction to Physiology  
BIOL3210 Plant Biology  
BIOL4320 Developmental Biology  
BIOL4330 Human Physiology with Lab  
BIOL4590 Introduction to Neuroscience

- One course from the “Advanced Experience” list—a minimum of 2 credits
- For the B.S.: Additional electives numbered 3000 and above to reach a minimum of 30 Biology credits for ALL Biology courses. A complete listing of Biology courses is available on the department’s website.
- For the B.A.: Additional electives numbered 3000 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 department’s 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 3 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 3 credits applied to the Biology major must complete at least two semesters.

#### Co-requisite Courses for the Bachelor of Science (B.S.) Program

##### *Chemistry (15–16 credits)*

- General Chemistry I and II with Labs (CHEM1109–1110, CHEM1111–1112)
- Organic Chemistry I with Lab (CHEM2231–2232)
- Organic Chemistry II with Lab (CHEM2233–2234) OR Biological Chemistry (BIOL4350) OR Biochemistry I (CHEM4461)\*

\*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 (MATH1100)
- Calculus II (MATH1101) OR Biostatistics (BIOL2300 or equivalent)
- Two additional courses from the following list:  
PHYS2100 Physics I (calculus) with Lab  
PHYS2101 Physics II (calculus) with Lab  
BIOL2300 Biostatistics (or another department-approved course in statistics)  
BIOL5080 Algorithms in Computational Biology\*  
BIOL5240 Computational Foundations of Bioinformatics\*  
BIOL5290 Biomolecules: Driving Molecular Forces\*  
CSCI1101 Computer Science I  
CSCI1102 Computer Science II  
MATH1101 Calculus II

MATH courses numbered 2000 or higher\*\*

\*BIOL4350, CHEM4461, BIOL5080, BIOL5240, and BIOL5290 cannot be used to satisfy both a co-requisite and a biology elective.

\*\*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*

- Calculus I requirement is satisfied by completing MATH1100 or with an AP score of 4 or 5 on the AB exam

- Calculus I and II can be satisfied by completing MATH1101 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. However, students not wishing to take three math/science courses in their first semester of freshman year are advised to delay calculus. Questions should be addressed to the Biology Department.*

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

- General Chemistry I and II with Labs (CHEM1109–1110, CHEM1111–1112)
- Calculus I (MATH1100)

#### Course Sequencing

All students should complete BIOL2000 Molecules and Cells as soon as possible, as this course is a pre-requisite for most of the biology major level courses. 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*

BIOL2000 Molecules and Cells  
BIOL2010 Ecology and Evolution  
BIOL2040 Investigations in Molecular Cell Biology (Prerequisite BIOL2000 and CHEM1109–CHEM1111)\*  
BIOL3030 Introduction to Physiology  
BIOL3040 Cell Biology  
BIOL3210 Plant Biology

##### *Sophomore/Junior Courses*

BIOL3150 Introduction to Genomics (Prerequisite or concurrently BIOL2040)  
BIOL3190 Genetics and Genomics (Prerequisite or concurrently BIOL2040)  
BIOL4140 Microbiology  
BIOL4170 Microbial Genetics (Prerequisite BIOL2040)  
BIOL4350 Biological Chemistry (Prerequisite Organic Chemistry I)  
BIOL4400 Molecular Biology

##### *Junior/Senior Courses*

BIOL4200 Introduction to Bioinformatics  
BIOL4260 Human Anatomy with Lab  
BIOL4320 Developmental Biology (Prerequisite BIOL3040 or BIOL4400 or equivalent)  
BIOL4330 Human Physiology (Prerequisite BIOL3030 or BIOL3040)  
BIOL4570 Principles of Immunology (additional course work in cell or molecular biology)\*\*  
BIOL4590 Introduction to Neuroscience (Prerequisite BIOL3030 or BIOL3040)

All other 4000 level biology courses (some carry prerequisite course work beyond BIOL2000)

##### *Senior Courses*

5000 level courses. Most of these courses have multiple prerequisites.

### Prerequisites

\*BIOL2040 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.

\*\*Many 4000 and 5000 level biology courses require additional course work beyond BIOL2000 in areas of cell or molecular biology. BIOL3040 (Cell Biology), BIOL3210 (Plant Biology), BIOL4140 (Microbiology), and BIOL4400 (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 BIOL3040 in place of BIOL2000. Freshmen should enroll in BIOL2010 first semester (there is no AP substitution for BIOL2010), and take BIOL3040 in the second semester, if they wish to continue with the AP substitution for BIOL2000. The AP substitution does not reduce the total number of credits for the major; students will still need a total of 30 credits in biology.

### 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 3.2 and completed at least one semester of independent research 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 thesis seminar. All students in the honors program present their research at Undergraduate Research Day and give an oral presentation open to all members of the Biology Department.

### 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 BIOL2000 Molecules and Cells and BIOL2010 Ecology and Evolution their freshman year. Freshmen are also advised to enroll in CHEM1109/CHEM1110 General Chemistry (with co-requisite Labs) and Calculus I or II, depending on their AP scores. First-term AP students should enroll in BIOL2010 Ecology and Evolution. Second term, students using the AP option will enroll directly in BIOL3040, or they can continue with the regular program by enrolling in BIOL2000 Molecules and Cells. Freshmen who have completed BIOL2000 and AP students may take the 3-credit biology laboratory during the second semester of their freshman year, if space is available.

Freshmen who are interested in biology, but feel unprepared to go directly into BIOL2000 or simply want to "try out the discipline," should consider enrolling in BIOL1100 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. BIOL1100 satisfies the Natural Science Core but cannot be applied to the Biology or Biochemistry major.

#### Information for Study Abroad and Summer Programs

With Department approval, students may apply one course taken either abroad or during a summer session to their biology elective requirements. 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 professional study or for non-biology majors. As an exception, students studying abroad for two full academic semesters may apply two courses taken abroad to the biology elective requirement.

### 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. Undergraduate research can be taken for course credit over multiple semesters and during their senior year students are encouraged to write a senior research thesis. Exceptional students may apply to enroll in BIOL4921 Advanced Independent Research, a 12-credit commitment over the two semesters of their senior year. If the research is of sufficient quality, these students may be designated a Scholar of the College, which will appear 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 and present their data at the departmental Undergraduate Research Day.

### Requirements for a Minor in Biology

Required Courses\*:

- BIOL2000 Molecules and Cells (3 credits)
  - BIOL2010 Ecology and Evolution (3 credits)
- Elective Courses\*: Choose additional courses and labs from the following list to bring the total Biology credits to 18. Three of the courses must be at least 3 credits each.
- Any Biology lecture or lab course 3000 level or above that can also be applied to the Biology major
  - BIOL2300 Biostatistics (or another approved statistics course)
  - BIOL2040 Investigations in Molecular Cell Biology

\*Some biology courses have pre-requisites, which will not count toward the 18 credits required for the minor.

### Information for Non-Majors

Non-majors may fulfill their Natural Science Core requirements through the introductory majors courses (BIOL2000 or BIOL2010) or one of several university Core courses offered for non-majors by the department. Non-majors interested in pursuing careers in the allied health professions should enroll in BIOL2000 Molecules and Cells and BIOL3030 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).



**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).

**BIOL1100 General Biology (Fall: 3)**

**Satisfies Natural Science Core Requirement**

**This course 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 BIOL2000. 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.

*The Department*

**BIOL1210 Teaching the Biosphere (Fall: 3)**

*Laura Hake*

**BIOL1300 Anatomy and Physiology 1 (Fall/Summer: 3)**

*Corequisite:* BIOL1310

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

**This course is restricted to CSON students. Other students may be admitted only during the course drop/add period on a seat-available basis.**

This course lays the foundation for the understanding of human anatomy and physiology. The first portion of the course covers cellular and molecular aspects of eukaryotic cell function: basic chemistry, macromolecules, cell structure, membrane transport, metabolism, gene expression, cell cycle control, and genetics. The course continues with the study of several organ systems. Beginning with the Integument, which is followed by the Skeletal and Muscular Systems, and ending this first semester with the Nervous System. The cellular and molecular basis for the functions of these systems is an integral element of this portion of the course.

*Carol Chaia Halpern*

**BIOL1310 Anatomy and Physiology Lab 1 (Fall/Summer: 1)**

*Corequisite:* BIOL1300

**Lab fee required.**

**This course is restricted to CSON 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 BIOL1300 through the use of anatomical models, physiological experiments, and limited dissection.

*Carol Chaia Halpern*

**BIOL1320 Anatomy and Physiology 2 (Spring/Summer: 3)**

*Corequisite:* BIOL1330

This course is a continuation of BIOL1300/1310, 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.

*The Department*

**BIOL1330 Anatomy and Physiology Lab 2 (Spring/Summer: 1)**

*Corequisite:* BIOL1320

A continuation of Anatomy and Physiology Lab 1.

*The Department*

**BIOL1420 The Genetic Century (Spring: 3)**

**Satisfies Natural Science Core Requirement**

Genetics is transforming life in the twenty-first century, from health care to the foods we eat to our understanding of evolution and biodiversity. The course will provide students with a basic understanding of how information is encoded in genes and how that information is transmitted between generations and expressed during development and disease. Topics covered in the course include the genetic bases of disease and behavior, forensic uses of DNA, evolution, genetic engineering, genetically modified crops, and personalized medicine. This course is designed for students who are not majoring in biology or biochemistry.

*Clare O'Connor*

**BIOL1440 Sustaining the Biosphere (Spring: 3)**

*Corequisite:* BIOL1501

**Satisfies Natural Science Core Requirement**

Environmental problems and their solutions occur at the intersection of natural systems and the human systems that manipulate the natural world. The course will provide students with an integrated understanding of human systems that affect nature. Topics will include climate, air and water pollution, economics and urbanization, food and agriculture, population growth, biodiversity, waste management and health and toxicology. Sustainability, personal responsibility and a proactive approach to involvement in solutions to current environmental crises will be emphasized. This course is designed for students who are not majoring in biology or biochemistry.

*Laura Hake*

**BIOL1701 Epidemics Disease: Biological and Social Causes, Consequences, and Responses (Spring: 3)**

**Satisfies Natural Science Core Requirement**

**Core Renewal Course: Enduring Questions**

This course investigates the relationship between humans and microbes in the context of historical epidemics. We will cover well known epidemics, such as the Black Death during the Middle Ages and the devastating Influenza of 1918, and the role of antibiotics, vaccines, and antivirals in the treatment of key illnesses such as polio, tuberculosis, and AIDS. Students will learn basic concepts of biology including cell structure, genetics, physiology, and immunology. The course will conclude with identifying common behavioral themes as seen in the on-going AIDS epidemic and in the more recent emerging Ebola epidemic in West Africa.

*Kathy Dunn*

**BIOL2000 Molecules and Cells (Fall/Spring: 3)**

*Prerequisite:* CHEM1109 or concurrent, 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*

## ARTS AND SCIENCES

---

### BIOL2010 Ecology and Evolution (Fall/Spring: 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*

### BIOL2040 Investigations in Molecular Cell Biology Lab (Fall/Spring: 3)

*Prerequisites:* BIOL2000, CHEM1111

#### 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*

*Douglas Warner*

### BIOL2100 Introductory Biology Laboratory I (Summer: 1)

*Corequisite:* BIOL2201

**This course does not satisfy departmental requirements for Biology majors.**

#### Lab fee required.

The first semester of a two-semester introductory biology laboratory course designed for non-biology majors preparing for graduate programs in health professions. This course teaches basic laboratory skills, including microscopy, spectrophotometry, analytical electrophoresis and molecular cloning. Students are introduced to the principles of experimental design, data analysis and data interpretation. Inquiry-based activities include experiments in biochemistry, cell physiology and molecular biology.

*The Department*

### BIOL2110 Introductory Biology Laboratory II (Summer: 1)

*Corequisite:* BIOL2202

#### Lab fee required.

The continuation of BIOL2100. Inquiry-based activities include experiments in organismic biology, ecology and field biology.

*The Department*

### BIOL2200 Microbiology for Health Professionals (Fall: 3)

*Prerequisites:* BIOL1300-1320

**Does not satisfy the Natural Sciences Core Requirement.**

**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*

### BIOL2201–2202 Introductory Biology I and II (Summer: 3)

*Corequisites:* BIOL2100–BIOL2110

**This course will be a two part series offered over the summer.**

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*

### BIOL2210 Microbiology for Health Professionals Laboratory (Fall: 1)

*Corequisite:* BIOL2200

**One two-hour laboratory period per week. Lab fee required.**

Exercises in this laboratory course deal with aseptic techniques, microbial cultivation and growth characteristics, staining and bacterial isolation techniques, differential biochemical tests, identification of unknown bacterial species, and testing effectiveness of antimicrobial agents.

*The Department*

### BIOL2300 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.*

### BIOL3030 Introduction to Physiology (Fall/Spring: 3)

*Prerequisite:* BIOL2000

**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.

*The Department*

### BIOL3040 Cell Biology (Fall/Spring: 3)

*Prerequisite:* BIOL2000

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 Morozianu*

**BIOL3150 Introduction to Genomics (Fall: 3)**

*Prerequisite:* BIOL2040 (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*

**BIOL3190 Genetics and Genomics (Fall/Spring: 4)**

*Prerequisite:* BIOL2040 (or can be concurrent)

*Corequisite:* BIOL3120

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

*Timothy van Opijnen*

**BIOL4140 Microbiology (Spring: 3)**

*Prerequisite:* BIOL2000; BIOL2040 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*

**BIOL4150 Microbiology Lab (Spring: 1)**

Exercises in this laboratory course deal with aseptic techniques, microbial cultivation and growth characteristics, staining and bacterial isolation techniques, differential biochemical tests, identification of unknown bacterial species, and testing effectiveness of antimicrobial agents.

*The Department*

**BIOL4200 Introduction to Bioinformatics (Fall: 3)**

*Prerequisite:* A genetics course (BIOL3150, BIOL3190, BIOL4170)

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 PYTHON.

*The Department*

**BIOL4260 Human Anatomy (Fall: 4)**

*Prerequisite:* BIOL2000

*Corequisite:* BIOL4270

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*

**BIOL4270 Human Anatomy Lab (Fall: 0)**

*Prerequisite:* BIOL2000

*Corequisite:* BIOL4260

**Lab fee required.**

Laboratory to accompany BIOL4260. 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*

**BIOL4320 Developmental Biology (Fall: 3)**

*Prerequisites:* BIOL2040 and additional coursework in molecular cell biology such as BIOL3040, BIOL4140, BIOL4400

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*

**BIOL4330 Human Physiology (Spring: 4)**

*Prerequisites:* BIOL3030 or BIOL3040 and junior class standing.

*Corequisite:* BIOL4340

This course will examine the normal functions of a living human organism including its physical and chemical processes. An integrative approach will be used to explore the physiological processes of 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*

**BIOL4340 Human Physiology Lab (Spring: 0)**

*Corequisite:* BIOL4330

*Debra Mullikin-Kilpatrick*

**BIOL4350 Biological Chemistry (Fall/Spring: 3)**

*Prerequisites:* BIOL2000 and CHEM2231

**Students cannot get credit for BIOL4350 if they have already completed CHEM4461.**

**This course, together with BIOL4400, 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,

## ARTS AND SCIENCES

---

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.

*Rebecca Dunn*

*Daniel Kirschner*

### **BIOL4400 Molecular Biology (Fall/Spring: 3)**

*Prerequisite:* BIOL2000

**This course, together with BIOL4350, 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 Annunziato*

*Danielle Taghian*

### **BIOL4510 Cancer Biology (Spring: 3)**

*Prerequisites:* BIOL2040 and additional coursework in molecular cell biology such as BIOL3040, BIOL4140, or BIOL4400

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*

### **BIOL4570 Principles of Immunology (Fall: 3)**

*Prerequisites:* BIOL2040 and additional coursework in molecular cell biology such as BIOL3040, BIOL4140, BIOL4400

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*

### **BIOL4590 Introduction to Neuroscience (Fall: 3)**

*Prerequisite:* BIOL3040

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*

### **BIOL4810 Research in Molecular Microbiology Lab (Fall: 3)**

*Prerequisite:* BIOL2040

**Satisfies the advanced experience requirement for the Biology major.**

An advanced project laboratory course for hands-on training in the experimental techniques of molecular microbiology under faculty supervision. The course will focus on the extraction of genetic material and cloning of genes from a variety of different organisms in order to analyze functional homology of the methionine pathway. Methods taught include: DNA extraction, DNA sequencing, polymerase chain reaction, and the use databases for research and analysis.

*Douglas Warner*

### **BIOL4870 Research in Molecular Genetics Lab (Spring: 3)**

*Prerequisites:* BIOL2040 and a genetics course (BIOL3150, BIOL3190, or BIOL4170) or instructor permission.

**Satisfies the advanced experience requirement for the Biology major. 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*

### **BIOL4890 Investigations in Cellular Re-Programming (Fall: 3)**

*Prerequisite:* BIOL2040

**This will be an advanced lab course for Biology and Biochemistry students.**

**The course will be graded.**

Induced pluripotent stem cells, iPSCs, are cells that can be generated from adult cells such as skin fibroblasts. Once generated, iPSC’s can be directed to differentiate into any cell and offer exciting models for disease research. This laboratory course will teach students the techniques used to reprogram adult murine fibroblasts into pluripotent stem cells and their subsequent differentiation into cardiac and neuronal lineages. Resulting cell lines will be characterized using molecular and cell biology techniques and students will work to create novel cellular disease models to progress particular disease research.

*The Department*

### **BIOL4901 Tutorial in Biology (Fall/Spring: 3)**

*Prerequisite:* Permission of the instructor

This course is a directed study that includes assigned readings and discussions of various areas of the biological sciences.

*The Department*

### **BIOL4911–4912 Undergraduate Research I and II (Fall/Spring: 3)**

*Prerequisite:* Permission of the Department

Undergraduate students of advanced standing may participate in research projects in the laboratory of a faculty member. With department approval, students completing two semesters of undergraduate research can substitute one biology elective.

*The Department*



**BIOL4914 Undergraduate Research Investigations II (Fall: 3)***The Department***BIOL4917–4918 Advanced Undergraduate Research I and II (Fall/Spring: 3)**

*Prerequisites:* BIOL4911 and/or BIOL4912 and permission of the instructor

Designed for students who have completed one or two semesters of undergraduate research under course numbers BIOL4911 and BIOL4912, and BIOL4917 and who desire to continue independent research projects under the guidance of department faculty.

*The Department***BIOL4921 Advanced Independent Research (Fall/Spring: 6)**

*Prerequisite:* Permission of Department.

See the MCAS section of this Catalog for a description of the Scholar of the College program. This course can count as a maximum of one upper-division elective if no other elective credit has been claimed for other research courses.

*The Department***BIOL4922 Advanced Independent Biochemistry Research (Fall/Spring: 6)**

*Prerequisite:* Permission of Department.

See the MCAS section of this Catalog for a description of the Scholar of the College program. This course can count as a maximum of one upper-division elective if no other elective credit has been claimed for other research courses.

*The Department***BIOL4925 Advanced Undergraduate Research Investigations II (Fall: 3)***The Department***BIOL4928 Advanced Undergraduate Research Investigations I (Fall: 3)***The Department***BIOL4941 Biology Senior Thesis Seminar I (Fall: 1)**

*Corequisite:* BIOL1112 or BIOL4921

Biology majors writing a senior thesis meet weekly for a seminar discussing research results and articles from the primary scientific literature.

*The Department***BIOL4942 Biology Honors Seminar II (Spring: 1)**

*Corequisites:* BIOL1112 and BIOL4921

Students participating in the Biology Honors Program meet weekly for a seminar discussing research results and articles from the primary scientific literature.

*The Department***BIOL4951–4952 Senior Thesis Research I and II (Fall/Spring: 3)**

*Prerequisites:* Two or more semesters of undergraduate research and permission of the instructor

This course is designed for seniors who will have completed at least two semesters of undergraduate research by graduation. Students prepare a written thesis describing their experimental results, while still participating in laboratory research under the guidance of a faculty mentor.

*The Department***BIOL4953 Biology Honors Research Thesis II (Spring: 3)**

*Prerequisite:* BIOL1112

**By arrangement only.**

Students continue independent research projects begun in BIOL1112 and write a thesis describing the project and its results.

*The Department***BIOL4954 Undergraduate Research Investigations (Fall/Spring: 3)**

*Prerequisite:* Permission of the instructor

Designed for students who are participating in research projects under the joint mentorship of a Boston College Biology Department faculty member and a scientific mentor at an off-campus laboratory.

*The Department***BIOL5060 Recombinant DNA Technology (Spring: 3)**

*Prerequisites:* BIOL2040 and additional coursework in molecular cell biology such as BIOL3040, BIOL4140 or BIOL4400 or genetics BIOL3150, BIOL3190, or BIOL4170 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 S. Hoffman***BIOL5090 Cellular Differentiation (Fall: 3)**

*Prerequisites:* BIOL2040 and additional course work in cell and molecular biology. A course in biochemistry is strongly recommended. **Satisfies the advanced experience requirement for the Biology major.**

This is an advanced course in cell and organ differentiation. The developmental processes by which unspecialized cells, tissues and structures achieve a more specialized adult form and function will be examined with a major emphasis on the human vertebrae. The factors and environmental signals as well as modifications in gene expression both of which strongly influence the process of differentiation will be examined. Relevant scientific articles from the current literature will be utilized in this course.

*Debra Mullikin-Kilpatrick***BIOL5130 Environmental Disruptors of Development (Fall: 3)**

*Prerequisite:* BIOL4320 or instructor permission.

**Satisfies the advanced experience requirement for the Biology major.**

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*

### **BIOL5230 Immunity and Infectious Disease (Spring: 3)**

*Prerequisite:* BIOL4570 or BIOL4140 or instructor permission.

**Satisfies the advanced experience requirement for the Biology major.**

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*

### **BIOL5330 Virus Infections and Cellular Transport (Fall: 3)**

*Prerequisite:* BIOL3040 or BIOL4140 or permission of the instructor

**Satisfies the advanced experience requirement for the Biology major.**

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 Moroiianu*

### **BIOL5380 Topics in Biomechanics (Fall: 3)**

*Prerequisites:* BIOL3030 and familiarity with basic Newtonian physics and mechanics is recommended.

This course will explore the physical principles underlying biological processes and mechanisms including movement, feeding, architecture, and transport. Drawing on physics and mechanical engineering, the course will explore how organisms swim, fly, walk, and consume resources, how they respond to moving fluids, and the relationship between their size and design of mechanical systems. Underlying all these topics will be investigations of how biological materials (e.g., wood, muscle, bone, skin, etc.) influence the mechanical behavior of complex life forms. The course will prepare students for more in-depth explorations of other related disciplines including ergonomics, orthopedics, kinesiology, and sports medicine.

*Christopher Kenaley*

### **BIOL5420 Cancer as a Metabolic Disease (Fall: 3)**

*Prerequisites:* BIOL2040 and additional coursework in molecular cell biology (such as BIOL3040, BIOL4140 or BIOL4400) or biochemistry (BIOL4350 or CHEM4461) or instructor permission.

**Satisfies the advanced experience requirement for the Biology major.**

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*

### **BIOL5430 Genomics and Personalized Medicine (Spring: 3)**

*Prerequisites:* BIOL2040 and a genetics or genomics course.

Additional coursework in biochemistry and molecular biology is strongly recommended.

**Satisfies the advanced experience requirement for the Biology major.**

Personalized medicine is based on the idea that each person's unique genome sequence can be used to predict risk of acquiring specific diseases, allowing for more informed choices about health. The students will be exposed to the scientific concepts and technologies empowering personalized medicine. Through lecture, research paper reading and discussion the students will understand how human genomic information has impacted current topics in biomedical research. Students will write a research paper focused on how genomic information has advanced understanding of a human disease and how translation of genomic information will impact treatment or disease detection in the future.

*Thomas Chiles*

*Timothy Connolly*

### **BIOL5440 Synthetic Biology (Spring: 2)**

*The Department*

### **BIOL5450 Advanced Lab in Cell Imaging (Fall/Spring: 2)**

*Prerequisites:* BIOL2040 and additional coursework in cell and/or molecular biology.

**This course satisfies the advanced experience requirement for Biology majors.**

This course will survey the various visualization techniques and instruments used by scientists and biomedical researchers: light microscopy, confocal, electron microscopy, super-resolution, and image processing. Students will discuss the experimental use of these techniques and instruments as described in the primary literature. The laboratory component will focus on becoming familiar with the instrumentation that we have available at Boston College. The course will culminate in individual projects of the students choosing utilizing equipment that we have in the laboratory.

*Bret Judson*

### **BIOL5460 Topics in Microbial Pathogenesis (Fall: 2)**

*Prerequisites:* BIOL2040 and additional course work in immunology, microbes, molecular/cell biology, undergraduate research, or other demonstrable experience in reading primary research literature.

**Satisfies the advanced experience requirement for the Biology major.**

In this course we will discuss primary research literature on various aspects of pathogenesis i.e., the microbial and/or immunological mechanism by which pathogens (prions, viruses, (myco)bacteria, protozoa, worms) cause disease. Each student will select a primary paper from a high impact journal together with a supportive review and present the background information to the class. The primary paper will be discussed at the following class period, with all students having defined responsibilities for discussion of the figures and data.

*Marc-Jan Gubbels*

### **BIOL5630 DNA Viruses and Cancer (Spring: 3)**

*Prerequisites:* BIOL2040 and BIOL3040 or BIOL4140 or BIOL4400 or permission of the instructor.

It is estimated that 15-20% of human cancers worldwide have viral etiology. There are several DNA viruses, including Human Papillomaviruses, Adenoviruses, Epstein-Barr virus, Herpes virus type 8, Hepatitis B and C viruses and Merkel cell polyomavirus that are

associated with different types of cancer. This course is focused on these DNA tumor viruses, their replication cycles and the cellular transformation pathways leading to different cancers (including cervical cancer, Burkitt's lymphoma, Hodgkin's disease, a subset of T-cell lymphoma, hepatocellular carcinoma, Kaposi's sarcoma and Merkel cell carcinoma), and therapeutic strategies. Students will be exposed to both lectures and presentations of research papers.

*Junona Moroianu*

**BIOL5700 Biology of the Nucleus (Fall: 3)**

*Prerequisite:* One of the following: BIOL4350, BIOL4400, CHEM4461, CHEM4462, or instructor permission

**Satisfies the advanced experience requirement for the Biology major.**

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*

**BIOL6110 Advanced Genetics (Fall: 2)**

This course is designed for graduate students who have successfully completed an undergraduate genetics course. Topics cover the fundamental principles of genetics and the methods and technology of genetic research applied to the study of a variety of model systems.

*Hugh Cam*

**BIOL6140 Graduate Molecular Biology (Spring: 2)**

This course concentrates on gene expression, chromatin dynamics, and cell-cycle control in eukaryotic cells. Topics include transcriptional and posttranscriptional regulatory mechanisms, DNA replication and methylation, RNA interference, microarray analysis, and the generation and use of transgenic organisms. The course is designed for graduate students who have successfully completed undergraduate biochemistry and molecular cell biology courses.

*Anthony Annunziato*

**BIOL6150 Advanced Cell Biology (Spring: 2)**

This course is designed for graduate students who have successfully completed an undergraduate course in cell biology. Topics include the principles of cellular organization and function, regulation of the cell cycle and cancer, and interactions between cells and cellular signaling pathways.

*Junona Moroianu*

**BIOL6160 Graduate Bioinformatics (Fall: 2)**

*Gabor Marth*

**BIOL6180 Scientific Proposal Writing (Fall: 2)**

The purpose of the course is to develop students skills in research proposal writing, presentation, and critical evaluation. To meet these goals graduate students will be guided in the preparation and defense of an original research proposal in a field of their choice with no direct connection to their thesis topic.

*The Department*

**BIOL6350 Graduate Biochemistry (Fall: 3)**

*The Department*

## Chemistry

### Faculty

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

**Evan R. Kantrowitz**, *Professor Emeritus*; A.B., Boston University; M.A., Harvard University; Ph.D. Harvard University

**Lawrence T. Scott**, *Professor Emeritus*; A.B., Princeton University; Ph.D., Harvard 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

**T. Ross Kelly**, *Thomas A. and Margaret Vanderslice Professor*; B.S.,

Holy Cross College; Ph.D., University of California at Berkeley

**Shih-Yuan Liu**, *Professor*; B.S., Vienna Institute of Technology;

Ph.D., Massachusetts Institute of Technology

**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

**Marc L. Snapper**, *Professor*; B.S., Union College; Ph.D., Stanford University

**X. Peter Zhang**, *Professor*; B.S., Anhui Normal University; M.S., Beijing Normal University; Ph.D. University of Pennsylvania

**William H. Armstrong**, *Associate Professor*; B.S., Bucknell University; Ph.D., Stanford University

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

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

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

**Jeffery Byers**, *Assistant Professor*; B.A., Washington University; Ph.D., California Institute of Technology

**Abhishek Chatterjee**, *Assistant Professor*; B.S., RKM Residential College; Ph.D., Cornell University

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

**Matthias M. Waegle**, *Assistant Professor*; B.S., Technical University Munich; Ph.D. University of Pennsylvania

**Masayuki Wasa**, *Assistant Professor*; B.S., Brandeis University; Ph.D., The Scripps Research Institute

**Kenneth Metz**, *Professor of the Practice*; B.S., Emporia State University; Ph.D., University of Arkansas

**Lynne O'Connell**, *Associate Professor of the Practice*; B.S., McGill University; Ph.D., Massachusetts Institute of Technology

**Daniel Fox**, *Assistant Professor of the Practice*; B.S., State University of New York at Geneseo; Ph.D., University of California at Berkeley

### Contacts

- Undergraduate Programs Information: Lynne O'Connell, oconnell@bc.edu, 617-552-3626
- Graduate Programs Information: Dale Mahoney, mahonedf@bc.edu, 617-552-1735
- Department Reception: Lynne Pflaumer, pflaamel@bc.edu, 617-552-3605
- www.bc.edu/chemistry

### Undergraduate Program Description

The Chemistry Department offers a comprehensive curriculum to students in the Morrissey 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 (CHEM1109–1110 and CHEM1111–1112 or CHEM1117–1118 and CHEM1119–1120), two semesters of organic chemistry with laboratory (CHEM2231–2232 and CHEM2233–2234 or CHEM2241–2242 and CHEM2243 and CHEM2234), one semester of analytical chemistry with laboratory (CHEM3351 and CHEM3353), one semester of inorganic chemistry with laboratory (CHEM3322 and CHEM3324), two semesters of physical chemistry (CHEM4475–4476), one semester of advanced methods with laboratory (CHEM5552 and CHEM5554), and one semester of biochemistry (CHEM4465). In addition, the following are required: Two semesters of physics with laboratory (PHYS2200–2201 or PHYS2100–2101 and PHYS2050–2051), and two or three semesters of calculus (MATH1102–1103 or MATH1105, and MATH2202 or MATH2203).

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 CHEM5591–5592.

The recommended sequence for the Chemistry major is as follows:

#### First Year

CHEM1109–1110 General Chemistry with Laboratory or CHEM1117–1118 Honors Modern Chemistry with Laboratory; two semesters of Physics with Laboratory (PHYS2200–2201 or PHYS2100–2101 with PHYS2050–2051); Calculus (MATH1102–1103 or MATH1105); Core courses.

#### Second Year

CHEM2231–2232 Organic Chemistry or CHEM2241–2242 Honors Organic Chemistry with Laboratory; CHEM3351 Analytical Chemistry with Laboratory; CHEM3322 Introduction to Inorganic Chemistry with Laboratory; MATH2202 or 2203 Multivariable Calculus; elective or Core courses.

#### Third Year

CHEM4475–4476 Physical Chemistry; CHEM5552 Advanced Methods in Chemistry I with CHEM5554 Advanced Methods in Chemistry Laboratory I; elective or Core courses.

#### Fourth Year

CHEM4465 Introduction to Biochemistry; elective or Core courses.

The ten 1-semester chemistry courses that comprise the chemistry major amount to 37 credits. The 5 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 CHEM1109 General Chemistry and CHEM1111 General Chemistry Laboratory, or CHEM1117 Honors Modern Chemistry and CHEM1119 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 (CHEM1109–1110 or CHEM1117–1118, 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 111, 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 A&S policy, a student must have at least 15 credits in the minor program that are not used to fulfill requirements for another major or minor.

The following courses for non-science majors cannot be used to complete the minor: CHEM1102 Intersection of Science and Painting, CHEM1103 Chemistry in the Marketplace I, CHEM1104 Chemistry in the Marketplace II, CHEM1105 Chemistry and Society I, CHEM1106 Chemistry and Society II or CHEM1163 Life Science Chemistry. The following research courses cannot be used to complete the minor: CHEM4491–4492 Introduction to Undergraduate Research I and II, or CHEM5591–5592 Undergraduate Chemical Research I and II.

### Information for Study Abroad

Before going abroad, Chemistry majors must have completed the following prerequisites: General Chemistry, CHEM1109–1110 or CHEM1117–1118 and lab; Organic Chemistry, CHEM2231–2232 or CHEM2241–2242 and lab; Analytical Chemistry, CHEM3351 and lab; Inorganic Chemistry, CHEM3322 and lab; Calculus, MATH1102–1103 and MATH2202 or 2203; Physics, PHYS2200–2201 or PHYS2100–2101 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 Natural Science Core Requirement

The requirement of two courses in natural science may be fulfilled by any of the following courses: CHEM1102, CHEM1103, CHEM1104, CHEM1105, CHEM1106, CHEM1109 with CHEM1111, or CHEM1110 with CHEM1112. The courses specifically intended for students who are not science majors are CHEM1102, CHEM1103, CHEM1104, CHEM1105 and CHEM1106.

### Biochemistry Major

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



**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).

**CHEM1102 Intersection of Science and Painting (Spring: 3)**

Cross listed with ARTH1130

Satisfies Natural Science Core Requirement

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*

**CHEM1103–1104 Chemistry in the Marketplace I and II (Fall/Spring: 3)**

*Prerequisite:* One year of high school chemistry or equivalent.

Satisfies Natural Science Core Requirement

Chemistry in the Marketplace exposes students to the chemistry of everyday products. The course is designed around the rooms of the house and, after some review of fundamental structure and bonding concepts, moves on to topics that include: chemistry in the laundry room, kitchen, garden, medicine box, and garage, as well as a variety of others. The course is designed to give students the tools to be critical in their evaluation of the chemicals and chemical processes they experience on a daily basis.

*Larry McLaughlin*

**CHEM1105–1106 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 the course is to develop a knowledge base from which one can make intelligent decisions about local global environmental issues as well as formulate solutions to the ever-increasingly complex problems of today's technological society.

*William Armstrong*

**CHEM1109–1110 General Chemistry I and II (Fall/Spring: 3)**

*Prerequisites:* One year of high school chemistry. CHEM1109 is a prerequisite for CHEM1110

*Corequisites:* CHEM1111, CHEM1112, CHEM1113, CHEM1114

Satisfies Natural Science Core Requirement

This course is intended for students whose major interest is science or medicine. It offers a rigorous introduction to the principles of chemistry with special emphasis on quantitative relationships 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.

*Paul Davidovits*

*Daniel Fox*

*Frank Tsung*

*Neil Wolfman*

**CHEM1111–1112 General Chemistry Laboratory I and II (Fall/Spring: 1)**

*Prerequisite:* CHEM1111 is a prerequisite for CHEM1112.

*Corequisites:* CHEM1109, CHEM1110

Lab fee required

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*

**CHEM1117–1118 Honors Modern Chemistry I and II (Fall/Spring: 3)**

*Prerequisites:* Permission of instructor. CHEM1117 is a prerequisite for CHEM1118.

*Corequisites:* CHEM1119, CHEM1120, CHEM1121, CHEM1122

Satisfies Natural Science Core Requirement

Department permission required.

This course is intended for students from any major (including undecided) with a strong foundation and interest in chemistry. CHEM1117 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.

*Jeffery Byers*

*Shih-Yuan Liu*

**CHEM1119–1120 Honors Modern Chemistry Laboratory I and II (Fall/Spring: 1)**

*Corequisites:* CHEM1117, CHEM1118

Lab fee required

Laboratory required for all students enrolled in CHEM1117. This laboratory course stresses discovery-based experiments. It uses state-of-the-art instrumentation to illustrate the principles discussed in CHEM1117-1118 and introduces students to techniques used in modern chemical research. One three-hour period per week.

*Christine Goldman*

**CHEM1161 Life Science Chemistry (Fall: 3)**

*Corequisites:* CHEM1163, CHEM1165

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.

*William Armstrong*

**CHEM1163 Life Science Chemistry Laboratory (Fall: 1)**

*Corequisite:* CHEM1161

Lab fee required.

A laboratory course that includes experiments illustrating chemical principles and the properties of compounds consistent with CHEM1161.

*David McFadden*

## ARTS AND SCIENCES

---

### CHEM1701 Living in the Material World (Spring: 3)

Satisfies Natural Science Core Requirement

Core Renewal Course: Enduring Questions

How much carbon dioxide is produced per capita? Why is it a good measure of our excessive consumption of materials and energy? Why is it bad for the environment? This course guides you through questions like these to examine the interactions of human beings with the rest of the world. By studying the molecular nature of matters, you gain an understanding on the feedback mechanism that governs the world we live in and obtain knowledge on why we need to live responsibly for a sustainable future. You will also participate in lab sessions for first-hand chemistry experiences.

*Dunwei Wang*

### CHEM2231-2231 Organic Chemistry I and II (Fall/Spring: 3)

*Prerequisites:* CHEM1109-1110, CHEM1111-1112; CHEM2231 is a prerequisite for CHEM2232

*Corequisites:* CHEM2233, CHEM2234, CHEM2235, CHEM2236

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.

*Daniel Fox*

*T. Ross Kelly*

*Masayuki Wasa*

### CHEM2233-2234 Organic Chemistry Laboratory I and II (Fall/Spring: 1)

*Prerequisite:* CHEM2233 is a prerequisite for CHEM2234

*Corequisites:* CHEM2231, CHEM2232

Lab fee required

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*

### CHEM2241-2242 Honors Organic Chemistry I and II (Fall/Spring: 3)

*Prerequisites:* CHEM1117-1118, CHEM1119-1120, CHEM2241

*Corequisites:* CHEM2234, CHEM2243, CHEM2245, CHEM2246

Registration with instructor's approval only.

This course is a continuation of the CHEM1117-1118 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.

*Jeffery Byers*

*Jianmin Gao*

### CHEM2243 Honors Organic Chemistry I Laboratory (Fall: 1)

*Corequisite:* CHEM2241

Lab fee required.

Students will be instructed in experimental techniques relevant to research in contemporary organic chemistry. It will solidify concepts that are taught in lecture and provide a forum for discovery-based learning in organic chemistry.

*Christine Goldman*

### CHEM2247 Honors Organic Pre-Lab (Fall: 0)

*Corequisite:* CHEM2243

This 50 minute lecture will discuss the principles and theories behind the experiments performed in the laboratory course.

*James Morken*

### CHEM3310 Introduction to the History of Chemistry (Summer: 3)

*Prerequisites:* CHEM1110 or CHEM1118 and permission of Chemistry Department required.

Cross listed with HIST2862

Offered Periodically

The science of chemistry represents one of the great intellectual and practical achievements of human civilization. This course will explore the development of chemistry beginning with its prehistory, followed by the long alchemical period, its seventeenth- and eighteenth-century transformation into a true science, and its evolution into modern form through the dramatic advances of the nineteenth and twentieth centuries. Controversies, dead ends, and flawed hypotheses, the inevitable companions of progress, will also be analyzed, as will the essential interdependence of chemistry and technology.

*Kenneth Metz*

### CHEM3322 Introduction to Inorganic Chemistry (Spring: 3)

*Prerequisites:* CHEM1109-1110. Though not required, one year of Organic Chemistry (CHEM2231-2232 or CHEM1118 + CHEM2241) is recommended.

*Corequisite:* CHEM3324

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.

*Daniel Fox*

### CHEM3324 Inorganic Chemistry Laboratory (Spring: 1)

*Corequisite:* CHEM3322

Lab fee required.

Laboratory required of all students enrolled in CHEM3322. One four-hour period per week.

*Kenneth R. Metz*

### CHEM3351 Analytical Chemistry (Fall: 4)

*Prerequisites:* CHEM1109-1110

*Corequisites:* CHEM3353, CHEM3355

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*

### CHEM3353 Analytical Chemistry Laboratory (Fall: 0)

*Corequisite:* CHEM3351

Lab fee required

Laboratory required of all students enrolled in CHEM3351. One four-hour period per week.

*Kenneth R. Metz*

**CHEM3397 Research Module (Fall: 3)**

Department permission required.

Students may engage in a research project that is limited in scope under the supervision of a faculty member.

*The Department*

**CHEM4461–4462 Biochemistry I and II (Fall/Spring: 3)**

*Prerequisites:* CHEM2231-2232 or equivalent

*Corequisites:* CHEM4463, CHEM4464

This course is a two-semester introductory-level course in biochemistry. Topics in the first semester concentrate on protein structure and function, bioenergetics, kinetics and mechanisms of enzyme reactions, intermediary metabolism, control of metabolic pathways, and photosynthesis. Topics in the second semester concentrate on the structure of nucleic acids, recombinant DNA technology, mechanisms of gene rearrangements, DNA replication, RNA synthesis and splicing, protein synthesis, control of gene expression, membrane transport, and hormone action. Experimental methods will also be discussed as they relate to course topics.

*Abhishek Chatterjee*

*Eranthie Weerapana*

**CHEM4465 Introduction to Biochemistry (Fall: 3)**

*Prerequisites:* CHEM2231-2232

*Corequisite:* CHEM4466

**Fulfills the biochemistry requirement for the Chemistry major**

This course is an accelerated one-semester survey of the basic principles of biochemistry emphasizing a broad understanding of the chemical events in living systems. Although the course is an introduction to biochemistry, prior proficiency in general and organic chemistry is required. Topics will include structure and function of biological molecules, including proteins, enzymes, nucleic acids and biological membranes. Also covered in the course will be bioenergetics, metabolism and photosynthesis. Experimental methods will also be discussed as they relate to course topics.

*Jianmin Gao*

**CHEM4473 Physical Chemistry (Spring/Fall: 3)**

*Prerequisites:* CHEM2231-2232, MATH1100-1101

*Corequisites:* PHYS2211-2212 or equivalent, CHEM4474

**Biochemistry majors only**

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.

*J. Fredrik Haeffner*

*Mary Roberts*

**CHEM4475–4476 Physical Chemistry I and II (Fall/Spring: 3)**

*Corequisites:* MATH2202, PHYS2209-2210 (or equivalent),

CHEM4477. CHEM4475 is not a prerequisite for CHEM4476.

This course deals with the foundations and applications of thermodynamics and reaction kinetics. Topics include: (1) classical thermodynamics, including the Laws of Thermodynamics, Helmholtz and Gibbs energies, chemical potential, and thermodynamic descriptions of phase equilibria and chemical equilibrium; (2) kinetic theory of gases; (3) chemical reaction rate laws and mechanisms.

*Paul Davidovits*

*Udayan Mohanty*

**CHEM4491–4492 Introduction to Undergraduate Research I and II (Fall/Spring: 3)**

*Prerequisites:* CHEM1109-1110

**Arrangement with an individual faculty member and departmental permission are required. CHEM5591-5592 or CHEM5593-5594 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*

**CHEM5523 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.

*Xiao-Xiang Zhang*

**CHEM5531 Modern Methods in Organic Synthesis I (Fall: 3)**

Survey and analysis of reactions employed in the synthesis of medicinally significant compounds. An in-depth understanding of the mechanistic details for each transformation will be emphasized. Topics will relate fundamental structural and electronic properties to issues of chemical reactivity. An emphasis will be placed on carbon-carbon bonds and ring forming reactions.

*Xiao-Xiang Zhang*

**CHEM5537 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.

*Masayuki Wasa*

**CHEM5539 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.

*Thusitha Jayasundera*

**CHEM5544 Modern Methods in Organic Synthesis II (Spring: 3)**

*Prerequisite:* CHEM5531

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*

**CHEM5552–5553 Advanced Methods in Chemistry I and II (Fall/Spring: 4)**

*Prerequisites:* CHEM3351 and CHEM4475

*Corequisites:* CHEM5554 and CHEM5555

This course discusses the principles, methods, and applications of instrumental techniques such as calorimetry, chromatography, lasers, and optical spectroscopy in modern chemistry, along with techniques for the analysis and interpretation of experimental data. It is intended mainly for third year students. The accompanying laboratory includes experiments with these methods and emphasizes experimental design, data interpretation, and the presentation of results in written and oral formats.

*Kenneth R. Metz*

**CHEM5554–5555 Advanced Methods in Chemistry Laboratory I and II (Fall/Spring: 0)**

*Corequisites:* CHEM5552, CHEM5553

Laboratory required of all students enrolled in CHEM5552. Two four-hour periods per week.

*Kenneth R. Metz*

**CHEM5560 Principles of Chemical Biology (Fall: 3)**

*Prerequisites:* CHEM2231-2232 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.

*Abhishek Chatterjee*

**CHEM5581 Solid State Chemistry (Spring: 3)**

*Prerequisite:* CHEM3322

**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*

**CHEM5582 Advanced Topics in Biochemistry (Spring: 3)**

*Prerequisites:* Must have completed Organic Chemistry, Biochemistry and Physical Chemistry

**Offered Periodically**

Precise molecular interactions are vital for life on Earth. Analyzing these is important for understanding molecular processes in the living cell. Computational chemistry complements experimental techniques for studying the energetics and dynamics of such interactions. This course offers hands-on experience in modeling biologically relevant molecules. An introduction to theory will be taught.

*J. Fredrik Haeffner*

**CHEM5591–5592 Undergraduate 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 this course is an independent research project performed under the supervision of a faculty member. The individual work will be preceded by a series of lectures and demonstrations on the use of the library and several essential laboratory techniques.

*The Department*

**CHEM5593–5594 Undergraduate 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*

**CHEM5595-5596 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*

**CHEM5597–5598 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*

**CHEM6601–6602 Senior Thesis Research in Chemistry I and II (Fall/Spring: 3)**

An independent research project performed under the supervision of a faculty member. A written thesis is required to culminate the project.

*The Department*

**CHEM6603-6604 Senior Thesis Research in Biochemistry I and II (Fall/Spring: 3)**

An independent research project performed under the supervision of a faculty member. A written thesis is required to culminate the project.

*The Department*



**CHEM6640 Computational Chemistry: Model, Method, and Mechanism (Fall: 3)**

*Prerequisites:* CHEM2231-2232 (or equivalent) and CHEM4475-4476 (or equivalent) and MATH2202 (or equivalent)

The goal of the course is to develop skills in using computational chemistry software in the Linux operating system environment and to get a basic understanding of the underlying theory and algorithms which these computer programs are built upon. Topics covered include Linux commands and shell script programming, as well as Python script programming, basic understanding of statistical thermodynamics, potential energy surface, stationary points, conformational space, molecular mechanics, quantum chemistry (Schrodinger equation, Huckel method, LCAO-concept, Hartree-Fock and post Hartree-Fock methods, density functional theory). Computer programs such as Gaussian, Jaguar, Gamess, MacroModel and Tinker will be used during the course.

*Jan (Fredrik) Haeffner*

**CHEM6676 Physical Chemistry: Principles and Applications (Fall: 3)**

*Prerequisites:* CHEM4475 and CHEM4476. One year undergraduate physical chemistry course that has covered the fundamentals of thermodynamics, quantum mechanics, and statistical mechanics is strongly recommended. At least one and half years of a college level calculus sequence is recommended. Department permission required for undergraduates.

The course will cover modern methods in quantum mechanics, statistical mechanics, and dynamics, with applications to solid state, liquids, and biophysics. In quantum mechanics, topics will include particle in a box, time-independent perturbation theory, time-dependent perturbation theory, tunneling, and applications. In statistical mechanics, topics will include canonical partition function with applications to Bose and Fermi systems, solid-state physics, liquids, and biophysics. In dynamics, topics will include Fick's Law, regression hypothesis, time-correlation functions, and applications.

*Matthias Waegle*

**Classical Studies****Faculty**

**Kendra Eshleman**, *Associate Professor*; Chairperson of the Department; B.A., Swarthmore College; Ph.D., University of Michigan

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

**Christopher Polt**, *Assistant Professor*, B.A., M.A., Boston University; M.A., Ph.D., University of North Carolina at Chapel Hill

**Maria Kakavas**, *Visiting Assistant Professor*; M.A., Boston College; Ph.D., Boston University

**Contacts**

- Administrative Assistant: Gail Rider, 617-552-3316, gail.rider@bc.edu
- www.bc.edu/schools/cas/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, history, 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. 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 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 (CLAS2205) or Greek Civilization (CLAS1186). As a rule one or the other of these courses will be taught each year.
- One course in Roman History (CLAS2206) or Roman Civilization (CLAS2262). 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 you would like to begin a language now or have had only one year of a language in high school, you should choose an elementary course: CLAS1010 Elementary Latin I or CLAS1020 Elementary Greek I. If you have studied a language for two or three years in high school, you may want to choose an intermediate course: CLAS1056 Intermediate Latin I or CLAS1052 Intermediate Ancient Greek I.

Completion of the second semester of Latin or Greek at the intermediate level will fulfill the Morrissey 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 you have studied Latin or Greek for three or four years in high school, you may wish to try courses in Greek and Roman authors. For further information, consult the Chair 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 Chair of the Department when planning to study abroad.

### Core Offerings

The Department offers several courses that satisfy Core requirements. CLAS2280 Beast Literature will be offered in spring 2017.

### Licensure for Teachers

The Undergraduate Initial License as Teacher of Latin and Classical Humanities 5–12 may be gained by pursuing a Classics major in addition to the Secondary Education major or the minor in Secondary Education. For further information, contact the Chair of the Department.

### 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).

#### CLAS1010–1011 Elementary Latin I and II (Fall/Spring: 3)

This course will introduce the fundamentals of Latin grammar and vocabulary. The aim is to prepare students to read simple Latin prose.

*Kendra Eshleman*

*Maria Kakavas*

*Mark Thatcher*

#### CLAS1020–1021 Elementary Ancient Greek I and II (Fall/Spring: 3)

This course will introduce the fundamentals of ancient Greek grammar and vocabulary. The aim is to prepare students to read something like Plato's *Apology* after a year of study.

*Gail Hoffman*

#### CLAS1052–1053 Intermediate Ancient Greek I and II (Fall/Spring: 3)

This course is a review of the essentials of Classical Attic grammar and a reading of selections from Greek literature, often Xenophon's *Anabasis*, Plato's *Apology* and/or *Crito*, or a play such as Euripides's *Medea*. This course is also designed to develop students proficiency in reading Greek literature in the original language through intensive readings from two Greek travel narratives: Book 9 of Homer's *Odyssey*

(including the story of the Cyclops). We will read the Greek assignments slowly and carefully while reviewing grammar, combined with discussion of the social and cultural contexts of these works.

*Hanne Eisenfeld*

*Mark Thatcher*

#### CLAS1056–1057 Intermediate Latin I and II (Fall/Spring: 3)

This course gives 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.

*Maria Kakavas*

*Elizabeth Sutherland*

#### CLAS1058 Advanced Intermediate Latin (Fall: 3)

This course is intended for students who have completed the equivalent of BC's intermediate-level Latin sequence but who need further preparation before joining the advanced Latin courses. We will read a selection of Latin prose and poetry with a focus not only on literary analysis but also on strengthening language ability. Readings vary.

*Elizabeth Sutherland*

#### CLAS1063 Intensive Reading in Latin (Summer: 3)

The goal of this course is to build solid reading skills in the Latin language by providing an intensive and comprehensive introduction to the basics of Latin grammar and syntax. The course meets for twelve weeks and is divided into two sessions. The first session will begin to guide students through the fundamentals of the language using *Wheelock's Latin*. The second session will complete *Wheelock's Latin* and proceed to readings in the original from Caesar, Cicero, Catullus, and others.

*Maria Kakavas*

#### CLAS1070–1071 Intermediate Modern Greek I and II (Fall/Spring: 3)

*Prerequisites:* CLAS1060-1061 or equivalent

This second-year course in Modern Greek will provide a review of the grammar and introduce the students to the reading of selected literary excerpts from prose and poetry.

*Maria Kakavas*

#### CLAS2230 Classical Mythology (Fall: 3)

**Cross listed with ENGL2220**

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.

*Hanne Eisenfeld*

#### CLAS2236 Roman Law and Family (Spring: 3)

**Cross listed with HIST2206**

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*

**CLAS2240 Dangerous Women in Classical Myth (Spring: 3)**

**Cross listed with ENGL2204**

**Offered Periodically**

Demeter sticks a baby in the fire, Amazons cut off one breast and live far away from men, Clytemnestra kills her husband in his bath. In this course we will investigate how Greeks and Romans used stories about female figures, goddesses, monsters, and humans, as a way of talking about a range of conflicts, tensions, and fears. While we focus on the ancient world, we will also look at how these figures are used in later periods and think about which stories we tell about women, and why.

*The Department*

**CLAS2250 Multiculturalism in the Roman Empire (Spring: 3)**

**Cross listed with HIST2837**

From its beginnings as a small city-state in central Italy, Rome built a vast multicultural empire stretching across the entire Mediterranean and much of Europe. We will travel through this empire, visiting such different peoples and provinces as the Germans and the Jews, Britain and Greece. How did those people remain loyal to their origins while also becoming Roman? How did the different cultures included within the empire transform who “the Romans” were and what it meant to be Roman? How did the emperors—those larger-than-life figures like Augustus and Nero—use the diversity of the empire to craft their public images as conquerors or as...Greek actors? We’ll use a combination of written sources, archaeological evidence, and even visual art to investigate these questions and to explore the ever-expanding melting pot of the Roman world.

*Mark Thatcher*

**CLAS2260 Drama and Society in Ancient Greece (Fall: 3)**

**Cross listed with ENGL2111**

Greek drama offered the people of one ancient society, Athens, a medium for debating the great issues of their time: how can society best be governed? How should citizens behave in times of war? How can women take an active role in a man’s world? What is the role in society of rational, intellectual discourse? Or the role of religion? Can literature help guide us through these questions? Greek writers rarely provide clear answers, but their plays invite us to join the debate. By critically reading a selection of Greek dramas, both tragedies and comedies, in their social context, we will confront a series of issues that are still debated today and discuss how one society approached them.

*Mark Thatcher*

**CLAS2280 Beast Literature (Spring: 3)**

**Cross listed with ENGL2202**

From Mother Goose’s fairy tales to lolcats, we imagine animals often speaking as we do. But what are we saying when we use animals to talk with and about one another? And what does literature featuring articulate animals say about our attitudes towards humans, animals, and the lines we draw between them? This course explores “beast literature” in its various forms (fable, comedy, the novel, epic, debate poetry, etc.), examining its incarnations through ancient Greece and Rome, Medieval Europe, and the modern world.

*The Department*

**CLAS2295 Ancient Comedy (Fall: 3)**

**Cross listed with ENGL2295**

This course explores comedy from ancient Greece and Rome. Reading plays by Aristophanes, Plautus, and Terence, we will examine what the ancients considered “comic,” how comedy was performed, and what comedy contributed to contemporary society. Along the way we will consider how comedy promotes, questions, and lampoons ancient values and ideas about warfare, slavery, gender and sexuality, etc. All readings will be in English and there will be substantial performance opportunities.

*The Department*

**CLAS3302 Greek Rhetoric (Fall: 3)**

The class will explore the theory and practice of classical Greek rhetoric. From Homer onward, persuasive speech occupied a central place in Greek political and cultural life, and Greeks were the first Western theorists of how and why verbal persuasion works. We will read works by early Greek orators Gorgias, Antiphon, and Lysias in Greek, along with ancient discussions of rhetorical composition and critiques of rhetoric in English. We will focus on the construction and contexts of Greek oratory and on the social-historical issues illuminated by the speeches themselves.

*Kendra Eshleman*

**CLAS3315 Homer: *The Odyssey* (Fall: 3)**

*Prerequisites:* Two years of Greek or the equivalent. Consult professor before registering.

Homer’s *Iliad* is not only one of the world’s great war poems—it is also the story of the quintessential epic hero, Achilles. We will read, in Greek, a selection of books (including 1, 9, 16, 22, 24) that trace Achilles’ trajectory through rage, grief, and empathy. We will discuss the questions raised by Achilles’ relationships with his superiors, friends, family, and enemies: To whom is loyalty owed and are there limits to those obligations? What is the price of kleos and should one pay? Does war abrogate the laws that govern human conduct? We will also discuss some of the fundamental debates of Homeric scholarship including the history and composition of the texts, the effects of language and meter, and the place of epic in Greek literature.

*Hanne Eisenfeld*

**CLAS3342 Livy (Fall: 3)**

In the last two decades, the study of the Augustan historian Livy has undergone a renaissance. Once scorned as a dull compiler and apologist for the Augustan regime, Livy is now recognized not only as a masterful stylist but also as a subtle and challenging thinker. In this class, we will focus on his history of early Rome, reading portions of books 1 and 5 in Latin, and other selections from the first pentad in English. Major themes will include women, religion, and political power in the *Ab Urbe Condita*, the relationship between Livy’s work and the Augustan principate, Livy’s methods as a historian, and the larger, related problems of the character of ancient historiography and our knowledge of early Roman history generally.

*Kendra Eshleman*

**CLAS3350 Catullus (Fall: 3)**

The Roman poet Gaius Valerius Catullus offers a rare and tantalizing glimpse at the private lives of Roman elites at the end of the Republic. In this course we will examine his work and what it can show us about ancient Roman relationships, social and erotic, as well its place within the broader literary tradition. Readings will be in Latin.

*Christopher Polt*

## ARTS AND SCIENCES

---

CLAS3356 Tacitus (Fall: 3)

Offered Periodically

A reading of the Nero books of Tacitus' *Annals*, accompanied by an investigation of Roman historiography and the history and culture of the Age of Nero, including the evolution of the Julio-Claudian principate, the flourishing of art, literature, and philosophy under Nero, and the complex interaction between art and imperial power.

Kendra Eshleman

CLAS3375 Advanced Latin Poetry: Virgil's *Aeneid* 2 and 6 (Fall: 3)

Offered Periodically

Virgil's epic accounts of the past and future of the Roman Empire. In *Aeneid* 2, Aeneas narrates the fall of Troy including the ruse of the Trojan Horse, Pyrrhus' brutal murder of King Priam, and Aeneas' own escape from burning Troy. In *Aeneid* 6, Aeneas descends into the Underworld, where he meets literal skeletons from his closet and receives glorious vision of Rome's future history. Throughout we will consider how Virgil's poem functions as a complex, sometimes grim foundation myth for Augustus' Imperial Rome.

Brigitte Libby

CLAS3390 Reading and Research I (Fall: 3)

Maria Kakavas

CLAS3393–3394 Senior Thesis (Fall/Spring: 3)

Kendra Eshleman

### Communication

#### Faculty

Lisa Cuklanz, *Professor*; Chairperson of the Department; B.S., Duke University; M.A., Ph.D., University of Iowa

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

Michael Serazio, *Assistant Professor*; B.A., University of San Francisco; M.S., Columbia University Graduate School of Journalism; M.A., Ph.D., University of Pennsylvania

Matt Sienkiewicz, *Assistant Professor*; B.A., Wesleyan University; M.A., Ph.D., University of Wisconsin-Madison

Anjali Vats, *Assistant Professor*; B.A., B.S., Michigan State University; J.D., Emory University School of Law; LL. M., Ph.D., University of Washington

Michael Keith, *Associate Professor of the Practice*; B.A., M.A., Ph.D., University of Rhode Island

Rita Rosenthal, *Associate Professor of the Practice*; B.A., Appalachian State University; M.A., Bowling Green State University

Lindsay Hogan, *Assistant Professor of the Practice*; B.A., University of Texas at Austin; M.A., Southern Methodist University; Ph.D., University of Wisconsin-Madison

Brett Ingram, *Assistant Professor of the Practice*; B.A., Shippensburg University and the University of Lincolnshire; M.A., Northeastern University; Ph.D., University of Massachusetts Amherst

Celeste Wells, *Assistant Professor of the Practice*; B.S., M.S., Ph.D., University of Utah

Marcus Breen, *Visiting Faculty*; B.H.M.S./B.A., The University of Queensland; Litt.B., The Australian National University; Ph.D., Victoria University of Technology

Andrew Owens, *Visiting Assistant Professor*; B.A., Swarthmore College; M.A., Villanova University; Ph.D., Northwestern University

Elfriede Fürsich, *Research Associate Professor*; B.A., Katholische Universitaet Eichstatt, Germany; M.A., Ph.D., University of Georgia

#### Contacts

- Chairperson of the Department/Professor: Lisa Cuklanz, Ph.D., [cuklanz@bc.edu](mailto:cuklanz@bc.edu)
- Director of Undergraduate Studies/Department Counselor: Christine Caswell, St. Mary's Hall South, Room S375, 617-552-6148, [christine.caswell@bc.edu](mailto:christine.caswell@bc.edu)
- Academic Advisor: Sanchali Biswas, St. Mary's Hall South, Room S376, 617-552-2515, [sanchali.biswas@bc.edu](mailto:sanchali.biswas@bc.edu)
- Office Administrator: Leslie Douglas, St. Mary's Hall South, 4th Floor, 617-552-4280, [leslie.douglas@bc.edu](mailto:leslie.douglas@bc.edu)
- [www.bc.edu/communication](http://www.bc.edu/communication)
- Fax: 617-552-2286

#### Undergraduate Program Description

The Department of Communication is concerned with the study, criticism, research, and teaching 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 many subject areas, including new media, globalization, intercultural communication, cultural studies, health communication, and visual communication.

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, marketing, and public relations. Majors have successfully completed graduate programs in many fields including communication, journalism, business, and law.

#### Requirements for the Major

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)*

- COMM1010 Rhetorical Tradition  
This course, and/or COMM1020, COMM1030 and COMM1040, should be taken before any other course in the major.
- COMM1020 Survey of Mass Communication  
This course, and/or COMM1010, COMM1030 and COMM1040, should be taken before any other course in the major.
- COMM1030 Public Speaking
- COMM1040 Interpersonal Communication  
This course, and/or COMM1010, COMM1020 and COMM1030, should be taken before any other course in the major.
- One of COMM3330 Communication Methods: Social Science or COMM3340 Communication Methods: Critical/Cultural  
*Three Distributed Requirements (9 credits)*  
*One of the Theory Courses:*



- Any course numbered between COMM3360 and COMM3380
- Theory courses should not be taken until after a student has completed COMM1010 Rhetorical Tradition, COMM1020 Survey of Mass Communication, COMM1030 Public Speaking, COMM1040 Interpersonal Communication, and one of COMM3330 Communication Methods: Social Science or COMM3340 Communication Methods: Critical/Cultural.

*Two Writing-Intensive Seminars:*

- Any two courses numbered between COMM4425 and COMM4475
- These are upper-level courses and should not be taken until after a student has completed COMM1010 Rhetorical Tradition, COMM1020 Survey of Mass Communication, COMM1030 Public Speaking, COMM1040 Interpersonal Communication, and one of COMM3330 Communication Methods: Social Science or COMM3340 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 Morrissey College of Arts and Sciences can count one three-credit course from the Woods College 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 one-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 Academic Advisor in the department. 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, COMM1010 Rhetorical Tradition, COMM1020 Survey of Mass Communication, COMM1030 Public Speaking, COMM1040 Interpersonal Communication, and one of COMM3330 Communication Methods: Social Science or COMM3340 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.

**Information for Study Abroad**

To receive the department's permission for study abroad, students must be on track to complete seven Communication courses by the end of their junior year including COMM1010 Rhetorical Tradition, COMM1020 Survey of Mass Communication, COMM1030 Public Speaking, COMM1040 Interpersonal Communication and one of COMM3330 Communication Methods: Social Science or COMM3340 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 study abroad placement.

For additional information, please visit our department website or contact Professor Christine Caswell, Director of Undergraduate Studies.

**Internship Program**

COMM1901 Communication Internship, a 1-credit pass/fail course.

COMM5589 Senior Internship Seminar, a 3-credit course, is open to senior Communication majors. In addition, potential interns must have completed a minimum of six courses in communication including COMM1010 Rhetorical Tradition, COMM1020 Survey of Mass Communication, COMM1030 Public Speaking, COMM1040 Interpersonal Communication, and one of COMM3330 Communication Methods: Social Science or COMM3340 Communication Methods: Critical/Cultural.

For internship applications, please visit our department website. For departmental approval, contact Professor Christine Caswell, Director of Undergraduate Studies.

**Honors Program**

Juniors with a qualifying cumulative grade point average (3.7 or higher) are eligible for the program. 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 on the department website or in the Honors Handbook in the department's main office.

*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).

**COMM1010 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.

*Brett Ingram*

*Celeste Wells*

**COMM1020 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.

*Don Fishman*

*Lindsay Hogan*

**COMM1030 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

## ARTS AND SCIENCES

---

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*

### **COMM1040 Interpersonal Communication (Fall/Spring: 3)** **Required course for all Communication majors**

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.

*The Department*

### **COMM2184 Sports, Media, Culture (Fall: 3)**

#### **Satisfies one elective within the Communication major**

Sports have long played a vital yet complex role in culture and this course examines that intersection of sports, the mass media, and society. We will appraise and debate the ways in which sports are functional or problematic in their impact on and relationship to players, fans, journalists, co-cultural groups, and nations. Students will read both scholarly and journalistic reflections, view popular and documentary film, and analyze fan experiences, mediated presentations, and critical social issues. In short, we will go beyond the box score to understand the importance, and deconstruct the hype, that accompanies modern sports.

*Michael Serazio*

### **COMM2194 Reading Race at the Millennium (Fall: 3)**

**Cross listed with AADS2194**

**Offered Periodically**

Hipster racism, hashtag activism, and Columboing are just some of the new ideas used to talk about race in this post-Millennial moment. This course will explore the new vocabulary of race emerging in this purportedly post-racial moment through study of cases drawn from popular culture, politics, and increasingly important digital spaces. We will focus on reading and writing about race in this moment through case studies such as Wes Anderson's films, Black Twitter, racially appropriative Halloween costumes, Asian food trucks, and the Obama presidency in order to understand how race, racialization, and racism continue to evolve.

*Anjali Vats*

### **COMM2213 Fundamentals of Audio I (Fall/Spring: 3)**

**Lab fee required.**

**Satisfies one of three elective courses required within the Communication major**

This course is designed to introduce the student to the multifaceted world of sound, in theory and practice. Topics covered include the history of recording techniques, design and use of microphones, and careful listening techniques. The course will present an overview of current audio production software typically used in modern recording studios. Students will work in the audio labs to create professional quality pieces, and will take home a portfolio of work at the end of the semester.

*The Department*

### **COMM2218 From the Maori to Middle Earth: Communicating Colonization through Contemporary Work in New Zealand (Summer: 3)**

**Offered Periodically**

*Celeste Wells*

**COMM2221 Digital Media Field Production (Fall/Spring: 3)**  
**Formerly numbered COMM2223. Students who have taken COMM2223 should not take COMM2221.**

**Satisfies one of three elective courses required within the Communication major**

With the ubiquitous nature of video streaming on desktops, mobile phones and tablets, the influence of video storytelling has never been greater or more pervasive—and the demand for skilled digital storytellers to fill those increasingly ubiquitous screens is stronger than ever. This course offers professional guidance and hands-on experience to develop the skills, techniques and disciplines necessary for the creation of digital media produced in the field. Students will write and produce their own video programs, becoming familiar with all aspects of production and post production, including producing, performing, directing, single-camera shooting, sound recording, and location lighting, as well as editing, digital effects, and graphics. In the process, students will develop a discerning eye for what makes an effective, professional, aesthetically pleasing video production, while they build a portfolio that can be used during job or graduate program interviews.

*The Department*

### **COMM2222 Studio Television Production (Fall/Spring: 3)**

**Lab fee required.**

**Satisfies one of three elective courses required within the Communication major**

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*

### **COMM2225 Introduction to Feminisms (Fall/Spring: 3)**

**Cross listed with HIST2502, SOCY2225 and ENGL2125**

**Fulfills Women Writer's requirement for ENGL/LSOE majors.**

This introductory course offers both an overview and a foundation for understanding the various movements that make up what has come to be called the feminist movement in the U.S. Because systems of privilege and disadvantage shape women's and men's identities and social positions in multiple and unique ways, Introduction to Feminisms analyzes gender from an interdisciplinary approach and applies numerous academic disciplinary methods to the study of gender, including history, literature, psychology, and sociology, and explores women's and men's experiences within various cultural contexts, including socioeconomic class, race and ethnicity, religion and spirituality, nations of citizenship, origin and generation.

*Andrew Owens*

### **COMM2236 Media and Cultural Studies (Fall/Spring: 3)**

**Satisfies one of three elective courses required within the Communication major**

This course will analyze the many ways power is consolidated, negotiated, or resisted through popular media, especially advertising, television, film, and social media. We will examine how correspondences between mass communication and economic structures impact

cultural, political, and ideological processes in society, including (but not limited to) the construction of gender roles, sexual norms, racial and ethnic identities, class affiliations, and attitudes towards violence. This course will be theoretically rooted in the critical tradition of media studies, with particular emphasis on twentieth century continental and American cultural and social theory.

*Brett Ingram*

**COMM2251 Gender and Media (Fall: 3)**

**Satisfies one of three elective courses required within the Communication major**

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.

*Andrew Owens*

**COMM2262 Online Communication and Global Society (Fall: 3)**

**Satisfies one of three elective courses required within the Communication major**

This course offers a critical look at the history of the Internet and the ways in which online communication technologies are shaping our world. Merging conceptual approaches from the disciplines of cultural studies, globalization theory, and international relations, the class will consider the role that new media is playing in shaping the art, entertainment, politics and economics of the new century. Case studies will include close looks at websites such as Twitter, Facebook, World of Warcraft, Match.com and Alibaba.com, as well as considerations of social movements such as Occupy Wall St. and the Arab Spring.

*Matt Sienkiewicz*

**COMM2272 New Media and Society (Fall/Spring: 3)**

**Satisfies one of three elective courses required within the Communication major**

This course surveys and explores new media and interactive communication technologies from a historical and critical perspective. Course content includes theories that explain contemporary social and economic formations influencing the emergence of the Internet and digital applications, including: convergence of user communities, film and television and mediated communication, post-human approaches, computer games, virtual reality, robotics, social media, militarization, business concerns and public policy debates. The course offers students the opportunity to analyze and reflect on research about the impact of media, especially the implications of digital innovations for society.

*The Department*

**COMM2278 Social Media (Summer/Fall: 3)**

**Satisfies one of three elective courses required within the Communication major**

This course explores the history, development and use of social media. It connects to the liberal arts and humanities, the digital humanities, through the lens of social justice. It will build a foundation of knowledge about social media with project-based research. The course identifies the established disciplinary fields of the humanities

such as philosophy, literature, culture, religion, art, music, history, politics and language in comprehending the world, using these fields as a foundation with which to critically explore various modes of expression, ideas and values in social media about social justice. Students will have the opportunity to identify contemporary issues in social media in projects that reflect critical thinking goals.

*Marcus Breen*

**COMM2285 Cultural Diversity in Media (Fall: 3)**

**Satisfies Cultural Diversity Core Requirement  
Satisfies one of three elective courses required within the Communication major**

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*

**COMM2291 Persuasion (Fall: 3)**

**Satisfies one of three elective courses required within the Communication major**

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.

*Rita Rosenthal*

**COMM3330 Communication Methods: Social Science (Fall/Spring: 3)**

**One of COMM3330 or COMM3340 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*

**COMM3335 Communication Methods: Honors (Spring: 3)**

**Open to students in departmental honors**

This course is an honors introduction to research methods used in communication research. Students will learn how to ethically conduct research; develop a working knowledge of the IRB and associated requirements; learn the process of creating a compelling research question/hypothesis; acquire the skills necessary to gather and analyze data; and write initial scholarship regarding their potential thesis project. Overall, this course will create a strong foundation for students who will conduct their own research. Students will demonstrate their understanding of the material as well as their ability to apply the material through exams, a research project, an oral presentation, and daily participation.

*Brett Ingram*

## ARTS AND SCIENCES

---

**COMM3340 Communication Methods: Critical/Cultural (Fall/Spring: 3)**  
One of COMM3330 or COMM3340 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, and (3) data analysis and interpretation. The objective of the course is to provide students with the resources to interpret, evaluate, and conduct research in Communication from a critical/cultural perspective.

*The Department*

**COMM3372 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*

**COMM3375 Argumentation Theory (Fall: 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.

*The Department*

**COMM3377 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 Barry*

**COMM4425 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*

**COMM4429 Globalization and the Media (Fall: 3)**  
Cross listed with INTL4429  
Satisfies one of two writing intensive courses required within the Communication major. Open to juniors and seniors only

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.

*Marcus Breen*

*Matt Sienkiewicz*

**COMM4430 Political Communication (Fall: 3)**  
Satisfies one of two writing intensive courses required within the Communication major

This course examines the role of communication in the political process in the United States in the twentieth century to today. Topics include the following: political messages, media coverage of political campaigns, debates, elections, issues and institutions, and the impact of various media on governance and the democratic process.

*Theresa Lynch*

**COMM4442 Intercultural Communication (Fall/Spring: 3)**  
Cross listed with AADS4442  
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*

*Michael Serazio*

**COMM4447 Communication Criticism (Fall/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.

*The Department*

**COMM4448 Television Criticism (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.

*The Department*

**COMM4449 Crisis Communication (Fall/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*



**COMM4451 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*

**COMM4452 News Media/Democracy (Fall: 3)**

**Satisfies one of two writing intensive courses required within the Communication major**

The press plays an essential role in America and the world. This course aims to equip students to become critical news consumers with both a skilled understanding of how journalism works and political literacy about the big issues of our time. Through classic scholarly reflections as well as contemporary punditry examples, we will tackle the news media critically across three dimensions: learning about its indispensable function in mediating politics and democracy throughout history and today; studying and practicing the craft of opining writing and social advocacy; and evaluating and critiquing the performance of the press across these fronts.

*Michael Serazio*

**COMM4458 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*

**COMM4459 The Rhetorical Strategies of the Disney Corporation (Spring: 3)**

**Satisfies one of two writing intensive courses required within the Communication major**

This course examines the rhetorical strategies used in public messages of the various components of the multi-faceted Disney Corporation. The course is designed to apply theories of persuasion and human communication to the messages in Disney films, television programming, advertising and theme parks.

*Rita Rosenthal*

**COMM4462 Popular Music and Identity (Fall: 3)**

**Satisfies one of two writing intensive courses required within the Communication major**

The goal of this course is to increase the understanding of basic concepts and principles of popular music as a form of communication, and specifically, popular music as a symbolic form of behavior that relates to individual and group identity. This course will examine his-

torical and contemporary popular music along with theory and research in the area of popular music studies in communication in order to understand popular music as a meaning-making cultural practice.

*Celeste Wells*

**COMM4471 Children and the Media (Fall: 3)**

**Satisfies one of two writing intensive courses required within the Communication major**

From film to television to mobile apps, this course examines children's media as an economic, cultural, and political entity and explores the relationships among young people and the contemporary media environment. Students will analyze various scholarly approaches and major debates in the study of children and media while also learning the larger historical contexts of those debates. This course offers a critical/cultural approach that examines the ways in which media industries, institutions, technologies and texts intersect to produce particular media practices and considers how such practices relate to the production of cultural norms or social power.

*Lindsay Hogan*

**COMM4472 Race, Law, and Media (Spring/Fall: 3)**

**Cross listed with AADS4472**

**Satisfies one of two writing intensive courses required within the Communication major**

This writing intensive course focuses on the relationship between race, law, and media. We will read seminal texts in critical race theory and cultural studies in order to theorize how concepts such as race, criminality, deviance, property, and originality are articulated in legal contexts, often in ways which make whiteness appear to be natural and right. Then, by way of case studies such as the Scottsboro Boys, the Central Park Five, Korematsu versus United States, Prosecutor versus Charles Taylor, and State versus Zimmerman, we will explore how the media represents race and law.

*Anjali Vats*

**COMM4475 Introduction to Honors (Fall/Spring: 3)**

**Open to students in departmental honors. Satisfies one of two required writing intensive courses within the Communication major**

This course is an honors introduction to research methods used in communication research. Students will learn how to ethically conduct research; develop a working knowledge of the IRB and associated requirements; learn the process of creating a compelling research question/hypothesis; acquire the skills necessary to gather and analyze data; and write initial scholarship regarding their potential thesis project. Overall, this course will create a strong foundation for students who will conduct their own research. Students will demonstrate their understanding of the material as well as their ability to apply the material through exams, a research project, an oral presentation, and daily participation.

*Celeste Wells*

**COMM4485 Advanced Intercultural: studyabroad.com (Fall/Spring: 3)**

*Prerequisites:* Enrollment in a BC-sponsored international program and 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'

## ARTS AND SCIENCES

---

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 <http://www2.bc.edu/~matelski>.

*Marilyn Matelski*

### COMM4901 Readings and Research and Communication

(Fall/Spring: 3)

*Prerequisites:* Permission of the instructor and completion of the five introductory required COMM courses

**This course may be repeated.**

This course is intended to provide an opportunity for students to explore topics not currently covered in the curriculum. Students will work on a specific research project under the supervision of a faculty member.

*The Department*

### COMM4921 Advanced Independent Research (Fall/Spring: 6)

*Prerequisite:* Permission of the department

**This course is for seniors only.**

*The Department*

### COMM4961 Honors Thesis (Fall/Spring: 3)

A research course under the guidance of a faculty member for those writing an Honors Thesis.

*The Department*

### COMM5500 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*

### COMM5589 Senior Internship Seminar (Fall/Spring: 3)

*Prerequisites:* Senior standing, six completed BC communication courses (including core requirements), and permission of the instructor

**This course may not be repeated.**

**Satisfies one of three elective courses required within the Communication major**

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*

## Computer Science

### Faculty

**Peter G. Clote**, Courtesy Appointment, *Professor*; B.Sc., Massachusetts Institute of Technology; M.A., Ph.D., Duke University; Thèse d'État, 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*; Chairperson of the Department; B.S., Universidad Javeriana; M.S., Universidad de los Andes; Ph.D., University of Maryland

**Hao Jiang**, *Associate Professor*; B.S., M.S., Harbin Engineering University; D. Eng., Tsinghua University; Ph.D., Simon Fraser University

**Robert Muller**, *Associate Professor*; A.B., M.S., Indiana University; Ph.D., Boston University

**Edward Sciore**, *Associate Professor*; B.S., Yale University; M.S.E., Ph.D., Princeton University

**Robert P. Signorile**, *Associate Professor*; B.S., Queens College; M.S., New York University; M.S., Ph.D., Polytechnic University

**José P. Bento**, *Assistant Professor*; Engineering Degree, University of Porto, Portugal; Ph.D., Stanford University

**William Griffith**, *Lecturer*; Ph.D., Boston College; Ph.D., University of Massachusetts Amherst

**John Donaldson**, *Visiting Lecturer*; B.S., Case Western Reserve University; Ph.D., The Ohio State University

### Contacts

- Administrative Assistant: Jane Costello, 617-552-3975, [jane.costello@bc.edu](mailto:jane.costello@bc.edu)
- Systems Administrator, Phil Temples, 617-552-0153, [temples@bc.edu](mailto:temples@bc.edu)
- [www.cs.bc.edu](http://www.cs.bc.edu)

### Undergraduate Program Description

The Computer Science Department offers major programs in the Morrissey 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 at St. Mary's Hall, Second Floor South, 617-552-3975.

### Bachelor of Arts in Computer Science

The curriculum for the bachelor of arts degree in Computer Science is based on current recommendations of the Association for Computing Machinery (ACM) for liberal arts institutions. The program is designed both to provide a solid foundation in the fundamentals of computer science, and to provide 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 14 three-credit courses along with one one-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 at least 12 credits). The seven required core courses are the following:

- CSCI1101 Computer Science I
- CSCI1102 Computer Science II
- CSCI2243 Logic and Computation
- CSCI2244 Randomness and Computation
- CSCI2271 Computer Systems

- CSCI2272 Computer Organization and Lab
- CSCI3383 Algorithms

All these courses are three credits with the exception of CSCI2272, which is 4 credits. The remaining twelve credits will typically be earned from four courses with at least nine of the credits earned from courses at the CSCI3000 level. The remaining three credits may be earned through any CSCI courses numbered CSCI2000 or above.

Logic and Computation and Randomness and Computation (CSCI2243 and CSCI2244) 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 Algorithms (CSCI3383). CSCI2243 and CSCI2244 are required prerequisites for many 3000-level CSCI 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: MATH1101, MATH1103, MATH1105, or MATH2202. Realistically, most students will need to complete a prerequisite calculus course (e.g., MATH1100 before MATH1101, or MATH1102 before MATH1103), so this calculus requirement is usually satisfied by enrolling in a two-semester sequence.

### **Bachelor of Science in Computer Science**

The curriculum for the bachelor of science major in Computer Science is based on requirements specified by the Computer Science Accreditation Board (CSAB). The program is designed to provide an extensive background in computer science and is well suited for students considering graduate study or students planning to pursue careers in science or engineering.

Bachelor of Science students must complete a 38-credit computer science component, supplemented by a mathematics component and a natural science component.

### *Computer Science Component*

The bachelor of science major in Computer Science requires a minimum of 38 credits 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:

- CSCI1101 Computer Science I
- CSCI1102 Computer Science II
- CSCI2243 Logic and Computation
- CSCI2244 Randomness and Computation
- CSCI2271 Computer Systems
- CSCI2272 Computer Organization and Lab
- CSCI3372 Computer Architecture and Lab
- CSCI3383 Algorithms

All these courses are three credits with the exception of CSCI2272 and CSCI3372, which are 4 credits.

Of the twelve credits of electives, at least nine must be from courses numbered CSCI3000 or above. The remaining three credits must be earned from one course in the social and ethical issues cluster: CSCI2260–2267.

Logic and Computation and Randomness and Computation (CSCI2243 and CSCI2244) 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 Algorithms (CSCI3383). CSCI2243 and CSCI2244 are required prerequisites for many 3000-level CSCI electives.

### *Mathematics Component*

At least 12 credits of mathematics are required for completion of the bachelor of science major:

- MATH1103 Calculus II (Math/Science Majors) or MATH1105 Calculus II–AP (Math/Science Majors)
- MATH2202 Multivariable Calculus
- Two MATH electives from among MATH2210 Linear Algebra, MATH2216 Algebraic Structures, or any MATH course 3000 or higher

Since many students will need to complete MATH1102 before taking MATH1103, this calculus requirement will often be met by enrolling in a two-semester sequence.

### *Science Component*

Students are required to complete a two-semester sequence in a laboratory science for science majors, and one additional non-overlapping science elective of at least three credits. Non-overlapping AP and IB credit can be used to meet the requirement of the additional three-credit science elective. Students may complete the lab science requirement in several ways. Eligible introductory sequences are:

- Biology (BIOL2000/2010/2040 or BIOL2000/3030/2040)
- Chemistry (CHEM1109/1111/1113, CHEM1110/1112/1114 or CHEM1117/1119/1121, CHEM1118/1120/1122)
- Physics (PHYS2200/2050/2110 and PHYS2201/2051/2111)
- Earth and Environmental Sciences

**Option 1:** EESC1132/1133 followed by EESC2220/2221 or EESC2250/2251 or EESC2264/2265 or EESC2285/2286

**Option 2:** Two of EESC2210/2211, EESC2202/2212, EESC2203/2213, EESC2204/2214, EESC2205/2215, EESC2206/2216, EESC2207/2217, EESC2208/2218 followed by EESC2220/2221

### **Departmental Honors**

Junior and Senior Computer Science majors with at least a 3.3 GPA in CSCI 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 CSCI 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 CSCI4961 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 CSCI4961 Honors Thesis. One section of CSCI4961 Honors Thesis may count as a CSCI 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.

Eighteen credits are required for completion of the minor which are completed with the following courses:

- CSCI1101 Computer Science I
- CSCI1102 Computer Science II
- CSCI2271 Computer Systems or CSCI2272 Computer Organization and Lab
- One elective course numbered 2000 or above
- Two elective courses numbered 3000 or above

All these courses are three credits with the exception of CSCI2272, which is 4 credits.

### 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*

- BIOL4200 Introduction to Bioinformatics NOTE: Students have the option to substitute a semester of undergraduate research (e.g., in the labs of Prof. Clote) in place of BIOL4200. If this option is used, no other course may be substituted by research.
- BIOL5240 Computational Foundations of Bioinformatics
- MATH2226 Probability for Bioinformatics (students may also substitute MATH4426 Probability or BIOL2300 Biostatistics or BIOL2310 Biostatistics Honors)

#### *Elective Requirements*

- Any one additional biology course at the level of BIOL2200 or above. BIOL2200 is recommended. Students with high school AP Biology may take BIOL3040 Cell Biology, BIOL3050 Genetics, BIOL3150 Intro to Genomics, BIOL4140 Microbiology, or BIOL4400 Molecular Biology instead.
- Any three computer science courses at the level of CSCI1101 or above. CSCI1101 and CSCI1102 are recommended. Upper-level courses well-suited to the concentration include CSCI1127 Introduction to Scientific Computation, CSCI3345 Machine Learning, and CSCI3383 Algorithms.
- One elective course may be substituted by a semester of research in bioinformatics (e.g., in the labs of Prof. Clote). Students wishing to pursue this option should see Megan Barry 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 BIOL2000 or above, and the BIOL4200, BIOL5240, and BIOL5610 courses can double-count to fulfill biology electives. Computer science majors will naturally fulfill the three CSCI course requirements in their primary coursework. Computer science students taking the B.S. option will also naturally fulfill the Probability requirement through MATH4426.

### Example Course Choices for a Biology Major

A biology major wishing to complete the bioinformatics concentration would typically choose BIOL4200 and BIOL5240 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 CSCI1101, CSCI1102, MATH2226, and any additional CSCI course at a level above CSCI1101. 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 CSCI courses as part of their major requirements. Beyond this, the student would be required to take five additional courses. These would be BIOL4200, BIOL5240, a probability/statistics course, and one biology elective. Typically, this elective would be BIOL2000, though students with high school AP Biology might take BIOL3040 or BIOL3050 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 15 credits beyond CSCI1021, including three required courses and six credits of elective courses.

The three required courses are:

- CSCI1101 Computer Science I
  - CSCI1102 Computer Science II
- and one of:
- CSCI2271 Computer Systems OR CSCI2272 Computer Organization and Lab

The six elective credits must consist of:

- Three credits at the level of CSCI2000 or higher
- Three credits at the level of CSCI3000 or higher

Students are encouraged to take additional Computer Science courses.

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

The Computer Science majors are for students who enjoy using computers and who wish to gain a deeper understanding of computing technology. Both majors are designed to provide a solid foundation in the fundamentals of computer science. At the same time, they provide practical, hands-on experience, as the current technological job market dictates. Students are prepared for a variety of careers such as software development, network administration, technical support, and systems analysis. In addition, knowledge of computing technology is becoming increasingly important for people entering business, law, and the health care fields.

#### *First Year Computer Science Majors*

First year students considering majoring in Computer Science should plan to complete the program's calculus requirement (MATH1101 or higher) during their first year. Most will enroll in MATH1100 in the fall semester and continue with MATH1101 in the spring semester. Students who either carry advanced mathematics placement or who have completed a year of calculus in high school should enroll directly in MATH1101 (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 CSCI1101 Computer Science I or CSCI1102 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., CSCI1074) 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 CSCI1102).

### *First Year Non-Majors*

The department offers six introductory 3-credit courses in computer science: CSCI1021, CSCI1074, CSCI1101, CSCI1127, CSCI1154, CSCI1157, and CSCI2227.

CSCI1021 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).

CSCI1154 is an introduction to programming and web-based applications. Students begin by learning basic web page creation with HTML 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, MySQL, and JavaScript, and Wordpress. No prior programming experience is required.

CSCI1074 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.

CSCI1075 is a gentle introduction to computer programming for non-majors. Students will learn about computers and computer software by working with a small personal robot. Students will learn the Python programming language, and write Python programs to control their robot's behavior, explore its environment, and perform various tasks. As we get our robots to do more and more, we learn how software is designed and written to solve real problems.

CSCI1101 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 CSCI1101 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 CSCI1074 before enrolling in CSCI1101.

CSCI1157 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.

CSCI2227 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.

### **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 CSCI1102.

### **Course Availability**

Most introductory courses (e.g., CSCI1021, CSCI1101, CSCI1102, and CSCI1157) are available every semester. CSCI1074 and CSCI1075 are offered periodically. All courses that are required for the major are offered at least once each academic year with the exception of CSCI3327, Computer Architecture which is offered only in alternate years. 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 CSCI and are registered as courses in the Morrissey College of Arts and Sciences. However, because the department serves both the Morrissey College of Arts and Sciences and the Carroll School of Management, some courses are considered to be primarily management-oriented. These courses (CSCI1021, CSCI1157, CSCI2257, and CSCI2258) are cross-listed with the Operations Management Department in the Carroll School of Management. CSCI2260 is also cross-listed with the Operations Management Department but it is not primarily management-oriented.

### *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).

#### **CSCI1021 Computers in Management (Fall/Spring: 3)**

**Cross listed with ISYS1021**

**CSOM students should sign up for this class under ISYS1021.**

**Students in the MCAS should consider taking CSCI1074.**

**This course is required for all CSOM students and should be taken in their first year at BC.**

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*

### CSCI1101–1102 Computer Science I and II (Spring/Fall: 3)

*Prerequisite:* No formal prerequisite, but some experience with computers is helpful.

*Corequisite:* One of the corresponding discussion groups.

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 Python 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*

### CSCI1103 Computer Science I Honors (Fall: 3)

*Prerequisite:* No formal prerequisite, but some experience with computers is helpful.

*Corequisite:* One of the corresponding discussion groups.

**Good choice for students with strong backgrounds in mathematics.**

**Students who are unsure about the fit should consult with Professor Muller.**

This is the honors introductory computer science course. The course is organized around three themes: (1.) computation, as a subject of study, (2.) coding, as a skill and (3.) computer science, as an introduction to the field. The first half of the course explores computation from a simple mathematical perspective. From this point of view, computing can be understood as an extension of basic algebra. Midway through, the course turns to a machine-oriented view, considering storage and processor architecture, mutation and mutation-based repetition idioms. The course explores a number of fundamental algorithms with applications in various disciplines. Good program design methodology is stressed throughout. The course is taught using the OCaml programming language. Students will be well prepared for the follow-on course CSCI 1102 Computer Science II.

*Robert Muller*

### CSCI2201 Computer Security (Fall: 3)

*The Department*

### CSCI2243 Logic and Computation (Fall: 3)

*Prerequisite:* CSCI1101

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*

### CSCI2244 Randomness and Computation (Spring: 3)

*Prerequisites:* CSCI1101 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*

*Jose Bento Ayres Pereira*

*Howard Straubing*

### CSCI2254 Web Application Development (Spring: 3)

In this course students will create interactive web-based applications. We begin by learning basic web page creation and client side scripting. Then emphasis shifts to creating pages that use server-side scripting to provide secure dynamic access to databases over the web. Sample projects might include movie rentals, shopping-cart based sales, student registration systems, etc. The course is currently taught using HTML5, CSS3, PHP, JavaScript, MySQL, and Wordpress. Some prior programming experience required.

*Robert Muller*

### CSCI2257 Database Systems and Applications (Fall/Spring: 3)

*Prerequisites:* ISYS2157/CSCI1157 or CSCI1101

**Cross listed with ISYS3257**

**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.

*John Spang*

### CSCI2258 Systems Analysis and Design (Fall/Spring: 3)

*Prerequisites:* ISYS1021/CSCI1021, ISYS2157/CSCI1157 and ISYS3257/CSCI2257 (may be taken concurrently). CSCI1101 may substitute for ISYS2157/CSCI1157.

**Cross listed with ISYS4258**

**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.

*George Wyner*

### CSCI2267 Technology and Culture (Fall/Spring: 3)

**Cross listed with SOCY6670, PHIL6670, and ISYS2267**

**Satisfies Computer Science Requirement**

**Satisfies 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*

### CSCI2271 Computer Systems (Spring: 3)

*Prerequisite:* CSCI1102

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.

*Edward Sciore*

#### **CSCI2272 Computer Organization and Lab (Fall: 4)**

*Prerequisite:* CSCI1101

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. In the laboratory-based portion of course students design and build digital circuits related to the lecture. Exercises include hardware description languages, combinational and sequential circuits, arithmetic and logic units, and simple datapath and control units.

*Katherine Lowrie*

#### **CSCI3343 Computer Vision (Spring: 3)**

*Prerequisites:* CSCI1102, MATH2202, MATH2210

**No image processing and Matlab experiences are required.**

Computers are gaining abilities to “see” things just like our vision system. Face recognition has been embedded in almost all the digital cameras. Car detection and tracking have been used in self-driving vehicles. Modern search engines are not only able to find similar text patterns but also able to search for similar objects in huge image databases. This course is to introduce principles and computational methods of obtaining information from images and videos. Topics include image processing, shape analysis, image matching, segmentation, 3D projective geometry, object tracking, human pose and action, image retrieval, and object recognition.

*Hao Jiang*

#### **CSCI3344 Mobile Application Development (Spring: 3)**

*Prerequisite:* CSCI1102

This is a project-oriented course focusing on the development of applications for smart phones and tablets. The course is currently taught using Google’s Android platform. The course will focus on software and user interface design, emphasizing best practices. The course will examine issues arising from the unique characteristics of mobile input devices including touch and gesture input, access to a microphone, camera, and orientation and location awareness. We will also explore engineering aspects of targeting small memory platforms and small screens. Students will be required to design and develop substantial projects by the end of the course.

*Robert Signorile*

#### **CSCI3345 Machine Learning (Spring: 3)**

*Prerequisites:* CSCI1101 and either CSCI2245 or MATH2202 or permission of the instructor.

This course provides an introduction to the field of machine learning. Specific learning paradigms to be covered include decision trees, neural networks, genetic algorithms, probabilistic models, and instance-based learning. General concepts include supervised and unsupervised adaptation, inductive bias, generalization, and fundamental tradeoffs. Applications to areas such as human-machine interaction, machine vision, bioinformatics, and computational science will be discussed.

*Sergio Alvarez*

#### **CSCI3353 Object-Oriented Design (Fall: 3)**

*Prerequisite:* CSCI1102

Students will learn the ideas behind object-oriented languages and the corresponding programming techniques. Topics include design patterns, database access through Java, and server-side programming.

*Edward Sciore*

#### **CSCI3357 Database Systems Implementation (Fall: 3)**

*Prerequisite:* CSCI1102

**This course will not cover the use of commercial database systems. Students interested in that topic should consider taking CSCI2257.**

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*

#### **CSCI3363 Computer Networks (Fall: 3)**

*Prerequisite:* CSCI2271

This course studies computer networks and the services built on top of them. Topics include packet-switch and multi-access networks, routing and flow control, congestion control and quality-of-service, resource sharing, Internet protocols (IP, TCP, BGP), the client-server model and RPC, elements of distributed s (naming, security, caching, consistency) and the design of network services (peer-to-peer networks, file and web servers, content distribution networks). Coursework involves a significant amount of Java/C programming.

*Robert Signorile*

#### **CSCI3366 Principles of Programming Languages (Spring: 3)**

*Prerequisites:* CSCI2245 and CSCI2271

**Strong programming skills are required.**

This course studies computer networks and the services built on top of them. Topics include packet-switch and multi-access networks, routing and flow control, congestion control and quality-of-service, resource sharing, Internet protocols (IP, TCP, BGP), the client-server model and RPC, elements of distributed systems (naming, security, caching, consistency) and the design of network services (peer-to-peer networks, file and web servers, content distribution networks). Coursework involves a significant amount of Java/C programming.

*Robert Muller*

#### **CSCI3372 Computer Architecture and Lab (Spring: 4)**

*Prerequisite:* CSCI2272

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.

*The Department*

#### **CSCI3381 Cryptography (Spring: 3)**

*Prerequisites:* CSCI2243 and CSCI2244 or equivalent mathematics experience is recommended. CSCI1101 is required.

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 foun-

## ARTS AND SCIENCES

---

dations 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*

### CSCI3383 Algorithms (Fall: 3)

*Prerequisites:* CSCI2243 and CSCI2244

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.

*Jose Bento Ayres Pereira*

### CSCI4911 Readings in Computer Science (Fall/Spring: 3)

Arrangements with a faculty supervisor and the permission of the department are required for registration.

Independent reading and research for students who wish to study topics not covered in the regular curriculum.

*The Department*

### CSCI4961 Honors Thesis (Fall/Spring: 3)

Arrangements with a faculty supervisor and the permission of the department are required.

Independent study project for students enrolled in the departmental honors program.

*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

**J. Christopher Hepburn**, *Professor Emeritus*; A.B., Colgate University; A.M., Ph.D., Harvard 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

**Emanuel Bombolakis**, *Retired 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

**Gail C. Kineke**, *Professor*; Director of Graduate Studies; B.A., Princeton University; M.A., Ph.D., University of Washington

**Ethan Baxter**, *Associate Professor*; Chairperson of the Department; B.S., Yale University; Ph.D., University of California-Berkeley

**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

**Noah P. Snyder**, *Associate Professor*; B.S., Bates College; Ph.D., Massachusetts Institute of Technology

**Seth C. Kruckenberg**, *Assistant Professor*; B.S., University of Wyoming; Ph.D., University of Minnesota-Twin Cities

**Jeremy D. Shakun**, *Assistant Professor*; B.A., Middlebury College; M.S., University of Massachusetts, Amherst; Ph.D., Oregon State University

**Corinne I. Wong**, *Assistant Professor*; B.A., B.S., University of the Pacific; M.S., Ph.D., University of Texas, Austin

**Tara Pisani Gareau**, *Assistant Professor of the Practice*; Associate Director, Environmental Studies Program; B.S., Virginia Polytechnic Institute and State University; M.A., Ph.D., University of California-Santa Cruz

### Contacts

- Department Main Office: 617-552-3641 or 3640
- Administrative Assistant: Courtney Reggo, reggo@bc.edu
- Department Chair: Dr. Ethan Baxter, ethan.baxter@bc.edu
- Director of Graduate Studies: Dr. Ethan Baxter, ethan.baxter@bc.edu
- Director of Undergraduate Studies: Dr. Noah Snyder, noah.snyder@bc.edu
- [www.bc.edu/eesciences](http://www.bc.edu/eesciences)

### Undergraduate Program Description

An undergraduate in the Department of Earth and Environmental Sciences will develop a major program in one of two majors: Environmental Geoscience or Geological Sciences. 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 backgrounds 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 natural 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

The field of Environmental Geoscience is interdisciplinary and evolving. This bachelor of science program serves as an excellent major for students who wish to concentrate in the scientific aspects of sustainability, including those who might not be looking toward professional careers as scientists. Many Environmental Geoscience students go on to graduate work in environmental law, environmental policy, or sustainability 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 (EESC2201–2209), consisting of nine 2-credit courses (plus associated labs, EESC2211–2219). These



courses can be taken in any order and do not have prerequisites. They are recommended particularly for first-year students and sophomores. They are usually 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. Environmental Geoscience majors are required to take twelve credits toward this requirement. Students have the option to take our introductory geology course, Exploring the Earth (EESC1132 and EESC1133) to fulfill four of those credits.

Students in this major must complete the following course requirements:

(A) 12 credits from EESC2201–2209 (2 credits each, plus laboratories EESC2211–2219) and/or EESC1132/1133 (4 credits)

- Environmental Systems: The Human Footprint (EESC2201)
- Environmental Systems: Ecosystems (EESC2202)
- Environmental Systems: Water Resources (EESC2203)
- Environmental Systems: The Critical Zone (EESC2204)
- Environmental Systems: Climate Change (EESC2205)
- Environmental Systems: Oceans (EESC2206)
- Environmental Systems: Earthquakes (EESC2207)
- Environmental Systems: Quantitative Methods (EESC2208)
- Environmental Systems: Ores and Resources (EESC2209)
- Exploring the Earth (EESC1132/1133)

*Note:* Some substitutions are possible. Approved substitutions include: EESC1167 for EESC2201, EESC1170 for EESC2203, EESC2250 for EESC2204, EESC1174 for EESC2205, and EESC1157 for EESC2206.

(B) EESC2220 Earth Materials (+EESC2221, 4 credits)

(C) At least 18 credits of elective courses. All EESC courses count toward this requirement, with the following limitations:

- Up to three credits can be from 1000-level courses.
- Up to six credits can be from 2000-level courses.
- Up to six credits can be from approved non-EESC courses.
- (Examples of approved courses are BIOL4010, BIOL4420, BIOL4860, BIOL5130, CHEM2231, CHEM4475, CSCI1127, ECON2277, ECON2278, ENVS2256, ENVS3315, INTL2260, MGMT2145, MATH3305, PHIL5534, PHYS3301, SOCY3346, SOCY3349, SOCY3350, SOCY5560, SOCY5562, THEO5429, or other courses, such as field camps, by permission of the Undergraduate Studies Committee.)
- Up to three credits of independent study (EESC5596–EESC5598) can count toward this requirement.

(D) Senior research experience (at least four credits)

- EESC5582 and EESC5583 Senior Capstone course (2 credits each), or
- EESC5595 Senior Thesis (at least six credits)

(E) Three co-requisite courses in Natural Sciences and Mathematics (12 credits)

- Calculus II (MATH1101, MATH1103 or MATH1105) and
- Two semesters of Physics (PHYS2200/2050/2110 and PHYS2201/2051/2111), or
- Two semesters of Chemistry (CHEM1109–1110 with labs CHEM1111–1112 or CHEM1117–1118 with labs CHEM1119–1120), or

- Two semesters of Biology (BIOL2000 and BIOL2010 with lab BIOL2040)

AP credits cannot substitute for the Physics, Chemistry or Biology corequisite (E) above. Students planning to go on to graduate programs in science are encouraged to take at least four semesters of introductory Physics, Chemistry, and/or Biology.

#### Information for First-Year Environmental Geoscience Majors

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 (EESC2201–2209, with laboratories EESC2211–2219) and/or Exploring the Earth (EESC1132-1133) during their first year. The laboratory science requirement (E above) should be taken during the first or second year.

#### Major Requirements: Geological Sciences

This major combines elements of 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) Two required courses (8 credits)

- Exploring the Earth (EESC1132) with laboratory EESC1133, 4 credits
- Earth Materials (EESC2220) with laboratory EESC2221, 4 credits

*Note:* Any pair of Environmental Systems courses (EESC2201–2209, plus labs) can substitute for EESC1132.

(B) At least 11 credits from the following courses

- Stratigraphy and Sedimentation (EESC2264) with laboratory EESC2265, 4 credits
- Introduction to Structural Geology (EESC2285) with laboratory EESC2286, 4 credits
- Introduction to Geophysics (EESC3391), 3 credits
- Petrology (EESC3378) with laboratory EESC3379, 4 credits
- (C) At least 19 credits of elective courses, with the following requirements:

- Electives include all EESC courses and approved interdisciplinary options (below).
- Up to three credits toward this requirement may be from a 1000-level course
- At least seven credits must be from EESC courses numbered 3000 or above.
- Up to six credits from approved non-EESC courses can count toward this requirement (Examples of approved courses: MATH3305, PHYS3301, CHEM2231, CHEM4475, or others by permission of the Undergraduate Studies Committee).
- Up to six credits from independent study or senior thesis (EESC5595–5599) can count toward this requirement.

(D) Five corequisite courses in Natural Sciences and Mathematics (20 credits)

- Calculus II (MATH1103 or MATH1105)
- Two semesters of Physics (PHYS2200/2050/2110 and PHYS2201/2051/2111)
- Two semesters of Chemistry (CHEM1109–1110 with labs CHEM1111–1112 or CHEM1117–1118 with labs CHEM1119–1120)

AP credits cannot substitute for the Physics and Chemistry corequisite (D) above.

*Note:* All Geological Sciences majors are strongly encouraged to take a geology summer field course.

### Information for First-Year Geological Sciences Majors

The following courses are recommended for first-year Geological Sciences majors, if their schedules permit:

- Exploring the Earth I (EESC1132) with laboratory (EESC1133)
- Earth Materials (EESC2220) with laboratory (EESC2221)
- Two semesters of Calculus (MATH1102–1103)
- Two semesters of Chemistry (CHEM1109–1110) with laboratories (CHEM1111–1112)

### Minor in Geological Sciences

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. Noah Snyder) 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 (EESC1132) with laboratory (EESC1133)
- Earth Materials (EESC2220) with laboratory (EESC2221)

(B) At least seven additional credits from departmental courses numbered 1000 or higher

(C) At least three additional credits from a departmental course numbered 2000 or higher

(D) At least three additional credits from a departmental course numbered 3000 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 geoscience, 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.

### Senior Thesis and the Department Honors Program

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 (EESC5595) 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 5:00 p.m. on April 20, or if that is on a weekend or holiday, 5:00 p.m. on the first regular day of classes thereafter. 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 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. Examples of our Core courses are: EESC1125, 1132, 1163, 1167, 1168, 1180, and 1187, which provide insight into the wide scope of geoscience topics, and EESC1146, 1150, 1157, 1170, 1172, 1174, 1177, and 1187, which 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. Noah Snyder, noah.snyder@bc.edu).

### Information for Study Abroad

The Department of Earth and Environmental Sciences strongly encourages students to take advantage of study abroad opportunities. An Earth scientist can never see too much of our planet. We particularly encourage students to participate in programs that include field-based courses and research experiences. Depending upon the student's major, and the courses available at the foreign school, the department can be quite flexible. We typically allow one elective per semester abroad to count toward major requirements, or two courses in unusual circumstances. Students should work out their plan well in advance with a departmental advisor or the departmental Foreign Study Advisor (Professor Noah Snyder).

### 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).

#### EESC1125 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*

#### EESC1132 Exploring the Earth (Fall: 4)

*Corequisite:* EESC1133 Lab

##### Satisfies Natural Science Core Requirement

The Earth is a dynamic planet that our species is clearly changing. A great challenge of the twenty-first century is to maintain the Earth's ability to support its growing human population. This course discusses the origin and materials of the Earth and the processes by which it has

evolved. It is a first course for Geological Sciences majors and also provides a background for departmental majors and minors. EESC1132 is appropriate as a natural science core course for students interested in the Earth Sciences. The laboratory consists of in-class exercises, analysis of rocks, and a weekend field trip.

*Alan Kafka*

*Seth Kruckenberg*

*Jeremy Shakun*

**EESC1133 Exploring the Earth: Lab (Fall: 0)**

*Corequisite:* EESC1132

In this laboratory, students learn to identify the rocks and minerals that make up the earth and develop their understanding of how volcanoes, streams, and glaciers shape the landscape. Field trips will be taken so that students may observe and interpret geological features of New England for themselves.

*Alan Kafka*

*Seth Kruckenberg*

*Jeremy Shakun*

**EESC1140 Our Mobile Earth (Summer: 3)**

**Satisfies Natural Science Core Requirement**

This course will provide you with an introduction to the structure of Earth and the dynamic processes that continuously shape and remodel its surface. During class, we will discuss the formation and evolution of the oceans and continents within the framework of the modern theory of plate tectonics. The locations, causes and effects of earthquakes and volcanoes are presented. The dynamics within Earth which drive the tectonic plates are outlined.

*Jennifer Cole*

**EESC1146 Origin and Evolution of Life on Earth (Spring: 4)**

*Corequisite:* EESC1147

**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*

**EESC1150 Astronomy (Fall: 3)**

**Satisfies Natural Science Core Requirement**

Astronomical observations and theories date back to the beginning of recorded history. The development of astronomy is closely tied to the growth of physics, mathematics, philosophy and theology. Emphasis is on large-scale concepts and on how we know what we know about the stars, our galaxy and the universe. The course covers these discoveries and ideas from the earliest days of astronomy to many of the recent, exciting advances.

*Thomas Kuchar*

**EESC1157 Oceanography (Fall: 4)**

*Corequisite:* EESC1158

**Satisfies Natural Science Core Requirement**

This course is an investigation of the world's ocean as an integrated system driven by geological, chemical, physical, and biological processes. Topics include origin and evolution of the ocean basins, nature of the sea bottom, characteristics of ocean water, causes and

effects of ocean currents and circulation, marine ecology and biological productivity in the ocean. An understanding of the ocean's role in the health and evolution of the planet is stressed, with special emphasis on coastal areas. Two and a half hours of lecture and one two-hour laboratory each week.

*Gail Kineke*

**EESC1158 Oceanography Lab (Fall: 0)**

*Corequisite:* EESC1157

*Gail Kineke*

**EESC1163 Environmental Issues and Resources (Summer: 3)**

**Satisfies Natural Science Core Requirement**

Learn about the major processes at work inside and on the surface of the earth. Acquire skills that will promote logical decision-making about evaluating and purchasing land and property. Each class is designed to examine the facts, historical background, and through homework exercises and virtual labs, provide experience in analyzing and solving real-world problems associated with environmental issues, resources and sustainability.

*Kenneth G. Galli*

**EESC1167 Environmental Geosciences I: Resources and Pollution**

**(Fall/Spring: 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.

*Jennifer Cole*

**EESC1168 Environmental Geosciences II: Earth Processes and**

**Risks (Spring: 3)**

**Satisfies Natural Science Core Requirement**

**This course may be taken independently of EESC1167.**

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.

*The Department*

**EESC1170 Rivers and the Environment (Fall: 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*

## ARTS AND SCIENCES

---

### EESC1172 Weather, Climate, and Environment (Fall: 4)

*Corequisite:* EESC1173 Lab

#### 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 Niño, 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*

### EESC1173 Weather, Climate, and Environment Lab (Fall: 0)

*Corequisite:* EESC1172

*The Department*

### EESC1177 Cosmos (Spring: 3)

#### Satisfies Natural Science Core Requirement

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 the 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.

*The Department*

### EESC1180 The Living Earth I (Fall: 4)

*Corequisite:* EESC1181 Lab

#### Satisfies Natural Science Core Requirement

This core course provides a broad and modern presentation of the major topics and principles of Earth Science. The lectures will cover all the fundamental subjects of geology, with emphasis on earth materials such as minerals, rocks and internal and external Earth processes, with a brief overview of important aspects of Earth history. The labs will involve hands-on work studying minerals, igneous rocks, sedimentary rocks, metamorphic rocks, viscosity, weathering and running water, formation of ripples and sand dunes, plate tectonics, fossils, and earthquakes, in addition to a local field geology trip during lab time. Additional topics may be covered if time allows.

*Ken Galli*

### EESC1181 The Living Earth I Lab (Fall: 0)

*Corequisite:* EESC1180

*Ken Galli*

### EESC1182 The Living Earth II (Spring: 4)

*Corequisite:* EESC1183 Lab

This is the second semester of EESC1180. This course may be taken independently of EESC1180.

*Michael Barnett*

### EESC1183 The Living Earth II Lab (Spring: 0)

*Corequisite:* EESC1182

*Michael Barnett*

### EESC1187 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 demonstrates 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 a 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.

*Alan Kafka*

### EESC1505 A Perfect Moral Storm: The Science and Ethics of Climate Change (Spring: 6)

*Cross listed with PHIL1501*

#### Satisfies Natural Science and Philosophy Core Requirements

#### Core Renewal Course: Complex Problems

Climate change is arguably the defining issue of our time, raising an array of scientific and moral questions: How do we know the climate is changing, and what is the role of human activities? What values should guide climate policies? What responsibilities do we have toward future generations or our planet? This course introduces you to how the climate system works, the scientific basis for climate change and its societal implications. It introduces you to environmental ethics and examines the moral challenges posed by climate change. Our goal is to help students appreciate the sheer complexity and moral gravity of the problem.

*David Storey*

*Corinne Wong*

### EESC2201 Environmental Systems: The Human Footprint (Fall: 2)

*Corequisite:* EESC2211

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 (EESC2201-EESC2209) for Environmental Geoscience majors.

*Corinne Wong*

### EESC2202 Environmental Systems: Ecosystems (Fall: 2)

*Corequisite:* EESC2212

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 (EESC2201-EESC2209) for Environmental Geoscience majors.

*Gabrielle David*

### EESC2203 Environmental Systems: Water Resources (Spring: 2)

*Corequisite:* EESC2213

#### 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 (EESC2201-EESC2209) for Environmental Geoscience majors.

*Gabrielle David*



**EESC2204 Environmental Systems: The Critical Zone (Spring: 2)***Corequisite:* EESC2214

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 (EESC2201-EESC2209) for Environmental Geoscience majors.

*Rudolph Hon***EESC2205 Environmental Systems: Climate Change (Fall: 2)***Corequisite:* EESC2215

The climate system is a complex machine for moving energy around the planet that depends on myriad interactions between air, water, ice, rocks, and life on various time and space scales—and it affects nearly every aspect of the environment we live in. Throughout Earth's 4.5 billion year history, climate has experienced periods both warmer and colder than today, as evidenced by records of environmental change preserved in natural archives. Today, human activity is the largest driver of change in the global climate system. This course provides an introduction to how Earth's climate works, the history of past climate changes, current trends and projected future conditions—all focused on parsing out what is well known to what is deeply uncertain. We will close with a brief survey of the political, economic, and sociological dimensions of climate change to understand how the science fits into a larger framework.

*Jeremy Shakun***EESC2206 Environmental Systems: Oceans (Spring: 2)***Corequisite:* EESC2216**Offered Periodically**

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***EESC2211 Environmental Systems: The Human Footprint Lab****(Fall: 0)***Corequisite:* EESC2201*Corinne Wong***EESC2212 Environmental Systems: Ecosystems Lab (Fall: 0)***Corequisite:* EESC2202*Gabrielle David***EESC2213 Environmental Systems: Water Resources Lab****(Spring: 0)***Corequisite:* EESC2203**Offered Biennially***Gabrielle David***EESC2214 Environmental Systems: The Critical Zone Lab****(Spring: 0)***Corequisite:* EESC2204*Rudolph Hon***EESC2215 Environmental Systems: Climate Change Lab (Fall: 0)***Corequisite:* EESC2205

The laboratory section will focus on hands-on analysis of instrumental, paleoclimate, and model datasets to more deeply explore some of the central topics discussed in lecture.

*Jeremy Shakun***EESC2216 Environmental Systems: Oceans Lab (Spring: 0)***Gail Kineke***EESC2220 Earth Materials (Spring: 4)***Prerequisites:* EESC1132 or at least two from EESC2201-EESC2209*Corequisite:* EESC2221

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.

*Ethan Baxter***EESC2221 Earth Materials Lab (Spring: 0)***Corequisite:* EESC2220*Seth Kruckenberg***EESC2264 Stratigraphy and Sedimentation (Spring: 4)***Prerequisite:* EESC1132*Corequisite:* EESC2265**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.

*Jeremy Shakun***EESC2265 Stratigraphy and Sedimentation Lab (Fall: 0)***Corequisite:* EESC2264**Offered Biennially***Ken Galli***EESC2297 Environmental Hydrology (Fall: 3)***Prerequisite:* EESC1132, EESC1170 or EESC2203

An introduction to hydrologic processes on and near the Earth's surface. Topics include all major components of the land phase of the hydrologic cycle—precipitation, infiltration, evapotranspiration, groundwater, and streamflow—emphasizing surface water and ground water as a single resource. Hydrologic processes will be discussed in the context of ecosystems, community infrastructure, and public health.

*The Department***EESC3310 Agroecology: The Science of Sustainable Agriculture****(Fall: 4)***Prerequisites:* BIOL2010 or EESC2201 and EESC2202 or by permission of the instructor**Offered Periodically**

Conventional agriculture, while responsible for enormous increases in yield, has undermined the natural resources that support agricultural yield and ecosystem services. Yet there is a pressing need to maintain yield in the face of climate change. How can we meet the food

needs of a growing human population without clearing more forests, polluting rivers and the atmosphere, overdrawing from aquifers, and threatening the existence of wild species? 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 with the goal of creating a sustainable food system.

*Tara Pisani-Gareau*

**EESC3335 Topics in Geobiology (Spring: 3)**

*Prerequisite:* Two years of college work or permission of the instructor

**Offered Biennially**

Geobiology is broadly concerned with the dynamic interface between biology and geology as deduced from Earth's 4-billion-year rock record. These long term interactions between the biosphere and the lithosphere that have resulted in irreversible changes in the Earth's surface environment. Course content begins with a review of Earth systems science and biogeochemical cycles along with the organisms that produce those cycles. Next, we examine the role played by the environment in biological evolution—biogeography, speciation, extinction, and species richness through geologic time. We end with the evolution of the atmosphere and oceans, including the study of global warming.

*Paul K. Strother*

**EESC3380 Environmental Oceanography (Spring: 3)**

*Prerequisite:* EESC1132

**Offered Biennially**

In this course, fundamental physical, chemical, geological, and biological processes occurring in ocean environments are examined in the context of how they impact humans and how humans have impacted the ocean. Emphasis is placed on understanding the challenges involved with the development of environments and resources through actual case studies and problem solving. Topics include coastal oceanography and shore processes, water chemistry, biogeochemical cycles and circulation, and air/sea interactions as related to pollution and climate change.

*Gail C. Kineke*

**EESC3391 Introduction to Geophysics (Fall: 3)**

*Prerequisites:* EESC1134; MATH1102-103; PHYS2211-2212, or permission of instructor

**Offered Periodically**

This course provides an introduction to the fundamental principles of geophysics. Both theoretical and applied aspects of geophysics will be discussed. Topics include stress and strain, deformation of earth materials, the earth's gravitational field, the earth's magnetic field, seismic waves, earth structure, earthquakes, and tectonic processes.

*Alan Kafka*

**EESC4418 Hydrogeology (Spring: 3)**

*Prerequisite:* EESC1132

*Corequisite:* EESC4419

**Offered Periodically**

This is an introductory course in groundwater hydrogeology for advanced undergraduate and beginning graduate students. The course covers the following topics: the hydrologic cycle; porosity; permeability and hydraulic conductivity of geologic materials; principles of groundwater flow; well hydraulics and aquifer testing; geologic control on groundwater flow; and an introduction to contaminant hydrogeology and field methods of site characterization.

*Alfredo Urzua*

**EESC4424 Environmental Geophysics (Fall: 3)**

*Prerequisites:* MATH1102-1103, PHYS2211-2122, 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.

*The Department*

**EESC4455 Exploration Seismology (Spring: 4)**

*Prerequisites:* MATH1102-1103, PHYS2211-2212

*Corequisite:* EESC4456

**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*

**EESC4480 Applications of GIS (Geographical Information Systems) (Spring: 4)**

*Corequisite:* EESC4481

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*

**EESC4481 Applications of GIS Lab (Spring: 0)**

*Corequisite:* EESC4480

*Rudolph Hon*

**EESC4484 Aqueous Geochemistry (Fall: 3)**

*Prerequisites:* CHEM1109-1110, MATH1102-1103

**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*

**EESC4485 Advanced Structural Geology (Fall: 4)***Prerequisite:* EESC2285*Corequisite:* EESC4486**Offered Biennially**

Advanced Structural Geology (EESC4485-4486) builds on Introduction to Structural Geology (EESC2285-2286). Structures such as folds, faults, foliations, lineations, and shear zones will be considered in much more detail than in EESC2285. We will focus more on microstructures, complex geometries, and multiple generations of deformation.

*Seth Kruckenberg***EESC4490 Remote Sensing and Image Interpretation (Fall: 3)***Prerequisites:* EESC1132 and/or EESC2200**Offered Biennially**

The course emphasizes methods of geological interpretation of remotely sensed image data. Students challenged with a series of images from which the group must, with guidance, draw relevant conclusions about the geology and geomorphology of the area represented. Projects are based on spatial data in paper or digital format including topographic or bathymetric maps, digital elevation models, aerial photographs, satellite images, subsurface images, scenes from the seafloor, and other planets. Methods of digital image processing and enhancement are discussed. Grades are based on projects that will consist of written reports, maps, processed digital images, and interpretive cross sections.

*Noah P. Snyder***EESC5140 Isotope Geochemistry and Geochronology (Fall: 3)***Prerequisites:* One semester of Calculus, one semester of Chemistry, EESC2220, or permission of instructor.**Offered Biennially**

This course will introduce the various isotopic methods that are used in the Earth Sciences. Topics will include: (1) radiogenic isotopes in geochronology and petrogenesis, including U-Th-Pb, K-Ar, Rb-Sr, and Sm-Nd, (2) light stable isotopes in geology, biogeochemistry, and paleothermometry, including C, H, O, N, and S, and (3) non-traditional stable isotopes in biogeochemistry, oceanography, and cosmochemistry including Fe, Mo, Cu, Ni, and Ca. We will emphasize the geochemical behavior, analytical methods, and specific applications of these isotope systems in geology.

*Ethan Baxter***EESC5530 Marine Geology (Fall: 3)***Prerequisite:* EESC1134; calculus and physics are recommended**Offered Periodically**

Recent geological and geophysical information on the ocean basins is examined, concentrating on three areas: (1) structure of the earth, plate tectonics, and composition of the ocean basins; (2) geophysical processes responsible for the structure and evolution of the ocean basins; and (3) marine sedimentation, including sediment transport, pleistocene sedimentation, and global climate change. Sedimentological and geophysical investigation techniques are emphasized.

*The Department***EESC5549 Climate Change Debates (Fall: 3)****Offered Biennially**

This advanced seminar seeks to provide an overview of the science of global change and a critical evaluation of the literature through a survey of current scientific debates. We will cover a wide range of issues from topics in radiative forcing, oceans, atmosphere, cryosphere,

paleoclimate, biological feedbacks, and impacts. Students will be expected to read papers and lead discussions, write assessments of each climate debate, and prepare a final term paper evaluating the scientific consensus on climate change in the context of the debates we cover.

*Jeremy Shakun***EESC5582 Senior Environmental Geoscience Research Seminar I (Fall: 2)**

In this two-semester course sequence, students will be introduced to the process of conducting original scientific research. This includes exploring fundamentals of a natural system from reading the scientific literature, defining a problem, designing and executing an experiment, analysis, data interpretation, and presentation of results in written and oral formats. Students will work individually or in groups within a broader research project. Topics and field areas will vary from year to year depending on existing projects and expertise of the instructor. The EESC5582-5583 sequence fulfills the senior research experience requirement for Environmental Geoscience majors.

*Gail Kineke***EESC5583 Senior Research Seminar II (Spring: 3)**

EESC5583 is the second semester of a two-course sequence that introduces students to the process of conducting original scientific research.

*Gail Kineke***EESC5586 Advanced Environmental Oceanography (Spring: 3)***Prerequisite:* EESC1132**Offered Biennially**

In this course, fundamental physical, chemical, geological, and biological processes occurring in ocean environments are examined in the context of how they impact humans and how humans have impacted the ocean. Emphasis is placed on understanding the challenges involved with the development of environments and resources through actual case studies and problem solving. Topics include coastal oceanography and shore processes, water chemistry, biogeochemical cycles and circulation, and air/sea interactions as related to pollution and climate change.

*Gail Kineke***EESC5595 Senior Thesis Seminar (Fall/Spring: 3)***Prerequisite:* Permission of a faculty member

Independent study in Geological Sciences or the Environmental Geosciences under the direction of a faculty member for undergraduate students. Normally runs for two semesters of the senior year. See university catalog or department website for information about department honors theses.

*The Department***EESC5596 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*

## ARTS AND SCIENCES

---

### EESC5597 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*

### EESC5598 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*

### EESC5599 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*

### EESC6691 Earth Systems Seminar (Fall: 3)

#### Offered Periodically

An advanced seminar on topics in the Geosciences requiring integration of many subspecialties. Topics vary from year to year. Students will be expected to read and report on papers from the recent literature and prepare one or more talks similar to those presented at scientific meetings and a term paper integrating data from various areas of Geosciences. Required for all incoming graduate students.

*Alan Kafka*

*Jeremy Shakun*

## Economics

### Faculty

**David A. Belsley**, *Professor Emeritus*; A.B., Haverford College; Ph.D., Massachusetts Institute of Technology

**Frank M. Gollop**, *Professor Emeritus*; A.B., University of Santa Clara; A.M., Ph.D., Harvard University

**Francis M. McLaughlin**, *Associate Professor Emeritus*; B.S., A.M., Boston College; Ph.D., Massachusetts Institute of Technology

**James E. Anderson**, *Professor*; A.B., Oberlin College; Ph.D., University of Wisconsin

**Susanto Basu**, *Professor*; A.B., Ph.D., Harvard University

**Christopher F. Baum**, *Professor*; A.B., Kalamazoo College; A.M., Florida Atlantic University; Ph.D., University of Michigan

**Donald Cox**, *Professor*; Chairperson of the Department; B.S., Boston College; M.S., Ph.D., Brown 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

**Claudia Olivetti**, *Professor*; B.A., University of Rome; M.A., Ph.D., University of Pennsylvania

**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

**M. Utku Unver**, *Professor*; B.S., M.A., Bilkent University, Turkey; Ph.D., University of Pittsburgh

**Zhijie Xiao**, *Professor*; B.Sc., M.Sc., Renmin University, China; M.A., M.Ph., Ph.D., Yale University

**Mehmet Ekmekci**, *Associate Professor*; B.S., Bogazici University, Turkey; Ph.D., Princeton University

**Michael D. Grubb**, *Associate Professor*; Ph.D., Stanford University; M.Phil., Oxford University; B.S., University of Pennsylvania

**Stefan Hoderlein**, *Associate Professor*; Diplom Volkswirt, Hohenheim University, Germany; Ph.D., Bonn University and London School of Economics

**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

**S. Anukriti**, *Assistant Professor*; B.A., St. Stephen's College, University of Delhi; M.A., Delhi School of Economics; M.Phil., M.A., Ph.D., Columbia University

**Ryan Chahrouh**, *Assistant Professor*; B.A., Swarthmore College; Ph.D., Columbia University

**Sanjay Chugh**, *Assistant Professor*; B.A., Massachusetts Institute of Technology; Ph.D., University of Pennsylvania

**Tzuo Law**, *Assistant Professor*; B.S., Duke University; Ph.D., University of Pennsylvania

**Ben Li**, *Assistant Professor*; B.A., Zhejiang University; Ph.D., University of Colorado at Boulder

**Jaromir Nosal**, *Assistant Professor*; B.A., Warsaw School of Economics; Ph.D., University of Minnesota

**Anant Nyshadham**, *Assistant Professor*; B.S., University of Pennsylvania; Ph.D., Yale University

**Dongho Song**, *Assistant Professor*; B.A., Seoul National University; Ph.D., University of Pennsylvania

**Richard Sweeney**, *Assistant Professor*; Boston College; Ph.D., Harvard University

**Rosen Valchev**, *Assistant Professor*; B.S., B.A., Duquesne University; M.A., Ph.D., Duke University

**Mathis Wagner**, *Assistant Professor*; B.A., University of Cambridge; Ph.D., University of Chicago

**Can Erbil**, *Professor of the Practice*; B.A., Bogazici University; Ph.D., Boston College

**Christopher Maxwell**, *Professor of the Practice*; B.A., University of Pennsylvania; Ph.D., Harvard University

**Paul L. Cichello**, *Associate Professor of the Practice*; B.A., Boston College; Ph.D., Cornell University



**Tracy Regan**, *Associate Professor of the Practice*; B.A., University of Arizona; Ph.D., University of Arizona

**Sam Richardson**, *Associate Professor of the Practice*; B.A., Stanford University; Ph.D., Harvard University

#### Contacts

- Director of Undergraduate Studies: Robert Murphy, 617-552-3688, murphyro@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 and Undergraduate Program Specialist: MaryEllen Doran, 617-552-3670, andrewma@bc.edu
- Staff Assistant: Eileen Tishler, 617-552-3372, tishlere@bc.edu
- www.bc.edu/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, ECON1131–ECON1132, are surveys of economic problems, policies, and theory, and the required courses in micro theory and macro theory, ECON2201–ECON2202, give a deeper analytical foundation. The two required courses in quantitative methods, ECON1151 and ECON2228, develop analytical and empirical research skills. 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, financial 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.

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 teachers, as researchers for government agencies, businesses, and consulting firms, and as administrators and managers in a wide range of fields.

#### The Core

Principles of Economics-Micro and Macro (ECON1131 and ECON1132) 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

A minimum of 35 credits, consisting of six required courses and five electives, are required for the economics major. The required courses are: Principles of Economics (ECON1131–1132), Economic Statistics (ECON1151), Microeconomic Theory (ECON2201 or 2203), Macroeconomic Theory (ECON2202 or 2204), and Econometrics (ECON2228). At least three of the five electives must be upper-level courses, i.e., 3000-level courses that have a theory prerequisite. In addition, both Microeconomic Theory (ECON2201 or 2203) and Macroeconomic Theory (ECON2202 or 2204) 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 (ECON1151) and Econometrics (ECON2228), which are 4-credit courses.

The Economics major is designed to be structured. Students should take both ECON1131 and ECON1132 before taking economics courses other than Statistics. Students normally take ECON1131 before ECON1132, although ECON1132 may be taken first. Consult the Department's web page ([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 both Theory classes, Econometrics, and an elective in the junior year.
- Statistics should be taken as soon as possible, preferably 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 2000-level elective that has only Principles as a prerequisite. It is also possible, with permission of the instructor, to take a 3000-level elective concurrently with its Theory prerequisite.

Economic electives are taught in two formats: the traditional lecture format, with enrollments up to 50, 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 (MATH1100, MATH1102 [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, (MATH1100–1101, MATH1102–1103 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 (ECON2203–2204) in place of the standard Theory sequence (ECON2201–2202). However, students who have already completed ECON2201–2202 may still be accepted into the Honors Program. Students considering the Honors Program should arrange to take Statistics as soon as possible and then Econometrics (ECON2228). MATH1100–1101, MATH1102–1103 (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 (ECON4497–4498) 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 22 credits. The required courses are: Principles of Economics (ECON1131–1132), Economic Statistics (ECON1151), Microeconomic Theory (ECON2201 or 2203), and Macroeconomic Theory (ECON2202 or 2204). At least one of the two electives must be an upper-level course. 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 (MATH1100, MATH1102 [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 (ECON1131–1132) and Statistics (OPER1135 or 1145). 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 (ECON2201 or 2203), Macroeconomic Theory (ECON2202 or 2204), 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. 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 nine of the courses for the major, and five of the courses for the minor and the CSOM concentration, be taken within the Department. Of the two courses that may be taken outside the Department, the following limits apply: a maximum of one of the two introductory courses (Micro and Macro Principles) and a maximum of two electives for the major and one elective for the minor or CSOM concentration. The Theory courses, Statistics, 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. Note, finally, that 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 one elective taken abroad.

### Economics Internship

ECON1199 Economics Internship, a 1-credit course, is available for any student who wishes to do an internship with an agency or organization that requires a Boston College connection as a condition for offering the internship opportunity. A student who wishes to enroll in ECON1199 is required to complete an approval form that can be obtained in the Dean's Office of the Morrissey College 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. Only one such credit will be counted toward the 120 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; 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 five 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 five electives that are required for the Morrissey College of 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, reduce the number of electives that can be transferred from study abroad.
- Microeconomic and Macroeconomic Theory, Statistics, and Econometrics cannot be taken abroad. This means that students interested in studying abroad must carefully plan their courses for the major. Theory courses must be completed by the end of junior year. For example, students 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.

### 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).

#### ECON1131 Principles of Economics I—Micro (Fall/Spring: 3)

##### Satisfies Social Science 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*

#### ECON1132 Principles of Economics II—Macro (Fall/Spring: 3)

##### Satisfies Social Science 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*

#### ECON1151 Statistics (Fall/Spring: 3)

##### Not open to students who have completed BIOL2300.

This course is focused on probability, random variables, sampling distributions, estimation of parameters, tests of hypotheses, regression, and forecasting.

*The Department*

#### ECON2201 Microeconomic Theory (Fall/Spring: 3)

*Prerequisites:* ECON1131 and MATH1100

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*

#### ECON2202 Macroeconomic Theory (Fall/Spring: 3)

*Prerequisites:* ECON1132 and MATH1100

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*

#### ECON2203 Microeconomic Theory—Honors Level (Fall: 3)

*Prerequisites:* ECON1131 and MATH1100 and MATH1101

A more intensive analytical treatment of the same material presented in ECON2201. 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*

#### ECON2204 Macroeconomic Theory—Honors Level (Spring: 3)

*Prerequisites:* ECON1132, MATH1100, and MATH1101

A more intensive treatment of the same material presented in ECON2202. 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*

#### ECON2209 Sports Economics (Fall: 3)

*Prerequisites:* ECON1131, ECON1151 or OPER1135-OPER1145

This course will develop fundamental economic concepts in the context of the sports industry. Students will apply economic theory to various aspects of both collegiate and professional sports. Topics include (but are not limited to) wage discrimination in sports, alumni giving and collegiate athletics, academics and collegiate athletics, sports rights and broadcasting, sports and gambling, salary caps, revenue sharing, insurance contracts, expansion, and stadium/arena financing.

*Martin Konan*

#### ECON2228 Econometric Methods (Fall/Spring: 4)

*Prerequisites:* MATH1100 and ECON1151

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*

#### ECON2229 Forecasting Techniques (Fall: 3)

*Prerequisite:* Undergraduate: ECON1151 or ECON1155

##### Cross listed with OPER6606 and MFIN6606

The theory and practice of applied time series analysis will be explored. First the different segments (trend, seasonality, cyclical and irregular) of a time series will be analyzed by examining the Autocorrelation functions (ACF) and Partial Autocorrelation functions (PACF). The specific model to model the various types of time series include linear regression, panel regression, seasonal decomposition, exponential smoothing, ARIMA modeling as well as combining models.

*Richard McGowan, S.J.*

#### ECON2242 Public Policy in an Aging Society (Fall/Spring: 3)

*Prerequisite:* ECON1131

We live in a rapidly aging nation. In two decades, the age distribution of the U.S. will look like that of Florida today. We will analyze the underlying demographic trends, the economic status of the aged, the fiscal challenge of an aging society, public policies (especially social insurance) designed to assist older Americans, the impact of public policy on individual behavior, and proposals for reform.

*Matthew Rutledge*

#### ECON2261 Money, Banking, and Financial Markets (Fall/Spring: 3)

*Prerequisites:* ECON1131 and ECON1132

**Not open to students who have completed ECON3361. Cannot be taken concurrently with ECON3361.**

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*

## ARTS AND SCIENCES

### ECON2273 Development Economics (Spring: 3)

*Prerequisites:* ECON1131 and ECON1132

**Not open to students who have completed ECON3374 or ECON3375.**

**Satisfies Cultural Diversity Core Requirement**

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*

### ECON2275 Economic Development: The Experience of El Salvador (Spring: 3)

*Prerequisite:* ECON1131 and ECON1132

**Enrollment limited; significant writing/research component.**

**Satisfies Cultural Diversity Core Requirement**

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.*

### ECON2277 Environmental Economics and Policy (Fall: 3)

*Prerequisite:* ECON1131

This course provides an introduction to the economics of environmental policy. We begin by examining market failures from externalities and public goods. We then discuss public policy options to correct these failures, and develop tools to assess the costs and benefits of each approach. With this framework in place, the remainder of the course is spent evaluating past efforts to conserve land and improve air and water quality, before concluding with an extensive discussion about global climate change policy.

*Richard Sweeney*

### ECON2278 Environmental Economics (Fall/Spring: 3)

*Prerequisite:* ECON1131

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.

*The Department*

### ECON2299 Independent Study (Fall/Spring: 3)

The student works under the direction of an individual professor.

*The Department*

### ECON3305 Market Design (Fall: 3)

*Prerequisites:* MATH1100 and ECON2201 or ECON2203

This is an introductory-level course on matching theory and market design. It aims to provide students with fundamental concepts of matching and allocation problems in the absence of monetary transfers.

In this course we will cover standard models of one-sided and two-sided matching. The focus of the course is both introducing students to the matching theory as well as exploring real-life market design applications such as on-campus housing, school choice and kidney exchange.

*Zafer Kanik*

### ECON3308 Game Theory in Economics (Fall/Spring: 3)

*Prerequisite:* ECON2201 or ECON2203

This course is an introduction to game theory. Game theory consists of a coherent set of concepts and analytical tools to examine interactive or strategic situations between people, that is, situations where the well being of one actor depends not only what s/he does but also on what others do. Hence in deciding how best to act, each person needs to consider how others are likely to act as well. Game theory has become a widely used tool of analysis in a wide range of disciplines, including economics, business, political science, law and international relations.

*Hideo Konishi*

*Christopher Maxwell*

*Tayfun Sonmez*

*Bertan Turhan*

### ECON3312 Evolutionary Economics (Fall: 3)

*Prerequisites:* ECON2201 or ECON2203 and ECON2228

**This course has an intensive research and writing requirement, and enrollment is limited. You should be comfortable using stata.**

This course uses evolutionary biology to better understand the psychology of preferences, a central concept in economics. Why are people risk averse? Impatient? What explains novelty seeking, habits, addictions? What makes parents provide for children? We will use evolutionary thinking to explore these and a host of other 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*

### ECON3316 The Economics of Refugees and Economic Migrants (Fall/Spring: 3)

*Prerequisite:* Must have successfully passed ECON2201. A basic understanding of statistics and econometrics helpful but not required.

**The course is an upper-level elective.**

This course will provide a thorough introduction to the economic thinking on the worldwide impact of refugees and economic migrants. It will address both the economic challenges and opportunities presented by the global migration of people. Specific emphasis will be given to the current refugee crisis, the impact of migrants on wages and employment, and their role in knowledge creation and the impact of brain drain.

*Mathis Wagner*

### ECON3317 Economies of Inequality (Spring: 3)

*Prerequisite:* ECON2201 or ECON2203

The course will provide both a theoretical and empirical analysis of economic inequality. This will include analysis and discussion of recent trends in inequality and an examination of the economic causes and consequences of inequality. Specific attention will be paid to the difference between inequality of economic outcomes (e.g., employment status, earnings, and occupation) and inequality of economic opportunity. The course will also touch on economic policy, including discus-



sions of programs designed to combat inequality of outcomes, like welfare and food stamps, as well as those designed to combat inequality of opportunity, like Head Start.

*Geoff Sanzenbacher*

**ECON3327 Financial Econometrics (Spring: 3)**

*Prerequisites:* ECON2228 and MATH1100

**Enrollment limited; significant writing/research component.**

This course extends ECON2228 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*

**ECON3331 Distributive Justice (Fall: 3)**

*Prerequisite:* ECON2201 or ECON2203

**Enrollment limited to 12; significant writing/research component.**

The course will analyze modern analysis of justice and fairness. We will discuss bargaining situations and social choice questions. Part of the course will be devoted to the recent experimental literature regarding fairness. This course requires a strong conceptual understanding of Micro Theory.

*Uzi Segal*

**ECON3356 Industrial Organization for Business Decisions (Spring: 3)**

*Prerequisite:* ECON2201 or ECON2203

We study the behavior of firms and the structure of industries, applying game theory to understand the strategic interaction of firms when the assumptions of perfect competition break down. The course combines theoretical micro-economic analyses with studies of actual firm behavior in individual industries. Topics include pricing, game theory, collusion, outsourcing, auctions, and adverse selection. The course will incorporate insights from developments in behavioral economics and consider regulation for consumer protection.

*Michael Grubb*

**ECON3358 Industrial Organization, Creation, and Strategy**

**(Fall/Spring: 3)**

*Prerequisite:* ECON2201 or ECON2203

This course is designed as an introduction to industrial organization with special emphasis on entrepreneurship and strategy. We will discuss various types of market structures and business methods. The lectures will largely be theoretical but also include discussions of real-world firms and industries. A series of guest lecturers will present first-hand accounts of their experience as entrepreneurs/small-business owners. Students will work in groups to read and present popular press, non-fiction books on various techniques and approaches to business. The semester will conclude with the student groups presenting a business plan for a new start-up company.

*Tracy Regan*

**ECON3361 Monetary Theory and Policy (Fall/Spring: 3)**

*Prerequisites:* ECON2202 or ECON2204 and ECON2228

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 policy and macroeconomic performance.

*Hossein Kazemi*

**ECON3363 Micro Public Policy Analysis (Spring: 3)**

*Prerequisite:* ECON2201 or ECON2203

**Enrollment limited; significant writing/research component.**

This is a seminar on the economic analysis of current microeconomic public policy issues. During the first half of the course, students will read and discuss articles on selected topics and prepare first drafts of papers on topics of their choice. The second half of the course will be run like a professional economics conference. Students will read and critique others' papers, present their drafts to the class, and revise their papers on the basis of the comments received.

*Joseph Quinn*

**ECON3365 Public Finance (Fall/Spring: 3)**

*Prerequisite:* ECON2201 or ECON2203, 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*

**ECON3370 Sports Econometrics (Fall/Spring: 3)**

*Prerequisites:* ECON2201 or ECON2203 and ECON2228 and/or ECON3327

**This is not a sports history/trivia class.**

This applied economics course focuses on empirical analysis and features extensive application of econometric methods, including discrete choice models, panel data techniques and non-linear estimation. The course is built around a sequence of empirical exercises on topics such as the efficacy of competitive balance initiatives, the Pythagorean Theorem in baseball, the valuation of NFL draft picks, hot hands in the NBA, MLB umpire bias and home field advantage, pay/performance in the NBA, understanding differences in ticket prices, and rating team performance. A term-long empirical research project/paper is an important part of the course.

*Christopher Maxwell*

**ECON3371 International Trade (Spring: 3)**

*Prerequisite:* ECON2201 or ECON2203

**Not open to students who have taken ECON2271**

This course is an analysis of the foundations of trade and the principle of comparative advantage leading to a sophisticated study of protectionism. Current U.S. protectionist issues will be illuminated, as well as economic warfare, control of international factor movements, and interaction of trade and economic development.

*James Anderson*

**ECON3372 International Finance (Fall/Spring: 3)**

*Prerequisites:* ECON2201 and ECON2202

**Not open to students who have taken ECON2271**

International financial markets, international trade and balance of payments issues will be studied by using analytical models of the open economy. Topics of particular interests are exchange rate determination, capital flows, trade flows, and other international linkages between economies. The course will apply the analytical tools of international economics to address macroeconomic aspects of current

policy issues such as the global impact of the financial crisis, exchange rate policy, sovereign debt crises, and persistent trade deficits and international indebtedness.

*Rosen Valchev*

### **ECON3373 Impact Evaluation in Developing Countries (Fall/Spring: 3)**

*Prerequisite:* ECON2201 and ECON2228

**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*

### **ECON3374 Development Economics and Policy (Fall: 3)**

*Prerequisites:* ECON2201 or ECON2203 and ECON2202 or ECON2204 and AND ECON2228

**Cross listed with INTL3374**

**This course is appropriate for economics majors as well as for majors in international studies with the appropriate prerequisites.**

This course examines development economics and development policy. The purpose is to understand the lives of the poor and the economies of poor countries in order to decipher what—if anything—can be done to improve their lives. We will consider what might be holding the poor back including population growth, lack of education, poor health, corruption, and institutional impediments. We will examine different empirical methods to evaluate the effects of a policy or program, and what we do, and do not, know about poverty. Students will write a paper which considers the research and economic reasoning for a particular program to help the poor by a government giving foreign aid, a developing country government, or an NGO.

*Fnu Anukriti*

### **ECON3376 International Economic Relations (Spring: 3)**

*Prerequisites:* ECON2201 or ECON2203, and ECON2202 or ECON2204

This course introduces the study of economic relations among countries. It combines material contained in ECON3371 and ECON3372, and substitutes for both those courses. Primarily designed for international studies majors, it is also appropriate for economics and other social science majors, with the proviso that the comprehensive coverage of the course implies that the workload is heavy and expectations for students are high. 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.

*James Anderson*

*Eyal Dvir*

### **ECON3379 Financial Economics (Fall/Spring: 3)**

*Prerequisites:* MATH1100, MATH1102, or MATH1105; ECON2201 or ECON2203; ECON1151 and ECON2228.

This undergraduate elective focuses on financial economics, with specific emphasis on asset pricing and the valuation of risky cash flows. After developing and studying the details of consumer decision-making under uncertainty, it uses that general framework as a basis for understanding both equilibrium and no-arbitrage theories of securities pricing, including the capital asset pricing model (CAPM), the consumption capital asset pricing model (CCAPM), Arrow-Debreu theories, martingale pricing methods, and the arbitrage pricing theory (APT).

*Peter Ireland*

### **ECON3380 Capital Markets (Fall/Spring: 3)**

*Prerequisite:* ECON2201 or ECON2203, may be taken concurrently, and ECON1151

**Not open to students who have completed ECON3378**

**Cannot be taken concurrently with ECON3378.**

**Open only to MCAS 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*

### **ECON3382 Introduction to Computational Investing (Fall: 3)**

*Prerequisites:* ECON2201 or ECON2203, and ECON2202 or ECON2204, and ECON2228.

In this course we introduce the mechanics of electronic markets, visualize and analyze economic and financial data; propose, design and optimize data-driven investment strategies; write programs to automate trading using these strategies; evaluate how well the investment strategies do with real world data; and think about how economic models speak to aspects of the data. The focus of this course is on the quantitative skills of modern investing. We will implement most of what we learn in class in a simulated real-world investment environment. At the end of the course, we will take a step back and try to understand what we have done in the context of economic models. The first third of the course introduces programming in MATLAB. The next third will be dedicated to project driven work. During the final weeks we will concentrate on economic models and relate them to the investment environment we have worked with.

*Tzuo Law*

### **ECON3384 (Economic) Principles and Theory of Medical and Health Care (Fall: 3)**

*Prerequisites:* ECON2201 and ECON1151

**Not open to students who have completed ECON3385.**

The course is designed to teach students how to use basic principles and theories of microeconomics and statistics when thinking about medical and health care issues. In the course, we will use these concepts to understand the demand for health care, the supply of health care, the health insurance market, and the role of the government in health policy. We will focus on the U.S. health care industry. The market structure and the conduct and performance of the sub-sectors that

compose this industry will be covered. Private insurance, pharmaceuticals, physician services, hospital service, and medical markets will be evaluated. Alternative health care systems will also be studied.

*Martin Konan*

### **ECON3385 Health Economics (Fall: 3)**

*Prerequisite:* ECON2201 or ECON2203

This course is designed as an introduction to the study of health care economics with special emphasis on the pharmaceutical and health insurance industries. We will discuss the historical evolution of health care markets and current legislative changes and public policy implications. Students will apply the tools learned in their introductory and intermediate microeconomics courses to current and past topics in the health care industry. Guest speakers will focus on the business of health care, health and wellness, and entrepreneurship. Presentation and discussion of current events will introduce students to recent topics in health care.

*Tracy Regan*

### **ECON3389 Big Data (Spring: 3)**

*Prerequisites:* ECON1151 and ECON2228

Large scale data sets ("big data") become ubiquitous across many applied areas. The goal of this course is to provide an introduction to methods that allow to deal with this situation. We focus on statistical learning techniques and high-dimensional statistics, and show how they can be applied in economics and business administration.

*Stefan Hoderlein*

### **ECON3390 Applied Health Economics (Fall: 3)**

*Prerequisite:* ECON2201 or ECON2203, and ECON2228

A perennial health policy debate concerns the proper role of government in the allocation of health care. The first fundamental theorem of welfare economics states that (under certain assumptions) markets result in efficient allocations, so one might expect most economists favor minimal government involvement in allocating health care. We will begin by studying economic theories about why health care markets may be inefficient, along with the empirical evidence regarding those theories. As the course progresses, our emphasis will shift: in groups, students will use publicly-available data to write and present a research paper investigating a policy-relevant health economics question.

*Sam Richardson*

### **ECON3391 Economics of Energy and the Environment (Spring: 3)**

*Prerequisites:* ECON2228 and ECON2201

This course provides an overview of recent research in energy and environmental economics, with an emphasis on connecting policy questions of interest to available data and econometric methods. In the context of specific markets, we will first review the theoretical justifications for government intervention. We will then turn to the empirical evidence to see what recent economic scholarship has to say about a variety of energy policy questions, including: Should we ban fracking? Do oil pipelines reduce property values? What is the best way to promote renewable energy? Should we be more energy efficient? Students will be required to read and discuss academic articles each week, as well as write an empirical term paper.

*Richard Sweeney*

### **ECON3399 Independent Study (Fall/Spring: 3)**

*Prerequisite:* ECON2201 or ECON2203

The student works under the direction of an individual professor.

*The Department*

### **ECON4497 Senior Thesis Research (Fall: 3)**

This course provides guidance in developing a thesis topic and preparing a detailed proposal. ECON4497 must be completed prior to registering for ECON4498 Senior Honors Thesis.

*Robert Murphy*

### **ECON4498 Senior Honors Thesis (Spring: 3)**

*Prerequisite:* ECON4497

Required of all seniors seeking a degree with Honors in Economics.

*Robert Murphy*

### **ECON6601 Advanced Independent Research (Spring: 6)**

Required of all seniors seeking a degree with Scholar of the College status.

*Frank Gollop*

## **English**

### **Faculty**

**Rosemarie Bodenheimer**, *Professor Emerita*; A.B., Radcliffe College; Ed.M., Harvard University; Ph.D., Boston College

**Leonard R. Casper**, *Professor Emeritus*; A.B., A.M., Ph.D., University of Wisconsin

**Paul Mariani**, *University Professor Emeritus of English*; B.A., Manhattan College; M.A., Colgate; Ph.D., CUNY

**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

**Paul C. Doherty**, *Associate Professor Emeritus*; A.B., College of the Holy Cross; A.M., Boston University; Ph.D., University of Missouri

**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

**Andrew J. Von Hendy**, *Associate Professor Emeritus*; A.B., Niagara University; A.M., Ph.D., Cornell University

**Amy Boesky**, *Professor*; Chairperson of the Department; B.A., Harvard College; M.Phil., University of Oxford; Ph.D., Harvard University

**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

## ARTS AND SCIENCES

---

**Suzanne M. Matson**, *Professor*; 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  
**Kalpna Seshadri**, *Professor*; B.A., St. Francis College; M.A., M.Phil., University of Hyderabad; Ph.D., Tufts University  
**Maxim D. Shraye**, *Professor*; B.A., Brown University; M.A., Rutgers University; M.A., M.Phil., Ph.D., Yale University  
**Andrew Sofer**, *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**, *Professor*; A.B., University of Michigan at Ann Arbor; Ph.D., Tufts 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  
**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  
**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  
**Maia McAlevey**, *Associate Professor*; B.A., Stanford University; A.M., Ph.D., Harvard University  
**James Najarian**, *Associate Professor*; B.A., M.A., M.Phil., Ph.D., Yale University  
**James Smith**, *Associate Professor*; B.A., M.A., University College, Dublin; M.A., Clark University; Ph.D., Boston College  
**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  
**Aeron Hunt**, *Assistant Professor*; B.A., University of Toronto; M.A., Ph.D., University of Chicago  
**Robert Lehman**, *Assistant Professor*; B.A., Oberlin College; M.A., University of Florida; M.A., Ph.D., Cornell University  
**Adam Lewis**, *Assistant Professor*; B.A., University of Minnesota; M.A., Ph.D., University of California San Diego  
**Rebekah Mitsein**, *Assistant Professor*; B.A., St. Cloud State University; M.A., Duquesne University; Ph.D., Purdue University  
**Eric Weiskott**, *Assistant Professor*; B.A., Wesleyan University; M.A., M.Phil., Ph.D., Yale University

**Allison Adair**, *Associate Professor of the Practice of English*; B.A., Brown University; M.F.A., University of Iowa  
**John Anderson**, *Associate Professor of the Practice of English*; B.S., University of Colorado; M.A., Ph.D., Boston College  
**Eileen Donovan-Kranz**, *Associate Professor of the Practice of English*; B.A., Boston College; M.A., Northeastern University; M.F.A., University of Massachusetts, Amherst  
**Lori Harrison-Kahan**, *Associate Professor of the Practice of English*; A.B., Princeton University; M.A., M.Phil., Ph.D., Columbia University  
**Joseph Nugent**, *Associate Professor of the Practice of English*; B.A., Ph.D., University of California, Berkeley  
**George O'Har**, *Associate Professor of the Practice of English*; B.A., University of Massachusetts; M.A., Boston College; Ph.D., Massachusetts Institute of Technology  
**Susan Roberts**, *Associate Professor of the Practice of English*; B.A., St. Michael's College; M.A., Boston College  
**Bonnie K. Rudner**, *Associate Professor of the Practice of English*; B.A., Rutgers University; M.A., Boston College  
**Treseanne Ainsworth**, *Assistant Professor of the Practice of English*; Assistant to the Chair; B.A., M.A., Boston College  
**Christopher Boucher**, *Assistant Professor of the Practice of English*; B.A., Brandeis University; M.F.A., Syracuse University  
**Thomas Kaplan-Maxfield**, *Assistant Professor of the Practice of English*; B.A., M.A., University of Massachusetts, Boston; Ph.D., Boston College

### Contacts

- Administrative Assistant: Linda Michel, 617-552-3708, michelli@bc.edu
- Undergraduate Advisor: Treseanne Ainsworth, 617-552-8485, ainswor@bc.edu
- Administrative Assistant: Tracy Downing, 617-552-3708, downingt@bc.edu
- Staff Assistant: Kristin Hartnett, 617-552-8281, kristin.hartnett@bc.edu
- [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—ENGL1010 First Year Writing Seminar, taught entirely by English Department faculty, and ENGL1080 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.

##### *ENGL1010 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.

##### *ENGL1080 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.

Literature Core 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 Director, Lynne Anderson, for more information, email [lynne.anderson@bc.edu](mailto:lynne.anderson@bc.edu).

#### *Major Requirements*

Students ordinarily begin an English major in their sophomore year, after completing the First Year Writing Seminar and the Literature Core, or equivalents. In addition to the two 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 ENGL2131 Studies in Poetry (three credits) and ENGL2133 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 (e.g., pre-1900).

Students complete the English major by taking 15 credits in elective courses of their choice.

During the sophomore year, historical survey courses such as Introduction to British Literature and Culture I and II and the American Literary History sequence may be useful to fill in students' knowledge of the development of English and American literature. 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.

## ARTS AND SCIENCES

### *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 (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 Minor**

The English minor is comprised of six courses (18 credits) beyond the Core requirements in English. These must include:

- Either Studies in Poetry (ENGL2131) or Studies in Narrative (ENGL2133)
- A historical foundations course (pre-1700 or pre-1900)
- Four electives from the department offerings.

Core and Woods College classes may not be counted toward the minor, though additional courses that fulfill the first two requirements may be counted as electives. Students may count up to two courses from study abroad toward the minor, though they must be approved by the department.

For questions about the English minor, or to declare, please contact Trese Ainsworth (ainswor@bc.edu).

### **English Courses for Non-Majors**

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*

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, ENGL2277 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 3-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 Office of International 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 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.

- 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.

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 Stokes S493.

### **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 ENGL/LSOE requirements should contact Treseanne Ainsworth, in Stokes S493.

**Minor in Secondary Education**

Students in the Morrissey 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 from an English speaking country and one course per semester from a non-English speaking country may be counted for major credit. These courses may 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, Stokes S493, 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.

**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).

**ENGL1009 First Year Writing Seminar for English Language Learners (Fall: 3)**

**Satisfies Writing Core Requirement**

**Department permission required**

Designed for students whose first language is not English, this course aims to develop the writing skills necessary for success at Boston College. Students will gain practice in the writing of academic essays, focusing on a range of English rhetorical styles from narrative to research. The composition process from brainstorming, drafting, revising, and editing will be considered. Grammar is taught in the context of student-generated writing. This course may be taken in place of ENGL1010 and fulfills the Writing Core requirement. Students place into this course based on the English placement exam taken in late August.

revision, and editing will be considered. Grammar is taught in the context of student-generated writing. This course may be taken in place of ENGL1010 and fulfills the Writing Core requirement. Students place into this course based on the English placement exam taken in late August.

*Lynne Anderson*

**ENGL1010 First Year Writing Seminar (Fall/Spring: 3)**

**Satisfies Writing Core Requirement**

**Limited to 15 students.**

Designed as a workshop in which each student develops a portfolio of personal and academic writing, the seminar follows a semester-long process. Students write and rewrite essays continuously, discuss their works-in-progress in class, and receive feedback during individual and small group conferences with the instructor. Students read a wide range of texts, including various forms of non-fiction prose. 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*

**ENGL1079 Literary Forms for English Language Learners**

**(Spring: 3)**

**Satisfies Literature Core Requirement**

**Offered in the spring only**

**Limited to 15 students**

**Department permission required**

This course is designed for students whose first language is not English. It may be taken in place of ENGL1080 and satisfies the literature core requirement. Students will have ample opportunity to participate in group discussion as they explore a variety of literary genres from short fiction to poetry to drama, with a focus on American literature. Support for language issues including those related to writing is an important component of the course.

*The Department*

**ENGL1080 Literature Core (Fall/Spring: 3)**

**Satisfies Literature Core Requirement**

In Literature Core, 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. Literature Core 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.

*The Department*

**ENGL1090 Introduction to Literary Studies (Summer: 3)**

*The Department*

**ENGL1093–1094 An Introduction to Modern Irish I and II**

**(Fall/Spring: 3)**

*Prerequisite:* ENGL1093 is a prerequisite for ENGL1094

This course offers beginners an enjoyable introduction to the language and culture of Ireland. We'll learn how to speak Gaelic and read modern Irish texts and poetry. And we'll examine major themes in Irish history and culture associated with the rise and fall of the language over its long history. This courses count towards your Irish Studies minor,

## ARTS AND SCIENCES

---

and one towards your English major. In the spring semester, we will continue along our examination of Irish culture and literature through the Irish language. You can look forward to reading contemporary texts, poetry, and drama, and to enlarging your understanding of the cultural heritage out of which the language emerged. Completion of this and Continuing Modern Irish I and II will fulfill the Morrissey College of Arts and Sciences language proficiency requirement.

*Joseph Nugent*

### ENGL1701 Truth-telling in Literature (Fall: 3)

Satisfies Literature Core Requirement

Core Renewal Course: Enduring Questions

This course investigates how experience and imagination combine to produce compelling stories. We will question automatic distinctions between fact and fiction, examining written work instead on a spectrum of truth: from first-hand accounts and historical records to confessional poetry, historical fiction, and literary reportage, to parallel novels and even fantasy. Do literary techniques reveal or obscure truth? Can the imagination ever produce truth? We will consider the challenges of reliable and unreliable narration, cross-cultural translation, and embedded commentary in experimental poetry and metafiction. Authors include Tim O'Brien, Amitav Ghosh, Theresa Hak Kyung Cha, Plato, Emily Dickinson, Italo Calvino, and others.

*Allison Adair*

### ENGL1702 Reading the Body (Fall: 3)

*Corequisite:* Must be concurrently enrolled in SOCY1702

Satisfies Literature Core Requirement

Core Renewal Course: Enduring Questions

This course will use literature to explore how the experience of embodiment shapes human identity in contexts including illness, obesity, poverty, disability, pregnancy, trauma, and aging. Through the analysis of fiction, nonfiction, and poetry, we will consider the way that bodily experiences, material conditions and cultural constructions of normalcy shape our understanding of identity in sickness and in health. In our class discussions, we will consider how literary representations of bodies in sickness and health might influence real world actions and interactions by establishing distance or constructing empathy through the act of reading.

*Laura Tanner*

### ENGL1703 Humans, Nature, and Creativity (Fall: 3)

*Corequisite:* Must be concurrently enrolled in PHIL1703

Satisfies Literature Core Requirement

Core Renewal Course: Enduring Questions

While nature is routinely imagined as something apart from humans, there is also an age-old tradition of mixing them up. Nature has often taken on human qualities and humans have become naturalized. This course explores this collapsing with the help of literature from antiquity to the present. These include works by Virgil, Sophocles, Marvell, Shakespeare, Thoreau, Rachel Carson, and Emily St. John Mandel. In what contexts might we want to maintain this distinction? Can critiquing this distinction help us to think about pressing environmental issues in insightful and original ways? What kind of balance can we strike between these categories?

*Min Song*

### ENGL1704 Love, Gender, and Marriage: Writing and Rewriting the Tradition (Fall: 3)

Satisfies Writing Core Requirement

Core Renewal Course: Enduring Questions

As in all sections of the Writing Core, this one is intended to prepare students for writing at the college level, in a variety of genres and across disciplines. In this section, the subject of our inquiry will be how historical constructions of romantic love, gender and marriage are reflected in our popular culture, legal, and political spheres. Assignments will include rhetorical analyses, personal editorials, event reflections, and a longer research project with a multimedia component.

*Treseanne Ainsworth*

### ENGL1705 Reading and Writing Health, Illness, and Disability (Fall: 3)

Satisfies Literature Core Requirement

Core Renewal Course: Enduring Questions

How does literature give expression to suffering? Do narrative forms constrain or challenge stereotypes of illness or disability? We'll explore these questions in novels, memoir, lyric poetry, and personal essays: Camus's *The Plague*, poetry by Anya Silver, Bauby's *The Diving Bell and the Butterfly*, Grealy's *Autobiography of a Face*, and Haddon's *Curious Incident of a Dog in the Nighttime*. We'll also watch several contemporary movies (*My Sister's Keeper*, *The Fault in Our Stars*). Through close attention to form, we'll consider how literary paradigms—tragedy, contagion narratives, spiritual autobiography—get established and revised in Western representations of illness and disability.

*Amy Boesky*

### ENGL1708 Enduring Intimacies: Sex, Race and Place (Spring: 3)

Satisfies Literature Core Requirement

Core Renewal Course: Enduring Questions

This course examines "Black intimacies" in terms of the content of different creative narratives, and in the forms that these narratives take. Students will read intimate representations—of sex/sexuality, of race, of public and private relations, of internal and external dialogues—in popular fiction, film, and visual art to examine how Black intimate experiences are distinct from yet integral to U.S. realities. We will also explore what specific creative genres contribute to analyses of intimate relations. Ultimately, students will investigate how diverse narratives about Black intimacies convey "imaginable truths" that inform how they can understand and relate to an American experience.

*Rhonda Frederick*

### ENGL1709 Living in the Material World (Spring: 3)

Satisfies Literature Core Requirement

Core Renewal Course: Enduring Questions

What are the humanistic principles that ground our understanding of the relationship of the human to the material world? Three units—human-matter, human-animal, human-machine—will introduce students to "New Materialisms," that is, a range of disciplinary attempts to understand human embodiment in a world of matter. Students might read excerpts from philosophy, as well selections from the history of science. Literary texts will include novels like *Robinson Crusoe* and excerpts from poetry. Less familiar genres like the "It narrative" may also be included to help students think about the objects they use daily. We may also watch recent movies like *Wall-E* and *Her*.

*Elizabeth Kowaleski Wallace*



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

(Spring: 3)

Satisfies Literature Core Requirement

Core Renewal Course: Enduring Questions

What makes a family? Why does kinship matter? How can reading stories of adoption inform our response to such questions? In this course students will examine adoption as narrative event (exploring its relationship to the bildungsroman, the rags-to-riches story, memoir), as image (the orphan, the abandoned waif, the unmarried mother), and as metaphor (of dependence and independence, of separation and affiliation, of origins and fresh starts). And because adoption foregrounds fundamental issues of identity (constructed and inherited), we will investigate the role(s) of nation, empire, and religion in regulating childhood and family life.

*James Smith***ENGL2097–2098 Continuing Modern Irish I and II (Fall/Spring: 3)**

Prerequisite: ENGL1094 or equivalent for ENGL2097

This is a continuing course in modern Irish for those with a basic knowledge of the language. We'll emphasize the ability to read contemporary literature in various genres. Texts from a variety of authors and historical periods allow students to taste different writing styles: contemporary fiction, journalism, literary criticism, historical and cultural texts, while we enjoy Irish-language short films and videos. We will engage deeply with modern texts and work with Irish through other media—sound and film. You will become familiar with contemporary texts and will engage in a sustained project of reading and translating in the original Irish one or more of the great works of literature written in Irish.

*Joseph Nugent***ENGL2101 Celtic Heroic Age (Spring: 3)**

Fulfills the pre-1700 requirement.

This course will explore the vernacular heroic literature of the insular Celts, that is, the Irish and the Welsh. Particular attention will be paid to the effect of Christian transmission on pagan source material, mythological survivals, the heroic worldview and value system, the nature of insular Celtic kingship, and the role of women in the heroic literature.

*Philip O'Leary***ENGL2102 Joyce in Ireland (Fall: 3)***The Department***ENGL2111 Drama and Society in Ancient Greece (Fall: 3)**

Cross listed with CLAS2260

Greek drama offered the people of one ancient society, Athens, a medium for debating the great issues of their time: how can society best be governed? How should citizens behave in times of war? How can women take an active role in a man's world? What is the role in society of rational, intellectual discourse? Or the role of religion? Can literature help guide us through these questions? Greek writers rarely provide clear answers, but their plays invite us to join the debate. By critically reading a selection of Greek dramas, both tragedies and comedies, in their social context, we will confront a series of issues that are still debated today and discuss how one society approached them.

*Mark Thatcher***ENGL2123 Language and Ethnicity (Spring: 3)**

Cross listed with LING2379 and SOCY2275

Satisfies Cultural Diversity Core Requirement

Offered Periodically

An examination of how we use language to regulate power relations among social groups and of how individuals define personal identity through speech. Case studies include: the linguistic representation of social class membership, dialect geography, Native Americans and U.S. language policy, the Ebonics controversy, and arguments for and against maintaining public language standards. Emphasis on the status of language and ethnicity in the United States, viewed in cross-cultural perspective.

*Margaret Thomas***ENGL2125 Introduction to Feminisms (Fall/Spring: 3)**

Cross listed with HIST2502, SOCY2225, and COMM2225

Fulfills Women Writer's requirement for ENGL/LSOE majors.

This introductory course offers both an overview and a foundation for understanding the various movements that make up what has come to be called the feminist movement in the U.S. Because systems of privilege and disadvantage shape women's and men's identities and social positions in multiple and unique ways, Introduction to Feminisms analyzes gender from an interdisciplinary approach and applies numerous academic disciplinary methods to the study of gender, including history, literature, psychology, and sociology, and explores women's and men's experiences within various cultural contexts, including socioeconomic class, race and ethnicity, religion and spirituality, nations of citizenship, origin, and generation.

*Julie Grigsby***ENGL2131 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***ENGL2133 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***ENGL2141 American Literary History I (Fall: 3)**

Students need not take these courses in chronological order.

Fulfills the pre-1900 requirement.

American Literary History I follows the development of American literary history from the landing of the *Mayflower* to the tumultuous decade of the 1850s, moving from such early writers as Bradstreet, Rowlandson and Taylor through such writers of the Revolution and Early Republic as Equiano, Franklin, and Rowson to such antebellum writers as Child, Thoreau, Hawthorne, Poe, Douglass, Whitman, and Melville.

*Paul Lewis*

**ENGL2143 American Literary History III (Spring: 3)**

This course focuses on literature written in America from World War I to the present, a time that includes the modern and post-modern periods. Readings can include works by Faulkner, Eliot, Nabokov, Ellison, Warren, Bellow, O'Connor, Kerouac and others of more recent vintage. Themes may vary, as context shifts, but some discussion of national identity, as it is manifested in the writings, can be counted on, as well as issues of race, gender, and class.

*George O'Har*

**ENGL2154 Introduction to Adolescent Fiction (Spring: 3)**

First of all, what is a young adult? And second of all, what is a hero? We will be delving into both of these issues, as well as the relationship between them. We will be looking at heroes who function in real worlds and some who function in fantasy worlds. We will attempt to assess the impact of heroes in contemporary life, especially in relation to the young adults who need them. And are there any more heroes for our young adults? In what ways do female heroes differ from male heroes?

*Bonnie Rudner*

**ENGL2170–2071 Introduction to British Literature and Culture I and II (Fall/Spring: 3)**

**Fulfills the pre-1700 requirement.**

A survey of British literature from *Beowulf* to the early eighteenth century. You will be introduced to major cultural themes and both canonical and lesser-known writers; learn the basic history of the English language; and explore topics like the court's influence on Renaissance literature and art, the new Renaissance focus on exploration and discovery, the development of drama before and after the English Revolution, the seventeenth-century emphasis on writing about the self, and the eighteenth-century rise of new modes of social life and communication.

*John Anderson*

*Robert Stanton*

**ENGL2201 Versions in Black: Genres of Black Women's Writing (Fall: 3)**

**Cross listed with AADS2201**

**Satisfies Cultural Diversity Core Requirement**

The phrase "Black Women's Writing" suggests that such writing is a fixed or homogeneous body of work that can be neatly defined and represented. Our course constitutes itself against this idea. By re-thinking these works, we also re-examine notions of literary canon, race, gender, sexuality, community, and history. Significantly, we "deconstruct" common notions of Black Women's Writing by examining the varied genres these writers use to express their imaginings. Required readings come from the fields of science fiction, prose/experimental novels, drama, poetry, and autobiography/memoir.

*Rhonda Frederick*

**ENGL2208 Explore the Irish: An Introduction to Irish Studies (Fall: 3)**

How can a tiny island and its diaspora have so shaped the literature, film, music, art, science, and politics of the world? From charming backwater to center of technology, from bastion of Catholicism to gay marriage, through peace and conflict, Irishness (and Irish-Americanness) is an ever-unstable proposition. Exploring through categories such as gender, sexuality, and ethnicity its manifold mutations, this course will investigate the troubled stream of Irish history and culture.

*Joseph Nugent*

**ENGL2212 Introduction to Medical Humanities (Fall/Spring: 3)**

This course will use literature as a springboard to consider the psychological, social, ethical, and experiential dimensions of health and illness. In addition to exploring questions of physical and mental health, we will address topics including disability, aging, pregnancy, trauma, obesity, poverty, and care giving. Through the analysis of novels, poems, short stories and non-fiction, we will consider the way that bodily experiences, material conditions and cultural constructions of normalcy shape our understanding of identity in sickness and in health. A series of student presentations will also allow us to analyze representations of illness and medicine in film, television, and popular culture.

*Amy Boesky*

*Laura Tanner*

**ENGL2220 Classical Mythology (Fall: 3)**

**Cross listed with CLAS2230**

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.

*Hanne Eisenfeld*

**ENGL2221 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*

**ENGL2224 Post-Soviet Russian Literature (Fall: 3)**

**Cross listed with SLAV2163**

Since the fall of the Soviet Union in 1991, dramatic cultural shifts have transformed Russian literature—writers no longer work under the "red pencil" of censorship, but like writers in the West, under the "censorship" of the marketplace. Crime fiction vies with more high-brow literature, and post-modern themes and devices prevail among a younger generation less influenced by a classical or Soviet heritage. Diversity (e.g., gender and ethnic identities), newly acquired tastes, and a predictable tension between Soviet and post-Soviet values characterize works by Boris Akunin, Valeriia Narbikova, Viktor Pelevin, Nina Sadur, Vladimir Sorokin, Olga Slavnikova, and Liudmila Ulitskaia.

*Maxim D. Shrayer*

*Cynthia Simmons*

**ENGL2225 War Stories (Spring: 1)**

**Offered Periodically**

Shakespeare told stories about war, and so did the Greeks. Common themes abound, and contradictions too. Battle traditionally can test, or even produce, honor/horror, courage/carnage, endurance/madness. War arises from love of country or cause—or from lies. A twentieth/twenty-first century specialty is war's aftermath—PTSD.

We'll read short stories from World War I (Hemingway) to Iraq (Phil Klay,) the novels *The Return of the Soldier* and *Catch 22*, with an occasional poem and a last class on war films.

*Judith Wilt*

**ENGL2227 Classics of Russian Literature (Fall: 3)**

**Cross listed with SLAV2162**

**Satisfies Literature Core Requirement**

**All readings and lectures in English.**

**Undergraduate major elective.**

**Russian major requirement**

A survey of selected major works, authors, genres, and movements in nineteenth-century Russian literature, with emphasis on the classic works by Pushkin, Lermontov, Gogol, Turgenev, Tolstoy, Dostoevsky, and Chekhov.

*Maxim D. Shrayner*

*Cynthia Simmons*

**ENGL2228 Twentieth-Century Russian Literature (Spring: 3)**

**Cross listed with SLAV2173**

**Offered Periodically**

**Readings and lectures 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*

**ENGL2231 Science Fiction and Humans (Fall: 1)**

**Offered Periodically**

An introduction to the genre of science fiction, including a discussion of its roots in Gothic literature, that will consider the question raised by much of science fiction: how do humans fit in (or not) with a world made of machines and governed by science? Readings will range from Jules Verne to Octavia Butler.

*Thomas Kaplan-Maxfield*

**ENGL2241 Playwriting I (Fall: 3)**

**Cross listed with THTR3362**

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.

*Scott T. Cummings*

**ENGL2255 Introduction to Post-Colonial Literature (Fall: 3)**

**Cross listed with AADS2254**

**Satisfies Cultural Diversity Core Requirement**

India, Nigeria, Colombia, Haiti: all four were at one point ruled by European powers. In this course we will examine colonialism's impact on nations around the world by reading a diverse array of novels written by the formerly colonized. In addition to learning about

the history of colonialism, we will explore how colonialism's legacy continues to shape the world through the perspectives of those it has affected most.

*Amelie Daigle*

**ENGL2277 Introduction to American Studies (Fall/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.

*Lori Harrison-Kahan*

**ENGL2280 Imagining the City: Why Writers Love Venice (Fall: 3)**

*The Department*

**ENGL2348 Modern Middle Eastern and Arabic Literature (Spring: 3)**

**Cross listed with RLRL2292 and NELC2161**

**Satisfies Cultural Diversity Core Requirement**

**All works are read in English translation.**

This course examines the complex, multicultural nature of the Middle East by surveying twentieth century literature of Arabic-speaking lands, Israel, and Turkey. Topics include identity, culture, religion, nationalism, conflict, and minority narratives. Of Arabic works, we will read at the writings of Adonis, Darwish, and Qabbani. Of Hebrew works, we will examine the writings of Amichai and Bialik. Of the works written 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*

**ENGL3001 Walking *Infinite Jest* (Spring/Fall: 3)**

David Foster Wallace describes Enfield, Massachusetts—an important setting in his 1996 novel *Infinite Jest*—as “a kind of arm-shape extending north from Commonwealth Avenue and separating Brighton into Upper and Lower, its elbow nudging East Newton's ribs and its fist sunk into Allston...” Sound familiar? In this course, we'll conduct a Bostonian's reading of Wallace's opus. Students will be required to write weekly critical reading responses, and should be prepared for the course's non-traditional structure: weekly meetings won't begin until week three, and will sometimes be canceled in lieu of weekend on-site meetings in Brighton and Boston.

*Christopher Boucher*

**ENGL3004 Storytelling and Catholicism (Spring: 1)**

**Offered Periodically**

Within the field of religion and literature the newer field of Catholic Studies has emerged, to pay close attention both to varieties of Catholic experience and to how the world at large experiences, or imagines, the Catholic. We'll look at four short stories suggesting a multicultural dimension to the Catholic, and read two novels, *A Flag for Sunrise*, featuring Americans experiencing the political intrigue and spiritual intensity of Central America in the 1980's, and *Pearl*, following the journey of an American into the still tense Ireland of the 2000's. A final assignment is on a self-chosen film about the Catholic.

*Judith Wilt*

**ENGL3263 Grand Masters (Fall: 3)**

*The Department*

**ENGL3301 Literature of the Beat Generation (Spring: 3)**

This course will examine the work of the mid-twentieth century writers known as “The Beats”—Jack Kerouac, Allen Ginsberg, William S. Burroughs, Diane di Prima, Gary Snyder and others. Over the course of the semester we’ll analyze these writers’ aesthetic principles and study the cultural atmosphere in which the “Beat Generation” was born. To what, we’ll ask, do we attribute these works’ thematic concerns and stylistic traits? What led Kerouac to hit the road, and Ginsberg to howl?

*Christopher Boucher*

**ENGL3310 Shakespeare (Spring: 3)**

**Fulfills the pre-1700 requirement.**

An introductory lecture/discussion course, placing Shakespeare’s drama in the historical and theatrical contexts of his time. Topics will include Shakespeare’s professional career; the playhouses for which he wrote; the structure of Elizabethan playing companies; Elizabethan stage conventions such as blank verse, doubling, and cross-dressing; and the textual and performance histories of his plays. Plays will likely include *Titus Andronicus*, *Hamlet*, *Othello*, *A Midsummer Night’s Dream*, and *The Tempest*.

*Andrew Sofer*

**ENGL3314 Writing Out of Place (Summer: 3)**

This writing workshop will take place in Mussoorie, India. It will focus heavily on questions of location and dislocation. Writing can be seen as a complex negotiation between what we know and what we imagine, what we see and what we project or interpret. Such negotiation is greatly intensified for the person “out of place”—a condition that one, as a traveler, chooses to inhabit.

*Elizabeth Graver*

**ENGL3317 Career Planning for English Majors (Spring: 1)**

**Offered Periodically**

This course is a 10-week, 1-credit, P/NP course designed to facilitate planning and preparations for English majors who want to explore career paths in business, public relations, marketing, government, non-profits, the tech industry, and entrepreneurship. Representatives and recruiters from a variety of industries will be guest speakers, Career Center professionals will present hands-on workshops on cover letter and resume writing as well as interview techniques, and students will identify specific internship opportunities and prepare to apply for them.

*Suzanne Matson*

**ENGL3333 British Modernism (Fall: 3)**

In this course, we will study the great works of modernism with an eye toward the ways in which this revolution in the arts became our own tradition. Though we will focus 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 include Samuel Beckett, Joseph Conrad, H.D., T. S. Eliot, James Joyce, Wyndham Lewis, Ezra Pound, Rebecca West, and Virginia Woolf.

*Robert Lehman*

**ENGL3335 Food Writing in Paris (Summer: 3)**

**Offered Periodically**

ENGL3335 is a four-week course held in Paris during the month of June. Students interested in applying to the course can e-mail questions to [lynne.anderson@bc.edu](mailto:lynne.anderson@bc.edu) or visit [www.bc.edu/international](http://www.bc.edu/international).

*Lynne Anderson*

**ENGL3346 Asian American Experience (Spring: 3)**

This course is a multidisciplinary introduction to the experiences of Asians in the United States. We will draw on history, literature, psychology, sociology, film, fine arts, and popular culture to understand how Asian Americans make, and remake, identities and cultures for themselves. We will explore the diversity and heterogeneity of a racial group that has long had a major, if frequently under-appreciated, impact on American society as a whole. Asian American studies faculty will give guest lectures to the class to share their expertise.

*Min Song*

**ENGL3347 Disability Studies (Fall: 3)**

**Counts as an advanced elective for medical humanities minors**

This course explores constructions of “norms” and otherness in literature and culture. Readings include theoretical texts by Lennard Davis, Elizabeth Grosz, Tom Shakespeare, Simi Linton, Rosemarie Garland-Thomson, and Tobin Siebers. Literature drawn from several periods and perspectives (including *Richard III*, *The Elephant Man*, *Autobiography of a Face*, and *The Curious Incident of a Dog in the Nighttime*) will supplement our exploration of the dynamic (and problematic) representations of able-bodiedness as well as disability.

*Amy Boesky*

**ENGL3351 British Romantic Poetry (Spring: 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*

**ENGL3353 Contemporary Literatures of Migration (Spring: 3)**

This course will examine fiction and essays by twenty-first-century writers who foreground themes of migration or immigration. Topics will include globalism, exile, choice, national and trans-national identities. Looking closely at language itself, we will ask what means for some of these writers to write in a second language. Texts by Edwidge Danticat, Junot Diaz, Anne Enright, Anne Fadiman, Eva Hoffman, Gary Shteyngart, and others. Irish writer Anne Enright will visit campus in March.

*Elizabeth Graver*

**ENGL3355 Eighteenth-Century Adventure Fiction (Fall: 3)**

**Offered Periodically**

**Fulfills the pre-1900 requirement.**

Eighteenth-century novels are rife with shipwrecks, seduction, and travels through unknown lands. Not merely entertainment, these books showcase the excitement and anxieties British writers and readers had about their rapidly changing world. We will analyze how such adventure fiction evolved alongside cultural shifts like the Scientific



Revolution, the first professional female authors, the rise of modern economics, burgeoning colonial ideologies, and new opinions about government and individualism. The reading list includes the earliest science fiction novel (Cavendish), tales of exploration and survival (Defoe), the exploits of pirates and thieves (Fielding), and the escapades of the century's most unsinkable heroines (Aubin, Lennox).

*Rebekah Mitsein*

**ENGL3359 The Single Girl in the Nineteenth Century (Fall: 3)**

This course will approach nineteenth-century literature and culture through the lens of one figure: the unmarried woman. By considering major works—fiction and non-fiction—that feature all types of single ladies, from fallen women to eligible bachelorettes, career girls to widows and old maids, this course will address questions of gender and occupation in both literature and history. Texts range from novels by George Eliot and Charles Dickens to poems by Alfred, Lord Tennyson and Elizabeth Barrett Browning, as well as relevant criticism and theory.

*The Department*

**ENGL3360 Victorian Violence (Spring: 3)**

**Offered Periodically**

*Aeron Hunt*

**ENGL3364 Nineteenth-Century British Fiction (Spring: 3)**

**Fulfills pre-1900 requirement**

This course examines five major works in the development of the British novel: Jane Austen's *Pride and Prejudice* (1813), Elizabeth Gaskell's *North and South* (1855), Charles Dickens's *Bleak House* (1852), George Eliot's *Middlemarch* (1872), and Thomas Hardy's *The Return of the Native* (1874). These classic (but long) novels will be considered in their cultural and historical contexts, with particular focus on gender roles, poverty, social justice, and the rise of the city. We will consider the aesthetic development of realism and experimental modes of narration, linking these artistic concepts, as our authors did, to questions of morality and community.

*Maia McAleavey*

**ENGL3392 Syntax and Semantics (Spring: 3)**

*Prerequisite:* LING3101 or equivalent.

**Cross listed with LING3102**

An introduction to the concepts and operations of modern generative grammar and related models, as well as linguistic theories of meaning.

*M.J. Connolly*

*Claire A. Foley*

*Margaret Thomas*

**ENGL3393 Chaucer (Spring: 3)**

**Offered Periodically**

**This course will fulfill the pre-1700 requirement.**

Geoffrey Chaucer (d. 1400) was the first poet writing in English who was lauded and studied as literature in his own time. His body of writing, covering a breathtakingly wide range of subjects, is a subtle mix of satire and the sublime. This course is an introduction to Chaucer's poetry, including his masterpiece, the *Canterbury Tales*. It is also an introduction to the Middle English language. The course is structured around the different genres and literary forms invented or reinterpreted by Chaucer, from tales of courtly love to fabliaux (fables) and dream visions. No prior knowledge of Middle English required.

*Eric Weiskott*

**ENGL3527 General Linguistics (Fall: 3)**

**Cross listed with LING3101**

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*

**ENGL4005 "Is it about a bicycle?" Flann O'Brien and the Irish Comic Tradition (Fall: 3)**

**Offered Periodically**

**This course will be taught by the Burns Scholar in the Irish Room of Burns Library**

Flann O'Brien has been cited as a significant influence by a new wave of Irish comedians and writers and yet, despite tributes from James Joyce, Dylan Thomas, Graham Greene and Seán O'Casey, O'Brien's reputation during his own lifetime rested more on his newspaper column than on his three extraordinary novels *At Swim-Two-Birds*, *The Third Policeman*, and *An Béal Bocht* (The Poor Mouth). This course will explore Flann O'Brien's work as part of an Irish comic tradition that extends from early and medieval Gaelic literature to the work of a new generation of contemporary Irish writers including Kevin Barry and Mike McCormack.

*Louis de Paor*

**ENGL4340 Milton (Spring: 3)**

**Fulfills pre-1700 requirement.**

Readings in Milton's English poetry and political writings, with emphasis on *Lycidas*, *Paradise Lost*, and *Samson Agonistes*. The contexts within which we will explore these materials will be the literary traditions (classical, biblical, English) against which Milton was writing and the personal and political imperatives felt by writers, and readers, during the English Revolution and after its failure.

*Dayton Haskin*

**ENGL4352 Women In/And Avant-Garde (Spring: 3)**

The literary and visual avant-gardes are often perceived as a predominantly white male domain, its female practitioners reduced to companion or Muse, or socially marginalized by race, sexual orientation or madness. In this course we will examine the construction of the concept "woman" by male avant-garde artists and writers in (Dada, Surrealism, Futurism), but our main focus will be on a selection of avant-garde works by women in poetry, prose narrative, critical manifesto, and the visual arts.

*Robin Lydenberg*

**ENGL4373 Korean Cinema (Fall: 3)**

**Cross listed with FILM3320**

**Satisfies Cultural Diversity Core Requirement**

**Requires one film screening per week outside of class time and weekly reading**

South Korea today is home to one of the most vibrant film industries in the world. It is also a cinema largely unknown to Americans. The course will introduce students to a broad range of Korean films, from melodramas made during the Japanese colonial era to contemporary horror films. Along the way we will explore Korean political

## ARTS AND SCIENCES

---

history, the relationship to Hollywood and European cinematic conventions, questions of genre, and auteurism. Films to be screened may include: *Madame Freedom*, *Old Boy*, and *Welcome to Dongmakgol*.

*Christina Klein*

**ENGL4393 Jane Austen and Her Contemporaries (Spring: 3)**  
Satisfies the pre-1900 requirement.

Satisfies the Women Writers requirement for LSOE.

In this class, we will read Jane Austen's six major novels through the lens of new historicism. Thinking about literature as social process, we will discuss the cultural work done by Austen and other writers of her era, such as Frances Burney, Maria Edgeworth, and Mary Wollstonecraft.

*Beth Kowaleski Wallace*

**ENGL4407 The American Renaissance: Natural Canons and Popular Culture (Fall: 3)**

Fulfills Pre-1900 requirement

American literature flourished in the two decades before the Civil War. Herman Melville, Nathaniel Hawthorne, Edgar Allan Poe, Walt Whitman, and other writers produced some of their most important work during this time. In addition, cheap (often scandalous) magazines, popular theater, dime novels and photography also flourished. This course will examine the relationship among literary masterpieces, including Melville's *Moby-Dick* and Whitman's *Leaves of Grass*, and the popular culture and entertainment of nineteenth-century America. Students will have the opportunity to do digital and archival research as we explore the connections and contrasts of the "high" and "low" culture of the era.

*Adam Lewis*

**ENGL4410 American Fiction to 1860 (Fall: 3)**

Fulfills the pre-1900 requirement

The origin and development of the American tradition in the novel, from its local beginnings in sentimental fiction to its international triumph. We will read novels by such authors as Charles Brockden Brown, Catherine Sedgwick, James Fenimore Cooper, William Wells Brown, Edgar Allan Poe, Nathaniel Hawthorne, Herman Melville, and Elizabeth Stoddard. The contributions of such subgenres as the epistolary novel, bildungsroman, the historical novel, Gothic romance, and "woman's fiction" will be considered. The aim of the course is to understand the work American novels have done in the development of American political and cultural life.

*James Wallace*

**ENGL4412 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*

**ENGL4427 Topics in Theory (Fall: 3)**

In this course we will wander into the high altitudes of contemporary theory, exploring some key texts that have been particularly influential on literary studies. Such topics as "Theorizing Culture," "Theorizing the Subject," "Theorizing the Visual," "Theorizing Sex, Gender and Race," and "Theorizing Representation," will be approached from multiple perspectives including, but not limited

to, deconstruction, gender theory, queer theory, psychoanalysis, and cultural studies. Readings will likely include texts by Derrida, Lacan, Kristeva, Irigaray, Barthes, Bal, Hooks and others.

*Robin Lydenberg*

**ENGL4432 Advanced Creative Nonfiction: Food and Culture Writing (Spring: 3)**

In this creative writing workshop, the interconnection between food and culture will be explored from farm to table. Drawing on the city of Boston and its deeply rooted culinary traditions, we'll consider the rituals connected to food-making and eating. Literary readings will highlight the early settlers who created a distinct New England cuisine, and the recent ethnic groups and artisanal food makers who have shaped today's culinary landscape. Students will explore the way food and identity are inextricably linked by engaging in a variety of writing tasks from memoir to literary profiles of people, food, and place.

*Lynne Anderson*

**ENGL4434 Advanced Creative Non Fiction: Writing Mental Health (Fall: 3)**

"Much madness is divinest sense—to a discerning eye—" so begins one of Emily Dickinson's most famous poems. How do writers treat mental health as a subject? What are the issues and questions that arise when contemplating such a large and complex area? In this workshop students will write their own essays in a variety of non-fiction styles (reportage, opinion, profile, narrative, memoir) to address issues of mental health such as mental illness, addiction, neurology and neuropsychology, behavior, and medical history. We'll read short works from a wide selection of writers across disciplines that may include: TaNehisi Coates, Oliver Sacks, Elizabeth Wurtzel, William Styron, Mary Karr, Sigmund Freud, Carl Jung, Alice Miller, Leslie Jamison, and poems of Theodore Roethke, Sylvia Plath and Ted Hughes, documentary, and photographic work of Dior Vargas.

*Susan Roberts*

**ENGL4435 Global Anglophone Literatures: Asia, Africa, and the Middle East (Spring: 3)**

This course opens a wealth of contemporary literature from the non-Western world mainly Africa, the Middle East, and South Asia that have expanded readers' imaginations and enriched the English language in a variety of genres. We shall read fiction and non-fiction alongside cultural theory to deepen our understanding of the political, economic, and environmental issues that arise in these lands and the ways in which they impact the daily lives of people as delineated by some of the world's most acclaimed authors. Readings may include works by Adhaf Souief (Egypt), Hisham Matar (Libya), Leila Aboulela (Sudan), Xiaolu Guo (China), Amitav Ghosh (India), Romesh Gunsekera (Sri Lanka), Mohsin Hamid (Pakistan), Samrat Upadhyay (Nepal), and others.

*Kalpana Seshadri*

**ENGL4448 Britain in the Age of Revolution (Fall: 3)**

In 1789, the French Revolution sent shockwaves across Britain; the hopes and fears that revolution might come to England next only deepened as the Industrial Revolution increasingly divided the country along class lines. In this course we will explore how British writers responded to this period's volatile political and economic climate in poetry, fiction, and polemics. We will explore writers recognized by the established canon (including Blake, Shelley, and Godwin) as well as underground figures in the radical underclass.

*Eric Pencek*

**ENGL4460 Advanced Topics Seminar: Global Crossroads in Eighteenth-Century Literature (Spring: 3)**  
Offered Periodically  
Fulfills the pre-1900 requirement

Caribbean sugar, Indian spices, Chinese silk, and African gold, what was eighteenth-century “Britain” made of? The era’s literature has a reputation for being obsessively nationalistic, even xenophobic. But given the influx of global goods into the country, what stories, discourses, and ideas might have come along with them? In this seminar, we will consider some international roots of the British literary tradition. The syllabus includes works by Aphra Behn, Daniel Defoe, Lady Mary Wortley Montagu, Samuel Johnson, and Olaudah Equiano. We will use criticism and supplementary materials from early modern Asia and Africa to situate these texts in global contexts.

*Rebekah Mitsein*

**ENGL4478 Poe and the Gothic (Spring: 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*

**ENGL4502 Boston: History, Literature and Culture II (Fall: 3)**  
Cross listed with HIST4472

Covering the period from the Civil War to the present, this is the second half of a two-semester, interdisciplinary course on Boston’s history, literature, and culture. Team-taught by a History and an English professor, and drawing on faculty in other departments and experts in the Boston area to provide insights into Boston’s culture broadly defined, the class examines Boston’s literature, film, art, music, and other cultural forms in relation to political and social developments. Site visits will take students out to the streets, museums, and archives of one of the most historic cities in the United States.

*Carlo Rotella*

**ENGL4518 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*

**ENGL4523 Fourth Genre: Contemporary American Creative Nonfiction (Fall: 3)**

The “fourth genre” refers to works of nonfiction that contain literary features more commonly associated with fiction, poetry, and drama. We will examine a few pioneers of the form, including Woolf and Thoreau, but our study will focus primarily on subgenres of con-

temporary American creative nonfiction, including immersion journalism, memoir, lyric essay, and travel writing. Readings will include work by Wolfe, Didion, Talese, McPhee, Dillard, Kincaid, Spiegelman, and Slater.

*Lad Tobin*

**ENGL4527 Advanced Topics Seminar: Novels of the World (Fall: 3)**

What counts as a “novel of the world”? We will focus on contemporary novels by authors across the globe. We will explore ideas, narrative structures, and styles of writers such as Mahfouz (Egypt), Marquez (Columbia), Kundera (former Czechoslovakia), Pamuk (Turkey), Hosseini (Afghanistan), Tahar Ben Jelloun (Morocco), Cha (Korea), and Coetzee (South Africa). Through close reading, we will examine the aesthetics of each novel, comparing the books as we proceed. We will be attuned to their political, social, and historical dimensions. With sensitivity, we will address questions of cultural difference. Relevant post-colonial (Said) and psychoanalytic theory (Freud, Kristeva) will be included.

*Frances Restuccia*

**ENGL4529 Shakespeare: Later Plays (Fall: 3)**  
Fulfills the pre-1700 requirement.

This is a discussion-intensive course in Shakespeare’s later plays and the culture within which they were written and performed. In addition to regular writing assignments, students will be asked to work in small groups throughout the semester to invent and produce a scene from one of the plays’ off-stage controversies. They should not take the course if their schedules cannot accommodate meeting for an hour a week outside of class to develop this project, or if they prefer not to work with a group. Plays will include: *Antony and Cleopatra*, *Hamlet*, *Macbeth*, *Othello*, *All’s Well that Ends Well*, and *The Winter’s Tale*.

*Caroline Bicks*

**ENGL4537 Advanced Topic Seminar: Analyzing James Joyce: A Digital Adventure (Fall: 3)**

An author as prescient as Joyce deserves an approach as adventurous as we dare. The great modernist is not for the faint-hearted. In this interactive seminar we’ll design our own Digital Humanities Joycean project, imagining, constructing, and putting it in the public domain (and into your portfolio). Let’s bring as many analytical tools as we can to bear on as much Joyceana as possible. With mapping, network analysis, databases, and timelines, we’ll explore and evaluate the fifteen jewels that comprise *Dubliners*, and travel well into *Ulysses* – further if you dare.

*Joseph Nugent*

**ENGL4550 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.

*Carlo Rotella*

**ENGL4551 Contemporary Literary and Cultural Theory (Spring: 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

## ARTS AND SCIENCES

---

*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*

### ENGL4577 Writing Workshop: Poetry (Fall/Spring: 3)

A course in writing poetry in a variety of forms, with an emphasis on craft and revision. Students will produce roughly one poem a week and will workshop each other's drafts in group discussion.

*Allison Adair*

*Kim Garcia*

### ENGL4579 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. 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.

*Suzanne Berne*

### ENGL4588 Business Writing (Fall/Spring: 3)

For CSOM students, the course is also available as BCOM6688.

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.

*Randi Triant*

### ENGL4599 Undergraduate Reading and Research (Fall/Spring: 3)

*The Department*

### ENGL4626 American Studies Senior Seminar: Studies in American Culture (Fall/Spring: 3)

Admission by permission of instructor

In this seminar, which also draws on elements of a writing workshop and a course in methodology, we examine selected subjects in American culture: music, landscape, sport, work, childhood, crime, and more. Seeking to develop effective ways to balance storytelling and interpretation, character and argument, we draw on a variety of models for approaching the problem of writing analytically about culture. Authors on the syllabus may include Tom Wolfe, Anne Fadiman, William Finnegan, Jennifer Price, Henry Louis Gates Jr., David Simon, and Edward Burns.

*Lynne Feeley*

*Carlo Rotella*

### ENGL4628 Capstone: Five Heroic Americans (Spring: 3)

Cross listed with UNCP5567

Capstone classes may NOT be taken Pass/Fail.

You may take only ONE Capstone class before graduation.

For Seniors only.

This course will examine the writings of two American women and three American men whose intellectual and spiritual gifts have enriched our heritage. We will read: Thoreau's journals; poems by Emily Dickinson and Robert Frost; essays by Emerson; and selections from Mary Rowlandson's account of her capture by the Quabog Indians. Students will discuss their observations in light of the Capstone program: relationships; work; civic responsibility; and spirituality.

*Robert Farrell, S.J.*

### ENGL4632 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*

### ENGL4637 Capstone: Vision Quest: A Multicultural Approach (Fall: 3)

Cross listed with UNCP5544

Satisfies Cultural Diversity Core Requirement

Open to seniors or second-semester juniors only.

Capstone classes may not be taken Pass/Fail.

You may take only one Capstone class before graduation.

You can take a Capstone class only as a senior or second-semester junior. Capstone classes may not be taken Pass/Fail. You may take only one Capstone class before graduation. This course will use the Vision Quest, a Native American ritual for finding oneself, as a metaphor for students' four years at Boston College. Relating their own lives to the lives of the characters in the books, who have all gone on some variation of a quest, students will explore the ways their education and experiences at college have influenced their ideas of community, work, spirituality and relationships, and 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 *The House on Mango Street*. Films include *Thunderheart* and *The Whale Rider*.

*Dorothy Miller*

### ENGL4661 American Studies Honors Thesis (Spring: 3)

*The Department*



**ENGL4670 Capstone: Into the Woods (Fall: 3)**

Cross listed with UNCP5541

Open to seniors or second-semester juniors only.

Capstone classes may not be taken Pass/Fail.

You may take only one Capstone class before graduation.

All readers, young and old, share the wonder in fairy tales. This serves a deeper purpose: to experiment and learn our boundaries and responsibilities. There are dangers in woods, but Red Riding Hood learns a lot, frees herself, and embarks upon life. The symbolic journey into the woods allows seniors to leave the “woods of BC” with optimism and commitment. How will you negotiate transitions into society with the wisdom from your journey here?

*Bonnie Rudner*

**ENGL4671 Magazine Production and Publishing (Fall: 3)**

This course will explore magazine publishing from both a critical standpoint and a practical one. We'll conduct a comprehensive study of the medium and learn basic industry skills; these will include fundamentals of writing and editing, entry-level design concepts and principles of new media. ENGL4671 is taught in conjunction with *Post Road Magazine* (postroadmag.com), so special emphasis will be placed on literary journals. Students will work as interns at *Post Road* for the duration of the course, thereby gaining real-world publishing experience and putting their new skills to the test.

*Christopher Boucher*

**ENGL4915 Advanced Fiction Writing Workshop (Spring: 3)**

*Prerequisite:* Permission of instructor required

This intensive course provides encouragement, practice, and criticism for students who have demonstrated accomplishment in writing fiction. The workshop format demands self-motivation and universal participation. Since students' stories are texts for class discussion, a generous willingness to respond to other's writing and to expose one's own work to such reactions is an essential prerequisite. Individual conferences with the instructor supplement 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. Send an 8-page writing sample (fiction or creative non-fiction) to [graver@bc.edu](mailto:graver@bc.edu) before the first day of registration. In the email, please describe your interest in the course and include a list of other writing workshops you have taken, with instructors and grades.

*Elizabeth Graver*

**ENGL4917 Advanced Poetry Workshop (Spring: 3)**

This is a workshop for poets with some experience who wish to work intensively to improve their work. We will read each other's poetry closely and learn to take risks from the risky poets of the past thirty years or so. We will write collaborative poems, individual poems in traditional forms, long poems, and poems in series. The grade is based on informed and enthusiastic class participation and on a chapbook/portfolio submitted at semester's end. No application process.

*John Anderson*

**ENGL5510 Contemporary American Women Writers (Fall: 3)**

Offered Periodically

Focusing on literature written by American women from 1980 to the present, this course will explore issues of space, family dynamics, immigration, power, race, violence, grief, and embodiment, as well as gender. We will ask questions such as: How do these writers define space, and use literature to claim a space of their own? What is the relationship between gender and race or ethnicity, in a given text and in contemporary American culture? How do women writers represent the intangible dynamics of emotional connection and loss? How does fiction represent changing experiences of embodiment, including pregnancy, obesity, illness, and aging?

*Laura Tanner*

**ENGL5539 Advanced Topic Seminar: History, Memory and Culture in American Literature (Fall: 3)**

Offered Periodically

This course focuses on nineteenth, twentieth and twenty-first century fiction, memoir, and experimental nonfiction, examining what writers and critics have had to say about the psychological and narrative dimensions of memory in American literature. Texts considered include Willa Cather's *My Antonia* (a novel made to look like a memoir); Scott Fitzgerald and Ernest Hemingway's modernist fiction; Fae Mae Ng's *bone* (a book narrated in reverse time); war memoirs by Stephen Crane, Dexter Filkins, or Michael Herr; and Walter Benjamin's, Tillie Olsen's or John Edgar Wideman's blending of ethnic autobiography and experimental fiction.

*Christopher Wilson*

**ENGL6600 Honors Thesis (Fall: 3)**

*Amy Boesky*

**ENGL6647 Irish Gothic (Fall: 3)**

Offered Periodically

Satisfies the pre-1900 requirement.

Vampires, demons, madness, imprisonment, and murder: this course investigates why, during the turbulent nineteenth century, Irish writers turned again and again to the macabre themes and unconventional narrative modes of the Gothic. Writers to be studied include Maria Edgeworth, Joseph Sheridan LeFanu, Charles Maturin, Bram Stoker, and Oscar Wilde.

*Marjorie Howes*

**ENGL6699 Seminar: Old English (Spring: 3)**

Fulfills the pre-1700 requirement.

This course is open to both undergraduate and graduate students.

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*

### Environmental Studies

#### Contacts

- Director: Noah Snyder, 617-552-0839, noah.snyder@bc.edu
- [www.bc.edu/envstudies](http://www.bc.edu/envstudies)

#### Undergraduate Program Description

The Environmental Studies Program offers an interdisciplinary curriculum to students interested in perspectives on sustainability from faculty and courses across the university. Both a major and a minor (described elsewhere in this catalog) are available to qualified students. The goals of the major are to provide students with:

- the knowledge and perspective to cultivate rewarding lives as responsible citizens of the planet;
- a deep understanding of the scientific, political, and cultural aspects of the world's environmental challenges;
- the tools and creativity necessary to envision and implement paths to sustainable solutions; and
- a solid background for environmentally related graduate programs and/or careers in business, education, law, policy, planning, government, or research.

#### Applying for the Environmental Studies Major

Students are accepted into the Environmental Studies (ES) major by application only. Admission to the major is by competitive application at the end of freshman year. Admission is determined by the Steering Committee of the Environmental Studies Program, which includes faculty drawn from many departments and an associate dean from the Morrissey College of Arts and Sciences. Criteria for admission include academic achievement and a personal statement.

The deadline for submitting applications is early May, at the end of your first year. The application form and further details about the program are available online at [www.bc.edu/envstudies](http://www.bc.edu/envstudies).

#### Major Requirements

The ES major consists of a minimum of 43 credits, equivalent to at least 14 full-semester courses, as detailed below. The ES major is available to students in the class of 2017 and later years. ES students may choose more than one major, but at least 27 credits for the ES major must not be used to fulfill requirements for another major or minor (i.e., 16 credits can be shared).

##### A. *ENVS1100 Environmental Studies introductory seminar (1 credit)*

This seminar is offered in the fall semester for the new cohort of ES majors (sophomores). It involves readings of texts in environmental studies, guest lectures, special events, and is similar in structure to Cornerstone courses. Grading is pass/fail.

##### B. *8 credits of Environmental Systems courses: EESC2201 Environmental Systems: The Human Footprint plus three of the following courses (and labs EESC2211–2218):*

- EESC2202 Environmental Systems: Ecosystems,
- EESC2203 Environmental Systems: Water Resources,
- EESC2204 Environmental Systems: The Critical Zone,
- EESC2205 Environmental Systems: Climate Change,
- EESC2206 Environmental Systems: Oceans,
- EESC2207 Environmental Systems: Earthquakes, or
- EESC2208 Environmental Systems: Quantitative Methods

These are a series of two-credit half-semester courses that introduce students to the basic concepts of environmental science from a variety of perspectives and professors, with the specific goal of providing students with a foundation for further interdisciplinary study of

environmental issues. Students can take one or more of these courses in any given semester. Approved substitutions: EESC1167 for EESC2201, EESC1170 for EESC2203, EESC1174 for EESC2205, and EESC1157 for EESC2206.

##### C. *Two foundation courses in environmental studies (6 credits; one must be at the 2000 level or higher):*

- ECON2277 Environmental Economics and Policy
- ECON2278 Environmental Economics
- ENVS/UNAS2256 Environmental Law and Policy
- HIST2503/SOCY1025 People and Nature
- MGMT2145 Environmental Management
- PHIL5534 Environmental Ethics
- SOCY1031 Society and Environmental Transformations
- SOCY1501 Global Implications of Climate Change (first-year students only)
- SOCY2200 Statistics (or a different statistics course)

##### D. *A concentration in a theme or discipline (6 courses, 18 or more credits)*

Available themes include Food and Water Sustainability and Climate Change and Societal Adaptation. Available disciplines include History, Political Science, and Sociology.

#### Themes

##### Food and Water Sustainability

This theme focuses on the interrelated challenges of providing water and food for the growing human population on a finite planet with unequal access to resources. Students will gain a firm foundation in hydrology and ecology as well as related historical and cultural perspectives.

- HIST2503/SOCY1025 People and Nature (counts toward requirement C)
- EESC3310 Agroecology
- ENVS3315 Sustainable Agriculture
- One of:
  - EESC1170 Rivers and the Environment
  - EESC2203 Environmental Systems: Water Resources (in addition to the B requirement above)
  - BIOL2010 Ecology and Evolution
- Two of:
  - EESC2297 Environmental Hydrology
  - EESC3312 River Restoration and Management
  - EESC4400 Geomorphology and Landscape Change
  - EESC4457 Watershed Science
  - EESC5535 Coastal Processes
  - BIOL4420 Current Topics in Ecology
- Two of:
  - HIST2505 Feast or Famine: Food and the Environment
  - HIST4254 Century of Famine
  - HIST4042 China Regionalized: Environment, History, and Culture
  - INTL2261 Indigenous Peoples and Natural Resources
  - PHIL5534 Environmental Ethics (in addition to the C requirement above)
  - SOCY5560 Consumption and Sustainability
  - THEO2231 The Bible and Ecology
  - THEO5429 Theology and Ecology

**Climate Change and Societal Adaptation**

This theme gives students a strong foundation in the science, policy and related challenges of global climate change, as societies learn to adapt to changes in sea level, biodiversity, and the availability of energy and water.

- One of:
  - EESC1174 Climate Change and Society
  - EESC2205 Environmental Systems: Climate Change (in addition to the B requirement above)
- One of: (counts toward requirement C)
  - SOCY1031 Society and Environmental Transformations
  - SOCY1501 Global Implications of Climate Change (first-year students only)
  - HIST2503/SOCY1025 People and Nature
- Two of:
  - EESC3312 River Restoration and Management
  - EESC3318 Alternative Energy: Why Aren't We There Yet?
  - EESC4400 Geomorphology and Landscape Change
  - EESC4440 Global Biogeochemical Cycles
  - EESC4457 Watershed Science
  - EESC5535 Coastal Processes
  - EESC4462 Paleoclimate I
  - EESC4463 Paleoclimate II
- Three of:
  - INTL2260 International Environmental Science and Policy
  - POLI2531 Energy Politics in U.S., Comparative and Global Perspective
  - SOCY5562 Environmental Sociology I

**Disciplines****History**

- Two of:
  - HIST1031 Europe and the World: An Environmental History I
  - HIST1032 Europe and the World: An Environmental History II
  - HIST2503/SOCY1025 People and Nature (in addition to the C requirement above)
  - HIST2505 Feast or Famine: A History of Food and the Environment
  - several other environmental history courses: TBA
- Four of:
  - HIST4042 China Regionalized: Environment, History, and Culture
  - HIST4254 Century of Famine
  - several other environmental history courses: TBA

**Political Science**

- Fundamentals, one of:
  - POLI1042 Introduction to Modern Politics
  - POLI1061 Introduction to American Politics
  - POLI1091 Introduction to Comparative Politics
- American politics: POLI2301 Policy and Politics in the U.S., and one of POLI2305, POLI2309, POLI2317, POLI2322, POLI2334
- Comparative politics: one of POLI2415, POLI2422, or POLI2460

- International politics: POLI2531 Energy Politics in U.S., Comparative and Global Perspective, and one of POLI3521, POLI2522 or POLI2525
- **Sociology**
- SOCY1001 Introductory Sociology
- One of: (counts toward requirement C)
  - SOCY1025 People and Nature
  - SOCY1031 Society and Environmental Transformations
  - SOCY1501 Global Implications of Climate Change (first-year students only)
- SOCY2200 Statistics (in addition to the C requirement above)
- SOCY2210 Research Methods
- Three of:
  - SOCY3349 Environmental Studies: Selected Topics
  - SOCY3375 American Economic Crisis and Social Change
  - SOCY5560 Consumption and Sustainability
  - SOCY5562 Environmental Sociology I
  - SOCY5572 Sociology of Science and Technology

**E. At least 6 credits (two or more courses) of environmental studies electives**

At least 3 credits must be from courses numbered 3000 and above. Consult the program website ([www.bc.edu/envstudies](http://www.bc.edu/envstudies)) for an up-to-date list of available elective courses, which includes all Earth and Environmental Sciences courses, as well as more than 30 other options.

**F. Senior research seminar (ENVS4941–ENVS4942; 4 credits; 2 credits per semester for both semesters)**

The senior seminar involves a combination of discussions of key readings in ES, guest speakers, team research projects focused on solving real environmental problems, and engagement with communities beyond the BC campus. Alternatively, students can request to fulfill this requirement via a two-semester (6 credits) senior thesis.

**Information for First Year Students**

First-year students who are considering applying to become Environmental Studies majors should consider taking the following courses:

- Environmental Systems: The Human Footprint (EESC2201 and lab EESC2211), as well as one or more of other the Environmental Systems courses (EESC2202–EESC2208 and labs EESC2212–EESC2218).
- One or more of the foundation courses (requirement C above), several of which also fulfill University Core requirements.

**Information for Study Abroad**

ES majors are encouraged students to take advantage of study abroad opportunities. Studying outside of the U.S. provides a global perspective on environmental and sustainability issues, and educational opportunities not available at Boston College. ES students are allowed four credits per semester abroad to count toward the major (or minor) requirements, or eight credits in unusual circumstances.

For further information, contact ES Program Director Noah Snyder, see the program website at [www.bc.edu/envstudies](http://www.bc.edu/envstudies), or stop by the program office in Devlin 213.

### 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).

#### ENVS1100 Environmental Studies Introductory Seminar (Fall: 1)

Environmental studies connects the scientific, political, and cultural aspects of the world's environmental challenges. This twelve-week, one-credit seminar is an orientation and introduction to interdisciplinary scholarship for the cohort of new sophomore Environmental Studies majors each fall. The course will include reading and discussions of classic texts in environmental studies, planning of individual pathways through the major (including selection of thematic or disciplinary concentrations), and several writing assignments. The course ends at Thanksgiving.

*Noah Snyder*

#### ENVS2256 Environmental Law and Policy (Spring: 3)

Cross listed with UNAS2256

**This course is intended for undergraduates interested in environmental law, legal process, and environmental policy. For pre-law and non-pre-law students. The course is team-taught under the supervision of BC Law Professor Zygmunt Plater.**

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*

#### ENVS3315 Sustainable Agriculture (Spring: 3)

Over the past 50 years, the industrial agriculture complex has led to amazing increases in grain yields which has met the basic calorie needs of much of the world's population. However intensive production practices have come at a high environmental and social cost, and climate change now presents many new challenges to farmers. A new approach to food production is needed—one that not only restores the ecosystem services on farmland and reduces fossil fuel inputs, but also one that supports farm families, builds communities of cooperation, and promotes human health. This course explores the historical basis of agriculture, the concept of sustainability, the agricultural practices that lead to improved ecosystem services, and alternative marketing approaches and cultural relationships. Students will come away from this course with an in-depth understanding of what sustainable agriculture is and how it can be applied to various situations in the world.

*Tara Pisani-Gareau*

#### ENVS3356 Seminar in Environmental Law (Fall: 3)

*Prerequisite:* ENVS/UNAS2256

This seminar is for juniors and seniors. We will investigate contemporary and future environmental and energy issues, such as ethics, water, energy, climate change, and sustainable agriculture and learn the basic concepts of environmental law, investigate the foundational concepts of the American legal system, and how these legal concepts relate to energy and environmental policy development. As a seminar, the course will be driven in large part by student interest, and its success depends on your full participation. This course is intended to expose you to different views to address complicated, challenging and inter-

secting environmental and energy policy issues we encounter in today's society. Accordingly, we want you to understand policy arguments so that you can articulate the rationale behind the law and better project how the law will evolve in the coming years.

*Gary Davis*

#### ENVS4941–4942 ENVS: Senior Research Seminar I and II (Fall/Spring: 2)

**For ENVS majors and seniors only.**

**This is a year-long course.**

This year-long seminar is for seniors who are majors in the Environmental Studies Program. To assist with the transition from college to the next stage of one's career, the seminar focuses on the further development of applied multidisciplinary research, accessible writing, project coordination, and public speaking skills. Students spend the first semester engaging with scholarly materials and developing a proposal for a research project, and during the second semester the students complete their research project, potentially collaborating with a campus or community organization to address an environmental problem.

*Andrew Jorgenson*

#### ENVS4943 Environmental Seminar (Spring: 3)

This seminar is for seniors who are minors in the Environmental Studies Program. With the goal to serve as a bridge between the college experience and the next stage of one's career, students fine-tune their critical writing, research, project coordination, facilitation, and public speaking skills. We investigate, actively discuss, and write about contemporary environmental issues and solutions with the aid of weekly reading assignments and the knowledge and experiences each student brings to class. Students also engage in a semester-long research project, collaborating with a campus or community mentor organization to address a specific environmental problem.

*Gabrielle David*

*Garland David*

*Tara Pisani-Gareau*

### Fine Arts

#### Faculty

**Josephine von Henneberg**, *Professor Emerita*; Doctor in Letters, University of Rome

**Michael W. Mulhern**, *Emeritus Professor of the Practice*; B.F.A., University of Dayton; M.F.A., Columbia University

**Pamela Berger**, *Professor*; A.B., A.M., Cornell University; Ph.D., Institute of Fine Arts, 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*; Chairperson of the Department; B.A., University of Vermont; M.A., Ph.D., Institute of Fine Arts, New York University

**Jeffery W. Howe**, *Professor*; A.B., Carleton College; Ph.D., Northwestern University

**John Michalczyk**, *Professor*; 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

**Aurelia Campbell**, *Assistant Professor*; B.A., Pitzer College; M.A., Ph.D., University of Pennsylvania

**Mark Cooper**, *Professor of the Practice*; B.S., Indiana University; M.F.A., Tufts University

**Andrew Tavarelli**, *Professor of the Practice*; B.A., Queens College

**Sheila Gallagher**, *Associate Professor of the Practice*; B.A., Connecticut College; M.F.A., Tufts University

**Karl Baden**, *Assistant Professor of the Practice*; B.F.A., Syracuse University; M.F.A., University of Illinois at Chicago

**Alston Conley**, *Assistant Professor of the Practice*; B.F.A., Tufts University

#### Contacts

- Administrative Assistant: Joanne Elliott, 617-552-4295, joanne.elliott@bc.edu
- www.bc.edu/finearts

#### Undergraduate Program Description

The department offers three majors: Art History, Film Studies, and Studio Art. Minors are offered in each area as well. 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 everyday 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 for 33 credits must be earned in the following way:

- ARTH1101–ARTH1102 Introduction to Art History (six credits)
- ARTH1103 or ARTH1104 Art History Workshop (three credits)

These three courses should normally be completed by the end of the sophomore year.

- Eight additional courses, mindful that *at least* three must have ARTH numbers at or above the 3000 level, at least one at the ARTH4000 level (in addition to ARTH4401), and *no more* than three at the ARTH2000 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

ARTH4401 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 11 courses discussed above and counts as one of the two required at the 4000 level. Please note: This course is offered only in the fall semester of each year.

Students having earned a score of five on the AP exam may have the option of waiving the ARTH1101 and ARTH1102 requirement, although the same overall number of courses (11) for the major remains unchanged. Students having earned a score of four on the AP exam may waive either ARTH1101 or ARTH1102, but not both.

Students interested in majoring in Art History should contact Professor Craig, kenneth.craig@bc.edu in Devlin 424 (617-552-3153).

#### Art History Major: Non-Western Track

The Fine Arts department also offers students the option of choosing a non-Western track for the major. The requirements are identical to the Western track (see above) in terms of the number and level of courses, except for these distribution requirements:

- Two courses must be in the area of Islamic art
- Two courses in the area of East Asian art
- At least one course in another non-Western field, such as African, Pre-Columbian, or ancient Near Eastern art.

Those students choosing this option are encouraged to select Aurelia Campbell, Sheila Blair, or Jonathan Bloom as their advisor.

#### 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 of the 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.

For more information, contact John Michalczyk, Co-Director, Film Studies, Devlin Hall 420, 617-552-3895, john.michalczyk@bc.edu.

For the major in Film Studies there is a requirement of 12 courses, eight of which must be at the 2000 level or above:

FILM2202 Introduction to Film Art

At least two course in American Film History:

FILM2280 Early Years

FILM2281 Studio Era

FILM2292 Post-Classical Period

FILM3389 American Directors Series

FILM3393 Hollywood's Golden Age

At least two production courses:

FILM1161 Photography I

FILM2261 Photography II

FILM1171 Filmmaking I

FILM2273 Filmmaking II

FILM2274 Digital Non-Linear Editing

FILM2276 Art and Digital Technology

Six electives, at least two at the 3000 or 4000 level:

FILM2277 Russian Cinema

FILM2282 Political Fiction Cinema

FILM2283 History of European Film

FILM2284 Eastern European Film

FILM3391 American Film Genres

FILM3301 Screenwriting

FILM3312 World Cinema

FILM3380 Latin American Cinema

FILM3381 Propaganda Film

FILM3382 Documentary Film

FILM4482 Film Criticism and Theory

Senior year:

FILM4400+ Senior Project

### Major Requirements: Studio Art

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 university curriculum, and the studio major provides a solid basis for continuing work in graduate school and in art-related fields such as design, art criticism, teaching, conservation, art therapy, publishing, exhibition design, and advertising. The major has a track for Arts and Sciences students and a second track for Lynch School of Education students who are double majors.

The Studio Art major provides students with an opportunity to develop the techniques, visual sensibility, and historical understanding necessary for working with various materials. An exploration of the meanings and ideas generated by the things we make and an awareness of the process of making are essential parts of the program.

An integral part of the Studio Art major's undergraduate education is the senior project. Focused in their area of concentration, senior projects are exhibited on campus at the end of the academic year.

Students intending to major in Studio Art are encouraged to begin the major in their freshman year; the major must be declared before the beginning of a student's junior year. Students must have taken at least four semesters of work relating to the senior project prior to their senior year.

For more information, contact Professor Alston Conley, Studio Art Major Advisor, Devlin Hall 432, 617-552-2237, alston.conley@bc.edu.

Majors are required to take a minimum of 12 courses for a total of 36 credits, to be distributed as indicated below:

Required introductory course for all majors:

ARTS1103 Issues and Approaches to Studio Art (three credits)

Two of the following for a total of six credits (In consultation with an advisor, one of these classes should set the direction and future course choices of the major.):

ARTS1101 Drawing I (three credits)

ARTS1102 Painting I (three credits)

ARTS1141 Ceramics I (three credits)

ARTS1150 Painting Plus Collage (three credits)

ARTS1161 Photography I (three credits)

One of the following:

ARTH3356 Art Since 1945 (three credits)

ARTS2211 Hot Off the Shelf (three credits)

Six additional studio art courses:

(for a total of 18 credits) at the 2000 level or above, of which three courses (nine credits) must be at the 3000 level)

Required courses for all senior majors:

ARTS4498 Senior Project I (three credits)

ARTS4473 Senior Project II (three credits)

Students must have taken at least four semesters of work relating to the senior project prior to their senior year.

In addition to the required courses, the following courses are recommended:

ARTH1101 Art: Prehistoric to Middle Ages (three credits)

ARTH1102 Art: Renaissance to Modern (three credits)

ARTH1109 Clues to Seeing (three credits)

ARTH2257 Nineteenth-Century Art (three credits)

ARTH2258 Modern Art: Nineteenth-Twentieth Century

ARTH3356 Art Since 1945

Summer travel and summer courses are recommended for enrichment. Students should consult with a departmental advisor about these opportunities.

Additional stipulations for the Studio major:

- No more than two independent studies in the field of concentration.
- No more than two courses taken during the junior year abroad or at another institution may count toward the major. Transfer students should work out credits with the department major advisor.
- Courses to be counted in the major must be taken for a grade (no pass/fail grades).

### Art History Minor

The minor in Art History will provide the student with an introduction to the art of the Western and non-Western. In addition to the two introductory courses (ARTH1101 and ARTH1102), the student will have a choice of two 2000-level courses and at least two 3000-level courses for a total of four upper-level classes 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. Students interested in declaring a minor can contact Professor Pamela Berger.

**Film Studies Minor**

The Film Studies minor enables students to develop a basic awareness of film as a contemporary medium of communication. The minor consists of the Introduction to Film Art, one course in history or criticism, one course in production, and three electives in Film Studies which enable a student to design a personalized area of concentration.

Requirements normally include FILM2202 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 filmmaking, digital editing, scriptwriting, photography, history of film, or film criticism.

Students interested in the Film Studies minor may contact one of the Co-Directors, Professor John Michalczyk or Professor Richard Blake, S.J.

**Studio Art Minor**

The minor in Studio Art offers students the opportunity to pursue a course of study in ceramics, painting, drawing, or photography. There are features of the minor program that resemble, in an abbreviated way, aspects of our majors studio program which we have found to be successful. The required Advanced Studio Seminar class, for example, will function analogously to our Senior Project. This curriculum of six courses is designed to encourage an in-depth investigation of one medium, rather than a generalized sampling of many. The course structure aims at having the individual student develop the artistic techniques and conceptual visual sensibility necessary for working as an artist today. It should be noted students will not be permitted to begin the Studio Minor after their junior year. Students who are interested in declaring a minor can contact Professor Sheila Gallagher, Minor Advisor, Fine Arts Department, Devlin Hall 401B, sheila.gallagher@bc.edu.

**Information for First Year Majors**

First Year Art History majors should take ARTH1101 Art from Prehistoric Times to the High Middle Ages with ARTH1103 Art History Workshop. First Year Studio Art majors are advised to select two studio courses from ARTS1101, ARTS1102, or ARTS1161 and one art history course from ARTH1102, ARTH2257, ARTH2258, or ARTH2285. First year Film Studies majors should take FILM2202 Introduction to Film, a required foundation course to ground the student in film language, history, and criticism.

**Information for Study Abroad**

The Boston College Fine Arts Department Foreign Study offers study abroad options for Art History, Film Studies, and Studio Art majors. The department assists students with their options under close supervision, as well as providing encouragement.

The Fine Arts 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 students to consider their growth and development in their specific major and to integrate study abroad with their chosen area of concentration in consultation with their department advisor.

The Art History department advisor is Kenneth Craig, Devlin Hall 424, 617-552-3153, kenneth.craig@bc.edu. The Film Studies department advisor is John Michalczyk, Devlin Hall 434, 617-552-3895, john.michalczyk.1@bc.edu. The Studio Art department advisor is Alston Conley, Devlin 432, 617-552-2237, alston.conley@bc.edu.

**Art History****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).

**ARTH1101 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*

**ARTH1102 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 per week. Assignments will include museum visits and study of significant works of art in Greater Boston.

*Claude Cernuschi*

*Stephanie Leone*

**ARTH1103–1104 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 (ARTH1101-ARTH1102). Critiques and discussions also try to develop greater aesthetic sensitivity.

*Aileen Callahan*

**ARTH1107 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*

**ARTH1109 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*

## ARTS AND SCIENCES

---

### ARTH1130 Intersection of Science and Painting (Spring: 3)

Cross listed with CHEM1102

Satisfies Natural Science Core Requirement

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*

### ARTH2213 Introduction to Islamic Art and Architecture (Fall/Spring: 3)

Satisfies Arts and Cultural Diversity Core Requirements

This course examines the development of Islamic art and architecture through a variety of different approaches. In class, we will examine a dozen masterpieces of Islamic art and architecture and their settings. The examples are drawn from many media, arranged chronologically and spread geographically throughout the Islamic lands.

*Sheila Blair*

### ARTH2222 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*

### ARTH2231 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*

### ARTH2232 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*

### ARTH2238 Renaissance Art and Architecture in Florence

(Summer: 3)

Must apply through OIP

Department Permission required

This course studies painting, sculpture, and architecture in Florence during the Renaissance, c. 1300-1600. Studying the art of this

period in its original location, we seek to understand the relationship between the art of Florence and the city's history, society and culture as it changed over three centuries. We investigate why art was made and what message it conveyed. Topics of discussion include religious versus civic imagery, the role of the artist, private and institutional patronage, humanism, the rise of domestic art, and urbanism.

*Stephanie Leone*

### ARTH2246 Architecture of East Asia (Spring: 3)

Satisfies Cultural Diversity Core Requirement

This course explores a diverse range of architecture in China, Japan, and Korea from ancient to contemporary times. We will investigate the major architectural types in East Asia—including cities, temples, palaces, gardens, and houses—as well as individual monuments, such as Japan's Himeji Castle and the "Bird's Nest" Olympic stadium in Beijing. In addition to examining the architectural histories of these sites, we will discuss thematic uses related to design, space, landscape, ritual, memory, and modernity.

*Aurellia Campbell*

### ARTH2250 Introduction to African Art (Spring/Fall: 3)

Satisfies Cultural Diversity Core Requirement

Offered Periodically

Survey that takes a critical look at centuries of arts from Africa in their cultural and political contexts.

*The Department*

### ARTH2258 Twentieth Century Art (Fall: 3)

Satisfies Arts Core Requirement

The early twentieth-century European and American art world was a hotbed of visual experimentation. A study of French Fauvism and Cubism, Italian Futurism, German and Austrian Expressionism and Bauhaus, Russian Suprematism and Constructivism, Dutch Neo-Plasticism, International Dada and Surrealism, and American Modernism, will highlight the cross-national influences that led to radical artistic invention and new definitions of art.

*Judith Bookbinder*

### ARTH2263 American Icons: Nineteenth-Century Images of National Identity (Fall: 3)

Cross listed with HIST2440

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*

### ARTH2267 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 available on BCInfo.

*Jeffery Howe*

**ARTH2280 Masterpieces of Islamic Art (Spring: 3)**  
Satisfies Arts and Cultural Diversity Core Requirements  
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*

**ARTH3314 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*

**ARTH3330 Spain: Review Spanish Art: From Altamira to Picasso (Fall: 3)**

*The Department*

**ARTH3332 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*

**ARTH3342 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*

**ARTH3347 Age of Baroque: Seventeen Century Art in Italy (Fall: 3)**

This course will study the painting, sculpture, architecture, and urban development of Italy during the late sixteenth and seventeenth century. We will focus on the abundant artistic projects in Rome, the home to the papacy and the birthplace of the Baroque. Particular emphasis will be placed on the relationship between artistic endeavors

and powerful patrons, many of whom were members of the Roman Catholic Church. We will investigate the meanings and uses of art in relation to its social and cultural contexts to understand how art served both sacred and secular goals.

*Stephanie Leone*

**ARTH3350 The Art of the Object/Islamic Art (Fall: 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*

**ARTH3356 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.

*Judith Bookbinder*

**ARTH3368 Contemporary Photography (Spring: 3)**  
Offered Periodically

The course will trace the development of photography from the 1960s—when its status in the art world was fundamentally changed by the rise of conceptualism—to the present. The course will address themes including the relationship between photography and performance art, the culture wars, identity politics, environmental concerns, globalization, digital media, and how photography has been shaped by the art market. Although the course will focus on fine art photography, we will also consider commercial and journalistic work.

*The Department*

**ARTH4401 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*

**ARTH4402 Art and Architecture of the Forbidden City (Spring: 3)**  
Satisfies Cultural Diversity Core Requirement

The Forbidden City palace in Beijing constituted the center of Chinese imperial power from the year 1420, when it was constructed, until the early twentieth century. Now home to the Palace Museum, the Forbidden City attracts millions of tourists annually. In addition to examining the Forbidden City's magnificent halls, temples, gardens, and art objects, produced exclusively for the members of the Ming and Qing imperial courts, students in this course will discuss the shifting roles of the Forbidden City—as a monument, a symbolic form, a social space, a political entity, and a center of cultural production—over a period of approximately six centuries, including the Mao and post-Mao eras.

*The Department*

**ARTH4403 Independent Work I (Fall: 3)**

This course 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*

## ARTS AND SCIENCES

---

### ARTH4406 Independent Study III (Fall: 3)

*Aileen L. Callahan*

### ARTH4417 Paper Trails (Fall: 3)

*The Department*

### ARTH4420 Italian Palaces, 1450-1650 (Fall: 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.

*The Department*

### ARTH4427 Early Medieval Art in Ireland and Britain (Fall: 3)

*The Department*

### ARTH4443 Realism and Symbolism (Fall: 3)

**Offered Periodically**

Gustave Courbet puzzled many in 1855 by titling one of his works a real allegory, highlighting the tensions between Realism and Symbolism which would challenge many in the next decades. This seminar will explore the Realist and Symbolist movements, including on the one hand artists such as Courbet, Manet and Degas, and on the other, Moreau, Gauguin, Fernand Khnopff, and Edvard Munch.

*Jeffery Howe*

### ARTH4499 Advanced Independent Research (Fall/Spring: 3)

Morrissey College of Arts and Sciences (MCAS) students who want the challenge of working intensively on a scholarly or creative project of their own design during their senior year should consider applying for this program. The application deadline is usually in the late fall of a student's junior year. See the MCAS section of this Catalog or contact the Dean's Office for a full description of the requirements.

*The Department*

## Film Studies

### 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).

### FILM1171 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. Equipment is provided.

*The Department*

### FILM1502 Social Problems on the Silver Screen Lab (Spring: 3)

**Offered Periodically**

Film, as a socio-political witness to a specific historical era, documents the past but also speaks poignantly to the present. In this course we will use film to explore central social problems of the modern era—war, hate, and injustice—putting the movies both in historical and aesthetic contexts. Students will not only understand the artistic and historical import of the films in this class, but also will grapple with the difficult ethical questions these films will raise. This course will also promote visual literacy in an increasingly visual world.

*John Michalczyk*

### FILM2202 Introduction to Film Art (Fall: 3)

The basic course introduces essential concepts of film techniques, history, and criticism and supplies the background for more advanced work in film studies. It provides some familiarity with the artistic, economic, technological, and social factors that exerted an influence on the development of the medium and the industry to its present influential role in cultures today. 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*

### FILM2230 Introduction to Video Art (Spring: 3)

**Prerequisite:** Students should have taken at least one studio or film class.

**Cross listed with ARTS2230**

**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.

*Jennifer Friedman*

*Sheila Gallagher*

### FILM2273 Filmmaking II (Fall/Spring: 3)

**Prerequisite:** Filmmaking I or permission of the instructor

**Lab fee required.**

This course is designed for students who want to make movies. Using state-of-art sound film cameras, students develop topics, shoot, and edit their own films. Emphasis is on demystifying the filmmaking process. Equipment is provided.

*John Hoover*

### FILM2274 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 non-linear 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*

### FILM2279 Social Issues in Literature and Film (Summer: 3)

**Offered Periodically**

This course will examine the effective use of the visual image to portray social issues of the twentieth and twenty-first centuries. Topics such as the inequalities of race, gender, and religion will be the focus. Written accounts (short stories and newspaper articles) will offer further interpretations of these subjects.

*John Michalczyk*

*Susan Michalczyk*

**FILM2280 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.*

**FILM2282 Political Fiction Film (Spring: 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*

**FILM2285 Adobe Premiere Editing (Fall: 3)**

**Some equipment required.**

**Restricted to film majors and minors**

This course is an introduction to digital video editing using the Adobe video suite of software including Premiere Pro, Media Encoder, Photoshop, and more. Students will learn the basics of digital video editing ranging from digitizing video to timelines to multiple tracks and mixing Media Encoder, Photoshop, and more.

*Kristoffer Brewer*

**FILM2286 Costa-Gavras: Political Thriller Film (Fall: 3)**

**Offered Periodically**

*John Michalczyk*

**FILM2290 American Film History: Pre-War Period (Fall: 3)**

*The Department*

**FILM3301 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*

**FILM3303 Advanced Screenwriting (Fall/Spring: 3)**

*Prerequisite:* FILM3301

**Limited to 15 students**

This course is for students interested in writing for film, applying the knowledge gained in FILM3301 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*

**FILM3310 The Working Cinematographer: On the Set (Spring: 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, daylight, 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*

**FILM3312 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*

**FILM3325 The Comic Film (Fall: 3)**

Laughter is a universal phenomenon seen widely in films from the birth of cinema in Lumiere Brothers pranks on screen in 1895 to the current spoofs and mockumentaries. This class will trace the evolution of comedy in film from the early silent films (Chaplin), through intellectual comedy (Woody Allen), to the most recent comedies on screen today. The survey will analyze the psychological and sociological essence of comedy in its various forms from slapstick and situational comedy to word-plays and clever one-liners.

*John Michalczyk*

**FILM3331 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*

**FILM3332 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*

**FILM3355 The Cinema of Revolution and Revolt (Fall: 3)**

**Offered Periodically**

*Pamela Berger*

**FILM3381 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 modi-

fied 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 his/her own perspective on the situation.

*John Michalczyk*

### FILM3389 American Directors Series (Spring: 3)

This series will concentrate on several directors who have chosen to work on the East Coast rather than in the Hollywood mainstream, such as Martin Scorsese, Spike Lee, Sidney Lumet, Elia Kazan and Woody Allen. Many have roots in New York and use the City not only as a setting for their narratives but as a metaphor for the human condition they explore. This school of Urban Realism has enriched American film with a gritty documentary strain that stands in strong contrast to the polished Hollywood style.

*Richard A. Blake, S.J.*

### FILM3393 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 A. Blake, S.J.*

### FILM3395 Teaching Assistantship (Fall: 3)

*John Michalczyk*

### FILM3396 Advanced Screenwriting II (Spring: 3)

*Prerequisite:* FILM3303

Department permission required.

Limited to 12 students.

In a round-table setting, students will continue to work on the script they began in Advanced Screenwriting. 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. It is anticipated that students will complete a finished first draft of a full length feature film (100-120 pages) by the semester's end.

The Department

### FILM4440 Independent Study (Fall/Spring: 3)

*The Department*

### FILM4461 Filmmaking III (Spring: 3)

*Gautum Chopra*

### FILM4499 Advanced Independent Research (Fall/Spring: 6)

*John Michalczyk*

### FILM5598 Teaching Assistantship (Spring: 3)

*The Department*

## Studio Art

### 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).

### ARTS1101 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.

*Sheila Gallagher*

*Khalid Kodi*

*Michael Mulhern*

*Mary Sherman*

*Andrew Tavarelli*

### ARTS1102 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 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.

*Mary Armstrong*

*Alston Conley*

*Sheila Gallagher*

*Khalid Kodi*

*Mary Sherman*

### ARTS1103 Issues and Approaches to Studio Art (Fall: 3)

Lab fee required.

Course is intended for Studio Art majors, Studio Art minors, and serious students with previous studio experience.

Freshmen are not advised to take the course.

This course enables students to develop skills and ideas by exploring objective, subjective, and conceptual approaches to a variety of media. Practical exercises include live models, scenarios, memory, 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*

### ARTS1104 Seeing is Believing (Fall/Spring: 3)

Satisfies 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*



**ARTS1117 The Art of Portraiture (Spring: 3)****Offered Periodically**

This drawing course focuses on the genre of portraiture, both in theory and in practice. The *Mona Lisa*, carnival portraits, and everything in between—they all share the same initial approach to the figure. We will first hone in on the structure of the head. From there, we will use value, shapes, and color to create strong portraits with charcoal, gouache, and watercolor pencils. Along with traditional methods we will explore contemporary approaches to portraiture, with differing uses of format, composition, and color schemes. Classroom activities will include demonstration, lecture, and critiques. Basic drawing skills are strongly recommended.

*Sammy Chong*

**ARTS1141 Ceramics I (Fall/Spring: 3)****Lab fee required.**

This course will deal with all phases of ceramics from slab construction to bowl making, and a good deal of effort will go into considering a variety of sculptural possibilities at a foundation level. This course covers the broadest range of ceramic techniques and information. The emphasis in the second semester will be on combining the various techniques and concepts acquired previously into a working order, as well as an exposure to additional technical and conceptual information. Those students starting ceramics in the second semester will be given individual assistance in beginning techniques.

*Mark Cooper*

**ARTS1147 Studio Projects: Installation 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 mathematics, business, nursing, psychology, and the range of areas of study offered at Boston College.

*Mark Cooper*

**ARTS1150 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*

**ARTS1161 Photography I (Fall/Spring: 3)****Lab fee required.****Camera required.****Some of Karl Baden's classes will meet on Wednesdays 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.

*Karl Baden*

*Charles Meyer*

*Sharon Sabin*

**ARTS1163 Introduction to Digital Photography (Spring: 3)****Students must have a digital camera and a laptop for classes.**

Students will become familiar with how to create a photograph with a digital camera and how to use photographic techniques to control the look of an image. Students will develop good digital asset management practices by using Adobe Photoshop. This course introduces the fundamental principals of photography and its history for universal applications and is available to all majors. Students will need to have a DSLR that is at least 10 megapixels to take this course.

*Greer Muldowney*

**ARTS1175 Venice: Drawing From Venetian Masters (Fall: 3)**

*The Department*

**ARTS2208 Drawing the Figure: Observation to Expression (Fall: 3)**

*Prerequisite:* ARTS1101, ARTS2204, or permission of instructor

*Michael Mulhern*

**ARTS2211 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. Students are expected to complete reading and written assignments as well as a visual project.

*The Department*

**ARTS2215 Collage and Mixed Media (Spring: 3)**

*Prerequisite:* At least one art courses at the 1000 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*

**ARTS2218 Making Art Through the Ignatian Lens (Spring: 3)****Offered Periodically**

What is the spiritual? This question constitutes the backbone of the course. It is ideal for students interested in the relationship between the transcendent and art making. The course will first look at how the world's main religions have tackled this connection. The second half will focus on the spirituality of Ignatius of Loyola and the visual arts. Students will develop technical skills in drawing and painting throughout for expressing their own explorations. Readings, lectures, slide presentations, and field trips are intrinsic elements of this course.

*Sammy Chong*

**ARTS2224 Bare Naked Approaches to Painting the Figure-Painting III (Spring: 3)**

*Prerequisite:* ARTS1101-1102 or permission of the instructor

**Lab fee required**

## ARTS AND SCIENCES

---

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 slide 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*

**ARTS2225 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*

**ARTS2230 Introduction to Video Art (Spring: 3)**

*Prerequisite:* At least one studio or film class.

**Cross listed with FILM2230**

**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.

*Jennifer Friedman*

*Sheila Gallagher*

**ARTS2237 Drawing II (Fall: 3)**

*The Department*

**ARTS2242 Ceramics II (Fall/Spring: 3)**

**Lab Fee required**

Ceramics II is a continuation class of Ceramics I. There will be an emphasis on one or more individual projects and one small group collaborative technical research project. Students must have previous ceramics experience in or equivalent to take this course.

*Mark Cooper*

**ARTS2250 Introduction to Digital Design (Spring/Fall: 3)**

This course is an immersive project-based introductory overview of concepts, contexts, tools, and techniques useful in solving a wide range of contemporary design problems, including logos, business cards, propaganda posters, multi-page documents, data visualizations, web page designs, app wireframes, and proposals for site-specific graphics. Beyond the necessary focus on software, including Adobe InDesign, Illustrator, and Photoshop, the course will incorporate discussion and application of typography, color theory and other 2D design concepts affecting how subject matter is perceived. Students will solve problems on behalf of themselves and choose one or more other clients whom they'll strive to serve.

*Brian Reeves*

**ARTS2258 Stage Design I (Spring: 3)**

**Cross listed with THTR3344**

This course will concentrate on contemporary professional design practices and theories for the stage. Students will study the evolution of theater design and will investigate the development of imagistic design forms, produce effective spatial environments and create ideas through rigorous research of imagery. Processes will include script analysis and the study of imagery as well as techniques in drafting and model building.

*Crystal Tiala*

**ARTS2261 Photography II (Fall: 3)**

*Prerequisite:* ARTS1161 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.

*Charles Meyer*

**ARTS2276 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.

*Karl Baden*

**ARTS2280 Digital Diaries: Creating a Personal Body of Work in the Digital Age (Spring: 3)**

**Permission of Instructor required.**

**Students must have their own camera (film or digital) and basic familiarity with Photoshop (ARTS2276 or its equivalent).**

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.

*Karl Baden*

**ARTS2281 Contemporary Issues in New Media (Fall: 3)**

Contemporary Issues in New Media explores the range of possibilities in presenting art work in a new media context. Though an aspect of the class will involve the digital realm as a template for art making, many assignments and projects will engage with the hands on and physical. Concerns regarding the temporal, the projected, as well as the performative will be explored, creating dynamic and open opportunities for artistic forms.

*Andrew Tavarelli*

**ARTS3306 Alternative Approaches in Drawing (Spring: 3)**

*Prerequisites:* Two previous studio classes (one in drawing) or permission of instructor

**Offered Periodically**

Fresh ideas and approaches to drawing are essential for the creative development of a department and its students. This class will explore both traditional and new conceptions of what drawing can be. We will conduct our investigation using traditional materials as well as new media in the service of crossing and pushing established boundaries. The instructor (and the syllabus) will vary each year and will include visiting artists and regular faculty.

*The Department*

**ARTS3321 Painting IV: Layered Image (Fall: 3)**

*Prerequisite:* ARTS1102

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*

**ARTS3328 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*

**ARTS3330 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, gallery visits, and a final portfolio review.

*Andrew Tavarelli*

**ARTS3335 Advanced Digital Design (Spring: 3)****Offered Periodically**

The computer is one of myriad facilitators of the output of intellectual design ideas, but is by no means a creator of digital design

content. This course begins with that notion and will work as a hybrid: equal parts digital skills workshop, where software skills are tested and evaluated, and artist's atelier, where design ideas, both articulated and ineffable, seek meaningful expression. Course content will draw from the fields of art, photography, film, graphic design, industrial design and architecture. In addition to works of two dimensions, this course will explore the translation from digital design to physical object.

*Michael Smith*

**ARTS3361 Photography III (Spring: 3)**

*Prerequisites:* Two of the following courses are required: ARTS1161, ARTS2261, or ARTS2276 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.

*Charles A. Meyer*

**ARTS3385–3386 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.**

A course allowing 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*

**ARTS4473 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*

**ARTS4485–4486 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.**

This course allows 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*

**ARTS4498 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*

## ARTS AND SCIENCES

### ARTS5598 Teaching Assistantship (Fall: 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

**Michael Resler**, *Professor*; A.B., College of William and Mary; A.M., Ph.D., Harvard University

**Rachel Freudenburg**, *Associate Professor*; Chairperson of the Department; B.A., Wayne State University; M.A., Washington University; Ph.D., Harvard University

**Daniel Bowles**, *Assistant Professor*; B.S., Vanderbilt University; A.M., Ph.D., Harvard University

**Geraldine Grimm**, *Lecturer*; B.A., M.A., Trinity College Dublin, Ireland; M.A., Tufts University; Ph.D., Harvard University

**Ursula Mangoubi**, *Lecturer*; M.A., Westfälische Wilhelms Universität Münster, Germany

**Ruth Sondermann**, *Lecturer*, M.A., M.B.A., The Pennsylvania State University; M.A., Westfälische Wilhelms Universität Münster, Germany

#### Contacts

- Administrative Assistant, Martha Kraft, kraftma@bc.edu
- 617-552-3740
- www.bc.edu/german
- german.studies@bc.edu

#### 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 linguistic foundation for a career that is augmented by proficiency in German, and prepare students 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 (GERM2201 and 2202) Composition and Conversation
- Two (GERM2210 and 2211) 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 in order 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., GERM1001, GERM1050, or GERM2201, according to his/her high school language preparation. The student can supplement

this choice with an elective. He/she can select a course in German literature, culture, philosophy, history, art history, music, or a German course offered in English translation. In all, ten one-semester courses in German numbered 1000 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 (GERM1050–1051) or the equivalent. Non-majors may study abroad without intermediate level proficiency in German; since the requirements for each program differ, students should consult the Office of International Programs to learn more. 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, and Vienna are all recommended. Students should consult either Professor Rachel Freudenburg or Professor Michael Resler or Professor Daniel Bowles when planning to study abroad in Germany.

#### 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).

#### GERM1001–1002 German A (Elementary I and II) (Fall/Spring: 3)

**True beginners should also sign up for GERM1003.**

**Students who need additional review and reinforcement should enroll in GERM1004 concurrently.**

Students are introduced to the basics of the German language: vocabulary, grammar, communicating in every-day situations, reading, listening comprehension, and writing. The course is supplemented with 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.

*Rachel Freudenburg*

*Ursula Mangoubi*

*Ruth Sondermann*

#### GERM1003–1004 Elementary German Practicum I and II

(Fall/Spring: 1)

*Corequisite:* GERM1001– GERM1002

This intensive one-hour supplementary course gives students extra help mastering concepts presented in GERM1001 through review and recycling of material. It is open to all students concurrently enrolled in GERM1001 that feel they need more “time on task.” This class is an excellent opportunity to practice conversation in a smaller, more informal group. The grade is chiefly determined by class participation, so more than two absences result in a grade of “C” or “D.”

*The Department*



**GERM1050–1051 Intermediate German I and II (Fall/Spring: 3)**

*Prerequisite:* GERM1001-1002 or equivalent or admission by placement test

Conducted primarily in German.

Counts toward German minor.

Satisfies Foreign Language Proficiency core requirement.

The emphasis will be on further training in active use of the language, with emphasis on reading and conversation. The course includes readings in twentieth-century German prose, fiction, and non-fiction; German culture and society; grammar review; and discussion and composition. Auditors must register.

*Daniel Bowles*

*Geraldine Grimm*

*Michael Resler*

**GERM1061 Intensive Reading in German (Summer: 3)**

No previous knowledge of German is required.

This is a 3-credit course, but students in Graduate School of the Morrissy College of Arts and Sciences have the option of taking this course for one credit.

Although the Department of German Studies does not offer a graduate degree, the following course is available to graduate students from various departments. This course is intended to prepare the student for either a graduate language reading examination or the standardized Princeton type of test and provides him or her with the ability to read general or specialized material in his or her own major field as well as in related areas.

*Ursula Mangoubi*

*Ruth Sondermann*

**GERM1063 Triumphs and Failings of Modern Man (Fall/Spring: 3)**

Satisfies Literature Core Requirement

Offered Biennially

Conducted in English with all texts in English translation.

Counts toward German major, 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*.

*Daniel Bowles*

**GERM1175 Business German (Spring/Fall: 3)**

*Prerequisite:* GERM1051 or the equivalent

Conducted in German.

Counts toward German major, 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. Not suitable for native speakers of German.

*Ruth Sondermann*

**GERM2201–2202 German Composition and Conversation I and II (Fall/Spring: 3)**

*Prerequisite:* GERM1050-1051 or their equivalent

Auditors must register.

Required for German major and German minor.

Satisfies Foreign Language Proficiency core requirement.

This course is designed to improve fluency in spoken and written German. Review of grammar will be restricted to a few selected, difficult items. Short German compositions will be written periodically. Course work includes systematic vocabulary building (including German idiomatic expressions and compound nouns and adjectives), listening comprehension, speaking exercises (spontaneous and guided dialogues), and reading.

*Daniel Bowles*

**GERM2210–2211 History of German Literature I and II (Fall/Spring: 3)**

*Prerequisite:* GERM1050-1051 (with a B- or better) or the equivalent

Offered Biennially

Conducted in German.

Required for German major.

Counts toward German minor and German Studies minor.

Satisfies Foreign Language Proficiency core requirement.

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*

**GERM2218 German Feature Film: A Survey (Fall/Spring: 3)**

Offered Biennially

Conducted in German

Counts toward German major, minor, and German Studies minor.

Satisfies Foreign Language Proficiency core requirement.

An introduction to feature films from Germany and Austria from the 1920s to the present. Questions of personal, cultural, gendered, sexual, religious, and national identity give the course thematic cohesion. Films to be discussed are: *Das blaue Licht* (The Blue Light), *M, Die Mörder sind unter uns* (The Murderers Are Among Us), *Sissi, Das Boot* (The Boat), *Deutschland bleiche Mutter* (Germany Pale Mother), *Memphisto, Taking Sides, Hitlerjunge Salomon* (Europa, Europa), *Männer* (Men), *Lola rennt* (Run Lola Run), *Ich bin meine eigene Frau* (I Am My Own Woman), *Aimee und Jaguar, Nirgendwo in Afrika* (Nowhere in Africa), and *Goodbye Lenin*.

*Rachel Freudenburg*

**GERM2220 Goethe und Schiller (Fall: 3)**

Offered Biennially

Conducted in German.

Counts toward German major, minor, and German Studies minor.

This course is for students with at least a third year level of German.

Satisfies Foreign Language Proficiency core requirement.

A study of selected dramas and lyrics of Goethe and Schiller. The development on the part of both poets from early Storm and Stress to the later Classicism will be systematically traced. Throughout

## ARTS AND SCIENCES

---

the course the literature will be linked to the larger cultural context of its age, with particular attention to the philosophical (Herder, Schiller, Winckelmann, and Kant) and musical (Haydn, Mozart, and Beethoven) heritage of Germany in the eighteenth and early nineteenth centuries.

*Michael Resler*

**GERM2222 Music and Word: The German Musical Heritage (Fall: 3)**

*Prerequisite:* GERM1050-1051 or the equivalent

**Offered Biennially**

**Conducted in German.**

**No formal knowledge of music required.**

**Counts toward German major, minor, and German Studies minor.**

**Satisfies Foreign Language Proficiency core requirement.**

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*

**GERM2240 King Arthur in German Literature (Spring: 3)**

**Cross listed with ENGL3304**

**Offered Biennially**

**Conducted in English with all texts in English translation.**

**Counts toward German major, 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.

*Michael Resler*

**GERM2290 Advanced Reading in German (Spring: 3)**

*Prerequisite:* GERM 1050-1051 or the equivalent

**Conducted in German.**

**Counts toward German major and German Studies minor.**

**Required for German minor.**

**Satisfies Foreign Language Proficiency core requirement.**

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.

*Hanni Myers*

**GERM2299 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*

**GERM3320 German Business and Trends in Europe (Spring/Fall: 3)**

*Prerequisite:* GERM2202 (with a B- or better) or the equivalent

**Offered Biennially**

**Conducted in German.**

**Counts toward German major, minor, and German Studies minor.**

**Satisfies Foreign Language Proficiency core requirement.**

This advanced-level German language course offers an insight into business practices, such as hiring and firing, labor laws, the developing entrepreneurship scene in Germany, and the ever changing role of the European Union. Aging population, immigration, a changing education system, and a reduced social benefit system are some of the trends that can be observed in many European countries, and businesses have to adapt to them. The opportunity of taking the Zertifikat Deutsch für den Beruf (ZDfB) and extensive practice for this test will be provided in the class.

*Ruth Sondermann*

**GERM6601 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 the Morrissey College of Arts and Sciences. All proposals must be approved by the Chair and the Departmental advisor.

*The Department*

**GERM6699 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. These students may begin a six credit research project that will lead to a 60 to 80 page honors thesis completed during the fall and spring of their senior year. 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

**John L. Heineman**, *Professor Emeritus*; A.B., University of Notre Dame; Ph.D., Cornell University

**Roberta Manning**, *Professor Emeritus*; B.A., Rice University; M.A., Ph.D., Columbia University

**David A. Northrup**, *Professor Emeritus*; B.S., M.A., Fordham University; M.A., Ph.D., University of California, Los Angeles

**Alan Reinerman**, *Professor Emeritus*; B.A., A.M., Xavier University; Ph.D., Loyola University of Chicago

- Peter H. Weiler**, *Professor Emeritus*; A.B., Stanford University; A.M., Ph.D., Harvard University
- Silas H.L. Wu**, *Professor Emeritus*; A.B., National Taiwan University; A.B., University of California at Berkeley; A.M., Yale University; Ph.D., Columbia University
- Paul Breines**, *Associate Professor Emeritus*; A.B., A.M., Ph.D., University of Wisconsin
- Ellen G. Friedman**, *Associate Professor Emeritus*; B.A., New York University; Ph.D., C.U.N.Y. Graduate School
- Alan Lawson**, *Associate Professor Emeritus*; A.B., Brown University; A.M., University of Wisconsin; Ph.D., University of Michigan
- John H. Rosser**, *Associate Professor Emeritus*; A.B., University of Maryland; A.M., Ph.D., Rutgers University
- Paul G. Spagnoli**, *Associate Professor Emeritus*; A.B., Holy Cross; A.M., Ph.D., Harvard University
- Frank Fonda Taylor**, *Associate Professor Emeritus*; B.A., M.A., University of West Indies; Ph.D., University of Geneva
- James E. Cronin**, *Professor*; B.A., Boston College; M.A., Northeastern University; Ph.D., Brandeis University
- Robin Fleming**, *Professor*; B.A., M.A., Ph.D., University of California at Santa Barbara
- Thomas Hachey**, *University Professor*; Ph.D., St. John's University
- Seth Jacobs**, *Professor*; B.A., Yale University; M.D.A., DePaul University; M.A., University of Chicago; Ph.D., Northwestern University
- Marilynn S. Johnson**, *Professor*; B.A., Stanford University; M.A., Ph.D., New York University
- Kevin Kenny**, *Professor*; Chairperson of the Department; 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
- 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 Provost and Dean of Faculties*; 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
- Conevery Valencius**, *Professor*; B.A., Stanford University; 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
- Charles R. Gallagher, S.J.**, *Associate Professor*; S.T.B., Katholieke Universiteit Leuven; B.D., Heythrop College, University of London; M.A., Binghamton University; Ph.D., Marquette University
- Mark I. Gelfand**, *Associate Professor*; A.B., City College of New York; A.M., Harvard University; Ph.D., Columbia 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
- Robert A. Maryks**, *Associate Professor*; M.A., University of Warsaw; S.T.B., Pontificia Facoltà Teologica; Ph.D., Fordham University
- Arisa Oh**, *Associate Professor*; B.A., Yale University; M.A., Ph.D., University of Chicago
- 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
- Dana Sajdi**, *Associate Professor*; B.A., American University of Cairo; M.A., Ph.D., Columbia University
- Sylvia Sellers-Garcia**, *Associate Professor*; B.A., Brown University; M.Phil., St Antony's College, Oxford; Ph.D., University of California, Berkeley
- Franziska Seraphim**, *Associate Professor*; A.B., University of California at Berkeley; M.A., M.Phil., Ph.D., Columbia 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
- Thomas W. Dodman**, *Assistant Professor*; B.A., M.A., University College London; Ph.D., University of Chicago
- Nicole Eaton**, *Assistant Professor*; B.A., University of Indianapolis; M.A., Ph.D., University of California, Berkeley
- Penelope Ismay**, *Assistant Professor*; B.S., U.S. Naval Academy; M.S., Joint Military Intelligence College; M.A., St. John's College; M.A., Ph.D., University of California, Berkeley
- Priya Lal**, *Assistant Professor*; B.A., Columbia University; Ph.D., New York University
- Zachary Matus**, *Assistant Professor*; B.A., Johns Hopkins University; M.T.S., Harvard Divinity School; Ph.D., Harvard University
- Yajun Mo**, *Assistant Professor*; B.A., Fudan University; M.A., The Chinese University of Hong Kong; M.A., Ph.D., University of California, Santa Cruz
- Ling Zhang**, *Assistant Professor*; B.A., Peking University; M. Phil., Ph.D., University of Cambridge
- Robert Savage**, *Associate Professor of the Practice*; B.A., Boston College; M.A., University College Dublin; Ph.D., Boston College
- Karen Miller**, *Assistant Professor of the Practice*; B.A., M.A., University of California, San Diego; Ph.D., University of California, Santa Barbara

#### Contacts

- Department Administrator: Colleen O'Reilly, Stokes Hall, S301-A, 617-552-3802, colleen.oreilly@bc.edu
- Graduate Program Assistant: Rebecca Rea, Stokes Hall, S301-B, 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 (six-credit) University Core sequence in modern history (selected from courses numbered HIST1001 through HIST1099), a History major is required to complete at least 30 additional credits in history, including the following: a 2-semester (6-credit) sequence in U.S. History (HIST2401–2402); three credits of HIST3300 *The Study and Writing of History* (selected from courses numbered HIST3301 through HIST3599 and preferably taken in the sophomore or junior year); at least six credits in non-Western history; and at least 12 credits of upper-division electives (numbered 4001–4962). All students who are not writing a senior honors thesis in History must take three of their upper-division credits in the form of either a senior colloquium or seminar (HIST5001–5499). 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/schools/cas/history/undergrad/major.html](http://www.bc.edu/schools/cas/history/undergrad/major.html).

Students planning to major in history are strongly encouraged to take the University History Core in their freshman year. Note that a score of 4 or 5 on the Advanced Placement test in European or world history fulfills the 2-semester (6-credit) University Core requirement in history, and a similar score on the A.P. test in American history fulfills the two-semester (6-credit) U.S. History requirement. [For students in the Class of 2018 and later: A History Major with a score of 4 or 5 on the American History Advanced Placement Examination may substitute 6 credits of U.S. History electives for the HIST2401–2402 sequence.]

Students may take a maximum of 12 foreign-study credits, no more than six of which may be upper-division credits, among the thirty 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 HIST3300 *The Study and Writing of History* and six of the upper-division credits, must be taken at Boston College during the regular academic year. (Students should also note that the Morrissey 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 120 credits required for the degree.)

**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 4001–4962) 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 require-

ments, 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 history from late medieval times to the present. All history courses numbered between HIST1001–1099 fulfill this requirement. Every student must take two halves of a sequence: one first half class, which covers c. 1300–1800, and one second half class, which covers 1800 to the present. Although students are encouraged 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. Through the History Core, students will learn how to (1) use primary sources to interpret the past, and (2) explain change over time.

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 for foreign study courses for Core credit must get permission from the Core Moderator, and they are strongly urged to do so before going abroad. In order for a course taken abroad to fulfill the History Core requirement, it must cover the time periods outlined above (c. 1300–1800 for History Core I, and 1800 to the present for History Core II) and examine more than one country, surveying historical developments in a global or world-regional framework. Similar guidelines apply to summer classes and courses transferred from a previous institution. At least one of the Core courses must be taken at Boston College.

For further information about the History Core, please visit [www.bc.edu/schools/cas/history/core/core\\_requirements.html](http://www.bc.edu/schools/cas/history/core/core_requirements.html).

**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 *The Study and Writing of History*, 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 Study and Writing of History requirement 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 or the History Honors Program, please contact Professor Mark Gelfand, Director of Undergraduate Studies, at 617-552-8451 or by e-mail at [mark.gelfand@bc.edu](mailto:mark.gelfand@bc.edu).

### 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).

#### HIST1001–1002 Europe in the World I and II (Fall/Spring: 3)

Satisfies History Core Requirement

Offered Periodically

The 2-semester course focuses on Europe and the world from the Black Death through the Haitian Revolution. Topics covered in the course include the Black Death and Renaissance, European expansion across the Atlantic and Indian Oceans, Europe and the Ottoman Turks, religious reformation and warfare, early capitalism and transatlantic slavery, early modern science and the Enlightenment, and the French and Haitian Revolutions.

*Sarah Ross*

*Nicole Eaton*

#### HIST1011–1012 Atlantic Worlds I and II (Fall/Spring: 3)

Corequisite: HIST1013-HIST1014

Satisfies History Core Requirement

Offered Periodically

This 2-semester course surveys the history of the Atlantic world between the arrival of the Black Death in Europe in the mid-fourteenth century and the French Revolution at the end of the eighteenth century. We will pay particular attention to the ways in which the often violent encounters between people in this region of the world produced new social, cultural, and economic forms. Among these were ideas about gender, race, and the relationship between communities and individuals; notions of equality; and the emergence of a global system of trade.

*Charles Gallagher*

*Owen Stanwood*

#### HIST1019–1020 Democracy, Rights, and Empire I and II

(Fall/Spring: 3)

Satisfies History Core Requirement

Offered Periodically

The 2-semester course is an inquiry into the origins of modernity (c. 1350-1800) by considering European capitalism, early colonialism, New World slavery, religious warfare, political revolutions (e.g., the French and Haitian revolutions), the Scientific Revolution, and the Enlightenment. Looked at another way, the course is chiefly about the first global economy and European greed, racism, exploitation, and fanaticism, out of which, in the 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. The second part of this course traces the development of Western society in the nineteenth and twentieth centuries. Special emphasis will be placed on the question of “rights.” Who has them? Who does not? What rights do they have? How does this change over time? What tactics have been used to win and/or deny rights? Topics include European revolutions, industrialization, women’s history, nationalism, imperialism, war, genocide, decolonization, and reconstruction after WWII.

*Devin Pendas*

#### HIST1027–1028 Modern History I and II (Summer: 3)

Satisfies History Core Requirement

This 2-semester course surveys the historical development of Europe from the Renaissance to the present, with the intention of explaining how the unique Western society in which we live today came into being. The great expansion of European power and culture since 1500 has made the development of Europe a key to understanding the modern world as a whole. Particular emphasis is placed on political, diplomatic, and cultural factors, but social, economic and religious aspects are also covered. The first semester will cover the period from the Renaissance through the French Revolution. The first half is a hybrid course consisting of on-line discussions and one class meeting per week.

*Martin Menke*

*Peter Moloney*

#### HIST1039 The West and the World 1500-1789 (Summer: 3)

Satisfies History Core Requirement

The past five hundred years witnessed the rise to power and prosperity of Western societies. This course examines the significance of the beginning of global relationships. Includes issues in early modern European history, as well as early exploration, the colonization of America, the African slave trade, and the Atlantic economic dependency.

*Karen Miller*

#### HIST1040 The West and the World Since 1789 (Summer: 3)

Satisfies History Core Requirement

This is the second of two courses that survey the historical development of Europe from the Renaissance to the present, with the intention of explaining how the unique Western society in which we live today came into being. The great expansion of European power and culture since 1500 has made the development of Europe a key to understanding the modern world as a whole. Particular emphasis is placed on political, diplomatic, and cultural factors, but social, economic and religious aspects are also covered. This course will cover the period from the fall of Napoleon to the present.

*Peter Moloney*

**HIST1055–1056 Globalization I and II (Fall/Spring: 3)****Satisfies Cultural Diversity and History Core Requirements**

“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***HIST1077–1078 Globalization I and II (Fall/Spring: 3)****Satisfies Cultural Diversity and History Core Requirements****Offered Periodically**

For description of course see HIST1055–1056

*The Department***HIST1083–1084 Globalization I and II (Fall/Spring: 3)****Satisfies Cultural Diversity and History Core Requirements**

For description of course see HIST1055–1056

*The Department***HIST1087–1088 Globalization I and II (Fall/Spring: 3)****Satisfies Cultural Diversity and History Core Requirements**

For description of course see HIST1055–1056

*The Department***HIST1093–1094 Modern History I and II (Fall/Spring: 3)****Satisfies History Core Requirement**

This 2-semester course covers several centuries of time (prior to 1800) and traces the political, social, economic, and cultural changes that created the modern world. Depending on the expertise of the instructor, different parts of the world may serve as focal points for examining the complex historical processes behind modern-day transnational relationships, values, and ideas. As part of the Core Curriculum, this course seeks to broaden students’ intellectual horizons by exposing them to new places, periods, and perspectives.

*The Department***HIST1113–1114 The African Diaspora and the World I and II (Fall/Spring: 3)****Satisfies Cultural Diversity and History Core Requirements****Offered Periodically**

This 2-semester course is a sequence that explores the African diaspora and its relationship to the world. By African diaspora, we are referring to both the continent and the communities of people of African descent that have formed in the Americas, in Europe, and in Asia as the result of forced and voluntary migrations over the last five hundred years. The course seeks to foster a fuller understanding of the African diaspora’s role in the development of the modern world and the experiences of African-descended peoples from a global perspective.

*Priya Lal**Martin Summers***HIST1505 Planet in Peril: The History and Future of Human****Impacts on the Planet (Fall: 6)****Cross listed with SOCY1509****Satisfies History and Social Science Core Requirements****Core Renewal Course: Complex Problems**

The twenty-first century opened with crises of climate, bio-diversity, and eco-system functioning. In this class we address ecological overshoot from the perspectives of sociology and history, emphasizing the role of inequality, the state, inequality and power. The course combines contemporary analyses with a long historical record of human impact, considering both the familiar and the novel in the realm of ecological challenges. We devote substantial attention not only to causes but to solutions. Topics to be covered include: the Columbian exchange, forests, agriculture, water, climate change, toxics, and population. Solutions include state policy, social movements, individual action, and social innovation.

*Prasanna Parthasarathi**Juliet Schor***HIST1701 Truth-telling in History (Fall: 3)****Satisfies History Core Requirement****Core Renewal Course: Enduring Questions**

This course examines both the difficulties of finding “truth” in historical documents and the challenges of writing truth about the past. Do any primary sources tell the truth? Does the work of interpretation always result in distortion? Does history, however it may be built on fact, become a form of fictionalizing? We will consider the dilemmas posed by oral history, the expectations of popular and scholarly histories, and the contrasting expectations for works of historical fiction. The final project will be a piece of historical fiction, a memoir, a popular history, or a similar creative project that wrestles with these issues.

*Sylvia Sellers-Garcia***HIST2043 The First Emperor and the Rise of Imperial China****(Spring: 3)****Satisfies Cultural Diversity Core Requirement****Offered Periodically**

This course studies the history of early imperial China, by focusing on the short reign of the First Emperor of the Qin dynasty (221–210 BCE). Students will learn to use a variety of materials (literary, archaeological, artistic, and multimedia) and to think critically about issues including the formation of China’s early imperial dynasties; early China’s social, intellectual, and cultural histories; the continuity of China’s bureaucratic system and authoritarian tradition; and China’s relations with the outside world. The course is reading and discussion intensive.

*Ling Zhang***HIST2044 Chinese Environmental History (Fall: 3)****Satisfies Cultural Diversity Core Requirement****Offered Periodically****Fulfills the Non-Western Requirement for History majors**

Environmental degradation in contemporary China has attracted widespread attention. To understand China’s environmental dilemmas, this course investigates key topics in Chinese environmental history over the last two millennia. The course begins with a broad survey of environmental problems in contemporary China. It then explores Chinese ideas and thoughts about the relationship between nature and human beings. It finally journeys back to pre-modern China to look at the historical roots of many environmental problems. The course

focuses on several regional cases, and examines how different parts of China developed different relations with their environments and different strategies for dealing with them.

*Ling Zhang*

**HIST2045 A Material and Cultural History of Food in China**

(Fall: 3)

**Offered Periodically**

**Fulfills the Non-Western Requirement for History majors**

This course studies historical continuity and changes of dietary traditions and culinary practices in China. We will examine how certain foods gave possibilities to and conditioned China's cultural formation and, in return, how food and ways of eating are culturally, socially, and politically constructed. The course's themes include food and religion in early China, food and Chinese medicine in the early medieval, food exchanges with central Asia, food and urbanization during the "Medieval Economic Revolution," the New World food in late imperial China, regional culinary and cultural diversities, and eating in globalized, modern China.

*Ling Zhang*

**HIST2051 Modern China (Spring: 3)**

*Prerequisite:* The History Core, Parts I and II

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

**Fulfills the Non-Western Requirement for History majors**

The history of China from the mid-nineteenth century onward can be divided into four sections: the fall of the Qing Empire; the developments in the Republican era; the post-1949 attempts at socialist transformation; and the course and consequences of economic reform since the early 1980s. This course will explore Chinese society as it was understood by the Chinese as well as by outsiders. The focus will be on the daily life of ordinary people, and on the forces that helped shape that life: the state, village and urban economic activity, ethnic conflicts, gender relations, foreign imperialism, and reforms and revolutions.

*Yajun Mo*

**HIST2155 Podcasting the Ottomans (Spring: 3)**

**Offered Periodically**

**Fulfills the Non-Western Requirement for History majors**

The Ottoman Empire (1299-1922) connected West Asia, North Africa, and parts of Europe, and was of the largest and longest lasting empires in world history. This course deals with aspects of the social and cultural history of, and the latest trends in scholarship on, the Ottomans by using the Ottoman History Podcast as a launching point each week. Each podcast features an interview with a scholar accompanied by a suggested reading list. Students will listen to a selected podcast and do the assigned reading and will keep a "scholarly diary," which will be submitted in lieu of exams.

*Dana Sajdi*

**HIST2180 Africa Since 1850 (Spring: 3)**

**Offered Periodically**

**Fulfills the Non-Western Requirement for the History major**

This course provides an overview of the recent history of Sub-Saharan Africa. It begins by examining colonization and the dynamics of colonialism, then traces the development of anti-colonialism and nationalism, and concludes by surveying the trajectories of post-colonial states and societies. Throughout the semester we will think about popular experiences in addition to institutional or elite narratives, ask

questions about the changing position of Africa in the world, and contemplate the stakes of conceptualizing African history in the present. Materials will include a range of academic literature, fiction, and non-fiction works by African intellectuals, and visual media.

*Priya Lal*

**HIST2221 An Outsider's History of the High and Late Middle Ages (Fall: 3)**

**Offered Periodically**

This course is an introduction to the High and Late Middle Ages that focuses on voices of marginal individuals and groups. Women, Jews, dissenters, beggars, (false) prophets, and the possessed—not necessarily mutually exclusive categories—will be subjects of our study. Our central concern will be the shaping of medieval societies through the tension between the peripheral and the traditional.

*Zachary Matus*

**HIST2230 Science before the Scientific Revolution (Spring: 3)**

**Offered Periodically**

The advent of modern science in the Western world was never a necessary outcome of Western intellectual activity. Yet histories of science frequently spin a tale of intellectual progress leading inexorably to scientific thinking (and hint at brighter futures to come). This course examines the technologies and philosophical tools that would give rise to science, but with an eye to their historical contexts and their many non-scientific aspects. We especially will focus on how pre-modern medicine, astronomy, and alchemy relate, or do not, to their modern counterparts.

*Zachary Matus*

**HIST2240 Irish History: An Introduction (Spring: 3)**

**Offered Periodically**

Covering the broad sweep of Irish history from ancient Celtic times until the present; no prior knowledge is presumed. Topics include: the coming of Christianity; the various invasions by the "Danes," and the Normans; relations between the various groups in Ireland in the high Middle Ages; the Reformation; the movement from Lordship to Kingship; and the attempts to impose Protestantism on the country. We will examine the role of Cromwell and William III, the Penal Laws, rebellion, Ireland's position in the United Kingdom, partition, sectarianism and the most recent Troubles ending with the Good Friday Agreement and the Celtic Tiger.

*Oliver Rafferty*

**HIST2251 The Credit Nexus: The Secret History of the Economy in Britain, 1600s-1900s (Spring: 3)**

**Offered Periodically**

In his *Wealth of Nations*, Adam Smith pointed to the shift from barter to cash as the critical turning point from a feudal to a modern economy in Britain. Unlike barter, cash was capable of facilitating anonymous exchange between strangers, greatly increasing the scope for economic growth. Recently, however, scholars have discovered that the vast majority of economic exchanges in Britain in Smith's era were conducted on the basis of credit rather than cash. And this credit was largely personal, connecting thousands of individuals in networks of trust. This course will examine this new social history of the British economy.

*Penelope Ismay*

## ARTS AND SCIENCES

### HIST2254 A Social History of Money in the World (Fall: 3)

#### Offered Periodically

Money, they say, makes the world go round. But what is it? How does it acquire value? Who or what says how much it is worth? This question has been answered in very different ways throughout time and throughout the world. Even today the meaning of money varies greatly. This course will explore the meaning of money mostly in ancient, medieval, and modern Europe and America but we will also explore the meaning of money in non-Western parts of the world, as well.

*Penelope Ismay*

### HIST2255 History of Terrorism (Fall: 3)

#### 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, theories of modern war, anarchism, totalitarian state terror, anti-colonial violence, 1960s radicalism, and religiously motivated violence.

*Julian Bourg*

### HIST2269 World War II (Fall: 3)

#### Offered Periodically

This course analyzes the global history of the Second World War, from its origins in the 1930s to its aftermath in the late 1940s. The emphasis will be as much on the broad social and political war as much as on the strict military history.

*Devin Pendas*

### HIST2401–2402 U.S. History I and II (Fall/Spring: 3)

*Prerequisite:* The History Core, Parts I and II

This 2-semester course is a survey of the political, social, economic, and intellectual developments that have shaped and influenced the growth of the United States from a colonial appendage to a world power. The course seeks to provide a firm chronological foundation for the study of the American past but seeks to go beyond narrative and to provide analytical insights into the institutions, society, economy, and ideas upon which American civilization is founded. Consideration will be given to continuity, change, and conflict in American society.

*Heather Richardson*

### HIST2421 American Presidency (Fall: 3)

#### 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*

### HIST2475 America's War in Vietnam (Fall: 3)

#### Offered Periodically

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 ori-

gins 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*

### HIST2476 The Cold War in the Third World (Spring: 3)

#### Offered Periodically

The half-century conflict between the United States of America and the Soviet Union began in the mid- to late-1940s when the two superpowers established spheres of influence in Europe. Thereafter, unable to make much headway on the Continent, Washington and Moscow jockeyed for influence in the so-called "third world" of developing, decolonizing, and predominantly non-white areas in Africa, Asia, and Latin America. This course examines America's campaign to win the third world to its side, and the often tragic consequences of that effort, as U.S. policymakers frequently wound up simplifying local and regional developments, equating nationalism with communism, aligning America with unstable and unrepresentative regimes, and wedding American interests to the status quo in places experiencing massive social, political, and economic upheaval.

*Seth Jacobs*

### HIST2481–2482 African-American History I and II (Fall/Spring: 3)

Cross listed with AADS1104-AADS1105

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*

### HIST2484 Focus on Civil Rights: The Montgomery Bus Boycott

(Fall: 3)

Cross listed with AADS2484

#### Offered Periodically

This course dissects the 382-day bus boycott by Montgomery, Alabama's black residents. Though not the first protest of its kind, it introduced two iconic figures to the national stage: Martin Luther King, Jr. and Rosa Parks. Four simple questions provide the foundation for the class, but the answers are unexpectedly complicated: What "law" did Parks violate? Why did Montgomery's black residents rally around Parks' 1955 arrest? How did Rev. King become the boycott's "voice" and "face," even though he was a relative newcomer to the city? How did this lengthy boycott change Montgomery's black community in the short term?

*Karen Miller*

### HIST2485 Foodways and Folkways in African American History

(Spring: 3)

Cross listed with AADS2485

#### Offered Periodically

Food provides a lens through which to explore and compare the impact of this dispersal on a people as they moved, adapted long-held practices to new places, new times, and new concerns. This course focuses on several themes such as evolving food customs and traditions,



how those traditions reflect the common bonds as well as the limitations of diaspora, the politics, economics, and health implications of food availability and scarcity, and the presence of food as a dynamic element in cultural production and representation in art, literature, film, and history. Students will examine and share their own familial food traditions and histories.

*Karen Miller*

**HIST2502 Introduction to Feminisms (Fall/Spring: 3)**

**Cross listed with ENGL2125, SOCY2225 and COMM2225**

**Fulfills Women Writer's requirement for ENGL/LSOE majors.**

This introductory course offers both an overview and a foundation for understanding the various movements that make up what has come to be called the feminist movement in the U.S. Because systems of privilege and disadvantage shape women's and men's identities and social positions in multiple and unique ways, Introduction to Feminisms analyzes gender from an interdisciplinary approach and applies numerous academic disciplinary methods to the study of gender, including history, literature, psychology, and sociology, and explores women's and men's experiences within various cultural contexts, including socioeconomic class, race and ethnicity, religion and spirituality, nations of citizenship, origin and generation.

*Julie Grigsby*

**HIST2507 Black Robe: Representations of the Jesuits in Film**

**(Spring: 3)**

**Offered Periodically**

The Jesuits, for better or worse, were involved in virtually every facet of modern culture, sciences, and politics around the globe. They were, for instance, theologians, polemicists, political theorists, astronomers, dramatists, pharmacists, architects, engineers of city fortifications, governors of Amerindian settlements, cartographers, musicians, and, above all, missionaries and schoolmasters. Almost from the moment the Jesuits were founded in 1540 they suffered from misunderstanding, some positive, much of it negative, which has been expressed in a variety of ways until today. This course examines contrasting representations of the Jesuits in contemporary film.

*Robert Maryks*

**HIST2830 Boston Neighborhoods (Summer: 3)**

**Offered Periodically**

An historical look at Boston explores parts of its neighborhoods, including the old West End, the South End, the North End, South Boston, East Boston, Charlestown, Dorchester, Roxbury, Jamaica Plain, Mattapan, Hyde Park, and West Roxbury. Walking and bus tours are planned during the regular class meetings.

*The Department*

**HIST2831 Modern America, 1945–Present (Summer: 3)**

An investigation of America since World War II. Topics include the Cold War, McCarthyism, Civil Rights, Vietnam, the women's movement, the Reagan years, and life in the 1980's, 1990's to the present.

*Alexander Bloom*

**HIST2848 U.S. Religious History in the Twentieth Century**

**(Summer: 3)**

**Offered Periodically**

A survey of the major religious developments in the U.S. during the twentieth century.

*The Department*

**HIST2849 U.S. History, 1900-1945 (Summer: 3)**

**Offered Periodically**

The major political, economic, social, and cultural developments of the the first half of the twentieth century will be explored.

*The Department*

**HIST3199 Study and Writing of History: Social Biography (Fall: 3)**

*Prerequisite:* The History Core, Parts I and II; History major Standing  
**Offered Periodically**

This course is about the pursuit of the mundane, the personal, and the micro-level in order to reveal the political, the collective, and the macro-level. Students will use personal narratives (diaries, letters, interviews) to reconstruct individual lives of regular people and see these lives as windows onto larger phenomena in history. In other words, this is an exercise in social biography. A social biography is not about the lives and works of great men but about how the life experience of a regular person is both symptomatic and constitutive of the society at large.

*Dana Sajdi*

**HIST3262 Study and Writing of History: Social and Political**

**Violence in the Twentieth Century (Spring: 3)**

*Prerequisite:* The History Core, Parts I and II; History major Standing  
**Offered Periodically**

The aim of this course is to enable students to pursue an in-depth study of the history of Ireland's violent past in its twentieth century manifestation. This will initially take the form of a general survey of the revolutionary generation 1913-23 and how this set the pattern for violent encounter with both the British and Irish states for the rest of the century. Students will then opt to look at one aspect of social and political violence and write a 25 page paper exploring these themes.

*The Department*

**HIST3280 Study and Writing of History: Life and Death in the**

**Bloodlands of the Eastern Front (Spring: 3)**

*Prerequisite:* The History Core, Parts I and II; History major status  
**Offered Periodically**

This course introduces students to the practice of history through intensive reading, research, and writing about the lives of ordinary people living "the Bloodlands," the areas of Eastern and Central Europe caught in cycles of violence during Hitler's and Stalin's rules. Through reading historians' interpretations and primary source documents of soldiers, civilians, perpetrators, victims, and bystanders, students will develop an independent research project and produce a 25-page paper based on original research. Knowledge of German, Slavic, or other applicable languages beneficial but not required.

*Nicole Eaton*

**HIST3361 Study and Writing of History: Narrating and**

**Documenting Latin America (Fall: 3)**

*Prerequisite:* The History Core, Parts I and II

**Offered Periodically**

Students will write a study of how documents and texts produced in the United States present an important person, whether artist or politician, or an event, be it a natural disaster or a controversial election. The course focuses on the different types of clues about truths that sources offer.

*Deborah Levenson*

**HIST3362 Study and Writing of History: Early Maps and Distant Places (Spring: 3)**

*Prerequisite:* The History Core, Parts I and II; History major Status Offered Periodically

This course is built around maps of the early modern world. Paraguay, Madagascar, Turkey, China, Ireland, and New England: whether near or far, these are some of the many places captured cartographically on printed pages prior to 1800. Topics include conceptions of mapping, the history of cartography, and the related histories of empire and exploration. Students will write research papers on individual maps, groups of maps, or travel accounts. Our principal sources will be drawn from the Burns Library, but students are welcome to research at other libraries (like the Boston Public Library, which also has an excellent map collection).

*Sylvia Sellers-Garcia*

**HIST3435 Study and Writing of History: Slavery and Memory: The WPA Narratives and Antebellum Slavery (Fall: 3)**

*Prerequisite:* The History Core, Parts I and II; History major Status Offered Periodically

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.

*Cynthia Lyerly*

**HIST3501 Study and Writing of History: Jesuits and Slavery (Fall: 3)**

*Prerequisite:* The History Core, Parts I and II; History major Standing Offered Periodically

This course will introduce students to the processes of historical research through an examination of the role of slavery in early Jesuit missions in America, from the colonial period through the Civil War. After initial readings in the history of Jesuits in the United States, students will identify a topic of interest and will conduct research in original sources, available on this campus and elsewhere. They will prepare a major research paper summarizing their findings.

*James O'Toole*

**HIST4003 Public Culture in Postwar Japan (Spring: 3)**

*Prerequisite:* The History Core, Parts I and II  
Satisfies Cultural Diversity Core Requirement  
Offered Periodically

**Fulfills Non-Western Requirement for History majors**

This course explores the themes in Japanese public culture since 1945 from a historical perspective. They include the place of war memory in public life, changing social values concerning women and family, cultures of political protest, ethnic diversity, new (and old) religions, and icons of popular culture. The readings focus on major recent works by historians, anthropologists, psychologists, and literary scholars designed to broaden our view of postwar Japan from critical new perspectives. Students will also have the chance to do some research into an area of their particular interest. Some background in twentieth century Japanese history is recommended.

*Franziska Seraphim*

**HIST4005 The Asia Pacific War (Fall: 3)**

*Prerequisite:* The History Core, Parts I and II  
Offered Periodically

**Fulfills the Non-Western Requirement for History majors**

This course explores the Second World War in Asia from multiple historical and historiographical perspectives. The term "Asia-Pacific War" explicitly links the conflict between Japan and the United States known as the Pacific War (1941-45) to Japan's expansionist ventures in Korea, Taiwan, the Chinese mainland, and Southeast Asia, and considers the cultural and intellectual dimensions of the war (and the way it is remembered) along with the political and military ones.

*Yajun Mo*

*Franziska Seraphim*

**HIST4076 Tian'anmen Movement (Fall: 3)**

*Prerequisite:* The History Core, Parts I and II  
Offered Periodically

**Fulfills the Non-Western Requirement for History majors**

This course explores the Tiananmen Movement as event, experience, and memory. It engages students to examine the rapid and often destabilizing shifts in China since the late 1970s—a period conventionally referred to as "the reform era." Using a variety of readings on the movement (including memoirs, official documents, propaganda, media coverage, and cultural productions in music and art), we will trace the effects of China's earlier experiment with revolutionary socialism on the market-driven present, attending to ways in which the past shapes and haunts the contemporary situation.

*Yajun Mo*

**HIST4133 Mid-East Nationalisms Compared: Arab-Turkish-Jewish (Fall: 3)**

*Prerequisite:* The History Core, Parts I and II  
Offered Periodically

**Fulfills the Non-Western Requirement for History majors**

Nationalisms in the Middle East developed in a distinctive way. In contrast to Europe, religion was more important than language. In contrast to Africa, they emerged prior to the rise of anti-colonialism. Although nationalisms in the Middle East have spawned conflicts within themselves and with each other, they have displayed remarkable similarities to each other. One consistent similarity is their fraught attempts to distinguish the so-called nation from the religious traditions out of which it emerged. This course will address these questions through comparing Arab, Jewish, and Turkish nationalism in the nineteenth and twentieth centuries.

*Benjamin Braude*

**HIST4134 The Ottoman Empire, 1300-1924 (Fall: 3)**

*Prerequisite:* The History Core, Parts I and II  
Offered Periodically

**Fulfills the Non-Western Requirement for History majors**

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*

**HIST4135 History and Historiography of the Arab-Israeli Conflict (Fall: 3)***Prerequisite:* The History Core, Parts I and II**Satisfies Cultural Diversity Core Requirement****Offered Periodically****Fulfills Non-Western requirement for History majors**

This course introduces students to the history of the Arab-Israeli conduct from the inception of the Zionist movement in the nineteenth century until the end of the twentieth century. Given that history itself is a site of contestation in this conflict, the course will focus equally on the various and conflicting historical narratives and will explore fundamental issues in the relationship between history writing and ideology, especially the use of history as a tool for the shaping of collective identities and for legitimizing and justifying nationalist claims.

*Dana Sajdi***HIST4140 The Middle East in the Twentieth Century (Spring: 3)***Prerequisite:* The History Core, Part I and II**Satisfies Cultural Diversity Core Requirement****Offered Periodically****Fulfills Non-Western Requirement for History majors**

Through the last eighty years the Middle East has been the site of many wars and conflicts. More recently it has become the most important source of the world's energy. This combination of strife and economic power has made it a vital and sensitive area for the entire globe.

*Benjamin Braude***HIST4150 History of Modern Iran (Fall: 3)***Prerequisite:* History Core, Parts I and II and History major Standing or Permission of Instructor**Cross listed with POLI2420****Offered Periodically****Satisfies Cultural Diversity Core Requirement****Fulfills Non-Western Requirement for History majors**

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 post-revolutionary experience as an Islamic Republic.

*Ali Banuazizi***HIST4224 Health and Healing in the Middle Ages (Fall: 3)***Prerequisite:* The History Core, Parts I and II**Offered Periodically**

This course investigates the diagnosis, treatment, and social implications of ailments in the medieval West. Through discussion of secondary and primary source material, we will consider the ways in which scientific and religious assumptions informed and were informed by medieval concepts of human health. Topics of the course include herbal, magical, and alchemical remedies; medieval notions of disability; saints, shrines, and miracles; and the professionalization of medicine.

*Zachary Matus***HIST4225 The Witch, the Church, and the Law (Spring: 3)***Prerequisite:* The History Core, Parts I and II**Offered Periodically**

During the sixteenth and seventeenth centuries a convergence of political, social, and religious movements produced thousands of trials for crimes of witchcraft, sorcery, and superstition throughout Europe. This course explores these trials, particularly emphasizing their legal and ecclesiastical aspects. Related issues of popular belief in sorcery, magic, and diabolical activity will also be considered. Attention will be devoted to the question of why women were so frequently among the accused.

*Virginia Reinburg***HIST4232 Michelangelo and His World (Spring: 3)***Prerequisite:* The History Core, Parts I and II**Cross listed with ITAL5521****Offered Periodically**

An interdisciplinary exploration of the life and works of Michelangelo Buonarroti, sculptor, painter, architect and poet, one of the greatest artistic geniuses of Western civilization. Against the historical backdrop of the High Renaissance in Italy, we will study his works, both artistic and literary, examining their roots in the political, philosophical, religious, artistic, and cultural debates of his age as well as in his personal biography.

*Benjamin Braude**Franco Mormando***HIST4239 Early Printed Books and Their Readers (Fall: 3)***Prerequisite:* The History Core, Parts I and II**Offered Periodically**

In this course we will learn by both studying and making books. The course's topic is the revolution in ideas, culture, and technology spurred by Johan Gutenberg's invention of the printing press (c. 1450). We will read about printing, and study books from the Burns collections published before 1800. Finally, we will work with Barbara Adams Hebard in the book conservation lab, learning about paper, leather, and vellum, and making our own pamphlets and books to display in the lobby of O'Neill Library. Everyone will write a research paper and blog post.

*Virginia Reinburg***HIST4269 Irish Revolutions, 1580-1916 (Fall: 3)***Prerequisite:* The History Core, Parts I and II**Offered Periodically**

This course will consider the long durée of political violence in Ireland. It is occasioned by the Centennial of the 1916 Revolution, April 24, 1916/2016 and will seek to place this twentieth century nation-forming event in the context of the history of colonialism and political violence during the modern era of Irish history. While political history will be a central theme, we will also consider the social and cultural dimensions of colonialism and resistance.

*Kevin O'Neill***HIST4278 Ireland Before the Famine (Spring: 3)***Prerequisite:* The History Core, Parts I and II**Offered Periodically****Not open to students who have taken HIST2450**

The course will focus on the social and economic determinants of Irish political history during the early Penal era, the Age of Revolution,

## ARTS AND SCIENCES

---

the struggle for Catholic Emancipation, and the mid-century crisis. Themes explored will include economic development, sectarianism, republicanism, colonialism, and women's studies.

*Kevin O'Neill*

### **HIST4281 Film, Media and Modern Ireland (Spring: 3)**

*Prerequisite:* The History Core, Parts I and II

#### **Offered Periodically**

This course will use a variety of sources, including feature and documentary film, to address the transformation of twentieth century Irish society. Students will work with an array of primary and secondary sources to consider how the development of an indigenous film industry and an electronic media challenged and ultimately undermined a conservative political, cultural, and religious consensus that dominated life in post-independence Ireland.

*Robert Savage*

### **HIST4283 Disunited Kingdom (Fall: 3)**

*Prerequisite:* The History Core, Parts I and II

#### **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*

### **HIST4295 The End of History (Fall: 3)**

*Prerequisite:* The History Core, Parts I and II

#### **Offered Periodically**

The ending of the Cold War and the collapse of socialism prompted a lively and intense debate about "the end of history." This course will investigate how such a strange notion could have arisen and attracted such serious attention, and whether this debate has any continuing effect on historical understanding and interpretation. More specifically, does it retain any useful meaning more than a decade after the end of the Cold War and in the aftermath of September 11? Major events that led to the idea will provide perspectives with which to assess its relevance to the post-Cold War world.

*James Cronin*

### **HIST4296 After the End of History (Spring: 3)**

*Prerequisite:* The History Core, Parts I and II

#### **Offered Periodically**

The end of the Cold War was both an end to a lengthy and bitter conflict but also the beginning of a new world. How would this new world be organized, who if anyone would dominate it, what issues, problems and conflicts would beset it? Would the institutions and values embodied in the post-Cold War framework prove applicable to the more global world in which they would have to operate? The course will begin by looking closely at the post-Cold War order and then examine its functioning in the contemporary world.

*James Cronin*

### **HIST4298 The Soviet Experiment (Fall: 3)**

*Prerequisite:* The History Core, Parts I and II

#### **Offered Periodically**

This course follows the rise and fall of the world's most influential socialist experiment. Combining lectures and discussions, the course

explores the nature of the socialist revolution, the rapid and brutal transformation of city and countryside, the role of terror and belief in Soviet communism, the tragedy of the Second World War and ultimate victory, the Cold War, the collapse of communist regimes in 1989, and the fate of the Soviet successor states.

*Nicole Eaton*

### **HIST4336 Latin American Women Represent Themselves (Fall: 3)**

*Prerequisite:* The History Core, Parts I and II

#### **Offered Periodically**

#### **Fulfills the Non-Western Requirement for History majors**

After reading one general history of women and gender in Latin America, students will read testimonies by Latin American women. We will deal with the problem of the structure women give to their own lives in their narratives, as well as with more straightforward issues such as the sexual division of labor, and the nature of family and of gender relations in Latin America. The testimonies will be used as windows into objective and subjective history and the ways in which these two intersect.

*Deborah Levenson*

### **HIST4370 Travelers in Latin America (Fall: 3)**

*Prerequisite:* The History Core, Parts I and II

#### **Offered Periodically**

#### **Fulfills the Non-Western Requirement for History majors**

This mixed lecture and discussion course for advanced students focuses on the travelers who have explored, described, and depicted Latin America from the colonial period to the twentieth century. Travel diaries, autobiographies, novels, and artwork will illuminate the experience of travel and the condition of foreignness in Latin America. We will consider not only how travelers experienced Latin America, but how they created Latin America for readers in their home countries.

*Sylvia Sellers-Garcia*

### **HIST4405 Colonial North America (Spring: 3)**

*Prerequisite:* The History Core, Parts I and II

#### **Offered Periodically**

This course covers the history of North America during the era of European colonization, roughly 1550-1800. Our focus is the process of colonization itself: the attempts by various Europeans to build new communities and societies. We begin with exploration and analyze the rationale behind colonization. The course will compare Spanish, French, English, Dutch, and Russian colonial projects, examining how colonists dealt with each other, their native and African neighbors, and the North American environment. Our task is to examine how all these peoples created a new world that was neither European nor American, but an odd hybrid of several cultures.

*Owen Stanwood*

### **HIST4450 The U.S. Since 1960 (Spring: 3)**

*Prerequisite:* The History Core, Parts I and II

#### **Offered Periodically**

#### **Course not open to students who have taken HIST4850**

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*

**HIST4454 Early American Women (Fall: 3)**

*Prerequisite:* The History Core, Parts I and II

**Offered Periodically**

This lecture-discussion course explores American women from European contact to the Civil War. Themes include the diversity of women's experience, views of women, the family, social movements, work and the law.

*Cynthia Lyerly*

**HIST4460 Reel Life: America's Workers in History and Film**

(Spring: 3)

*Prerequisite:* The History Core, Parts I and II

**Offered Periodically**

This course explores the history of working-class America through history and film. Focusing on the twentieth century, we'll look at the changing American workplace and how different groups of workers—immigrants, African Americans, and women—experienced it and organized for change. At the same time, we'll also examine the "production" of history through film, assessing popular representations of workers from Charlie Chaplin's *Modern Times* to recent films about migrant labor and the globalization of work.

*Marilynn Johnson*

**HIST4462 U.S. Constitutional History II (Spring: 3)**

*Prerequisite:* The History Core, Parts I and II

**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*

**HIST4464 The Death Penalty in American History (Fall: 3)**

*Prerequisite:* The History Core, Parts I and II

**Offered Periodically**

This course is about the many changes in capital punishment over the years, changes in the arguments pro and con, in execution methods and rituals, in the laws, in the interpretation of the U.S. Constitution's Eighth Amendment, and in the public's perception of the need for, and efficacy of, the death penalty. We will explore this history and hopefully arrive at a better understanding of the paradoxes of the death penalty and why it exists.

*Alan Rogers*

**HIST4465 Law and American Society (Fall: 3)**

*Prerequisite:* The History Core, Parts I and II

**Offered Periodically**

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*

**HIST4469 American Catholic History (Fall: 3)**

*Prerequisite:* The History Core, Parts I and II

**Offered Periodically**

This course will examine the history of the Roman Catholic Church in America from 1492 to the present. Though the territory which became the United States was first settled by Europeans, Catholicism has existed in a largely non-Catholic America. We will examine how the church defined itself in that context, exploring such issues as: the establishment of the organization of the church throughout the country; the role of priests and religious women; immigration and the changing nature of the Catholic population; nativism and anti-Catholicism; and the growth of education as a charitable institution.

*James O'Toole*

**HIST4474 A Tale of Two Cities: New York and Boston (Spring: 3)**

*Prerequisite:* The History Core, Parts I and II

**Offered Periodically**

Although New York City is more than a dozen times larger than Boston (according to the 2010 Census, Gotham has nearly 8.2 million people and the Hub about 620,000), the two cities followed remarkably parallel courses through the twentieth century. Both metropolises witnessed important transitions in the ethno-religious composition of their political leadership as well as significant divisions along racial lines. From schools to downtown development to transportation to cultural trends, a comparison of New York and Boston offers excellent insights into the American urban experience over the past 100 years.

*Mark Gelfand*

**HIST4475 History of the American West (Fall: 3)**

*Prerequisite:* The History Core, Parts I and II

**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*

**HIST4483 African American Life Stories (Fall: 3)**

*Prerequisite:* The History Core, Parts I and II

**Cross listed with AADS2226**

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

A recurring theme in African American life histories is the narration of the moment when the black subject or author first becomes aware of himself/herself as a racial being in a society in which blackness has meaning. This course examines how these kinds of moments shaped individual perspectives of personal and racial identity and uses narratives and autobiographies to analyze how meanings of blackness are shaped by region, class, gender, sexuality, and historical context.

*Karen Miller*

## ARTS AND SCIENCES

---

### HIST4485 History of Medicine and Public Health in the African Diaspora (Fall: 3)

*Prerequisite:* The History Core, Parts I and II

Cross listed with AADS5533

Offered Periodically

This course examines the historical relationships between race, medicine, and health care from the era of New World slavery to the age of AIDS. In doing so, we will pay particular attention to the role of ideas of racial difference in the production of medical knowledge, the historical persistence of racial disparities in the delivery of health care, and folk and professional healing within the African American community.

*Martin Summers*

### HIST4495–4496 U.S. Foreign Policy I and II (Fall/Spring: 3)

*Prerequisite:* The History Core, Parts I and II

Offered Periodically

This course is a two semester survey of the history of U.S. foreign relations from the Revolutionary War through the present day. Students will examine conflicting interpretations of America's role in the world and trace how that role has changed as the nation grew from thirteen isolated, parochial communities on the Atlantic coast to the greatest military and economic superpower in history. Important topics include the territorial expansion of the American empire, the development of, and debate over, constitutional powers, and the struggle for American markets in Asia and elsewhere.

*Seth Jacobs*

### HIST4503 The Papacy from its Origins until 1216 (Fall: 3)

*Prerequisite:* The History Core, Parts I and II

Offered Periodically

The course will indicate the main developments in the papal office from the time of St. Peter until the end of the reign of Pope Innocent III. How did popes get to be rulers of central Italy? When and why do they use such titles as Sovereign Pontiff and Vicar of Christ? What is the extent of the power that the papacy claims for itself? Using primary and secondary texts the course will aim to give some understanding of the development of the papal office, and in particular look at the struggles between the sacred and the secular.

*Oliver Rafferty*

### HIST4507 Jesuits and the Making of Religious Pluralism (Fall: 3)

*Prerequisite:* The History Core, Parts I and II

Offered Periodically

This course explores the making of religious pluralism from a global perspective—how religions have moved from the Mosaic monotheistic distinction of “true” and “false” religion and the related system of classification of one “true religion” in opposition to all others—“schismatics” (Orthodox Christians), “heretics” (Protestants sects), “infidels” (Jews and Muslims) and “pagans” (idolatrous heathens). This course will help develop an understanding of the historical roots of religious pluralism, recognize the influence of the Jesuits on its emergence; and encourage the sense of tolerance that results from an understanding and awareness of the histories of different religions in global perspective.

*Robert Maryks*

### HIST4601 Capstone: Boston College/Your Life (Spring: 3)

Cross listed with UNCP5532

Open to seniors or second-semester juniors only.

Capstone classes may not be taken Pass/Fail.

You 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*

### HIST4701 Ecological History of the Atlantic World (Fall: 3)

*Prerequisite:* The History Core, Parts I and II

Offered Periodically

This course will explore several major themes of environmental history in an Atlantic context. Major topics will include: the settlement of North America, the development of the plantation system, the Industrial Revolution, and the development of a world market in environmental resources. Our goal is to gain both an understanding of the historical process of ecological change, and the way in which historians and others have tried to understand these changes. Readings will include both pioneering historical works and recent works that have brought this field into more of a popular historical discourse.

*Kevin O'Neill*

### HIST4702 Feast or Famine: Food and the Environment (Spring: 3)

*Prerequisite:* The History Core, Parts I and II

Offered Periodically

Through most of history the primary quest of humans has been to obtain sufficient food for survival. This course will explore the evolving relationships between that quest and the environment. Topics will include: climate change, the domestication of plants and animals, the development of settled agricultural societies, the Columbian exchange of biota, plantation and state sponsored agriculture, and the emergence of agro-business. We will explore the role of both individual crops/commodities such as sugar, chocolate, cod, corn and the potato, and the environmental systems of which they were part.

*Kevin O'Neill*

### HIST4703 Environmental Histories of Water (Spring: 3)

*Prerequisite:* The History Core, Parts I and II

Offered Periodically

This course introduces students to the practice of environmental history with a thematic focus on water. While offering students a basic theoretical and methodological training of environmental history, the course guides students through intensive reading about various water bodies and water-related issues (ecological, political, social, economic, cultural, conceptual, etc.) in different parts of the world during both pre-modern and modern eras. In addition to lectures, readings, and discussion, each student will identify a specific water body or water issue as his or her research topic and carry out an individual project.

*Ling Zhang*

**HIST4823 Ireland at War in the Twentieth Century (Fall: 3)**

*Prerequisite:* The History Core, Parts I and II

**Offered Periodically**

*Oliver Rafferty, S.J.*

**HIST4901 Readings and Research: Independent Study (Fall/Spring: 3)**

*Prerequisite:* Permission of the instructor and Director of Undergraduate Studies; History Core, Parts I and II

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*

**HIST4921–4922 Advanced Independent Research (Fall/Spring: 3)**

*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*

**HIST4961 Honors Seminar (Fall: 3)**

*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.

*The Department*

**HIST4962 Honors Thesis (Spring: 3)**

*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*

**HIST5110 Senior Colloquium: Cities of the Islamic Mediterranean (Spring: 3)**

*Prerequisite:* Senior History major Status

**Offered Periodically**

Islamic culture has often been described as decidedly urban. While this view is colored by an evident bias deriving from the extant sources, Islamic urban history remains one of the richest subfields. In addition, given their location in the heartland of the Old World, and their status as major trading centers, many cities of the Islamic Mediterranean constituted living testaments of entangled histories. This colloquium offers a history of the cities of the Islamic Eastern Mediterranean, on the one hand, and examines and juxtaposes different approaches to the study of the city, on the other.

*Dana Sajdi*

**HIST5191 Senior Colloquium: The University in the Modern World (Spring: 3)**

*Prerequisite:* Senior History major Standing

**Offered Periodically**

This course explores the diverse and changing intellectual, institutional, social, and political cultures of universities across the modern world. Our inquiry will be global and comparative in scope; we will examine a wide range of case studies with particular attention to twentieth-century and non-Western contexts. Themes covered will include student activism, the politics of intellectual labor, the role of higher education in colonial and national development, knowledge production and social movements, the racial and gendered dimensions of university life, and debates about academic obligations and freedoms.

*Priya Lal*

**HIST5270 Senior Colloquium: A History of Social Trust: Revolution and Society in Modern Europe (Fall: 3)**

*Prerequisite:* Senior History major Status

**Offered Periodically**

Social trust is absolutely critical to the functioning of any society. And yet the history of trust is rarely considered. In this course, we will examine three discrete historical episodes where the basis for trust was significantly altered—Britain during the Scientific and Financial Revolutions, Revolutionary France, and post-Revolution Soviet Union. In each episode, contemporaries were faced with unfamiliar sources of authority, with competing systems for determining truth, and with increasingly illegible indicators of trustworthiness. We will focus on how trust broke down and what kinds of cultural resources were drawn on in the effort to rebuild it.

*Penelope Ismay*

**HIST5279 Senior Colloquium: Intellectual History of Capitalism (Spring: 3)**

*Prerequisite:* Senior History major Standing

**Offered Periodically**

What is capitalism? The answer may seem obvious; it is an economic system involving private property, markets, free enterprise, and the profit motive. Yet intellectuals have debated the nature and essence of capitalism for at least the last 250 years. Is it a beneficial system that produces general prosperity? A system of exploitation in which only the rich benefit? Does it produce wealth at the cost of beauty and spirituality? Can it be managed, or must it be given free rein? We will encounter answers to these and other questions from Adam Smith, Karl Marx, J.M. Keynes, Milton Friedman and others.

*Devin Pendas*

**HIST5290 Senior Colloquium: Reagan and Thatcher: Together Against the World (Fall: 3)**

*Prerequisite:* Senior History major Status

**Offered Periodically**

Margaret Thatcher came to office in May 1979 and Ronald Reagan in January 1981. They each confronted serious crises at home and abroad. The two leaders shared a similar vision of the world: a strong belief in the market and an equally intense anti-communism. On both counts they represented a break with the prevailing consensus and had to fight hard for their ideas. Their alliance and friendship was a major resource in winning or losing the battles they chose. The course will provide an opportunity for students to examine the context in which these two leaders came to office, their ideas and their relationship.

*James Cronin*

## ARTS AND SCIENCES

### HIST5463 Senior Colloquium: U.S. Bill of Rights (Spring: 3)

*Prerequisite:* Senior History major Standing

**Offered Periodically**

U.S. public opinion polls reveal that most Americans are ignorant of the contents of the Bill of Rights, and if read to them separately they tend to react negatively to their intent to protect Americans' fundamental rights. This course will track the judicial, political, and social history of the Bill of Rights from its origins to tomorrow's Supreme Court decisions.

*Alan Rogers*

### HIST5480 Senior Colloquium: Contested Cities: Race, Class, and Sexuality (Fall: 3)

*Prerequisite:* Senior History major Standing

**Offered Periodically**

This course will explore how racial and ethnic newcomers encountered the American city in the nineteenth and twentieth centuries. Looking at various groups—older European and Asian immigrants, black migrants from the South, sexual minorities, and recent arrivals from Latin America and the Caribbean—we'll look at how these newcomers worked, played, organized, and claimed space in the city. We'll pay particular attention to social and political struggles over urban spaces including neighborhoods, commercial districts, amusement areas, and public parks. Students will conduct research on migrant communities in Boston and collaborate in the production of digital public history projects.

*Marilynn Johnson*

### HIST5490 Senior Colloquium: American Immigration (Fall: 3)

*Prerequisite:* Senior History major Standing

**Offered Periodically**

*Kevin Kenny*

### HIST5504 Making History Public: Righting Historical Wrongs Since the 1990s (Fall: 3)

*Prerequisite:* The History Core, Parts I and II

**Offered Periodically**

The last quarter-century witnessed a global boom in public efforts to confront historical injustices, including legal trials to return Nazi gold, compensation for Native Peoples' land claims, Japanese government apologies for wartime sexual slavery, and Latin American truth commissions. These and other measures aim to establish belated reconciliation between victims and perpetrators of mass atrocities. The course will (1) teach basic data visualization techniques, including GIS mapping and network analysis, to investigate the global spread of historical restitution cases and the emergence of collective apology and individual compensation as a new global "norm"; (2) result in a student-curated exhibition in the History Department.

*Franziska Seraphim*

### HIST5505 Making History Public: History Down the Toilet (Spring: 3)

*Prerequisite:* The History Core, Parts I and II

**Offered Periodically**

The City of Boston Archaeology Program has excavated three sites that help tell the story of Boston's nineteenth-century immigrants. Two middle-class North End houses—the Paul Revere House and the Clough House, were transformed around 1800 into rental housing for poor immigrants. Dorchester's Industrial School for Girls was a privately funded charitable institution, which took in indigent girls, most

of whom were immigrants. We will study artifacts from these three sites in order to recover something of the lived experience of Boston's immigrant communities. The course is group-project oriented and will culminate in a public exhibition and an i-book.

*Robin Fleming*

## The Honors Program

**Contacts**

- Associate Director: Michael Martin, 617-552-3315
- Administrative Assistant: Gail Rider, 617-552-3315
- E-mail: cashp@bc.edu
- Web address: www.bc.edu/schools/cas/honors

## The Structure of the Honors Program

**Freshman and Sophomore Year**

In their first two years, students take a 4-semester sequence of 6-credit courses titled The Western Cultural Tradition taught in the seminar fashion. The course content reflects the fact that the course fulfills the Core requirements in literature and writing, philosophy, theology, and social science.

Though individual instructors vary their reading lists, there is broad agreement about the central texts in the first two years of the Honors Program. The first year deals with the classical tradition beginning with Greek and Latin literature including the Homeric epics, the Greek tragedies and the philosophy of Socrates, Plato, and Aristotle. First year continues with the Hebrew Bible and the New Testament, the literary and philosophical texts of the late Roman Empire early Christianity such as Virgil's *Aeneid* and St. Augustine's *Confessions*, and medieval works such as the summas of St Thomas and generally culminates with Dante's *The Divine Comedy*. The second year begins with Renaissance authors such as Montaigne and Shakespeare, continues with the religious, political, and philosophical writers of the seventeenth century and of the eighteenth century Enlightenment, the English and continental Romantics, the major nineteenth-century writers including Kierkegaard, Darwin, Marx, Nietzsche, and Freud and ends with nineteenth and early twentieth century novelists such as Dostoevsky, Woolf, and Mann.

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 cultural tradition.

**Junior Year**

In the junior year, students take a 2-semester, 3-credit seminar titled the Twentieth Century and the Tradition, drawing on literature, visual art, science, philosophy, religion, political theory, historical events such as the Holocaust, globalization, and the development of digital information technology, in order to examine how the twentieth and early twenty first centuries have absorbed, criticized, or reinterpreted the Western Cultural Tradition. Thus by considering the interplay between the Western Cultural Tradition and the significant critical currents of our century such as Marxism, psychoanalysis, comparative anthropology, structuralism and post-structuralism, feminism, and the third-world critique of Eurocentric culture, the junior year course aims to equip Honors students to live thoughtfully and responsibly in contemporary culture. (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 to finish the Honors curriculum. They may either write a senior thesis—normally a 6-credit enterprise, spread over two semesters—or take two, advanced seminars.

A thesis may be an extended research or analytic paper written either in the student's major discipline or in the Honors Program; it may also be a creative project involving performance in an artistic medium. Honors students have written on topics as diverse as personalism in the *summas* of St. Thomas, grace and freedom in Dostoevsky, the role of Buddhism in the works of Jack Kerouac, the political organization of the European Community, the influence of alcoholic fathers on their sons, superconductivity, and original cancer research; they have produced novels, dramas, operas, and electronic performance pieces.

In the integrative, advanced seminars students re-consider texts they may have studied years earlier such as Dante's *The Divine Comedy* or the novels of Dostoevsky with the aim rising above the specialization of their particular majors, to critically comprehend the relationship between contemporary ways of thinking and the cultural values of the tradition.

**Honors Program Completion**

Students will receive Honors Program designation in the commencement program and on their academic records if they complete the freshman, sophomore, and junior courses, a senior thesis and/or two of the advanced 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 will defer part or all of the junior year Twentieth Century and Tradition sequence to senior year. In certain cases (a full year abroad, and a senior thesis in the offing) the Honors Program will drop the requirement altogether.

**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).

**HONR1101–1102 Western Cultural Tradition I and II (Fall: 3)**

All students in the Honors Program are required to take Western Cultural Tradition I-IV (HONR1101-HONR1104) as freshmen and Western Cultural Tradition V-VIII (HONR3301-HONR3302) 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 MCAS (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*

**HONR1103–1104 Western Cultural Tradition III and IV (Spring: 3)**

See course description under HONR1101–1102.

*The Department*

**HONR1201 Western Cultural Tradition V (Fall: 3)**

See course description under HONR1101–1102.

*The Department*

**HONR1202–1203 Western Cultural Tradition VI–VII (Fall/Spring: 3)**

See course description under HONR1101–1102.

*The Department*

**HONR1204 Western Cultural Tradition VIII (Spring: 3)**

See course description under HONR1101–1102.

*The Department*

**HONR3301–3302 Twentieth Century and the Tradition I and II (Fall/Spring: 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. The second semester of this course deals with the key cultural issues of the latter half of the century, especially those grouped under the heading of Postmodernity. Here the focus will be on the fundamental critique of the tradition posed by post-structuralist cultural theories, feminism, deconstructionism, the communications revolution, changing views of non-Western cultures, and new perspectives centering on race, ethnicity, and gender. The crucial question to be addressed is whether, and on what terms, it is possible to construct a reliable identity and an adequate basis for moral choice and political action.

*Marty Cohen*

*Christopher Constat*

*Thomas Epstein*

*Michael Martin*

*Susan Mattis*

*John Michalczyk*

*Kevin Newmark*

*Vanessa Rumble*

**HONR4901 Readings and Research (Fall/Spring: 3)**

*The Department*

**HONR4921 Advanced Independent Research (Fall/Spring: 6)**

*Alice Behnegar*

**HONR4932 Americans, Ugly or Beautiful (Spring: 3)**

*Martha Bayles*

**HONR4933 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 Gusdorf'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*

**HONR4934 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

## ARTS AND SCIENCES

---

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*

**HONR4935 The Language of Liturgy (Fall: 3)**

Cross listed with THEO1198 and LING2321

**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*

**HONR4936 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.

*Michael Martin*

**HONR4938 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.*

**HONR4940 Do the Virtues have Gender? (Fall: 3)**

**Open to all BC undergraduates who have completed the core requirements in humanities and social sciences.**

The question of virtue lies at the heart of every civilization. So does the question of gender. Historically in the West, some virtues, such as bodily strength, courage in battle, self-control, rational intellect, and leadership, have been seen as masculine and superior to other virtues seen as feminine, such as modesty, industry, frugality, nurturing, and obedience. Is this view natural, rooted in biological sex, or is it conventional, part of a socially constructed system of gender roles? Further, how does the Western debate over these questions compare with the one currently raging in the Islamic world? These questions will be addressed through a wide range of readings, as well as films and other media, from both traditions.

*Martha Bayles*

**HONR4961 Senior Honors Thesis (Fall/Spring: 3)**

*Alice Behnegar*

## International Studies

### Contacts

- Director: Robert G. Murphy, Associate Professor, Economics, Maloney Hall, Room 394, 617-552-3688, [murphyro@bc.edu](mailto:murphyro@bc.edu)
- Associate Director: Assistant Professor of the Practice, Hiroshi Nakazato, Carney 247, 617-552-4892, [nakazato@bc.edu](mailto:nakazato@bc.edu)
- Program Administrator: Patricia McLaughlin, Gasson 109, 617-552-2800, [mclauggp@bc.edu](mailto:mclauggp@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 Morrissey 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 105 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 Morrissey 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), student's personal statement, and foreign language proficiency.

The Academic Advisory Board of the International Studies Program, following a recommendation by the deans of the Morrissey College of Arts and Sciences, has approved a policy change that all students applying for the IS Major or enrolling in the IS Minor, regardless of school, must demonstrate intermediate-level proficiency in a foreign or classical language as required by the Morrissey College of Arts and Sciences. This policy affects all students entering Boston College starting in the Fall 2016. The deadline for submitting applications is early May, at the end a student's 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

At least 43 credits as described below. As an Interdisciplinary major, students may choose more than one major, but in each major students must fulfill the minimum requirements set by the department and the school. In order to earn a major, students must have at least 27 credits in the major program that are not used to fulfill requirements for another major or minor.

*International Studies Core: At least 22 credits in at least 7 courses as described below.*

- INTL2500 Introduction to International Studies (4 credits)
- ECON1131 Principles of Microeconomics (3 credits)
- ECON1132 Principles of Macroeconomics (3 credits)
- One Comparative Politics (POLI x4xx) Course (3 credits)  
General principle: courses focusing on domestic politics of other states are comparative, e.g., POLI2401 Politics of India: Challenges of Dem & Dev., POLI2414 Politics and Society

in Central Eurasia, POLI2469 Politics of Japan/Republic of Korea. For non-POLI track IS Majors, the POLI1091 Intro to Comparative Politics is fine.

- INTL/THEO5563 Ethics, Religion and International Politics (3 credits)
- Two of the following History, Culture & Society courses (6 credits):
  - COMM2262/INTL2262 Online Communication & Global Society
  - ENGL4503/INTL5503 Global Englishes
  - HIST1005–1006 Asia in the World I and II
  - HIST1019–1020 Democracy, Rights & Empire
  - HIST1023–1024 Eurasia in the World I
  - HIST1055–1056 Globalization I and II (HIST1077/78, 1083/84, 1087/88)
  - HIST1059–1060 Islam and Global Modernities I and II
  - HIST1063–1064 Latin America in the World I and II
  - HIST4496 U.S. Foreign Policy II 1945-present
  - SOCY1003 Introductory Anthropology
  - SOCY1040 Global Sociology
  - THEO1161–1162 The Religious Quest
 Upper-division history, social science, or humanities courses that are approved by the International Studies Director or Associate Director.

**Disciplinary Base:** *At least 18 credits in at least 6 courses as described below.*

Choose a Disciplinary Base in Economics, Political Science, Ethics and International Social Justice, or Global Cultural Studies.

**Economics Base:**

- ECON2201 or ECON2203 Microeconomic Theory (3 credits)
- ECON2202 or ECON2204 Macroeconomic Theory (3 credits)
- ECON1151 or ECON1157 Statistics (4 credits)
- ECON2228 Econometrics (4 credits) or ECON3308 Game Theory in Economics (3 credits)
- Two electives chosen from (6 credits):
  - ECON2207 The Global Economy
  - ECON2273 Development Economics
  - ECON2275 Economic Development: The Experience of El Salvador
  - ECON3302 Topics in the Economics of Gender
  - ECON3371 International Trade
  - ECON3372 International Finance
  - INTL3374/ECON3374 Development Economics and Policy
  - ECON3375 Economic Growth and Development
  - ECON3376 International Economic Relations
  - ECON3377 The World Economy: From the Gold Standard to Globalization

**Political Science Base:**

- POLI1041–1042 Fundamental Concepts of Politics and Introduction to Modern Politics (6 credits)  
Students with AP Government may substitute another POLI course for POLI1042.
  - POLI1021 How to Rule the World may be substituted for POLI1041 or any POLIx6xx course may be substituted

POLI1061 Introduction to American Politics may be substituted for POLI1042 or any POLIx3xx course may be substituted

- INTL3540 Research Methods in International Studies or another methods course, e.g., POLI2415 Models of Politics or statistics taught in other departments (ECON, SOCY, PSYC (not MATH stats), or similar courses offered abroad (3 credits)
- Three electives in International Politics or Comparative Politics (Political Science courses numbered at the 24xx–44xx and 25xx–45xx level) (9 credits)

**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):
  - PHIL1160/THEO2160 The Challenge of Justice
  - PHIL3377 Ethical Theory
  - PHIL4427 The State of Nature and Nature of the State
  - PHIL4440 Historical Introduction to Western Moral Theory
  - PHIL5500 Philosophy of Law
  - PHIL5524 Ethics: An Introduction
  - POLI2606 Intro to Modern Political Philosophy
  - POLI2631 Ethics and Politics
  - POLI2649 Liberty and Order
  - THEO4405 Christianity and Politics
  - THEO4496 The Moral Dimensions of the Christian Life

- **Foundations in the Social Sciences (providing an introduction to this approach)**

Choose one of the following (3 credits):

- INTL3540 Research Methods in International Studies
- INTL4540 Qualitative Research Methods
- ECON3376 International Economic Relations
- POLI2415 Models of Politics
- POLI2422 Comparative Social Movements
- SOCY1002, Introduction to Sociology Healthcare (with relevant concentration), (i.e., Global Health)
- SOCY1003 Introduction to Anthropology
- SOCY1087 Social Movements
- SOCY1093 Comparative Social Change
- SOCY2210 Research Methods
- SOCY2215 Social Theory
- NURS1210 Public Health, (with relevant concentration)

Electives—select electives according to one of the following options:

Select four electives of at least 12 credits in the area of normative philosophical, theological, or political approaches to international affairs. Students wishing to follow the Ethics and International Social Justice track **must** choose electives according to the “clusters” outline on our website. Courses not listed and independent clusters **must be pre-approved. The twelve credits of electives should be from one cluster.**

The International Normative Ethics cluster draws mostly from philosophy, theology, and related courses in other departments. The other thematic clusters draw mostly from the social sciences, including history.

Global Cultural Studies Base

*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):  
ARTH1109 Clues to Seeing  
COMM/INTL2262 Online Communication and Global Society  
ENGL3230 Literature and Social Change  
ENGL/INTL4503 Global Englishes  
ENGL4551 Contemporary Literature and Cultural Theory  
FILM3312 World Cinema  
FILM3382 Film Criticism and Theory  
SOCY1003 Introductory Anthropology  
SOCY1093 Comparative Social Change
- **Research Strategies and Methods for the Study of Culture**  
Choose one of the following (3 credits):  
INTL3540 Research Methods in International Studies  
INTL4540 Qualitative Research Methods  
SOCY2210 Research Methods  
SOCY2215 Social Theory  
SOCY5509 Feminist Approaches to Theory and Methodology  
SOCY5511 Ethnography and Field Research  
SOCY5518 Participant Observation
- **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). Pre-approved thematic clusters are available (e.g., “Comparative Literature Studies”); courses not listed and independent clusters must be pre-approved. **The four electives of at least 12 credits should be from one cluster.**  
***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). Pre-approved thematic clusters are available (e.g., “Global Media Studies”); courses not listed and independent clusters must be pre-approved. **The four electives of at least 12 credits should be from one cluster.**  
***Area Option.*** Four electives focusing on the study of culture in one geographic region (12 credits). Specific geographic regions have been pre-identified; students may also select courses from a narrower sub-region (e.g., in Western Europe, students may choose to focus only on Spain and France). **The four electives of at least 12 credits should be from one cluster.**

**Senior Year Requirements: 3 or 6 credits**

- INTL4941 International Studies Seminar (3 credits) *or*
- Senior Thesis:  
INTL4951 Senior Thesis I (3 credits)  
and  
INTL4952 Senior Thesis II (3 credits)  
Note: INTL4951 may count as an elective toward a student’s disciplinary base.

**Minor Requirements**

The minor is open to students who submit an acceptable course of study. Eligible students wishing to declare an IS Minor must do so by the first semester of their junior year, no later than the last day of drop/add, in early October. Note this date changes from year to year. Check the academic calendar for the specific date (on or about October 3). Enrollment forms and instructions can be found on our website at [www.bc.edu/isp](http://www.bc.edu/isp). The IS minor requires at least 18 credits in at least 6 courses as described below.

The Academic Advisory Board of the International Studies Program, following a recommendation by the deans of the Morrissey College of Arts and Sciences, has approved a policy change that all students enrolling in the IS Minor, regardless of school, must demonstrate intermediate-level proficiency in a foreign or classical language as required by the Morrissey College of Arts and Sciences. This policy affects all students entering Boston College starting in the Fall of 2016.

The International Studies minor consists of 18 credits (in a least 6 courses). Students enrolling in the minor must select one of the following Thematic Concentrations:

- International Cooperation and Conflict (ICC)
- International Political Economy (IPE)
- Development Studies (DS)
- Ethics and International Social Justice\* (EISJ)
- Global Cultural Studies\*\* (GCS)
- **Foundation Course I:**  
INTL3510/POLI 3510 Globalization (3 credits), NB: This is not the same as the History Core sequences of the same name.  
INTL2546 World Politics—Students who have already taken INTL2500 or POLI 1081 will not be able to take this as their Foundation I course.  
POLI1081 Introduction to International Politics—NB: This course is only for POLI majors; it may be a double-count for IS minor purpose only. It cannot be taken by IS minors with other majors (e.g., a HIST major or IS minor may not take POLI1081).  
POLI1501 International Politics (open to freshmen and sophomores only) (3 credits)—NB: This course is only for POLI majors; it may be a double-count for IS minor purposes only. It cannot be taken by IS minors with other majors (e.g., a HIST major/IS minor may not take POLI1501).  
*Choose one of the above; 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).



\*NB: Students wishing to follow Ethics and International Social Justice track must choose electives according to the “Clusters” outlined on our course list.

\*\*NB: Students wishing to follow the Global Cultural Studies track must choose electives according to one of the following options: Global Culture and the Humanities option; Global Culture, History and the Social Sciences option; or Area Studies option. **Please note:** In addition, there are “Suitable Clusters” within each of the three options above that the student must follow. Students must select a cluster of courses that are related.

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).

In order to earn an interdisciplinary minor, students must have at least 15 credits in the minor program that are not used to fulfill requirements for another major or minor or Core requirement.

Our current UIS system does not always properly credit degree audits with courses that should count for the IS Minor. If you have an appropriate course(s) that counts toward your minor and is not showing correctly on your degree audit, you must fill out a Degree Substitution form in order to have the course(s) properly credited to your degree audit. Be sure to indicate on the degree substitution form what the course is counting for (i.e., elective) as well as your Thematic Concentration (and cluster if GCS or EISJ).

BC’s degree audit system is not currently robust enough to completely monitor compliance with the co-count rules. Therefore, a second major or a minor could be incorrectly marked on an audit as complete when it in fact is not due to unrecognized excessive co-counting. Ordinarily such excessive co-counting is corrected manually during a final graduation check by Student Services. Students with a second major or one or more minors should carefully monitor their course selection to insure compliance with the co-count limitation. Additional information about 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).

#### 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:

- ECON1131 Principles of Microeconomics
- ECON1132 Principles of Macroeconomics

Students may also consider taking one or both of the basic courses in Political Science which fulfill Disciplinary Base requirements for the Political Science track for the International Studies major as well as Social Science requirements of the University Core.

- POLI1041 and POLI1042 Fundamentals Concepts of Politics and Intro to Modern Politics

To enroll in POLI1041 or POLI1042 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, some ful-

fill University Core requirements in Theology and History, and they may be used to fulfill the International Studies core requirement in History, Culture, and Society:

- COMM2262/INTL2262 Online Communication & Global Society
- ENGL4503/INTL4503 Global Englishes
- HIST1005–1006 Asia in the World I and II
- HIST1019–1020 Democracy, Rights, and Empire I and II
- HIST1023–1024 Eurasia in the World I and II
- HIST1055–1056 Globalization I and II
- HIST1059–1060 Islam and Global Modernities I and II
- HIST1063–1064 Latin America in the World I and II
- HIST4496 U.S. Foreign Policy II 1945-present
- SOCY1003 Introductory Anthropology
- SOCY1040 Global Sociology
- THEO1161–1162 The Religious Quest
- Upper-division History, Social Science, or Humanities courses that are approved by the International Studies Director or Associate Director

#### Information for Study Abroad

Many International Studies majors benefit from studying abroad. **IS major** students can transfer up to eight (8) credits for one semester abroad and up to twelve (12) credits total for two semesters that they spend studying abroad. International Studies **minors** may transfer a maximum of eight (8) credits toward their International Studies minor.

Students who are contemplating writing a senior 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 617-552-2800.

#### 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).

#### INTL1221 Reflections on Being Abroad (Fall: 2)

**Open to students studying abroad during the current semester in a BC sponsored program. Students wishing to take this course should email Patricia McLaughlin at [mclauggp@bc.edu](mailto:mclauggp@bc.edu). Students will be registered later in the semester once we have verified your abroad status. A spreadsheet will be kept of students who wish to take this course. Once your abroad status has been verified, you will be notified if you have been granted a place in the course.**

This online course is designed for students of all majors who are currently abroad and are committed to reflecting more deeply on their study abroad experience. The course permits students to consider where they are in life, what they hope to gain from their time abroad, and how their current experiences may shape their future personal, academic, and professional trajectories. The course also trains students to observe and document the culture(s) in which they are studying, and in turn to produce an interactive, mixed media presentation, which captures one aspect of their host setting. From the course, students will gain valuable insight and skills which will benefit them well beyond their study abroad experience.

*Nick Gozik*

## ARTS AND SCIENCES

### INTL2253 International Law of Food (Summer: 3)

Cross listed with LAWS5253

This course, one of the few if not the only in the world to address this critical subject matter, identifies and analyzes contemporary international legal and policy issues related to food including supply, safety, security, subsidies, and trade. Students will master legal and structural analytical tools for addressing these increasingly important challenges of concern to all global citizens, including in particular undergraduates potentially interested in attending law school seeking an introduction to legal method. Field trips include visits to the European Food Safety Authority and the UN Food and Agriculture Organization in Rome. The course stresses the development of skills to enable students effectively to grapple with new and emerging issues in this ever-changing and expanding field.

*The Department*

### INTL2260 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.

*The Department*

### INTL2262 Online Communication and Global Society (Fall: 3)

This course offers a critical look at the history of the internet and the ways in which online communication technologies are shaping our world. Merging conceptual approaches from the disciplines of Cultural Studies, Globalization theory and International Relations, the class will consider the role that new media is playing in shaping the art, entertainment, politics and economics of the new century. Case studies will include close looks at websites such Twitter, Facebook, World of Warcraft, Match.com and Alibaba.com, as well as considerations of social movements such as Occupy Wall St. and the Arab Spring.

*The Department*

### INTL2430 The Challenges of Development (Summer: 3)

**Offered Periodically**

**Summer Seminar for BC undergrads in Ho Chi Minh City, Vietnam**

The process of economic development is more than simply getting particular economic policies right. In addition to economic policy, developing economies are tied to their history, social, and cultural norms, institutions as well as local and regional politics. Using Vietnam as a case-study, this Summer Seminar is intended to introduce students to some of the many complex challenges of development. In particular, the Seminar will consider the role of institutions and the "rule of law" including both formal and informal arrangements for dispute resolution in the development process. Students will write a series of short reflection papers while in Vietnam as well as a longer paper upon their return to the U.S.

*Brian JM Quinn*

### INTL2475 Kuwait: Politics and Oil in the Gulf (Summer: 3)

Cross listed with ICSP2475 and POLI2475

**Satisfies Cultural Diversity Core Requirement**

This seminar addresses the comparative and international politics of the Gulf States, with emphasis on Kuwait and Saudi Arabia. It analyzes state formation, state-society relations, democratization, the rise of Islamism and regime stability, foreign policies, regional politics, and the politics of OPEC and international oil markets. It assesses the effects of oil on domestic and foreign policy. Finally, it highlights pressures for political liberalization and growth in civil society. Students visit sites of political, religious, and historical significance throughout Kuwait and the Gulf, attend presentations at the National Assembly and Ministry of Foreign Affairs, and meet with English-speaking Kuwaiti students.

*The Department*

### INTL2500 Introduction to International Studies (Spring: 4)

*Corequisite:* INTL2505

This course provides an introduction to international studies. It is required for international studies majors and assumes no prior coursework in related disciplines. The course lays the theoretical and empirical groundwork for understanding the ways in which international influences shape the world's economies, politics, societies, and cultures and the consequences for global conflict and cooperation.

*The Department*

### INTL2546 World Politics: Conflict and Cooperation (Spring: 3)

**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 who have taken INTL2500 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.

*The Department*

### INTL3374 Development Economics and Policy (Fall: 3)

*Prerequisites:* ECON2201 or ECON2203 and ECON2202 or ECON2204 and ECON2228

Cross listed with ECON3374

This course examines development economics and development policy. The purpose is to understand the lives of the poor and the economies of poor countries in order to decipher what—if anything—can be done to improve their lives. We will consider what might be holding the poor back including population growth, lack of education, poor health, corruption, and institutional impediments. We will examine different empirical methods to evaluate the effects of a policy or program, and what we do, and do not, know about poverty. Students will write a paper which considers the research and economic reasoning for a particular program to help the poor by a government giving foreign aid, a developing country government, or an NGO. This course is appropriate for economics majors as well as for majors in international studies with the appropriate prerequisites.

*Fnu Anukriti*

**INTL3376 International Economic Relations (Fall: 3)**

*Prerequisites:* ECON2201 or ECON2203, and ECON2202 or ECON2204

This course introduces the study of economic relations among countries. It combines material contained in ECON3371 and ECON3372, and substitutes for both those courses. Primarily designed for international studies majors, it is also appropriate for economics and other social science majors, with the proviso that the comprehensive coverage of the course implies that the workload is heavy and expectations for students are high. 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.

*James Anderson*

**INTL3510 Globalization (Fall/Summer: 3)**

**Cross listed with POLI3510**

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 (IMF, World Bank, WTO) and political governance; the impact of economic integration; and the effects of globalization on state sovereignty, democracy, and social cohesion. Specific case studies will include: globalization and the environment; globalization, gender, and work; globalization and immigration/migration; globalization and the illicit economy, and anti-globalization social movements and activism.

*Paul Christensen*

**INTL3521 International Law (Fall: 3)**

**Cross listed with POLI3521**

This course examines the role of international public law (the “law of nations”) 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, and security.

*Hiroshi Nakazato*

**INTL3540 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.

*Hiroshi Nakazato*

**INTL4429 Globalization and the Media (Fall: 3)**

**Cross listed with COMM4429**

**Satisfies one of two writing intensive courses required within the Communication major**

**Open to juniors and seniors only**

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 imperial-

ism; 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.

*Matt Sienkiewicz*

**INTL4911 Independent Study (Fall/Spring: 3)**

**Department permission required**

A student and professor may propose a course involving readings and research designed to study an issue not covered in the standard course offerings.

*Hiroshi Nakazato*

**INTL4941 International Studies Senior Seminar (Fall/Spring: 3)**

**Cross listed with SOCY4942**

**Open only to seniors majoring in International Studies**

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.

*The Department*

**INTL4951 Senior Honors Research (Fall: 3)**

**By arrangement.**

Weekly seminar/workshop for IS seniors writing a senior thesis.

*Hiroshi Nakazato*

**INTL4952 Senior Honors Thesis (Spring: 3)**

**By Arrangement.**

*Hiroshi Nakazato*

**INTL5563 Ethics, Religion, and International Politics**

**(Fall/Spring: 3)**

*Corequisite:* INTL5564

**Cross listed with PHIL5563 and THEO5563**

**International Studies or Theology Department permission required. Preference to Theology and International Studies majors and minors.**

An examination of the role of religion in international politics and of ethical approaches to international affairs. Special emphasis will be given to religion as a source of conflict, religious communities as transnational agents for justice, protection of human rights, and peace; the historical development and contemporary formulations of ethical norms for the use of force; and ethical and religious contributions to reconciliation and solidarity.

*The Department*

**INTL5601 Advanced Independent Research (Fall/Spring: 6)**

**By Arrangement**

**Department permission required**

*Hiroshi Nakazato*

**Islamic Civilization and Societies****Contacts**

- Associate Director of the Islamic Civilization and Societies Program: Kathleen Bailey, Associate Professor of the Practice, Political Science, McGuinn 529, 617-552-4170, kathleen.bailey.1@bc.edu
- Coordinator of the Islamic Civilization and Societies Program: Susan Leonard, Gasson 104, 617-552-9139, susan.leonard.1@bc.edu
- 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, and 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**

Integrative and multidisciplinary, this course is designed as an introduction to the field. It explores the rich culture produced in the regions where Islam was the predominant religion during the past 1,400 years. 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: POLI1041/1042 Fundamentals of Politics I and II
- Fine Arts: Any two courses that satisfy the university Fine Arts core requirement
- History: Two courses from the HIST1001–1094 sequence: HIST1059 Islam and Global Modernities preferred
- Theology: Any of the two-semester University Core requirements: THEO1161 Religious Quest preferred
- Slavic and Eastern Languages and Literatures: Any two of the following: NELC2061 Language and Identity in the Middle East, NELC2062 States and Minorities in the Middle East, NELC2161 Modern Middle Eastern and Arabic Literature, NELC2063 Near Eastern Civilization

**Base Discipline Electives: Two Courses****Political Science:**

- POLI2363 Muslims in U.S. Society and Politics
- POLI2403 Rise and Rule of Islamic States
- POLI2414 Politics and Society in Central Eurasia
- POLI3444 Intellectuals & Politics in the Middle East
- POLI/INTL2475 Kuwait: Politics & Oil in the Gulf

- POLI2502 U.S.-Iran Relations Since World War II
- POLI3527 Terrorism and Political Violence
- POLI2528 International Relations of the Middle East
- POLI2615 Islam and Liberal Democracy
- POLI2638 Islamic Political Philosophy
- POLI7700 Muslims & American Institutions
- POLI7806 Political Cultures of the Middle East
- POLI7812 State-Church Relations in Modern Europe
- POLI7813 Islam in Europe

**History:**

- HIST4140 Middle East in the Twentieth Century
- HIST4150 Modern Iran
- HIST4370 Byzantium and Islam
- HIST4131 Rise and Fall of the Ottoman Empire
- HIST4135 History & Historiography of Arab Israeli Conflict
- HIST4122 Odysseys in the Western and Islamic Traditions
- HIST4090 Modern South Asia
- HIST4497 Terror and the American Century

**Theology:**

- THEO3116 Medieval Religions & Thought
- THEO1225/ICSP2225 Exploring the Religious Worlds of Istanbul and Anatolia
- THEO5351 Faith Elements in Conflict
- THEO5352 Israelis and Palestinians
- THEO5441 Ibn 'Arabi & The Islamic Humanities: Islamic Philosophy & Theology
- THEO5544 Prophetic Tradition and Inspiration: Exploring the Hadith
- THEO5554 Encountering the Qur'an: Contexts and Approaches
- THEO5566 Mystical Poetry in the Islamic Humanities

**Fine Arts:**

- ARTH2213 Introduction to Islamic Architecture
- ARTH2226 Islamic Spain/al-Andalus: Word, Monument, and Image
- ARTH2280 Masterpieces of Islamic Art
- ARTH3350 The Art of the Object/Islamic Art
- ARTH4409 The Art of the Islamic Book
- ARTH4412 Cairo: City of 1001 Nights
- FILM3314 Cinema of the Greater Middle East
- Slavic and Eastern Languages and Literatures:**
- NELC1211/1212 Modern Hebrew I and II
- NELC1251/THEO5582 Biblical Hebrew
- NELC1431/1432 Turkish for Scholars I and II
- SLAV2069 Literature of the Other Europe in Translation
- SLAV2067 Gender and War in Eastern Europe
- SLAV2066 Conversion, Islam, and Politics in the Balkans
- NELC4121/4122 Advanced Arabic I and II
- SLAV2071 War and Peace in Yugoslavia
- SLAV2065/SOCY 2280 Society/National Identity in the Balkans
- SLAV2062 Exile and Literature
- NELC2063 Near Eastern Civilizations
- NELC2331 Advanced Readings in Persian Texts
- LING3359 The Structure of Biblical Hebrew
- NELC3162 Business Arabic
- NELC4190 Advanced Tutorial Arabic



**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, 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, Egypt, Jordan, 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, B.U., 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 ICSP1199 (fall semester)
- 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 Literature offers 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.

**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).

**ICSP1199 Islamic Civilization (Fall: 3)**

**Cross listed with HIST2101 and THEO1174**

**Satisfies Cultural Diversity Core Requirement**

This course introduces the varieties of Islamic civilization from the seventh century to the modern world. It explores not only the tenets of faith and practice, and political, social, theological, and economic history, but also considers Muslim cultural and intellectual contributions, including by women, from Indonesia to Morocco and in the Western world. Students will read primary sources, listen to recordings, and view films. The course will emphasize the variety of experiences of Muslims and their contributions to the world.

*David M. DiPasquale*

**ICSP1610–1611 Middle Eastern Musical Languages, Choir and Ensemble I and II (Fall/Spring: 1)**

This 2-semester course is an ensemble dedicated to learning how to sing and play music from cultures of the Middle East. Repertoire covered includes rural and urban repertoires, popular music forms as well as art music genres. Students will learn songs in the languages of the region and the cultural context behind music making in the Arabic, Persian and Turkish-speaking world. No prior experience with this music required.

*Nizar Ballout*

*Ann Lucas*

**ICSP2250 Conversion, Islam, and Politics in the Balkans (Spring: 3)**

**Cross listed with SLAV2066**

**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,

## ARTS AND SCIENCES

---

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*

**ICSP2475 Kuwait: Politics and Oil in the Gulf (Summer: 3)**

**Cross listed with INTL2475 and POLI2475**

**Satisfies Cultural Diversity Core Requirement**

This seminar addresses the comparative and international politics of the Gulf States, with emphasis on Kuwait and Saudi Arabia. It analyzes state formation, state-society relations, democratization, the rise of Islamism and regime stability, foreign policies, regional politics, and the politics of OPEC and international oil markets. It assesses the effects of oil on domestic and foreign policy. Finally, it highlights pressures for political liberalization and growth in civil society. Students visit sites of political, religious, and historical significance throughout Kuwait and the Gulf, attend presentations at the National Assembly and Ministry of Foreign Affairs, and meet with English-speaking Kuwaiti students.

*The Department*

**ICSP2615 Islam and Liberal Democracy (Fall: 3)**

**Cross listed with POLI2615**

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 M. DiPasquale*

**ICSP2638 Islamic Political Philosophy (Spring: 3)**

**Cross listed with POLI2638**

**Offered Periodically**

What is the relationship between philosophy and Islam? Does the divine law (Shari'a) need to be supplemented with purely rational reflections on the nature and purpose of political life? What is the place of toleration and individual rights in the Islamic legal and philosophic tradition? We will explore these and similar questions by focusing on two particularly fertile periods of Islamic thought: the encounter of Islam with Greek philosophy in the classical period and its encounter with the modern secular West in late modernity.

*David M. DiPasquale*

**ICSP3310 Women and Gender in Islam (Spring: 3)**

**Cross listed with THEO5500**

**Offered Periodically**

This course explores women and gender roles in Islamic history, civilization, and societies, beginning with the pre-Islamic period and continuing through the present. The goal is to present women and women's issues as central to the main narrative of Islamic history, rather than as a side story. This course explores questions related to both historical and contemporary religious interpretation and practice, Sunni, Shia and Sufi, as well as the impact of religion and gender constructs on women's access to the public sphere, positions of leadership, and legal status.

*Natana DeLong-Bas*

**ICSP4941 ICS Senior Seminar (Fall: 3)**

**Seniors Only.**

**Department permission required**

*Kathleen Bailey*

**ICSP4952 ICS Senior Thesis (Spring: 3)**

**Department permission required**

*Kathleen Bailey*

*Ali Banuazizi*

*Sheila Blair*

*Jonathan Bloom*

*Jonathan Laurence*

*Peter Skerry*

### 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

**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

**Joshua E. Greene**, *Professor*; B.S., Harvey Mudd College; M.Sc., University of Chicago; Ph.D., Princeton University

**Benjamin Howard**, *Professor*; B.S., University of Chicago; M.S., Ph.D., Stanford University

**Tao Li**, *Professor*; B.S., Peking University; Ph.D., California Institute of Technology

**G. Robert Meyerhoff**, *Professor*; A.B., Brown University; Ph.D., Princeton University

**Renato Mirollo**, *Professor*; B.A., Columbia College; Ph.D., Harvard University

**Mark Reeder**, *Professor*; B.A., Humboldt State University; M.S., University of Oregon; Ph.D., Ohio State University

**John A. Baldwin**, *Associate Professor*; A.B., Harvard University; Ph.D., Columbia University

**Daniel W. Chambers**, *Associate Professor*; B.S., University of Notre Dame; A.M., Ph.D., University of Maryland

**Dawei Chen**, *Associate Professor*; B.S., Peking University; Ph.D., Harvard University

**C.K. Cheung**, *Associate Professor*; B.Sc., University of Hong Kong; Ph.D., University of California at Berkeley

**Maksym Fedorchuk**, *Associate Professor*; S.B., Massachusetts Institute of Technology; Ph.D., Harvard University

**Julia Elisenda Grigsby**, *Associate Professor*; A.B., Harvard University; 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

**David Treumann**, *Associate Professor*; B.S., University of Minnesota; Ph.D., Princeton University

**Ian Biringer**, *Assistant Professor*; A.B., Oberlin College; M.S., Ph.D., University of Chicago

**Qile Chen**, *Assistant Professor*; B.S., University of Science and Technology of China; Ph.D., Brown University

**David Geraghty**, *Assistant Professor*; B.A., C.A.S.M., University of Cambridge; Ph.D., Harvard University

**Dubi Kelmer**, *Assistant Professor*; B.S., The Hebrew University of Jerusalem; Ph.D., Tel Aviv University

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

**Juliana V. Belding**, *Assistant Professor of the Practice*; B.A., Bryn Mawr College; Ph.D., University of Maryland

**Marie Clote**, *Assistant Professor of the Practice*; M.A., D.E.A., University Paris VII

**Ellen J. Goldstein**, *Assistant Professor of the Practice*; B.A., Skidmore College; Ph.D., Tufts University

**Robert C. Reed**, *Assistant Professor of the Practice*; B.A., University of California at Berkeley; Ph.D., University of Wisconsin at Madison

**Jamison Wolf**, *Assistant Professor of the Practice*; B.A., Bucknell University; Ph.D., Tufts University

#### Contacts

- Department Offices: Maloney Hall, Rooms 561 and 562
- 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.*

The Mathematics B.A. major requires completion of at least 33 credits, including:

- MATH2202 Multivariable Calculus or MATH2203 Multivariable Calculus (Honors)
- MATH2210 Linear Algebra or MATH2211 Linear Algebra (Honors)
- MATH2216 Introduction to Abstract Mathematics
- MATH3310 Introduction to Abstract Algebra
- MATH3320 Introduction to Analysis
- Eighteen elective credits chosen from MATH courses numbered 4000 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 MATH courses numbered 4000 or higher for each.

#### 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.*

The Mathematics B.S. major requires completion of at least 36 credits, including:

- MATH2202 Multivariable Calculus or MATH2203 Multivariable Calculus (Honors)
- MATH2210 Linear Algebra or MATH2211 Linear Algebra (Honors)
- MATH2216 Introduction to Abstract Mathematics
- MATH3311–3312 Algebra I, II
- MATH3321–3322 Analysis I, II
- MATH4460 Complex Variables
- Twelve elective credits in mathematics numbered 4000 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 MATH courses numbered 4000 or higher for each.

##### **Corequisite Science Courses for B.S. in Mathematics**

- BIOL2000 Molecules and Cells
- BIOL2010 Ecology and Evolution
- BIOL3040 Cell Biology
- BIOL3190 Genetics & Genomics
- BIOL4200 Introduction to Bioinformatics
- CHEM1109 (1117)–1110 (1118) General (Modern) Chemistry I, II
- CHEM3351 Analytical Chemistry
- CHEM4475–4476 Physical Chemistry I, II
- CSCI1101–1102 Computer Science I, II
- Any upper division course for majors in Computer Science
- ECON2228 Econometric Methods
- ECON2229 Forecasting Techniques
- ECON3308 Game Theory in Economics
- ECON3311 Mathematics for Economists
- ECON3327 Financial Econometrics
- ECON3389 Big Data
- ECON3392 Quantitative Methods in Environmental Economics
- EESC1132–1134 Exploring the Earth I, II
- EESC3391 Introduction to Geophysics
- EESC4424 Environmental Geophysics
- EESC4455 Exploration Seismology
- PHYS2100/2110–2101/2111 Introduction to Physics (Calculus I and 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 MATH courses used to fulfill the major.

Some students may need to complete (or will benefit from completing) MATH1102 Calculus I (Mathematics/Science Majors) and Calculus II (Mathematics/Science Majors), (numbered MATH1105 in the fall and MATH1103 in the spring) to prepare for the major. Well-prepared students with a strong Calculus BC program may, and sometimes should, begin directly in MATH2202. Exceptionally strong students may apply for the Honors Section MATH2203, 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 mathematics courses numbered 300 and above.
- Completion, as one of the required electives, of an honors thesis course MATH4961; or an independent study course MATH4901 under the direction of a faculty member; or completion, as one of the required electives, of one graduate course at the 8000 level.

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:*

- MATH2202 Multivariable Calculus or MATH2203 Multivariable Calculus (Honors)
- MATH2210 Linear Algebra or MATH2211 Linear Algebra (Honors)
- Twelve elective credits, chosen from:
  - MATH2216 Introduction to Abstract Mathematics
  - MATH3310 Introduction to Abstract Algebra
  - MATH3311–3312 Algebra I, II
  - MATH3320 Introduction to Analysis
  - MATH3321–3322 Analysis I, II
  - MATH major courses numbered 4000 or higher

No more than three credits may be accumulated toward the minor in courses granting fewer than three credits.

### 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 and the Assistant Chair for Graduate Programs.

### Information for Study Abroad

Normally, Mathematics majors should have completed MATH2202/3, MATH2210/1, and MATH2216 before going abroad. For students abroad in the second semester of junior year only, you should also complete at least one of MATH3310/MATH3311 or MATH3320/MATH3321 before leaving.

Students usually may take **no more than two** mathematics courses for credit towards the mathematics major while abroad, although exceptions may be made if the host institution provides suitable offerings. All 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 3000-level courses in Algebra and Analysis may be available while abroad. However, these titles are generic, and thus it is extremely important that you check with the Department about taking either one of these two courses abroad, to be sure that the level of the course matches your background.

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.), or Geological Sciences*

Enroll in your first semester of freshman year in one of the Calculus courses MATH1102 (Calculus I/Math and Science), MATH1105 (Calculus II-AP/Math and Science), or MATH2202 (Multivariable Calculus). If you have had a solid year of calculus, MATH1105 is usually the most appropriate choice. Well-prepared students with a strong Calculus BC program may, and sometimes should, begin directly in MATH2202. Exceptionally strong students may apply for the Honors Section of MATH2202, and should contact the Assistant Chair for Undergraduate Programs.

#### *Majors in Biology, Computer Science (B.A.), or Environmental Geoscience; and all Premedical students*

Enroll in your first semester of freshman year in one of the Calculus courses MATH1100 (Calculus I), MATH1101 (Calculus II), or MATH2202 (Multivariable Calculus). If you have had a solid year of calculus (the AB curriculum), MATH1101 is usually the most appropriate choice. Particularly well-prepared students should con-



sider MATH2202. If you have a strong interest in mathematics, you should consider choosing a Calculus course from the MATH1102–MATH1105–MATH2202 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 MATH1100 (Calculus I), MATH1101 (Calculus II), or MATH2202 (Multivariable Calculus) in one of the semesters of freshman year. If you have had a year of calculus, MATH1101 is usually the most appropriate choice. Particularly well-prepared students should consider MATH2202. If you have a strong interest in mathematics, you should consider choosing a Calculus course from the MATH1102–MATH1105–MATH2202 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:

- MATH1004 Finite Probability and Applications
- MATH1007 Ideas in Mathematics
- MATH1180 Principles of Statistics for the Health Sciences (CSON students)
- MATH1190 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).

#### *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).

#### **MATH1002–1003 Functions and Differential Calculus I and II (Fall/Spring: 3)**

**This course does not satisfy the University Core Requirement in Mathematics. Department permission is required. See the Assistant Chair for Undergraduates**

This 2-semester course is intended for students who are required to take either MATH1100 or MATH1102 but whose backgrounds necessitate additional preparation. Topics include the real line and coordinate plane; linear and quadratic functions; higher degree polynomials and rational functions; trigonometry, emphasizing the trigonometric functions; and exponential and logarithmic functions.

*The Department*

#### **MATH1004 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, Lynch School of Education, and Connell 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.

*The Department*

#### **MATH1007 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.

*The Department*

#### **MATH1034 Pre-Calculus for OTE (Fall: 3)**

*The Department*

#### **MATH1035 Intro to Probability and Statistics for OTE**

**(Fall/Summer: 3)**

*The Department*

#### **MATH1036 Intro to Calculus for OTE (Fall: 3)**

*The Department*

#### **MATH1100–1101 Calculus I and II (Fall/Spring: 4)**

*Prerequisites:* Trigonometry I, MATH1100 is a prerequisite for MATH1101

*Corequisite:* MATH1121, MATH1122, MATH1141, MATH1142, etc., depending on which section of MATH1100 taken

**Satisfies Mathematics Core Requirement**

**MATH1100-1101 is not open to students who have completed a calculus course at the college level and MATH1103 or MATH1105. Students contemplating majors in Chemistry, Computer Science/B.S., Environmental Geosciences, Geological Sciences, Mathematics, or Physics should enroll in MATH1102, MATH1103, or MATH1105.**

This 2-semester 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.

*The Department*

#### **MATH1102–1103 Calculus I and II (Mathematics/Science Majors)**

**(Fall/Spring: 4)**

*Prerequisites:* Trigonometry I, MATH1102 is a prerequisite for MATH1103

**Satisfies Mathematics Core Requirement**

**Not open to students who have completed a calculus course at the college level or MATH1105.**

This 2-semester 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 MATH1100. Topics covered include the algebraic and analytic properties of the real number system, functions, limits, derivatives, and an introduction to integration.

*The Department*

## ARTS AND SCIENCES

---

**MATH1105 Calculus II-AP (Mathematics/Science Majors) (Fall: 3)**  
**Not open to students who have completed MATH1103.**

MATH1105 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 MATH1101 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 MATH2202 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.

*The Department*

**MATH1180 Principles of Statistics for the Health Sciences (Spring: 3)**

*Prerequisite:* CSON 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.

*The Department*

**MATH1190–1191 Fundamentals of Mathematics I and II (Fall/Spring: 3)**

*Prerequisite:* MATH1190 is a prerequisite for MATH1191

**Satisfies Mathematics Core Requirement**

**LSOE students only.**

This 2-semester course sequence is designed for those who plan to teach mathematics in grades K-8. The emphasis is on building conceptual understanding of the mathematics present in the emerging K-8 curriculum and on deepening content knowledge. Number and number systems through the real number system will be studied; functions and the structure of algebra will be developed. Problem solving and reasoning, applications, and making connections will be featured.

*The Department*

**MATH2202 Multivariable Calculus (Fall/Spring: 4)**

*Prerequisite:* MATH1101, MATH1103, MATH1105, or permission of instructor.

**Satisfies Mathematics Core Requirement**

**This course is for students majoring in Chemistry, Computer Science/B.S., Environmental Geosciences, Geological Sciences, 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.

*The Department*

**MATH2203 Multivariable Calculus (Honors) (Fall: 4)**

*The Department*

**MATH2210 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.

*The Department*

**MATH2211 Linear Algebra (Honors) (Fall: 3)**

*Prerequisite:* MATH2203

This honors course in Linear Algebra is intended for students with strong preparation and high motivation. Topics covered include matrices, linear equations, determinants, eigenvectors and eigenvalues, vector spaces and linear transformations, inner products, and canonical forms. The course will include significant work with proofs.

*The Department*

**MATH2216 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.

*The Department*

**MATH2290 Number Theory for Teachers (Spring: 3)**

*Prerequisites:* MATH1190-1191

**Cross listed with EDUC2290**

**Offered Biennially**

This course is intended to focus on the wealth of topics that relate specifically to the natural numbers. These will be treated as motivational problems to be used in an activity-oriented approach to mathematics in grades K-9. The course will demonstrate effective ways to use the calculator and computer in mathematics education. Topics include prime number facts and conjectures, magic squares, Pascal's triangle, Fibonacci numbers, modular arithmetic, and mathematical art.

*The Department*

**MATH3310 Introduction to Abstract Algebra (Fall/Spring: 3)**

*Prerequisites:* MATH2210 and MATH2216

**Students may not take both MATH3310 and MATH3311.**

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.

*The Department*

**MATH3311–3312 Algebra I and II (Fall/Spring: 3)**

*Prerequisites:* MATH2210 and MATH2216. MATH3311 is a prerequisite for MATH3312

**With the permission of the Assistant Chair for Undergraduates. Students who have taken MATH3310 may be allowed to take MATH3312; however, they may need to do additional work on their own in order to make that transition.**

This 2-semester course 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.

*The Department*

**MATH3320 Introduction to Analysis (Fall/Spring: 3)**

*Prerequisites:* MATH2202 and MATH2216

The purpose of this course is to give students the theoretical foundations for the topics taught in MATH1102–1103. 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.

*The Department*

**MATH3321–3322 Analysis I and II (Fall/Spring: 3)**

*Prerequisites:* MATH2202 and MATH2216. MATH3321 is a prerequisite for MATH3322

**With the permission of the Assistant Chair for Undergraduate Programs. Students who have taken MATH3320 may be allowed to take MATH3322; however, they may need to do additional work on their own in order to make that transition.**

This 2-semester course 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.

*The Department*

**MATH3353 Statistics (Fall: 4)**

*The Department*

**MATH4410 Differential Equations (Fall/Spring: 3)**

*Prerequisites:* MATH2202 and MATH2210

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.

*The Department*

**MATH4412 Partial Differential Equations (Spring: 3)**

*Prerequisite:* MATH4410

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.

*The Department*

**MATH4414 Numerical Analysis (Spring: 3)**

*Prerequisites:* MATH2202, MATH2210, 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.

**MATH4426 Probability (Fall/Spring: 3)**

*Prerequisite:* MATH2202, familiarity with using a computer

This course provides a general introduction to modern probability theory. Topics include probability spaces, discrete and continuous ran-

dom 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.

*The Department*

**MATH4427 Mathematical Statistics (Fall/Spring: 3)**

*Prerequisite:* MATH4426 and 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.

*The Department*

**MATH4430 Introduction to Number Theory (Fall: 3)**

*Prerequisite:* MATH2216

Topics covered include divisibility, unique factorization, congruences, number-theoretic functions, primitive roots, diophantine equations, continued fractions, quadratic residues, and the distribution of primes. An attempt will be made to provide historical background for various problems and to provide examples useful in the secondary school curriculum.

*The Department*

**MATH4435 Mathematical Programming (Fall: 3)**

*Prerequisite:* MATH2210

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.

*The Department*

**MATH4440 Dynamical Systems (Spring: 3)**

*Prerequisites:* MATH2202 and MATH4410 or permission of the instructor

This course is an introduction to nonlinear dynamics and their applications, emphasizing qualitative methods for differential equations. Topics include fixed and periodic points, stability, linearization, parameterized families and bifurcations, and existence and nonexistence theorems for closed orbits in the plane. The final part of the course is an introduction to chaotic systems and fractals, including the Lorenz system and the quadratic map.

*The Department*

**MATH4445 Combinatorics (Spring: 3)**

*Prerequisite:* MATH2216

*Corequisite:* MATH2210

**Not open to students who have completed MATH2245, MATH2248, or CSCI2245**

This course is an introduction to graph theory and combinatorics, with a strong emphasis on creative problem-solving techniques and connections with other branches of mathematics. Topics will center around the following: enumeration, Hamiltonian and Eulerian cycles,

## ARTS AND SCIENCES

extremal graph theory, planarity, matching, colorability, Ramsey theory, hypergraphs, combinatorial geometry, and applications of linear algebra, probability, polynomials, and topology to combinatorics.

*The Department*

### MATH4451 Euclidean and Non-Euclidean Geometry (Fall: 3)

*Prerequisite:* MATH2216

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.

*The Department*

### MATH4453 Euclid's *Elements* (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.

*The Department*

### MATH4455 Mathematical Problem Solving (Fall: 3)

*Prerequisites:* MATH2202, MATH2210, MATH2216 (or equivalent mathematical background).

**Permission of the instructor required for students outside LSOE.**

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 mathematics teachers.

*The Department*

### MATH4460 Complex Variables (Spring: 3)

*Prerequisites:* MATH2202 and MATH2210

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.

*The Department*

### MATH4470 Mathematical Modeling (Spring: 3)

*Prerequisites:* MATH2202, MATH2210, and familiarity using a computer  
**Offered Periodically**

This course introduces students to methods of mathematical modeling. The emphasis is on ways to analytically represent and study today's complex modeling problems, with cases from the natural and

social sciences. Topics include the model building process, mathematical models of systems, and modeling data to discover properties and hidden characteristics. The calculus of finite differences and solutions to classes of difference equations will serve as the core mathematical theory taught in this course. The dynamics of certain linear and non-linear models will be explored from various domains (e.g., population models, economic models, Markov models). The course will conclude with an introduction to mathematical graph theory and its application to modeling interacting and interdependent systems and networks.

*The Department*

### MATH4901 Readings and Research (Fall/Spring: 3)

This is an independent study course, taken under the supervision of a Mathematics Department faculty member. Interested students should see the Assistant Chair for Undergraduates.

*The Department*

### MATH4961 Honors Thesis (Fall/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.

*The Department*

### MATH5500–5501 Advanced Independent Research I and II (Fall: 3)

*The Department*

## Music

### *Faculty*

**T. Frank Kennedy, S.J., Professor;** 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

**Ralf Yusuf Gawlick, Associate Professor;** B.M., University of California, Santa Barbara; M.M., University of Texas at Austin; D.M.A., New England Conservatory

**Ann Lucas, Assistant Professor;** B.M., Kansas State University; M.A., University of California, Los Angeles; Ph.D., University of California, Los Angeles

**Daniel Callahan, Assistant Professor;** B.A., New York University; Ph.D., Columbia University

**Jeremiah W. McGrann, Associate Professor of the Practice;** B.A., Austin College; Ph.D., Harvard University

**Sandra Hebert, Assistant Professor of the Practice;** 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: Eliana Diaz, 617-552-8720, musicdep@bc.edu
- Website: [www.bc.edu/music](http://www.bc.edu/music)
- Director of Undergraduate Studies: Jeremiah W. McGrann, 617-552-0712, mcgrann@bc.edu



### 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 (MUSA1100, MUSA1200, MUSA1300) that satisfy the University Core requirement in the Arts and that serve as introductions to the various areas of musical knowledge. MUSA1100 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. MUSA1200 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, Modern Era), the historical development of various genres (Opera, Symphony, Keyboard Music), or the contributions of various individual composers (Bach, Beethoven, Monteverdi). MUSA1300 History of Popular Music in the U.S. offers a socio-historical approach to the broad history and context of 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. MUSA1320 Introduction to Musics of the World, MUSA2306 African Music, and MUSA2307 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 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 (MUSP1925—one credit per semester) or not for credit (MUSP1920, 1910, 1900). Individual Instrumental Instruction, either credit or non-credit, requires 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 a juried performance at the end of the semester. Students may use up to three credits of individual instruction toward graduation.

### Major Requirements

(Minimum of 12 courses, 38 credits)

- *Theory, Analysis, and Composition Courses:* (12 credits total)  
*Prerequisite:* MUSA1100 Fundamentals of Music Theory or equivalent  
*Required of all majors:* MUSA2100 Harmony, MUSA3100 Chromatic Harmony, MUSA3106 Counterpoint
- *Choice of any one course:* MUSA3110 Form and Analysis, MUSA3114 Jazz Harmony, MUSA3120 Composition Seminar, MUSA3126 Tonal Composition
- *Historical Courses:* (nine credits total)  
*Required of all majors:* MUSA2209 Music of the Modern Era  
*Choice of any two:\** MUSA2201 Medieval-Renaissance Music, MUSA2202 Music of the Renaissance, MUSA2203 Music of the Baroque, MUSA2205 Music of the Classic Era, MUSA2207 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*  
MUSA1320 Introduction to World Music\*  
MUSA2306 African Music\*  
MUSA2307 Musics of Asia\*  
MUSA2308 Music in the Medieval Islamic World  
MUSA2309 Music and Culture in the Middle East  
\*MUSA1320, MUSA2306, and MUSA2307 also satisfy the Core Cultural Diversity requirement  
*Group II—Western tradition*  
MUSA2320 Music and America  
MUSA2330 History of Jazz  
MUSA2340 Introduction to Irish Folk Music  
MUSA3350 The Beatles
- *Required Senior Seminar:* (one semester, three credits)  
The Senior Seminar (MUSA4941) 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 three-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 a 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 student 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*: (two credits)

All majors will be expected to have passed the minimum competency requirements in Ear Training and Sight-Singing before graduation. The courses MUSA1090–2090 Ear-Training and Sight-Singing are two-credit classes designed and recommended as an aid to passing this test.

### Minor Requirements

(Minimum of six courses, 18 credits)

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 (three credits): MUSA1100 Fundamentals of Music Theory (required if they do not have the background in music theory needed before entering MUSA2100 Harmony), or MUSA1200 Introduction to Music or MUSA1300 History of Popular Music. Students who can pass out of MUSA1100 should substitute an upper level course.
- Two additional music theory courses (six credits): MUSA2100 Harmony and MUSA3100 Chromatic Harmony.
- Three historical and cross-cultural electives (nine 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 MUSA4600 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 Theatre). MUSA1200 Introduction to Music, MUSA1100 Fundamentals of Music Theory, and MUSA1300 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 MUSA1320 Introduction to World Music, MUSA2306 African Music, and MUSA2307 Musics of Asia as options for the Cultural Diversity requirement of the Core.

### Information for Study Abroad

**For the Core:** Students who wish to satisfy the Arts Core through Music while abroad should consult with the Director of the Undergraduate Program before their departure. Acceptable courses should be similar in scope and content to those offered at Boston College. Many abroad programs do not offer classes that fit these requirements.

**For the major and minor:** 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. Music of the Modern Era 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 MUSA1100 Fundamentals of Music Theory. The theory courses (especially MUSA1100 Fundamentals and MUSA2100 Harmony) are essential and necessary indicators of how well a student will be able to succeed in the major. Those who can test out of MUSA1100 and who wish to fulfill the Arts Core requirement with a music course should take MUSA1200 Introduction to Music or MUSA1300 History of Popular Music. Arts Core courses in Fine Arts or Theater are also possible instead of Music and are recommended for those who wish a broader understanding of the Arts.

#### *Sophomore Year*

Harmony and Chromatic Harmony should be taken in sequence along with MUSA1090–2090 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 Modern Era, 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.

### **Music Academic**

#### *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).

#### **MUSA1080 Keyboard Skills (Fall/Spring: 0)**

*Corequisite:* MUSA1100, MUSA2100, or MUSA3100

In weekly 30-minute lessons, students will learn and demonstrate the practical understanding of scales, chord progressions and the ability to play short compositions on the keyboard. Times to be determined once class begins.

*Leah Kosch*

*The Department*

#### **MUSA1090 Ear Training/Sight-Singing Lab (Fall/Spring: 1)**

**For Music majors.**

In meetings twice a week students learn to sing melodies by sight through a solfege system of drilling scales and intervals (sight-singing) and learn to notate melodic, rhythmic, and harmonic patterns (ear-training). The course principally helps students pass the Ear Training/Sight Singing requirement for the major but can benefit individuals in singing groups or those who wish to improve their practical musical skills. Preference given to majors and minors.

*Michael Burgo*

#### **MUSA1100 Fundamentals of Music Theory (Fall/Spring: 3)**

*Corequisite:* MUSA1080

**Satisfies Arts Core Requirement**

An introductory music theory course designed for students with a strong interest in music. As a Core course it includes speculations on how musical discourse informs our perception and understanding of the world around us. Students learn to acquire skills in music notation and transcription. The following theoretical concepts will be extensively covered: notation of pitch and rhythm, scales, intervals,

chords, and harmonic progression. Students leave the course prepared for upper level study in music theory and will begin to question broader issues concerning the meaning and use of music.

*Michael Burgo*

*Barbara Gawlick*

*Leah Kosch*

*The Department*

#### **MUSA1200 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.

*Daniel M. Callahan*

*Alexander Ludwig*

#### **MUSA1300 History of Popular Music (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*

#### **MUSA1320 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.

*Ann E. Lucas*

*The Department*

#### **MUSA1701 Aesthetic Exercises: Engagement, Empathy, Ethics**

**(Spring: 3)**

**Satisfies Arts Core Requirement**

**Core Renewal Course: Enduring Questions**

In this course you will hone your perceptual and critical faculties on a range of artworks and performances traversing media and frames, from ancient sculpture to contemporary sports. You will explore how differences between media and art forms affect representation, meaning, and reception. You will define and redefine "art." You will read aesthetic theorists from Plato to YouTube users. Most importantly, you

## ARTS AND SCIENCES

---

will lavish attention on your own embodied experience to understand what constitutes aesthetic engagement, with whom or what you empathize in aesthetic experience, and how, if at all, aesthetic exercises better your life and the lives of others.

*Daniel Callahan*

### MUSA1901 Music Internship (Fall: 1)

*Jeremiah McGrann*

### MUSA2080 Keyboard Skills: Harmony (Fall/Spring: 0)

*Corequisite:* MUSA2100

In weekly 30-minute lessons, students will learn and demonstrate the practical understanding of scales, chord progressions, and the ability to play short compositions on the keyboard.

*Lindsay Albert*

### MUSA2085 Keyboard Skills: Chromatic Harmony (Fall/Spring: 0)

*Corequisite:* MUSA3100

In weekly 30-minute lessons, students will learn and demonstrate the practical understanding of scales, chord progressions, and the ability to play short compositions on the keyboard.

*Leah Kosch*

### MUSA2090 Advanced Ear Training/Sight-Singing Lab

(Fall/Spring: 1)

For Music majors.

A continuation of MUSA1090. See description for MUSA1090.

*Michael Burgo*

### MUSA2100 Harmony (Fall/Spring: 3)

*Prerequisite:* MUSA1100 or department permission

*Corequisite:* MUSA2080

**Theory course.**

**It is recommended that Music majors also take MUSA1090.**

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 MUSA1090 Ear Training/Sight-Singing Lab.

*Sandra Hebert*

### MUSA2130 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*

### MUSA2203 Music of the Baroque (Fall: 3)

**Offered Periodically**

**Historical period**

This course includes music in the seventeenth and first half of the eighteenth centuries from Monteverdi and Schutz to Bach and Handel.

We will study the rise of new forms and growth of instrumental and vocal music: opera, oratorio, cantata, trio sonata, solo sonata, concerto, concerto grosso, dance suite, and fugue.

*T. Frank Kennedy, S.J.*

### MUSA2205 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*

### MUSA2207 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.

*Jeremiah W. McGrann*

### MUSA2209 Music of the Modern Era (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, including: 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.

*Daniel M. Callahan*

### MUSA2306 Musics of Africa (Spring: 3)

**Cross listed with AADS2306**

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

**Cross-cultural course within the major/minor. The ability to read Western European music notation is not required.**

This course is a survey of the musical diversity and cosmopolitanism of one of the world's most populous continents. Drawing from ethnographic studies of African musics, we will explore some of the political, economic, and historical circumstances out of which certain genres and styles of music emerge and at the ways in which these genres and styles circulate in global music and performance markets.

*Sharon Kivenko*

### MUSA2307 Musics of Asia (Fall: 3)

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

**Cross-cultural course within the major/minor.**

**The ability to read Western music notation is not required.**

This course offers an approach to Asian culture focusing on music and the performing arts. Case studies from India, Tibet, China, Japan, Korea, and Indonesia highlight the profound richness of musical experience seen throughout Asia while providing the foundation for a broader



analysis of music-as-culture. Examining how music is deployed—in religious expression, political and social strategies, identity formation, and entertainment—reveals both continuities in musical uses/meanings and diversity in its cultural, social, and personal dimensions. This course locates contemporary Asian performing arts in their historical contexts, considers the transformations that take place as music flows across borders, and examines the interplay between global information networks and local forms and representations.

*Douglass Dineen*

**MUSA2309 Music and Culture in the Middle East (Spring: 3)**

**Cross-cultural course**

This course explores the relationship between different music traditions of the Middle East and their respective cultural contexts. It addresses issues of music's structure and content vis-à-vis its role in social, political and religious situations in the region; the ways that these forces influence musical aesthetics, while also addressing the role of music in the Middle East historically. The cultural areas covered in this class include the Arab World, Iran, Turkey, and Afghanistan.

*Ann Lucas*

**MUSA2320 Music and America (Fall/Spring: 3)**

**Offered Biennially**

**Cross-Cultural course**

A survey of the musical heritage of the United States in the broadest historical and stylistic terms possible: from before the Puritans past punk. Included are religious and secular music as well as popular and elite genres, such as Native American pow-wow music, Puritan hymnody and colonial singing schools, minstrelsy and parlor music, the rise of nationalism and its rejection in art music, music in the theater and in films, jazz and gospel, popular music as social enforcer and as social critic. Important figures include William Billings, Stephen Foster, Charles Ives, Louis Armstrong, Aaron Copland, Elvis Presley, and Jimi Hendrix.

*Jeremiah W. McGrann*

**MUSA3100 Chromatic Harmony (Fall/Spring: 3)**

*Prerequisite:* MUSA2100

*Corequisite:* MUSA1080

**Theory course. It is recommended that music majors take**

**MUSA1090 or MUSA2090**

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.

*Ralf Gawlick*

*Thomas Oboe Lee*

**MUSA3106 Counterpoint I (Fall: 3)**

*Prerequisite:* MUSA2100

**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.

*Ralf Gawlick*

**MUSA3110 Form and Analysis: Methodological Approaches to the Study of Music from Bach to Webern (Spring: 3)**

*Prerequisite:* MUSA3100

**Offered Periodically**

**Theory course**

The focus of this course is in two parts. In part one, we will look at large forms in the Romantic music repertory. We will study Robert Schumann's song cycle *Dichterliebe*, and Frederic Chopin's *Preludes, opus 28*. In part two, we will study the techniques and methods behind some of the music of the twentieth century. For instance, the music of Arnold Schoenberg, Anton Webern, Milton Babbitt, Steve Reich and others.

*Thomas Oboe Lee*

**MUSA3114 Jazz Harmony, Improvisation, and Arranging (Fall: 3)**

*Prerequisite:* MUSA3100

**Theory course**

**Students should have basic keyboard skills, but it is not essential.**

This music theory course will focus on the study of chord structures, chord substitutions, chord scales, composition, and improvisation as they have been codified by contemporary jazz musicians. The technical innovations in the music of Sonny Rollins, Thelonius Monk, Charlie Parker, and Miles Davis will be analyzed and discussed. Special attention will be placed on learning how to improvise on the great standards of the jazz repertory. Additional studies will include the following: piano lead sheet arrangements; ii-V-I keyboard harmony, re-harmonization, and composing original tunes based on chord structures of standards by Berlin, Kern, Gershwin; rhythm changes; and the blues.

*Thomas Oboe Lee*

**MUSA3120 Seminar in Composition (Spring: 3)**

*Prerequisite:* MUSA3100

**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*

**MUSA3126 Tonal Composition (Fall/Spring: 3)**

*Prerequisite:* MUSA3100 and MUSA3106

**Theory course**

Students enrolled in this course will complete three composition projects: (1) a three-part fugue in the Baroque style of J.S. Bach, (2) a Sonata-Allegro first movement in the Classical style of Haydn or Mozart, and (3) a Rondo or Scherzo movement in the Romantic style

## ARTS AND SCIENCES

---

of Beethoven, Mendelssohn, Schubert, or Schumann. We will examine representative works of these composers in these genres to serve as models for the student compositions.

*Ralf Gawlick*

**MUSA3220 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*

**MUSA3226 Masterworks of Choral Music (Fall: 3)**

**Offered Periodically**

**Genre course.**

A chronological examination of acknowledged masterpieces and lesser known works of the Western choral repertory in such genres as the Mass, motet, madrigal, oratorio, chorale, cantata, choral symphony, part songs, villancico, modern a capella music, and spirituals, among others. In addition to studying examples of each genre, we will look at the historical, social, and cultural contexts of this music and its performance.

*Michael Noone*

**MUSA3260 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.

*T. Frank Kennedy, S.J.*

*Peter Watchorn*

**MUSA3270 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*

**MUSA3342 Music and Ecstasy (Spring: 3)**

**Cross-cultural course**

This course examines the many different contexts where music is used to attain an altered state of consciousness. Throughout the world, music is actively used to drastically alter the emotions, perceptions and actions of listeners in order to transport them into another state of being. This class deals with music's relationship with specific practices of mysticism, shamanism, and magic; it also explores the specific

musical structures associated with altered states of consciousness and analyzes general questions of music versus other factors in achieving an altered state of consciousness.

*Ann Lucas*

**MUSA3350 The Beatles: From "Yesterday" to "Tomorrow Never Knows" (Spring: 3)**

**Offered Periodically**

**Restricted to Music majors and minors only.**

Everyone loves the Beatles. In this class, we explore why that is the case. We will chart the rapidly changing idiom of popular music in the 1960s and outline its interaction with various social, political and cultural movements, such as "Beatlemania" and psychedelia. The primary source material for this class is the established canon of Beatles songs, albums and films, which we will supplement with secondary articles, reviews and interviews. This course will challenge you to listen critically to, and think deeply about, one of the most influential bands in the twentieth century.

*Alexander Ludwig*

**MUSA4600 Senior Recital Preparation (Spring: 3)**

**Restricted for music majors.**

A course preparing for a 40-minute concert with research paper required.

*The Department*

**MUSA4900 Readings and Research (Fall/Spring: 3)**

*Ralf Gawlick*

*Sandra Hebert*

*Thomas Oboe Lee*

*Jeremiah W. McGrann*

*Michael Noone*

**MUSA4941 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*

**MUSA4961 Honors Thesis Preparation (Fall/Spring: 3)**

*The Department*

### Music Performance

#### 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).

**MUSP1606 Tin Whistle/Beginner (Fall/Spring: 0)**

**Performance course**

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.

*James Noonan*

**MUSP1615 Irish Fiddle/Experienced Beginner (Fall/Spring: 0)**

*Prerequisite:* MUSP1600

**Performance course.**

For students who have taken a full semester of Beginner Irish Fiddle (MUSP1600) 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.

*Sheila Falls-Keohane*

**MUSP1620 Traditional Irish Dance (Fall/Spring: 0)**

This course will introduce students to the traditional dances of Ireland, including solo step dance footwork and group set and céilí dances. The class will include warm-ups, technique, and choreography, as well as occasional short readings, video viewings, and music listening exercises. Students will gain an understanding of Irish traditional musical rhythms, while physically embodying their intrinsic connection to the dance patterns. An uplifting and invigorating class. All levels welcome.

*Kieran Jordan*

**MUSP1660 Middle Eastern Ensemble (Fall/Spring: 0)**

*Prerequisite:* Permission of instructor required

**Offered Biennially**

This course is an ensemble dedicated to learning how to play music from cultures of the Middle East: the Arab World, Iran, Turkey, as well as parts of Central Asia. Repertoire covered includes rural and urban repertoires, popular music forms as well as art music genres. Permission of instructor required for enrollment.

*Ann Lucas*

**MUSP1750 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*

**MUSP1760 Introduction to Improvisation (Fall/Spring: 1)**

**Performance course**

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*

**MUSP1766 Intermediate Improvisation (Fall/Spring: 1)**

*Prerequisite:* MUSP1760 or permission of instructor

**Performance course**

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*

**MUSP1770 Gospel Workshop (Fall/Spring: 0)**

**Cross listed with AADS2290**

**Performance course**

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

This course is a study and performance of the religious music of the Black Experience known as Spirituals and Gospels. One major performance is given each semester. Concerts and performances at local Black churches are also presented with the Voice of Imani Gospel Choir. The Gospel Workshop will provide the lab experience for MUSA2331 (AADS2266) and MUSA2332 (AADS2285). Members of these classes will be required to attend a number of rehearsals and performances of the Gospel Workshop. Members of the classes may sing in the choir but it is not required for the course.

*Chauncey McGlathery*

**MUSP1800 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 and Conductor*

**MUSP1840 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*

**MUSP1900 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*

**MUSP1910 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*

### MUSP1920 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*

### MUSP1925 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*

### MUSP1930 Individual Lessons (Spring: 0)

*Sandra Hebert*

### MUSP2600 Irish Fiddle/Intermediate (Fall/Spring: 0)

Prerequisite: MUSP1615

Performance course.

For students who have at least three years experience playing the violin (classical or traditional Irish) or who have taken the Experienced Beginner class (MUSP1615) 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. Violin rentals are possible. A small portable recorder is required.

*Sheila Falls-Keohane*

### MUSP2606 Tin Whistle/Experienced to Intermediate

(Fall/Spring: 1)

Prerequisite: MUSP1606

Performance course

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*

### MUSP2710 Advanced Improvisation (Fall/Spring: 1)

Prerequisite: MUSP1766 or permission of instructor

Performance course

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 Kniffn*

### MUSP2720 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.

*JoJo David*

*Sebastian Bonaiuto, Conductor*

### MUSP2800 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*

### MUSP2820 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.

*Lindsay Albert*

*Anne-Marie Chubet*

*Junko Fujiwara*

*Sandra Hebert*

*Randy McGee*

### MUSP2840 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*

## 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. Taminaux**, *Professor Emeritus*; Doctor Juris, Ph.D., Maître-Agrégé, University of Louvain

**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 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

**Sarah Byers**, *Associate Professor*; B.A., St. Joseph's University; M.A., Ph.D., University of Toronto

**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

**Daniel McKaughan**, *Associate Professor*; B.A., University of Oregon; M. Div., Princeton Theological Seminary; M.A., Ph.D., University of Notre Dame

**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

**Andrea Staiti**, *Associate Professor*; B.A., M.A., University of Milan; Ph.D., Albert Ludwig University of Freiburg and University of Turin

**Ronald K. Tacelli, S.J.**, *Associate Professor*; A.B., Boston College; M.Div., Weston College; Ph.D., University of Toronto

**Richard Kenneth Atkins**, *Assistant Professor*; B.A., Wheaton College (IL); M.A., Graduate Theological Union; Ph.D., Fordham University

**Aspen Brinton**, *Assistant Professor*; B.A., Amherst College; M.A., Ph.D., Georgetown University

**David Johnson**, *Assistant Professor*; B.A., Emory University; Ph.D., Pennsylvania State University

**Micah E. Lott**, *Assistant Professor*; M.A., Fuller Theological Seminary; Ph.D., University of Chicago

**Marius Stan**, *Assistant Professor*; M.A., University of Manchester; Ph.D., Johns Hopkins University

**Brian J. Braman**, *Professor of the Practice*; Director, Perspectives Program; B.S., Central Michigan University; St.B., Gregorian University, Rome; M.A., Gonzaga University; Ph.D., Boston College

**David McMenamain**, *Associate Professor of the Practice*; B.A., Fordham University; M.A., Villanova University; Ph.D., Boston College

**Deborah DeChiara-Quenzer**, *Assistant Professor of the Practice*; B.A., State University of New York at Stony Brook; M.A., Ph.D., Boston College

**Thomas P. Miles**, *Assistant Professor of the Practice*; B.A., Yale University; M.A., Cambridge University; Ph.D., University of Texas

**David E. Storey**, *Assistant Professor of the Practice*; B.A., Boston College; Ph.D., Fordham University

**Mary Troxell**, *Assistant Professor of the Practice*; B.A., Amherst College; Ph.D., Boston University

**Holly Vande Wall**, *Assistant Professor of the Practice*; B.A., Macalester College; M.A., Boston University; M.A., Pacific School of Religion; Ph.D., University of Notre Dame

**Cherie McGill**, *Visiting Assistant Professor*; B.A. Emory University; Ph.D. Johns Hopkins University

**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
- Staff Assistant, Paula Perry, 617-552-3845, troy@bc.edu
- [www.bc.edu/philosophy](http://www.bc.edu/philosophy)

#### Undergraduate Program Description

Philosophical study at Boston College provides an opportunity for open-ended inquiry and reflection on the most fundamental questions about humanity and our world.

Both as a Core requirement and as a major, philosophy is foundational in helping us appropriate our intellectual and spiritual heritage and develop self-understanding anew. Pierre Hadot reminds us, in *Philosophy as a Way of Life*, that philosophy was originally understood as a spiritual exercise. It had as its goal the transformation of the whole of one's life, intellectually, morally, and spiritually.

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 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 seek the truth, and the mutual compatibility of faith and reason.

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 also 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 with a special focus on the history of philosophy, continental phi-

losophy, and fundamental and contemporary problems in “practical philosophy.” Students who major in philosophy are asked to follow one of several different “tracks” in philosophy to guide and orient their study. These tracks are found on the departmental website and are regularly updated.

The department offers to qualified students the opportunity to participate in the departmental honors program. The honors program is by invitation only to students invited in their junior year. These students as seniors participate in a fall senior honors seminar and through the course of the entire senior year do independent research under the direction of a professor. The Department also participates in the Scholar of the College Program, details of which can be found in the Morrissey College of 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 pursue the systematic track in philosophy and consult with an advisor early in the course of their major.

### Major Requirements

The Philosophy major consists 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). Students beginning with the class of 2018 are **required** to choose one of the departmental tracks in order to focus the major around a specific area of study. Please note that after track requirements are completed, a student may take any electives of his or her choice in order to complete the major. (That is, students are not limited to taking courses only within the chosen track.) Specific requirements for each track are located on the departmental website.

Students may also take up to two cognate courses from other departments toward the major. These courses should be philosophical in content and/or substantially contribute to the enhancement of the student’s chosen major track and area of study. This course must be approved by the Director of Undergraduate Studies.

The two Philosophy Core courses must be drawn from one of the following six options:

- PHIL1070–1071 Philosophy of the Person (Fall/Spring: 6 credits)
- PHIL1088–1089 Person and Social Responsibility (PULSE Program) (Fall/Spring: 6 credits). PULSE is primarily open to sophomores.
- PHIL1090–1091 Perspectives on Western Culture (Perspectives Program) (Fall/Spring: 6 credits). This Perspectives course is primarily open to freshmen with one sophomore section offered annually.
- HONR1101–HONR1103 Western Cultural Tradition I–III (Honors Program) (Fall/Spring: 6 credits)
- PHIL1703–1704 Inquiring about Humans and Nature I and II (Fall/Spring: 6 credits)
- PHIL2281–2282 Philosophy of Human Existence (Fall/Spring: 6 credits; offered intermittently)

Students who participate in the new pilot core courses will also be able to use these core courses toward a philosophy major.

**The major tracks offered by the philosophy department are:**

- Systematic Philosophy (a traditional major, also recommended for students wishing to apply to graduate school)
- Science, Ethics, and Humanities (especially recommended for those with an interest and for double majors in the sciences and pre-med programs)

- Philosophy and Religion
- Pre-law, International Studies, and Public Policy
- Philosophy, Economics, and Justice (especially recommended to double majors in economics, finance, and management)
- Philosophy and the Arts
- Perspectives Majors track (see separate description for Perspectives major)

Please note that Philosophy majors who are pursuing a Faith, Peace, and Justice minor automatically fulfill the departmental major track requirement through the completion of the Faith, Peace, and Justice minor.

### Philosophy Minor

The Philosophy minor consists 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). Each student will design his or her own minor in consultation with a faculty advisor. Students may design their minor around one of areas in the major track or they may pursue another interest. Minors are encouraged to consult with faculty or the Director of Undergraduate Studies in shaping a coherent minor.

### Core Requirement in Philosophy

The Core requirement for philosophy is six credits. The department offers students four basic options for fulfilling the University’s 2-semester Core requirement in philosophy: Perspectives on Western Civilization, PULSE, and Philosophy of the Person. Perspectives on Western Civilization is primarily open to freshmen, PULSE to sophomores, Philosophy of the Person, and Inquiring about Humans and Nature (Perspectives and PULSE also fulfill the Theology Core requirement.)

ALL philosophy core courses are a two-semester sequence beginning in the fall and continuing in the spring semester. Students who plan to study abroad should carefully consult with their advisors in order to plan the completion of their core in philosophy.

Perspectives II, III, and IV may also be taken to fulfill the philosophy department core along with other core areas (see below). Like Perspectives I, these courses are yearlong and 6 credits per semester.

### Perspectives Program I–IV (open to both honors and non-honors students)

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*

**PHIL1090–1091 (THEO1090–1091) Perspectives on Western Culture I and II (Perspectives I)**

This 2-semester, 12-credit course fulfills the Core requirements in both Philosophy and Theology. For freshmen only.

### *Perspectives II*

**UNAS1104–1105/UNAS1106–1107 Modernism and the Arts I and II**

This 2-semester course fulfills the 6-credit Philosophy Core requirement, the 3-credit Literature Core requirement, and the 3-credit Fine Arts Core requirement.

### *Perspectives III*

**UNAS1109–1110/UNAS1111–1112 Horizons of the New Social Sciences I and II**

This 2-semester course fulfills the 6-credit Philosophy Core requirement and the 6-credit Social Sciences Core requirement.

### *Perspectives IV*

**UNAS1119–1120/UNAS1121–1122 New Scientific Visions I and II**

This 2-semester course may fulfill the 6-credit Philosophy Core requirement and either the 6-credit Natural Science Core or the 3-credit Mathematics Core and 3-credits of the Natural Science Core.

## **The PULSE Program for Service Learning**

With its mission to educate Boston College students about social injustice, the PULSE Program for Service Learning educates more than 400 undergraduates each year through the integration of community-based social service and social advocacy fieldwork with the study of theology and philosophy. The PULSE Program offers not only its signature core course, Person and Social Responsibility, but also electives. For a full description of the program, please visit the PULSE website at [bc.edu/pulse](http://bc.edu/pulse).

## **The Honors Program in Philosophy**

### *Admission to the Philosophy Honors Programs*

Students will be nominated for membership in the Honors Programs in fall of the junior year. 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 honors programs are as follows:

#### **Honors Program**

Honors students will participate in the Senior Philosophy Honors seminar in the fall semester of senior year, and register for a Philosophy Honors Thesis course with an advisor in the spring semester. Students will be expected to complete a thesis of approximately 50–75 pages by the end of the senior year. Seminar meetings and social events also provide intellectual community for honors program participants.

#### **Perspectives Honors Program**

Students in the Perspectives Honors Major track are drawn from Perspectives majors who complete all four of the 2-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 an 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 the Morrissey College 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.

### *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).

#### **PHIL1005 Basic Problems of Philosophy (Summer: 3)**

This course introduces students to the problems and procedures of the Western philosophical tradition. Examines selected works of such key thinkers as Plato, Aristotle, St. Augustine, Descartes, Locke and Rousseau.

#### *The Department*

#### **PHIL1070–1071 Philosophy of the Person I and II (Fall/Spring: 3) Satisfies Philosophy Core Requirement**

##### **Two-semester, six credit course**

This course introduces students to philosophical reflection and to its history through the presentation and discussion of the writings of major thinkers from ancient, medieval, modern, and contemporary periods. The course is designed to show how fundamental and enduring questions about the universe and about human beings recur in different historical contexts. Emphasis is given to ethical themes, such as the nature of the human person, the foundation of human rights and corresponding responsibilities, and the problems of social justice.

#### *The Department*

#### **PHIL1086 Ethical Identities and Personhood (Summer: 3) Satisfies Philosophy Core Requirement**

This course explores contemporary approaches to personhood, including philosophical, theological, and scientific contributions to concepts such as uniqueness and particularity, subjectivity and desire,

relationality and communion, and freedom and ethical responsibility. In the second half of this course, we address the implications of our investigations to specific contemporary issues, including the influence of technology (e.g., social media, artificial intelligence), market economies, and consumerism on our self-understanding as persons and ethical beings. Throughout this course, we will continually return to two fundamental questions: (1) Who am I? and (2) Who should I become? Our readings and class discussion will assist in formulating answers to these fundamental questions, helping to uncover some of the hidden assumptions guiding our understanding of ourselves. No special background in philosophy will be assumed for this introductory course.

*Brian Becker*

**PHIL1088–1089 Person and Social Responsibility I and II (Fall/Spring: 3)**

**Satisfies Philosophy and Theology Core Requirements**

**Enrollment limited to freshmen, sophomores, and juniors**

The course requirements include ten to twelve hours per week of community service. In light of classic philosophical and theological texts, students in this course address the relationship of self and society, the nature of community, the mystery of suffering and the practical difficulties of developing a just society. PULSE students are challenged to investigate the insights offered by their readings in relationship to their service work. Places in the course are very limited.

*The Department*

**PHIL1090–1091 Perspectives on Western Culture I and II/ Perspectives I and II (Fall/Spring: 3)**

**Cross listed with THEO1090–THEO1091**

**Satisfies Philosophy and Theology Core Requirements**

**Freshmen only**

The course introduces students to the Judeo-Christian Biblical texts and to the writings of such foundational thinkers as Plato, Aristotle, Augustine, Aquinas, Luther, Bacon, Descartes, Hobbes, Locke, Kant, Hegel, and Kierkegaard. The first semester considers the birth of the self-critical Greek philosophic spirit, the story of the people of Israel, the emergence of Christianity and Islam, and concludes with a consideration of medieval explorations of the relationship between faith and reason. Attention will also be paid to non-Western philosophical and theological sources.

*The Department*

**PHIL1160 The Challenge of Justice (Fall/Spring: 3)**

**Cross listed with THEO2160**

**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*

*Meghan Sweeney*

**PHIL1252 Practical Logic (Summer: 3)**

A course not in the “new logic” (symbolic, or mathematical, logic) but in the “old logic” (ordinary language logic) invented by Aristotle and used for 2300 years in all the humanities. Includes such topics as definition, contradiction, syllogisms, implied premises, induction, and analogy. The course includes the commonsensical philosophical bases for this logic and also many practical applications to reading, interpreting, evaluating, and inventing arguments, especially in dialogs.

*The Department*

**PHIL1500 Philosophical Inquiry: Humanity’s Place in Nature (Fall: 3)**

**Satisfies Philosophy Core Requirement**

*David Storey*

**PHIL1501 A Perfect Moral Storm: The Science and Ethics of Climate Change (Spring: 6)**

**Cross listed with EESC1505**

**Satisfies Natural Science and Philosophy Core Requirements**

**Core Renewal Course: Complex Problems**

Climate change is arguably the defining issue of our time, raising an array of scientific and moral questions: How do we know the climate is changing and what is the role of human activities? What values should guide climate policies? What responsibilities do we have toward future generations or our planet? This course introduces you to how the climate system works, and the scientific basis for climate change and its societal implications. It introduces you to environmental ethics and examines the moral challenges posed by climate change. Our goal is to help students appreciate the sheer complexity and moral gravity of the problem.

*David Storey*

*Corinne Wong*

**PHIL1510 Ethics (Summer: 3)**

This course introduces students to the main schools of ethical thought in the Western philosophical tradition. We examine works by philosophers such as Aristotle, Kant, and Mill, and we ask how the ethical systems developed by these figures can help us to think through issues like economic inequality, the treatment of animals, and euthanasia.

*Marina Marren*

**PHIL1701 Power, Justice, War: The Moderns (Spring: 3)**

**Satisfies Philosophy Core Requirement**

**Core Renewal Course: Enduring Questions**

This course will explore the enduring questions of power, justice and war by examining a series of modern political thinkers addressing questions of how to use power justly, how to balance concerns about justice in the midst of war, and how to govern the world through different modalities of power. Each text will be read to investigate the differences between normative and empirical thinking about war and justice. Discussions and papers will ask students to think deeply about what happens when notions of the ideal and the real influence political thinking and generate conflict.

*Aspen Brinton*



**PHIL1703–1704 Inquiring about Humans and Nature**

(Fall/Spring: 3)

Satisfies Philosophy Core Requirement

Core Renewal Course: Enduring Questions

This course examines the roots of the western philosophical distinction between humans and nature. Our human experience as rational individuals capable of abstract thought has set us apart from the rest of nature. But humans have found that we are not wholly outside of nature. We have an intimate and interdependent relationship with the rest of creation, a bond that we have stretched through art and technology and been drawn back into by desire and physical necessity. We must ask, then: What does it mean to be human? How do we define nature? What responsibilities do humans have to nature?

*Holly Vandewall***PHIL2216 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***PHIL2233 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***PHIL2259 Perspectives on War, Aggression, and Conflict Resolution I (Fall: 3)**

Cross listed with THEO2327 and SOCY2250

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***PHIL2261 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—memoir, creative non-fiction, opinion and essay—to tell the “truth” as they experience it in their own encounters with social injus-

tice. This workshop is intended to provide a comprehensive introduction to the range of strategies that social prophets and witnesses have used, and are using today, to promote the cause of justice.

*Kathleen Hirsch***PHIL2262 Telling Truths II: Depth Writing as Service (Spring: 3)**

This PULSE elective will focus on the power of story-telling to achieve justice and social liberation. We will read theoretical and narrative accounts of the role of story, examine the use of story-telling among marginal populations as a means of participating in their own “solutions.” We will explore the benefits and liabilities of social media in emerging change movements. Students will engage in story gathering, telling, and analysis, through their PULSE placements and class discussion, producing a collection of original writings.

*Kathleen Hirsch***PHIL2264 Logic (Fall/Spring: 3)**

This course will consider the principles of correct reasoning together with their application to concrete cases.

*The Department***PHIL2284 Political Philosophy (Summer: 4)**

The goal of this course is to reflect philosophically on the question: What does it mean to belong to a political community? Exploring this question will involve asking other questions, including, What are my obligations towards others and their obligations towards me? What is nature of a law? Should it be obeyed? Always? We will pursue these questions in conversation with the authors and primary texts of political philosophy. We will begin by examining the classic texts by Plato and Aristotle and the ideas of community and virtue that animate the Greek polis. Next we will turn to the Realpolitik of Machiavelli and Hobbes, as well as the responses of Locke and Rousseau. Finally we will conclude with a selection of contemporary authors including Martin Luther King. Throughout the course we will put our readings in conversation with contemporary issues regarding political belonging and participation, e.g., debates about immigration and the refugee crisis as well as the ethics of voting.

*Gregory Floyd***PHIL2287 The Meaning of Work and Leisure (Summer: 3)**

We spend much of our lives working, or preparing ourselves to work. We spend much of the rest of our time pursuing leisure. But what are our goals in doing so? How important is it for our work to be meaningful? Is leisure simply the absence of work, or something more? And what role do each of these play in a fulfilling life? From Aristotle to Adam Smith, from Rousseau to Max Weber, this course will study various accounts of what work and leisure have been, and what their ideal forms might be. The course will conclude by considering the coming age of technologically automated physical and mental labor, and its impact on the future of work and leisure.

*Jon Burmeister***PHIL2291–2292 Philosophy of Community I and II (Fall/Spring: 3) Offered Biennially**

Limited to Members of the PULSE Council

This seminar explores the nature of community, with particular focus on community in the American context. Some of the central historical, cultural, political, and religious forces that have shaped both American community and the American understanding of community are examined. These questions are initially approached from an historical perspective with an assessment of 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.

*Meghan T. Sweeney*

### **PHIL2297–2298 Community and Culture I and II (Fall/Spring: 3)**

This course will explore the nature of community in the context of American culture. Students will examine some of the philosophical, historical, cultural, political and religious forces, which have shaped both contemporary American community and the American understanding of community. Beginning with John Locke and Jean Jacques Rousseau, then moving to Alexis de Tocqueville, the course's starting points will be in two thinkers whose political philosophies were part of the intellectual climate in which this nation was born, then in the observations of an early nineteenth century visitor of what had emerged in early America. Subsequent readings will raise the question of American culture and community from modern legal, cultural, political and religious perspectives.

*David McMenamin*

### **PHIL3203 Philosophy of Education (Spring: 3)**

**Cross listed with EDUC3203**

This course is organized in such a way as to enable us to address and discuss the dialectics of freedom hidden under the process of education. The class investigates a number of conflicting positions about freedom in education and explores philosophical resources to help us to understand the nature of these issues more fully. A list of movies which students are recommended to watch before class will help them to find out and discuss the hottest philosophical topics pertaining to freedom in educational frameworks.

*The Department*

### **PHIL3314 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.*

### **PHIL3343 Introduction to Black Philosophy (Spring: 3)**

**Offered Periodically**

**Satisfies Cultural Diversity Core requirement.**

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*

### **PHIL4387 Epistemology (Spring: 3)**

**Offered Periodically**

Philosophy is full of wonderfully perplexing arguments aimed at undermining our claims to knowledge. Like this one: If I know I have two hands, then I know I'm not just a brain in a vat. But, I don't know I'm not just a brain in a vat. So, I don't know I have two hands. Or this one: A claim is known only if it is justified. Claims cannot rest on themselves for justification, cannot depend on nothing for justification, and cannot be justified by an infinite series of propositions. But as those are the only options, we must not know anything. Or this one: I believe that God exists, but many of my epistemic peers and superiors believe that God does not exist. Therefore, I have a strong countervail-

ing reason to believe God does not exist such that my belief is not justified. This course will examine these and other puzzling arguments about knowledge, justification, and disagreement.

*Richard K. Atkins*

### **PHIL4405 Greek Philosophy (Fall: 3)**

*Prerequisites:* Philosophy of the Person I and II or Perspectives I and 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; and the question of the criterion of truth, and the process by which humans may come to know; the question of the criterion of ethics.

*Sarah Byers*

### **PHIL4406 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. Syllabus on [www2.bc.edu/~solere/pl406.html](http://www2.bc.edu/~solere/pl406.html).

*Jean-Luc Solere*

### **PHIL4407 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 philosophical 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. Syllabus on [www2.bc.edu/jeanluc-solere/pl407.html](http://www2.bc.edu/jeanluc-solere/pl407.html).

*Jean-Luc Solere*

### **PHIL4408 Nineteenth- and Twentieth-Century Philosophy (Spring: 3)**

**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.

*Peter J. Kreeft*

**PHIL4419 Friendship (Fall: 3)****Offered Periodically**

The renewed interest among philosophers about friendship indicates a break from the suspicion of the last several centuries. The lack of interest can be traced to an understanding of human nature where each individual is a self-contained unit. Ethical reflection emphasized equality so much that friendship appeared hard to justify, as based on preferring one individual over another. This has not always been the case, since Greek and Medieval thinkers regarded friendship rather highly as indicating what is best in human nature and essential to happiness. We will try to understand why different cultural perspectives evaluate friendship in different ways.

*Gary Gurtler, S.J.*

**PHIL4429 Freud and Philosophy (Fall: 3)**

*Prerequisite:* Philosophy Core

This introductory course for the interdisciplinary minor in psychoanalysis (open to all interested) 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*

**PHIL4431 Philosophy of Mind (Fall: 3)**

What is the mind? Some of history's most profound thinkers have attempted to answer this question, yet the nature of the mind remains elusive and hotly debated in contemporary philosophy. Can the mysteries of conscious experience be reconciled with a naturalistic, scientific world view? Is the mind really just a kind of computer, a machine made of meat? In this course, we will investigate what Francis Crick has called the Astonishing Hypothesis—"that 'You,' your joys and your sorrows, your memories and your ambitions, your sense of personal identity and free will, are in fact no more than the behavior of a vast assembly of nerve cells and their associated molecules."

*Cherie McGill*

**PHIL4440 Historical Introduction to Western Moral Theory**

**(Fall: 3)**

**Offered Periodically**

The course introduces, contextualizes, explains, and critiques representative writings by such Western philosophical thinkers as Plato, Aristotle, Epicurus, Epictetus, Aquinas, T. Hobbes, D. Hume, I. Kant, J. Bentham, J.S. Mill, K. Marx, F. Nietzsche, and F.H. Bradley.

*Jorge Garcia*

**PHIL4468 Introduction to Asian Philosophy (Spring: 3)**

**Cross listed with THEO2468**

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

This course examines the three streams of thought that make up the core of East Asian philosophy: Confucianism, Taoism, and Buddhism. In the wisdom literature of these three "Ways," one finds the critical articulation of views about the nature of reality and about

how one ought to live. An important theme common to all three teachings in this regard is the emphasis on learning as a process of self-transformation through self-effort in ordinary existence.

*David W. Johnson*

**PHIL4472 Buddhist Ethics in Theory and Practice (Fall: 3)**

*Prerequisite:* For undergrads, at least two prior courses in philosophy or theology and a B+ or higher average in prior humanities (non-science) courses.

**Cross listed with THEO4472 and TMCE4472**

**Offered Periodically**

We first study classical Buddhist ethical principles and practices in ancient India, Southeast Asia and Tibet. We then discuss some leading contemporary Buddhist writings on ethical analyses of issues in social justice, ecology, global economics, war and peace. Daily mindfulness practice, based on class instruction, is required.

*John Makransky*

**PHIL4476 Classical Chinese Philosophy (Fall: 3)****Offered Periodically**

This course is an introduction to Classical Chinese Philosophy and designed to introduce students to the major philosophical schools of classical China, including the Confucian, Mohist, Daoist, and Buddhist schools. Through lectures, discussions, and reading of select primary and secondary sources, we will explore the formulations and subsequent transformations of key beliefs, doctrines, practices, and institutions that characterized specific cultural, educational, spiritual and philosophical traditions.

*Joseph Jiang, S.J.*

**PHIL4477 Ethical Principles in Comparative Perspectives**

**(Spring: 3)**

**Offered Periodically**

The course will explore the major concepts of and current trends in Eastern and Western values, beliefs, and practices. It will also illustrate the diversity of their social, cultural, and philosophical life by means of a cross-cultural perspective in order to communicate to students the importance of global changes, dialogue, and exchanges.

*You Guo Jiang, S.J.*

**PHIL4483 Revolution and Social Change (Fall: 3)****Offered Periodically**

*Eileen Sweeney*

**PHIL4931 Senior Honors Seminar (Fall: 4)**

**Restricted to departmental honors students only.**

The senior honors seminar will support the development of a senior thesis. Topics will include methods for strong research, writing workshops, and contemporary philosophical readings and discussion.

*The Department*

**PHIL4932 Perspectives Seminar (Fall: 3)**

**By Arrangement**

*Thomas Kohler*

*Frederick Lawrence*

**PHIL4961 Senior Honors Thesis (Spring: 4)**

**Restricted to senior departmental honors students.**

Students will write a senior thesis of approximately 75 pages under the guidance of a faculty advisor.

*The Department*

## ARTS AND SCIENCES

---

### PHIL4962 Perspectives Thesis (Spring: 3)

By arrangement.

*Brian Braman*

*The Department*

### PHIL5372–5373 New Testament Greek I and II (Fall/Spring: 3)

Cross listed with THEO5372 and THEO5373

Offered Periodically

This two-semester course is designed for the student with no previous knowledge of ancient Greek and has as its goal to develop reading and translation skills in New Testament Greek. The first semester covers chapters 1-15 of Summers, *Essentials of New Testament Greek*.

*Margaret Schatkin*

### PHIL5505 The Aristotelian Ethics (Fall: 3)

*Prerequisite:* Philosophy Core

For students interested in Aristotle's *Nicomachean Ethics*, this course is for you! It consists of a close reading of the whole of the *Nicomachean Ethics* beginning with ethical virtue (Books II-IX) and ending with happiness (Books I and X). I have found that a student's understanding of Aristotle's ethical concepts is enhanced when he/she considers those concepts in relation to leading figures in Ancient Greek literature. Thus, occasionally we will discuss some of Homer's *Iliad* and Sophocles' *Oedipus Tyrannus* to consider how some of the following issues relate to Achilles, Hektor, Paris, Oedipus, and Jocasta. What does it mean to have an ethical virtue (or vice), to engage in involuntary actions, to be responsible, courageous, good-tempered, truthful, temperate, continent, incontinent, and happy? Since the course will be run seminar style, students are expected to participate generously in classroom discussions.

*Deborah DeChiara-Quenzer*

### PHIL5518 Philosophy of Imagination (Fall: 3)

Readings in the philosophy of imagination from ancient myth to post-modernity. Beginning with Biblical and Greek accounts of images and image-making, this course will explore three main paradigm shifts in the western history of imagination: (1) the ancient paradigm of the Mirror (Plato to Augustine); (2) the modern paradigm of the Lamp (Kant to Sartre); 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*

### PHIL5524 Ethics: An Introduction (Fall: 3)

*Prerequisite:* Philosophy Core

Offered Periodically

Ethics, properly understood, is a practical discipline, i.e., an intellectually rigorous study with implications for personal and social life. This course will introduce students to the standard issues of contemporary Anglo-American ethics, but also to a broader selection of issues addressed in classical and contemporary philosophy. The goal is to develop a more adequate understanding of what it means to be practically reasonable and of how practical reasonableness can be embodied in personal and social life.

*Arthur R. Madigan, S.J.*

### PHIL5529 Metaphysics (Fall: 3)

Offered Periodically

The course begins with classical modern philosophers. Their problems concern the relation of mind and body, the possibility of objective knowledge, and cause and effect. Their method is that of science, combining both empirical and logical elements. After these modern thinkers, giving our cultural assumptions, we turn to Ancient and Medieval philosophers. Their problems concern the relation of spirit and matter, the analogy of being and truth, and causal explanation. Their method is one of dialogue. With this different set of problems and method, we will be able to evaluate the relative strengths of these different philosophical positions.

*Gary M. Gurtler, S.J.*

### PHIL5531 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*

### PHIL5532 Philosophy of Religion in Human Subjectivity (Fall: 3)

*Prerequisites:* 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*

### PHIL5550 Capstone: Building A Life (Fall: 3)

Cross listed with UNCP5550

Open only to seniors or second-semester juniors.

Capstone classes may not be taken Pass/Fail.

You 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 McMenamin*

### PHIL5553 Capstone: Poets, Philosophers, and Mapmakers

(Spring: 3)

*Prerequisite:* Completion of Philosophy and Theology core and instructor permission required

Cross listed with UNCP5553

Open only to seniors or second-semester juniors.

Capstone classes may not be taken Pass/Fail.

You 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.*

**PHIL5556 Quest for Authenticity: Lonergan's Philosophy of Art (Fall: 3)**

**Offered Periodically**

The concept of authenticity permeates the whole of artistic culture. For a work of art to be thought authentic it will be true to some higher standard, be it a normative understanding of beauty or the artist's own personal vision. For Lonergan, what makes art authentic is its ability to communicate some ulterior significance or meaning through symbolic mediation of "the purely experiential pattern." The purpose of this course will be to appropriate in a rich way Lonergan's philosophy of art. But in order to do justice to this appropriation, we will first explore what other thinkers have had to say about the nature of art. Aquinas, Kant, Nietzsche and Heidegger will be some of the thinkers with whom we will begin our exploration of the philosophy of art.

*Brian J. Braman*

**PHIL5563 Ethics, Religion, and International Politics (Fall/Spring: 3)**

*Corequisite: INTL5564*

**Cross listed with INTL5563 and THEO5563**

**See International Studies or the Theology Department for registration approval. Preference to Theology and International Studies majors and minors.**

An examination of the role of religion in international politics and of ethical approaches to international affairs. Special emphasis will be given to religion as a source of conflict, religious communities as transnational agents for justice, protection of human rights, and peace; the historical development and contemporary formulations of ethical norms for the use of force; and ethical and religious contributions to reconciliation and solidarity.

*The Department*

**PHIL5576 Existentialism (Fall: 3)**

**Offered Periodically**

An exploration of the writings of eight Existentialists: Pascal, Kierkegaard, Nietzsche, Heidegger, Sartre, Marcel, Buber, and Clarke (the Thomist-existentialist-personalist). Existentialists do not share a set of conclusions (they include Protestants, Catholics, Jews, humanists, atheists, and agnostics) but a set of questions: about human existence, meaning, and subjectivity.

*Peter J. Kreeft*

**PHIL5577 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*

**PHIL5593 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-antirealism 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, about the methods, scope, and limits of science, and about whether science provides anything like a worldview.

*Daniel McKaughan*

**PHIL5598 Law, Medicine, and Ethics (Fall: 3)**

**Cross listed with THEO3598**

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.*

**PHIL5846 Plato's Republic (Fall: 3)**

**Offered Periodically**

Welcome to one of Plato's greatest dialogues, the *Republic*. As a Platonic dialogue, the *Republic* has it all: an aporetic beginning (Book I), an ideal state, philosopher-kings, the theory of forms, degenerative states and souls, true and pseudo pleasures, and a great myth. In defense of a life of justice over injustice, this text involves ethics, politics, epistemology, psychology, and metaphysics. Classes will be run seminar style, so it is expected that students participate generously in classroom discussions. There will also be selected readings from Greek literature and Aristotle in order to enhance an understanding of Plato's views.

*Deborah DeChiara-Quenzer*

**PHIL6486 Feminisms and Philosophies of Difference (Spring: 3)**

**Offered Periodically**

What does it mean to call oneself (or someone else) a "feminist"? In attempting an answer to this question, we will consider efforts to reveal, unravel, and remedy the conceptual, psychological, and economic dimensions of the oppression of women. We will discuss a variety of feminisms—liberal, existential, radical—and their differing approaches to such 'feminist' issues as marriage and domestic violence, reproduction and pregnancy, work and sexual harassment, and the science of gender and gender difference. We will examine the relationship of sexism to racism, heterosexism, and class exploitation, and investigate the role of the concept of difference in creating and maintaining structural inequalities.

*Cherie McGill*

**PHIL6508 Being Good and Doing Wrong (Spring: 3)**

**Offered Periodically**

*Jorge Garcia*

## ARTS AND SCIENCES

---

### PHIL6578 Daoism (Fall: 3)

Cross listed with THEO6578

Satisfies Cultural Diversity Core Requirement

Offered Periodically

Daoism (sometimes spelled Taoism) has been imagined in the West as an Eastern philosophy of blithe individuality and environmental consciousness. But what have Daoist thought and practice meant to Chinese practitioners? The answer might surprise. This course will examine major moments of thought and practice from the early, medieval, and modern periods of China's most successful indigenous religious tradition. Close readings of texts and images will challenge Western assumptions about what this religious tradition has been all about, and by extension, how we imagine the general categories "theology" and "religion."

*David Mozina*

### PHIL6605 Augustine (Spring: 3)

In this course we examine questions in epistemology, ethics and metaphysics using major works of Augustine (354-430 AD/CE), supplemented by works of contemporary philosophers on related themes (Kretzmann, Matthews, MacDonald, VanInwagen). We will aim at depth of understanding and breadth of knowledge, contextualizing Augustine as a philosopher of late antiquity in dialogue with the Hellenistic schools (Stoicism, Skepticism, Neo-Platonism) whose philosophy is still of interest today. Topics include the nature of faith, skepticism, the problem of evil, the nature of God, moral development and conversion, the origin and characteristics of the natural world, including the human soul and body.

*Sarah Byers*

### PHIL6606 Philosophy and Painting (Fall: 3)

Offered Periodically

This course will deal with a series of philosophers who wrote extensively on painting and with certain painters who were especially significant for these philosophers. Emphasis will be on bringing together the study of the philosophical texts and the visual experience and interpretation of various paintings. The philosophers to be dealt with most extensively are Hegel, Nietzsche, and Heidegger. Correspondingly, attention will be given to seventeenth-century Dutch painting, to French Impressionism, and to the work of van Gogh and Klee.

*John Sallis*

### PHIL6637 Philosophy of Theologians (Fall: 3)

Cross listed with TMST7168

This course has two aims: (1) critical study of philosophical texts that have been important in the development of Christian theological reflection; (2) investigate relations between philosophy and theology from the Classical epoch into the late twentieth century. This course is designed especially for students of Theology, Ministry, and the joint M.A. program in philosophy and theology, but is open to all students.

*Jeffrey Bloechl*

### PHIL6643 Freud's *Civilization and Its Discontents* (Fall: 3)

Basic familiarity with Freudian thought desirable but not 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*

### PHIL6649–6650 Philosophy of Being I and II (Fall/Spring: 3)

Postmodern metaphysics as a science of being requires deconstruction and reconstruction. The question of being, first raised in antiquity, was replaced in modern philosophy by questions of logic and epistemology. Heidegger brought the question back to the forefront of philosophy as "the task for thinking at the end of philosophy." In this course, after our own deconstruction of ancient and modern metaphysics we shall attempt a reconstruction with a more positive outcome than Heidegger's, stressing anew the analogy of being and its transcendental properties as one, active, true, and good, constituting being as universe.

*Oliva Blanchette*

### PHIL6654 Contemporary Aristotelian Ethics (Fall: 3)

This course examine some of the most interesting recent work in moral philosophy done from a broadly Aristotelian perspective. Our course will be divided into two main sections. In the first section, we will consider accounts of fundamental normative notions like: goodness, the good of, good as, and good for. We will pay special attention to possible connections between goodness and nature. In the second section we will look at Aristotelian accounts of practical reasoning and practical wisdom. As part of this, we will consider the eudaimonistic structure of Aristotelian ethics, and challenges to eudaimonism.

*Micah Lott*

### PHIL6670 Technology and Culture (Fall/Spring: 3)

Cross listed with SOCY6670, CSCI2267, and ISYS2267

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*

### PHIL6673 Fascisms (Fall: 3)

This course in cultural political philosophy will study twentieth-century European Fascisms as ideologies, practices of political religion and forms of erotic community. The special focus will be Fascism's appeal as a force for moral, spiritual and erotic renewal in Western culture.

*James W. Bernauer, S.J.*

## Physics

### Faculty

**Kevin Bedell**, *John. H. Rourke Professor*; B.A., Dowling College; M.S., Ph.D., SUNY 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; Ph.D., Massachusetts Institute of Technology

**Michael J. Graf**, *Professor*; B.S., Rensselaer Polytechnic Institute; Sc.M., Ph.D., Brown University

**Krzysztof Kempa**, *Professor*; M.S., Technical University of Wrocław; Ph.D., University of Wrocław

**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

**Ziqiang Wang**, *Professor*; B.Sc., Tsinghua University; M.A., M.Phil., Ph.D., Columbia University

**Pradip M. Bakshi**, *Distinguished Research Professor*; B.S., University of Bombay; A.M., Ph.D., Harvard University

**Gabor Kalman**, *Distinguished Research Professor*; D.Sc., Israel Institute of Technology

**Kenneth S. Burch**, *Associate Professor*; B.S., Ph.D., University of California, San Diego

**Jan Engelbrecht**, *Associate Professor*; B.Sc., M.Sc., University of Stellenbosch; Ph.D., University of Illinois

**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

**Rein A. Uritam**, *Associate Professor*; A.B., Concordia College; A.B., Oxford University; A.M., Ph.D., Princeton University

**Andrzej Herczynski**, *Research Associate Professor*; Laboratory Director; M.S., Warsaw University; M.S., Ph.D., Lehigh University

**Ying Ran**, *Associate Professor*; B.S., Peking University; Ph.D., Massachusetts Institute of Technology

**Fazel Tafti**, *Assistant Professor*; B.S., University of Tehran; M.S., Ph.D., University of Toronto

**Ilija Zeljkovic**, *Assistant Professor*; B.S., Washington University in St. Louis; Ph.D., Harvard University

#### Contacts

- Undergraduate Program Director: [undergrad-physics@bc.edu](mailto:undergrad-physics@bc.edu)
- Department Administrator: Jane Carter, 617-552-6280, [jane.carter@bc.edu](mailto:jane.carter@bc.edu)
- Faculty Support Assistant: Nancy Chevy, 617-552-6645, [nancy.chevy@dc.edu](mailto:nancy.chevy@dc.edu)
- Administrative Assistant: Sile Power, 617-552-3575, [sile.power@bc.edu](mailto:sile.power@bc.edu)
- Department of Physics: [www.bc.edu/physics](http://www.bc.edu/physics)
- Fax: 617-552-8478

#### Undergraduate Program Description

The Department of Physics offers a 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 or a related field, 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. The department offers a 100% guarantee of a research opportunity to every major that seeks one.

#### Major Requirements

The minimum requirements for the B.S. degree with a major in Physics include 45 credits in Physics, as described below, and additional co-requisites in Mathematics and other sciences.

##### *Physics requirements:*

- PHYS2200 Introductory Physics I (Fall: 4 credits)
- PHYS2201 Introductory Physics II (Spring: 4 credits)
- PHYS2050 Introductory Physics Lab I (Fall: 1 credit)
- PHYS2051 Introductory Physics Lab II (Spring: 1 credit)
- PHYS3100 Vibrations and Waves (Fall: 4 credits)
- PHYS3300 Modern Physics (Spring: 4 credits)
- PHYS3510 Contemporary Electronics Laboratory (Fall: 2 credits)
- PHYS4100 Mechanics (Fall: 4 credits)
- PHYS4200 Electricity and Magnetism (Spring: 3 credits)
- PHYS4400 Quantum Physics I (Fall: 3 credits)
- PHYS4401 Quantum Physics II (Spring: 3 credits)
- PHYS4600 Statistical Mechanics and Thermodynamics (Fall: 4 credits)
- At least three credits of an advanced laboratory course\*, chosen from:
  - PHYS4300 Numerical Methods and Scientific Computing\*\* (Spring: 4 credits)
  - PHY4951 Senior Thesis\*\*\* (Spring: 3 credits)
  - PHYS4350 Experiments in Physics (Spring: 3 credits)

\*Morrissey College of Arts and Sciences 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, CSCI2227 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 4000 level) elective course. Courses vary from year-to-year, but recent offerings include:
  - PHYS4505 Nuclear and Particle Physics (3 credits)
  - PHYS4515 The Physics of Conventional and Alternative Energy (3 credits)
  - PHYS4525 Foundations of Plasmonics (3 credits)
  - PHYS4535 Nanoscale Integrated Science (3 credits)
  - PHYS4545 Introduction to Condensed Matter Physics (3 credits)
  - PHYS4555 Optics (3 credits)
  - PHYS4565 Cosmology and Astrophysics (3 credits)
  - MATH4440 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:

- MATH2202 Multivariable Calculus (4 credits)
- MATH3305 Advanced Calculus (4 credits), which can be substituted by the combination of MATH2210 Linear Algebra and MATH4410 Differential Equations

(Note that students without advanced math placement will need to take introductory calculus courses as well, which are prerequisites for MATH2202 and MATH3305.)

## ARTS AND SCIENCES

Physics majors are also required to take eight credits of CHEM1109–1110 and associated labs; other science courses, along with their associated labs, may qualify, but require prior approval by the Department Chair.

### Minor Requirements

The minimum requirements for a Minor in Physics include 24 credits in Physics and eight corequisite credits, as described below:

- PHYS2200 Introductory Physics I (Fall: 4 credits)
- PHYS2201 Introductory Physics II (Spring: 4 credits)
- PHYS2050 Introductory Physics Lab I (Fall: 1 credit)
- PHYS2051 Introductory Physics Lab II (Spring: 1 credit)
- PHYS3100 Vibrations and Waves (Fall: 4 credits)
- PHYS3300 Modern Physics (Spring: 4 credits)

Also required are six credits in courses at or above the 4000 level. Students should discuss course selection with the Undergraduate Program Director.

### Corequisites\*

- MATH1102 Calculus I (4 credits) and MATH1103 Calculus II (4 credits) or
- MATH1105 Calculus II–AP (4 credits) are required

\*Students who have been placed by the Mathematics Department at a level above MATH1105 will have satisfied this corequisite.

MATH2202 (4 credits) and MATH3305 (4 credits) are required as prerequisites for some of the upper-level physics courses.

Advanced undergraduate Physics majors may, with the approval of the Chairperson, enroll in first-year graduate courses, such as PHYS7711, 7732, or 7741.

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

Physical science, computer science, and mathematics majors planning on taking physics in the freshman year should enroll in PHYS2200 and the associated lab PHYS2050. Biology majors and premedical students should enroll in PHYS2100 and the associated lab PHYS2050. Depending on high-school background, Physics majors take either the Calculus I–II sequence MATH1102–1103, or calculus II–AP MATH1105, or start with Multivariable Calculus MATH2202. Note that MATH1100–1101 is intended for Biology and Premedical students and is not sufficient calculus preparation for Physics Majors.

### Information for Study Abroad

Before undertaking study abroad, it is strongly recommended that the Physics major complete PHYS2200, PHYS2201 (or PHYS2100, 2101) with labs, PHYS3100, PHYS3300 (also with labs), and the corequisite math courses MATH1102, MATH1103, MATH2202, and MATH3305. 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 2000 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. PHYS2100–2101 Introductory Physics I, II (Calculus) or PHYS2200–2201 Introduction to Physics I, II (Calculus) and PHYS2050–2051 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 3000 are advanced offerings primarily for Physics majors.

### 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).

#### PHYS1400 The Art of Physics (Summer: 3)

Satisfies Natural Science Core Requirement

This four week summer course is a contemporary prologue to classical physics themes for students seeking to gain an appreciation of the scope, methods, and tools of physics, and to reflect on its place among liberal arts. The course will present major physics ideas in a broader cultural context, providing historical perspectives and taking advantage of science museums in Florence, Pisa, and other places, where early modern science has its roots. Simultaneously, it will aim to develop specific, highly practical physics skills, such as order-of-magnitude estimates, dimensional analysis, and some problem solving techniques based on physics laws.

*The Department*

#### PHYS1500–1501 Foundations of Physics I and II (Fall/Spring: 3)

Satisfies Natural Science Core Requirement

Recommended laboratory (optional): PHYS2203-2204.

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 PHYS2211–PHYS2212 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.

*The Department*

#### PHYS1600 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*

#### PHYS2050–2051 Introductory Physics Laboratory I and II

(Fall/Spring: 1)

For students in PHYS2209–2210 or PHYS2211–2212

Lab fee required

A laboratory course that provides an opportunity to perform experiments on topics in mechanics and acoustics. One two-hour laboratory period per week.

*Andrzej Herczynski*



**PHYS2100–2101 Introduction to Physics I and II(Calculus)****(Fall/Spring: 4)***Prerequisite:* MATH1100 (May be taken concurrently)*Corequisite:* PHYS2213-PHYS2214**Satisfies Natural Science Core Requirement****PHYS2203-PHYS2204 are laboratory courses to supplement the lecture course material.**

First semester of a two-semester calculus-based introduction to physics primarily for biology majors and premedical students. The development and application of classical physical principles are covered, and students are introduced to more advanced mathematical techniques to extend these applications. Emphasis is placed on problem-solving to better understand the implications of these principles, as well as to develop analytical skills. Topics include classical mechanics, including Newton's laws, energy, rotational motion, hydrostatics and fluid dynamics, oscillations, waves, and gravitation.

*The Department***PHYS2110–2111 Introduction to Physics Recitation I and II****(Fall/Spring: 0)***Corequisite:* PHYS2211-PHYS2212

Problem solving and discussion of topics in a small-class setting.

One hour per week.

*The Department***PHYS2200–2201 Introductory Physics I and II(Calculus)****(Fall/Spring: 4)***Prerequisite:* MATH1102-MATH1103 (May be taken concurrently)**Satisfies Natural Science Core Requirement****PHYS2203-PHYS2204 are the laboratory courses to supplement the lecture course material.**

First semester of 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 PHYS2211 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***PHYS3100 Vibrations and Waves (Fall: 4)**

This course is an introduction to the phenomena of vibrations and waves that span most of the areas in physics. The basic subject matter includes the following: mechanical vibrations and waves, free and forced vibrations and resonances, coupled oscillations and normal modes, vibration of continuous systems, propagation of mechanical and electromagnetic waves, phase and group velocity, interference and diffraction. The course also covers the basic concepts in first and second order differential equations, matrices, eigenvalues and eigenvectors and Fourier series.

*The Department***PHYS3300 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.

*The Department***PHYS3500 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***PHYS3510 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.

*The Department***PHYS4100 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.

*The Department***PHYS4200 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.

*The Department***PHYS4300 Numerical Methods and Scientific Computing****(Spring: 4)***Prerequisite:* MATH2202 and permission of instructor**Cross listed with ECON2215****This course is intended for students who plan to minor in Scientific Computation. It is also an elective for Physics majors.**

This course introduces students to a variety of numerical methods and then applies these methods to solve a broad range of scientific problems. These problems include examples from physics as well as several other disciplines, including chemistry, mathematics, economics, and finance. Numerical techniques for solving problems expressed in terms of matrix, differential and integral equations will be developed. Other topics will include statistical sampling and Fourier and Laplace transforms.

*The Department***PHYS4350 Experiments in Physics I (Fall: 3)****Lab fee required.**

The course includes experiments in optics, solid state physics, nuclear physics, spectroscopy, x-ray, and electron diffraction. Students

## ARTS AND SCIENCES

---

will carry out independent projects aimed at acquiring a sound understanding of both the physical principles involved in each subject area and of the principles and problems of modern experimental physics.

*Zhifeng Ren*

### PHYS4400–4401 Quantum Physics I and II (Fall/Spring: 3)

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.

*The Department*

### PHYS4535 Nanoscale Integrated Science (Fall: 3)

*The Department*

### PHYS4545 Condensed Matter Physics (Spring: 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*

### PHYS4555 Optics (Fall: 3)

**Advanced undergraduate physics students only.**

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.

*The Department*

### PHYS4600 Statistical Mechanics and Thermodynamics (Fall: 4)

The results of classical thermodynamics are deduced from a statistical basis, including the concepts of temperature and entropy, and the three laws of thermodynamics. Applications to ideal and real gases. Basic elements of statistical mechanics, including the canonical ensemble, partition function, equipartition theorem and Maxwell velocity distribution. Simple application of Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac Statistic.

*The Department*

### PHYS4951 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*

### PHYS4961 Senior Honors Thesis (Fall: 3)

*The Department*

### PHYS5000 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**, *Behrakis 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

**Gerald Easter**, *Professor*; B.A., Boston College; Ph.D., Columbia University

**Robert K. Faulkner**, *Research Professor*; A.B., Dartmouth College; A.B., Oxford University; A.M., Ph.D., University of Chicago

**Christopher J. Kelly**, *Professor*; B.A., Yale University; M.A., Ph.D., University of Toronto

**Ken I. Kersch**, *Professor*; B.A., Williams College; J.D., Northwestern University; M.A., Ph.D., Cornell University

**Marc K. Landy**, *Professor*; A.B., Oberlin College; Ph.D., Harvard University

**Jonathan Laurence**, *Professor*; B.A., Cornell University; M.A., 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

**Susan M. Shell**, *Professor*; Chairperson of the Department; B.A., Cornell University; Ph.D., Harvard University

**Peter Skerry**, *Professor*; B.A., Tufts University; Ed.M., M.A., Ph.D., Harvard University

**Nasser Behnegar**, *Associate Professor*; B.A., M.A., Ph.D., University of Chicago

**Timothy W. Crawford**, *Associate Professor*; A.B., San Diego State University; M.A., University of San Diego; Ph.D., Columbia University

**Jennifer L. Erickson**, *Associate Professor*; B.A., Saint Olaf College; M.A., Ph.D., Cornell University

**Dennis Hale**, *Associate Professor*; A.B., Oberlin College; Ph.D., City University of New York

**Kenji Hayao**, *Associate Professor*; A.B., Dartmouth College; Ph.D., University of Michigan, Ann Arbor

**Jennie Purnell**, *Associate Professor*; B.A., Dartmouth College; Ph.D., Massachusetts Institute of Technology  
**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  
**Gabrielle Kruks-Wisner**, *Assistant Professor*; B.A., Swarthmore College; M.C.P., Ph.D., Massachusetts Institute of Technology  
**Lindsey O'Rourke**, *Assistant Professor*; B.A., Ohio State University; M.A., Ph.D., University of Chicago  
**Emily A. Thorson**, *Assistant Professor*; B.A., Williams College; M.A., Ph.D., University of Pennsylvania  
**Paul T. Wilford**, *Assistant Professor*; B.A., St. John's College; B.A., M.Phil., University of Cambridge; M.A., Ph.D., Tulane University  
**Kathleen Bailey**, *Associate Professor of the Practice*; A.M., Fletcher School of Law and Diplomacy; A.B., Ph.D., Boston College  
**Paul Christensen**, *Associate Professor of the Practice*; B.A., University of Washington; M.A., Ph.D., Princeton University

#### Contacts

- Chairperson: Susan Shell, 617-552-4168, susan.shell@bc.edu
- Assistant Chairperson: Gerald Easter, 617-552-3491, gerald.easter@bc.edu
- Graduate Director: Nasser Behnegar, 617-552-1897, nasser.behnegar@bc.edu
- Master's Program Director: Gerald Easter, 617-552-3491, gerald.easter@bc.edu
- Director Undergraduate Studies and Honors Program: Timothy W. Crawford, 617-552-4171, timothy.crawford@bc.edu
- Study Abroad Program Advisors: Gerald Easter, 617-552-3491, gerald.easter@bc.edu and Kenji Hayao, 617-552-4096, kenji.hayao@bc.edu
- Department Administrator: Shirley Gee, 617-552-4144, shirley.gee@bc.edu
- Staff and Graduate Program Assistant: Karina Ovalles, 617-552-4161, karina.ovalles@bc.edu
- Phone: 617-552-4160
- Fax: 617-552-2435
- www.bc.edu/politicalscience

#### *Undergraduate Program Description*

An undergraduate major in Political Science provides a foundation for careers in politics, public administration, international service, law, business, and journalism, as well as a foundation for graduate work and teaching in the social sciences.

The Political Science major at Boston College consists of ten courses: two introductory courses; 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. Please note that courses not credits are the fundamental building block of our major. In order to complete the major, students must complete 10 political science courses that are each worth at least three credits. Thus, for the purposes of the major, three 4-credit political science courses from another institution are counted as three courses (they are not equivalent to four 3-credit courses). The larger number of credits for a single course from another institution may count toward the aggregate credits required for BC graduation, but that course will still count as a single course toward the major's 10

course requirement. A "double course" transferred from abroad, however, that spans two semesters, and carries 6–8 credits, will be counted as two elective courses for the major.

#### *The Introductory Sequence*

With some exceptions as noted under **Qualifications, Exceptions, and Special Rules**, all majors should take one of the following introductory courses: Fundamental Concepts of Politics (POLI1041) or How to Rule the World (POLI1021). In addition to taking one of these two courses, students should take a second introductory course, selected from the following: Introduction to Modern Politics (POLI1042); Introduction to American Politics (POLI1061); Introduction to International Politics (POLI1081); or Introduction to Comparative Politics (POLI1091).

NB: It is not essential to take Fundamental Concepts of Politics or How to Rule the World before Introduction to Modern Politics, Introduction to American Politics, Introduction to Comparative 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 of the AP exams in Government and Politics (American or Comparative) may place out of the requirement for the second introductory course (but not the first). It will still be necessary to take 10 courses in the major. You will need to have a "Degree Audit Course Substitution and Waiver Form" signed by the Director of Undergraduate Studies in order for this waiver to be reflected on your Degree Audit.

The introductory curriculum in political science is not like that in other majors, such as economics or the natural sciences. Ours does not present a single curriculum that all students are expected to know before moving on to higher-level courses. Rather, the introductory curriculum is designed to expose students to the study of politics in a variety of ways. For example, each faculty member who teaches POLI1041 Fundamental Concepts has his or her own particular style of doing so.

There is, however, some common ground. POLI1041 Fundamental Concepts of Politics and POLI1021 How to Rule the World are devoted principally to a study of some of the classic texts in political theory. POLI1042 Introduction to Modern Politics, POLI1061 Introduction to American Politics, POLI1081 Introduction to International Politics, and POLI1091 Introduction to Comparative Politics all emphasize philosophical, conceptual, and analytical foundations for understanding their substantive domains. Critical dialogue—in the classroom, and in some cases, in discussion sections—is central to the way these introductory courses are taught.

To summarize: Students are normally required to take two introductory courses: either Fundamental Concepts of Politics (POLI1041) or How to Rule the World (POLI1021); and one additional course from the introductory list: Introduction to Modern Politics (POLI1042); Introduction to American Government (POLI1061); Introduction to International Politics (POLI1081); and (POLI1091) Introduction to Comparative Politics.

- POLI1021, POLI1061 and POLI1091 satisfy the Social Science core and are open to majors and non-majors.
- POLI1041, POLI1042, and POLI1081 satisfy the Social Science core and are major restricted only.

### Beyond the Introductory Courses

Students go directly from introductory courses into upper-level electives. These electives do not have to be taken in any particular order. The second digit of course numbers indicate their subfield. Courses with a “3” in that location (e.g., 2300) are in American Politics; courses with a “4” in that location (e.g., 2400) are in Comparative Politics; courses with a “5” in that location (e.g., 2500) are in International Politics; and courses with a “6” in that location (e.g., 2600) are in Political Theory. Students must take eight courses **beyond** the introductory courses, and at least one course must be taken in each of the four subfields: American Politics, Comparative Politics, International Politics, and Political Theory. All courses 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 in the department; courses taken abroad or transferred from other institutions may only be used to fulfill introductory or elective requirements. To fulfill the major, at least six courses of the ten courses required must be taken in the Boston College Political Science Department. No more than four courses in total, then, can be transferred from other US institutions, study abroad, or Woods College.

There is a considerable variety in our 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 15–19 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 including, Fundamental Concepts of Politics (POLI1041) or How to Rule the World (POLI1021) and one course from the list of other introductory offerings: Introduction to Modern Politics (POLI1042); Introduction to American Politics (POLI1061); Introduction to International Politics (POLI1081), or Introduction to Comparative Politics (POLI1091).
- At least one course in each of the four subfields of Political Science: American Politics (POLIX300–X398), Comparative Politics (POLIX400–X499), International Politics (POLIX500–X599), and Political Theory (POLIX600–X699), for a total of four subfield courses.
- Four electives from among any courses offered by the department that are not introductory courses. **NB:** POLI1021 (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 POLIX200–X299 count as electives toward the major but do not fulfill any of the four subfield distributional requirements. Courses numbered POLI7700 and above are graduate courses.

#### *Qualifications, Exceptions, and Special Rules*

- Introductory courses do not have to be taken in any particular sequence: thus, students may take one of the “second” Introductory courses before *Fundamental Concepts* or *How to Rule the World*.
- Students who join the major *after their sophomore year* are not required to take Fundamental Concepts or other Introductory courses. With department permission, they may substitute other elective courses for the standard introductory courses. Students who have scored at least a 4 on the American Government or Comparative Government AP exams may waive the second introductory course. *In either of these cases, students will still need to take ten courses 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). Some of these courses may be used (and only used) to fulfill introductory or elective requirements in the major, and only with the prior approval of the Department’s Director of Undergraduate Studies. As a general rule, the Department will only approve for major credit WCAS courses taught by regular faculty or teaching fellows in the Political Science Department.

- Students may transfer up to four courses 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 Morrissey College of Arts and Sciences 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.

*Honors Seminar:* 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. 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. Members of the Honors program must take at least two



Honors Seminars over the course of their Junior and Senior years, in addition to the ten courses otherwise required for the major. Students seeking to complete the Honors program and graduate with Honors must, therefore, take at least 12 Political Science courses in all.

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. 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 may write an Honors Thesis during their senior year. 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 POLI4961 and POLI4962).

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 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, and do so successfully, will be eligible to be considered for 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 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), e-mail the foreign study advisor or Director of Undergraduate Studies for advice.

The Department will accept no more than two courses per semester from an institution abroad or four courses for an entire year. These courses will count as major electives only. As noted above, the four courses for the field distributional requirement in the Political Science major (one each in American, Comparative, International Politics, and Political Theory) must be taken at Boston College. No courses taken abroad will be accepted for these distributional requirements. Again, bear in mind that courses not credits are the building blocks of our major. Single courses taken abroad that carry 3 or more credits will be counted as single courses in the major. Thus, for the purposes of the major, three 4-credit political science courses from another institution are counted as three courses (they are not, in other words, treated as equivalent to four 3-credit BC political science 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.

### *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 American University Washington Semester Program should schedule an appointment with Maria Segala 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 POLI4951–4952 (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 POLI4921 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.

Students intending to write an Honors Thesis or Senior Thesis should consider applying in their junior year for Advanced Study Grants for Thesis Research, which fund summer research or skills-acquisition projects in direct support of a senior project that will be undertaken during the student's senior year.

#### *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 Associate Vice Provost for Undergraduate Academic Affairs, Dr. J. Joseph Burns. 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.

### *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).

**POLI1021 How to Rule the World: Introduction to Political Theory (Fall: 3)**

*Corequisite:* POLI1022

**Satisfies Social Science Core Requirement**

**For majors and non-majors. This course may be used to fulfill the field requirement in Political Theory, or it may be used to 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*

**POLI1041 Fundamental Concepts of Politics (Fall/Spring/Summer: 3)**  
**Satisfies Social Science Core Requirement**

**For majors only. Restricted to freshmen and sophomores only.**

This is an introduction to the study of politics through a consideration of some of the basic elements associated with governing: the political association, justice, constitutions, equality, liberty, conflict among citizens and between citizens and governments, conflict among governments. Each of the course instructors uses a different set of readings, drawing on a mix of political philosophy texts, works on international politics, novels, biographies.

*Kathleen Bailey*

*Alice Behnegar*

*Brendan Bucy*

*Dennis Hale*

*Kenji Hayao*

*Candace Hetzner*

*Christopher Kelly*

*Paul T. Wilford*

**POLI1042 Introduction to Modern Politics (Fall/Spring: 3)**

**Satisfies Social Science Core Requirement**

**For majors only. Restricted to freshmen and sophomores only.**

This course examines the politics and government of modern states, identifying what is distinctively modern (e.g., representative government, political parties), including in the survey both democratic and non-democratic nations. We will consider the nation-state itself, the most typical modern political arrangement, as well as efforts to "transcend" the nation (e.g., the European Union, the United Nations). We will examine the kinds of public policies that modern states adapt, and consider their consequences. Although this is not a class in international politics, some attention will be paid to the relations among modern states, including war and its causes.

*Kathleen Bailey*

*Alice Behnegar*

*David DiPasquale*

*Dennis Hale*

*Kenji Hayao*

*Marc Landy*

**POLI1061 Introduction to American Politics (Summer: 3)**

Satisfies Social Science Core Requirement

Offered Periodically

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.

*Brendan Bucy***POLI1081 Introduction to International Politics (Fall: 3)**

Satisfies Social Science Core Requirement

Offered Periodically

Not open to students who have taken POLI1501.

Course restricted to political science majors only.

This course may NOT be taken by any International Studies majors or minors.

Class restricted to political science freshmen and sophomores.

This course examines the principle sources of the behavior of countries in international politics, including the nature of the international system and the decision-making process within states. It examines such issues as the sources of power, the causes and implications of the security dilemma, the dynamics of alliances, the causes of war, international political economy, and the dilemmas of world order. This course is strongly recommended for students who plan to take upper level international politics courses.

*Timothy Crawford***POLI1091 Introduction to Comparative Politics (Fall: 3)**

Satisfies Social Science Core Requirement

Offered Periodically

This course provides an overview of the political science subfield of Comparative Politics. Comparative Politics is the study of domestic politics among the 200 plus countries around the world. The class introduces students to three features of Comparative Politics: (1) comparative research design and the comparative method; (2) major theoretical themes in comparative politics; and, (3) sampling of case studies comparing politics in selected countries of the world.

*Gerald Easter***POLI1249 Do the Virtues have Gender? (Fall: 3)**

Cross listed with HONR4940

Open to all BC undergraduates who have completed the Core requirements in humanities and social sciences.

The question of virtue lies at the heart of every civilization. So does the question of gender. Historically in the West, some virtues, such as bodily strength, courage in battle, self-control, rational intellect, and leadership, have been seen as masculine and superior to other virtues seen as feminine, such as modesty, industry, frugality, nurturing, and obedience. Is this view natural, rooted in biological sex; or is it conventional, part of a socially constructed system of gender roles? Further, how does the Western debate over these questions compare

with the one currently raging in the Islamic world? These questions will be addressed through a wide range of readings, as well as films and other media, from both traditions.

*Martha Bayles***POLI2301 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***POLI2305 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***POLI2306 Parties and Elections in America (Fall: 3)**

Offered Periodically

A general survey of American political parties and elections. Investigation of such topics as how voters make choices, the conduct of campaigns, the role of media in political campaigns, the importance of money in politics, and changing political commitments and party 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 2016 elections as they unfold.

*Kay Schlozman***POLI2309 The U.S. Congress (Spring: 3)**

Offered Periodically

Americans are habitually fierce critics of Congress even as they like (and usually reelect) their own representatives. In this course, we try to explain this paradox by investigating the ways in which the structure and organization of Congress allows members to cultivate personal popularity despite rampant disapproval of the institution in which they serve. Among other topics, the course addresses the nomination and election of congressional candidates, the roles of congressional parties and leaders, and the influence over the legislative process of the committee system, rules and procedures, lobbyists and interest groups, and other branches of government.

*David A. Hopkins*

## ARTS AND SCIENCES

---

### POLI2317 The American Presidency (Fall: 3)

#### Offered Periodically

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*

### POLI2322 Courts and Public Policy (Fall: 3)

This course examines American courts as political institutions, asking how judges shape public policy, how politics outside the courtroom affects judicial behavior, and how the role of the federal courts has changed over the past 60 years. Topics include desegregation, voting rights, environmental and administrative law, statutory interpretation, and torts.

*R. Shep Melnick*

### POLI2327 U.S. Constitutional Development (Fall: 3)

#### Offered Periodically

#### Restricted 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*

### POLI2334 Political Behavior and Participation (Fall: 3)

#### Offered Periodically

How do citizens form opinions about politics, and how do these attitudes influence their participation in political life? This course addresses these questions by surveying the most prominent sources of influence on the political orientations of individuals, including personality effects, socialization, interpersonal dynamics, cognitive biases, and the news media. We then apply these findings to the most common forms of political behavior, including party affiliation, electoral participation, activism, and protest, aiming to explain why different citizens support different political candidates and causes, as well as why some members of the public engage extensively in political activity while others remain uninvolved.

*David A. Hopkins*

### POLI2335 Conflict and Polarization in American Politics (Spring: 3)

#### Offered Periodically

It was once common for observers to note—and sometimes bemoan—the relative lack of partisan and ideological polarization in American politics, yet many now believe that Americans have become too politically divided. This course examines the nature of political differences in the public, explaining how distinctions of race, sex, social class, religion, ideology, and issue positions are associated with differing choices at the ballot box. We will consider whether the strong ideological conflict now evident in elite institutions reflects similar divisions among citizens, and investigate whether the United States has in fact split into “red” and “blue” partisan territory.

*David A. Hopkins*

### POLI2342 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*

### POLI2360 Seminar: Rights in Conflict (Spring: 3)

This seminar is primarily for sophomores. Juniors admitted with departmental permission, provided there is an open seat in the course.

This course examines a series of political controversies in which at least one, and usually more than one, side makes a claim on the basis of rights. The political controversies we investigate involve demands made in the name of, among others, property rights, First Amendment rights, the rights of the accused, and the right to vote, as well as rights-based assertions on behalf of the disabled.

*Kay Schlozman*

### POLI2364 Persuasion in Politics (Spring: 3)

#### Offered Periodically

This course is restricted to juniors and seniors.

In this course, students will be introduced to the theory and techniques of political persuasion. The course draws on literature from psychology, political science, and communications to explain how people can be persuaded to change their attitudes and/or behavior. The course also covers how new media, from Facebook to smartphones, can help or hinder persuasion. Students will design their own theory-driven persuasive messages on a topic of their choosing.

*Emily A. Thorson*

### POLI2386 Civil Liberties (Spring: 3)

#### Offered Periodically

Restricted to sophomores, juniors, and seniors only.

A political, historical, normative, and legal consideration of the development of individual liberties in the United States. Topics include the freedom of speech, religious liberty and non-Establishment, criminal process, property rights, privacy, and sexual and bodily autonomy.

*Ken I. Kersch*

### POLI2402 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*



**POLI2405 Comparative Politics of the Middle East (Fall: 3)**

Satisfies Cultural Diversity Core Requirement

Offered Periodically

Not open to students who have taken POLI2403.

The course explores origins of Muslim majority societies and political systems in the Middle East. It covers the formative era of Islamic civilization, and traces the diffusion of the Middle Eastern Islamic paradigm, culminating in the Ottoman system, and explores the social and political disruptions caused by the breakup of Muslim empires and establishment of European economic, political and cultural domination. It addresses how these forces led to the creation of national states and changes in class structure, and explores how the failure of Western forms of modernization and political organization led to demands for the formation of new political communities based on the revival of Islamic principles. Discussions will center Islam's compatibility with liberalism, secularization, modernity, democracy, and terrorism. Recent developments surrounding the "Arab Spring" and its aftermath will be explored. The course includes a crisis simulation exercise.

*Kathleen Bailey***POLI2410 Latin American Politics (Fall: 3)**

Offered Periodically

Class restricted to sophomores, juniors, and seniors.

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***POLI2415 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***POLI2420 Modern Iran (Fall: 3)**

Cross listed with HIST4150

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***POLI2426 Modern Turkish Politics (Fall: 3)**

Offered Periodically

The aim of this course is to introduce the major historical developments, main actors and institutional framework of modern Turkey. It will enable students to understand the complexities of and developments in political life, institutions and processes, as well as socio-economic factors that influence the political system in Turkey. After

providing a historical overview, starting from the Westernization efforts during the late Ottoman Empire to the founding of modern republic, contemporary issues that have considerable impact on Turkish political life in the last decades will be discussed.

*Cigdem H. Benam***POLI2427 International Migration and Refugees in a Global World (Spring: 3)**

Offered Periodically

Migration is a phenomenon as old as human history. Yet, the way it has been perceived has changed over time. International migration, today, is accepted as a complex, dynamic and multi-dimensional phenomenon, which is inextricably linked with fundamental concepts of modern politics. This course aims to introduce basic concepts and theories related to international migration as well as the major challenges the international society faces. The course is structured in two broad parts; the first will introduce conceptual, historical and theoretical background whereas the second will focus on a particular type of migration: the refugees. Upon successful completion of the course students will be able to develop an understanding of concepts and theories of migration, major challenges for international society, international refugee regime, and link between international security and migration. They will also be able to contextualize the developments in the post-Arab Spring era.

*Cigdem Hajipouran Benam***POLI2439 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 the role of coercion in cases of regime change.

*Gerald Easter***POLI2445 Political Development of Western Europe (Spring: 3)**

Offered Periodically

This course explores the development of modern politics in Britain, France, Germany, and Italy. Readings and discussions during the first part of the semester will examine the ideas and social forces behind the English, French, and Industrial revolutions. The second portion of the course will cover German and Italian national unification and democratization in France and Britain. Finally, we will consider the breakdown of democratic politics in Germany and Italy in the first half of the twentieth century and institutional legacies for the postwar period.

*Jonathan Laurence***POLI2451 France and the Muslim World (Spring: 3)**

Offered Periodically

Colonies, migrations, wars, world cups and terrorism... For over two centuries, the French Republic (and Empire) has had a complex and occasionally tormented relationship with Islam and the Muslim world. The exchange of ideas, politics, and populations, has transformed all parties involved. At times serving as a beacon of freedom and enlightenment, at other times France's relationship with its citizens of

Muslim origin and its Mediterranean neighbors has been fraught with tensions. This course will examine these relationships through political science texts and with the aid of films and novels.

*Jonathan Laurence*

### **POLI2460 Comparative Politics of Development (Spring: 3)**

**Offered Periodically**

**Class restricted to sophomores, juniors, and seniors.**

This course examines cross-national perspectives on the politics of development. What is the relationship between political, economic, and social development? Who sets the development agenda, and whose voice is heard? What role do various political and social institutions play in shaping development outcomes? In examining these questions, we will consider varying views from multiple regions, and will examine the relevance of these debates from the perspective of policymakers, citizens' organizations, and others engaged in development practice.

*Gabrielle Kruks-Wisner*

### **POLI2462 Grassroots Politics: Local Democratic Practice in**

**Comparative Perspective (Spring: 3)**

**Offered Periodically**

**Not open to students who have taken POLI3462.**

**Class restricted to sophomores, juniors, and seniors.**

This course examines the complex relationships between citizens and the state at the most local-grassroots-level, exploring whether and how citizens makes claims on the state for essential services, and how the state, in turn, responds to local demands. With its focus on the grassroots, the course highlights a critical, but often overlooked, political arena. Drawing on cases from around the world, from both advanced industrial and developing countries, the course explores issues of participation, representation, and distribution, asking: who speaks up, who speaks for (or through) whom, and who gets what at the local level.

*Gabrielle Kruks-Wisner*

### **POLI2469 The Politics of Japan and the Republic of Korea (Fall: 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*

### **POLI2475 Kuwait: Politics and Oil in the Gulf (Summer: 3)**

**Cross listed with INTL2475 and ICSP2475**

**Satisfies Cultural Diversity Core Requirement**

This seminar addresses the comparative and international politics of the Gulf States, with emphasis on Kuwait and Saudi Arabia. It analyzes state formation, state-society relations, democratization, the rise of Islamism and regime stability, foreign policies, regional politics, and the politics of OPEC and international oil markets. It assesses the effects of oil on domestic and foreign policy. Finally, it highlights pressures for political liberalization and growth in civil society. Students visit sites of political, religious, and historical significance throughout Kuwait and the Gulf, attend presentations at the National Assembly and Ministry of Foreign Affairs, and meet with English-speaking Kuwaiti students.

*The Department*

### **POLI2512 The Causes of War (Fall: 3)**

**Offered Periodically**

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*

### **POLI2527 Terrorism, Insurgency, and Political Violence (Fall: 3)**

**Offered Periodically**

**Not open to students who have taken POLI3527.**

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*

### **POLI2548 The World Wars: Causes, Conduct, and Unintended**

**Consequences (Spring: 3)**

**Offered Periodically**

This course examines the origins, military conduct, and societal consequences of World War I and World War II. We will look at each war from the perspective of state leaders designing their state's military strategy and the soldiers fighting for them. What caused the outbreak of each war? What was each state's military strategy and how did it interact with the strategies of other states? Why were so many soldiers willing to risk their lives and kill others on an unprecedented scale of destructiveness? Topics covered include: the social and technological developments necessary to fight wars of this scale; domestic, accidental, and international explanations for World War I; the military strategies of the major combatants in both wars; the Versailles Treaty and Post-World War I order; individual, domestic, and international explanations for World War II; the European and Pacific theaters; German mass killings; and Japan's surrender.

*Lindsey A. O'Rourke*

### **POLI2549 United States Foreign Policy 1945-2015 (Fall: 3)**

**Offered Periodically**

This course examines the formulation, execution, and consequences of U.S. foreign policy since 1945. What were the underlying patterns and logics guiding U.S. leaders? How did changes in the structure of the international system influence U.S. foreign policy? What caused America's foreign interventions and wars? Topics covered include: the origins of the Cold War; the development of the post-World War II economic order; the consequences of America's position in the Western Hemisphere; the strategies of rollback and containment; the evolution of U.S. nuclear doctrine; U.S. interventions in Korea, Iran, Guatemala, Vietnam, the Persian Gulf, Iraq, and Afghanistan; the collapse of the Soviet Union and rise of American unipolarity; as well as the Bush and Obama Doctrines.

*Lindsey A. O'Rourke*

**POLI2601 Principles of Political Rhetoric (Fall: 3)****Offered Periodically****This is a team-taught class.**

This course will examine both the principles of political rhetoric and its practice. We will therefore read theoretical accounts of rhetoric and many examples of political speeches drawn from literature and history.

*Robert C. Bartlett**Nasser Behnegar***POLI2615 Islam and Liberal Democracy (Fall: 3)****Cross listed with ICSP2615**

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 M. DiPasquale***POLI2626 Shakespeare's Politics (Spring: 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***POLI2638 Islamic Political Philosophy (Spring: 3)****Cross listed with ICSP2638****Offered Periodically**

What is the relationship between philosophy and Islam? Does the divine law (Shari'a) need to be supplemented with purely rational reflections on the nature and purpose of political life? What is the place of toleration and individual rights in the Islamic legal and philosophic tradition? We will explore these and similar questions by focusing on two particularly fertile periods of Islamic thought: the encounter of Islam with Greek philosophy in the classical period and its encounter with the modern secular West in late modernity.

*David M. DiPasquale***POLI2647 Montesquieu's *Spirit of the Laws* (Spring: 3)****Offered Periodically**

This course will examine the major work by the author most frequently and favorably cited by the framers of the American Constitution. It will focus on the relation between ancient and modern republicanism.

*Christopher Kelly***POLI2665 The Question of Justice (Fall: 3)**

**This seminar is primarily for sophomores. Juniors are admitted with departmental permission, provided there is an open seat in the course, after the sophomore registration period.**

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***POLI3365 Seminar: Public Opinion (Spring: 3)****Offered Periodically****Restricted to Political Science majors.**

This seminar will tackle a series of big questions about the role of citizens in contemporary democracy: How do people make sense of the political world? What is public opinion? Is there really such a thing? Where can we look for it and where does it come from? We will consider the history of public opinion and how our understanding of it is shifting with the changing media ecology. The course will go beyond discussions of polling data to explore the role of media content, political talk, social identities, and even our beliefs about other people's beliefs in shaping what we think about politics and public life.

*Emily A. Thorson***POLI3444 Seminar: Intellectuals and Politics in the Middle East****(Fall: 3)****Offered Periodically****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***POLI3507 Seminar: On Current Issues in U.S. Foreign Policy****(Spring: 3)****Offered Periodically**

This seminar will look at current foreign policy issues facing the United States. The course has two main objectives: (1) to better understand ongoing international disputes, and (2) to apply theoretical insights from the international relations literature to the policy debates surrounding those disputes.

*Lindsey O'Rourke***POLI3508 New Cold War (Spring: 3)****Offered Periodically****This course is restricted to juniors and seniors.**

The end of the Cold War promised a new era of cooperation in world politics between Russia and the West. This course examines the policies, personalities and events that instead led to a New Cold War. It follows Russia's search to redefine its role and identity in the post-Cold War world, revealing the inherent conflict between global accommodation and great power autonomy. Course themes include: Geopolitics of Empire and Empire Lost; From Western Ally to Antagonist; Russia at War with its Neighbors and with the West; Russia as an Energy Superpower in a Global Economy; and, the Domestic Sources of Russian Foreign and Security Policies.

*Gerald Easter***POLI3510 Globalization (Fall/Summer: 3)****Cross listed with INTL3510****Department Permission Required**

This course examines the political, economic, social and cultural implications of the increasingly integrated world system. The course

## ARTS AND SCIENCES

focuses on conflicting assessments of international institutions (IMF, World Bank, WTO) and political governance; the impact of economic integration; and the effects of globalization on state sovereignty, democracy, and social cohesion. Specific case studies will include: globalization and the environment; globalization, gender, and work; globalization and immigration/migration; globalization and the illicit economy, and anti-globalization social movements and activism.

*Paul Christensen*

### **POLI3521 International Law (Fall: 3)**

**Cross listed with INTL3521**

This course examines the role of international public law (the “law of nations”) 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, and security, as well as other relevant topics.

*Hiroshi Nakazato*

### **POLI3527 Seminar: Terrorism and Political Violence (Fall/Spring: 3) Offered Periodically**

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*

### **POLI3607 Historical Dimension of Modern Political Theory (Fall: 3)**

*Prerequisite:* POLI1021 or POLI1041

**Offered Periodically**

**This course is restricted to juniors and seniors.**

Through a careful study of Edmund Burke’s *Reflections on the Revolution in France*, G.W.F. Hegel’s *Philosophy of World History*, and Friedrich Nietzsche’s *Genealogy of Morals*, the class will investigate the meaning and significance of history for our social, political, moral, and religious lives. The course will be guided by three questions: (1) Is the turn to the historical a critique or an extension of Enlightenment ambitions? (2) Does an emphasis on the importance of history change how we understand the relation between philosophy and politics? (3) If history determines certain human possibilities, how should we understand the classical distinction between nature and custom?

*Paul T. Wilford*

### **POLI4393 How Dysfunctional is American Politics? (Spring: 3)**

*Prerequisite:* Students must have previously enrolled in an upper-level American Politics course, and permission of instructor required

**Offered Periodically**

One constantly hears that contemporary American politics is dysfunctional and our government gridlocked. Many people argue that as a consequence we need fundamental constitutional change. This course

examines a variety of critiques of American politics, left, right, and center, and the corresponding proposals for reform. It assesses the accuracy of these arguments and the merits of reform proposals.

*R. Shep Melnick*

### **POLI4449 Domestic Politics of Post-1945 Europe (Fall: 3)**

**Offered Periodically**

This course examines civil society and parliamentary democracy in Western Europe since World War II. What are the distinctive features of European political systems? How have the major political cleavages developed and changed in the last sixty years? Material will cover institutions and political participation in several countries, from prime ministers and presidents to political parties and social movements. We will consider the influence of Europeanization and regional movements on domestic politics. The course will also pay particular attention to the political impact of mass labor migration, including the emergence of right wing parties and contemporary politics of cultural diversity.

*Jonathan Laurence*

### **POLI4590 East Asian Security (Fall: 3)**

**Offered Periodically**

**This course is restricted to juniors and seniors majors, and graduate students only.**

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*

### **POLI4591 Seminar: Modern Classics of International Relations (Fall: 3)**

**Open to graduate students; restricted to juniors, and seniors only.**

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 the international political systems of the past.

*Timothy Crawford*

### **POLI4690 The Political Philosophy of Alfarabi (Spring: 3)**

**Offered Periodically**

In the Muslim world today, more than ever there is an effort to locate the key figures of Islamic civilization and to situate them in a contemporary context. Alfarabi (d. 950) founded the main tradition of philosophy in the Islamic world. Regarded by his successors such as Avicenna (Ibn Sina), Averroes (Ibn Rushd) and Maimonides as the “Second Teacher” or greatest philosophical figure following the death of Aristotle, Alfarabi was understood to have been the leading authority in two fields of study, namely, logic and political science. This course



will involve a close reading of *The Philosophy of Plato and Aristotle*. No prior acquaintance with the Arabic language or Islamic philosophy is necessary.

*David M. DiPasquale*

**POLI4901 Reading and Research-Undergraduate (Spring/Fall: 3)**

**By arrangement; by permission of the instructor.**

This is a one-semester readings and research course directed by a Political Science faculty member that culminates in a long paper or equivalent.

*The Department*

**POLI4921 Advanced Independent Research (Fall/Spring: 6)**

**By arrangement; by instructor permission only.**

Independent study in the Political Science Department under the direction of a faculty member for undergraduate students qualifying for the University's Scholar of the College Program.

*The Department*

**POLI4931 Honors Seminar: Body Politics (Fall: 3)**

**Offered Periodically**

States seek to regulate bodies and intimate matters involving bodies, in relation to race, sexual activity, sexual orientation, gender identity, reproduction, and medical care. States also inflict, or permit the infliction, of great harm to bodies, in the form of torture, disappearances, lynching, and other acts of violence. A wide range of social movements have emerged to challenge state policies and practices with respect to bodies, such as civil rights and anti-racism, feminist, LGBT, and human rights movements. This course explores the relationship between the public realm of politics and the personal realm of the body, considering a range of issues, time periods, and regions of the world.

*Jennie Purnell*

**POLI4932 Honors Seminar: Crisis Politics (Spring: 3)**

**Offered Periodically**

This course is designed to give students an understanding of how decisions are made under the conditions of national security crisis, such as the Cuban Missile Crisis, the war in Vietnam, the decision to invade Iraq, or circumstances that involve terrorism. After examining historical cases of crisis decision-making, students play roles of members of the National Security Council, discuss current foreign policy issues, conduct briefings, develop initiatives, and debate policy positions and proposals. The class will design and run a crisis simulation exercise.

*Kathleen Bailey*

**POLI4951–4952 Senior Thesis I and II (Fall/Spring: 3)**

**By arrangement; by instructor permission.**

Students interest in writing a senior thesis may do so over two semesters in their senior year. Students are encouraged to think about their senior thesis topic in the second semester of their junior year, and they are encouraged to contact individual faculty members about their topic.

*The Department*

**POLI4961–4962 Honors Thesis in Political Science I and II**

**(Fall/Spring: 3)**

**By arrangement; by permission of the instructor.**

Students are encourage to start thinking about their Honors Thesis topic during the second semester of their junior year, and they should start contacting individual faculty member to discuss their topic of interest.

*The Department*

## Psychology

### Faculty

**Hiram H. Brownell**, *Professor*; B.A., Stanford University; M.A.,

Ph.D., Johns Hopkins University

**Elizabeth A. Kensinger**, *Professor*; B.A., Harvard University; Ph.D.,

Massachusetts Institute of Technology

**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

**Sara Cordes**, *Associate Professor*; B.A., University of California; M.S.,

Ph.D., Rutgers University

**Michael Moore**, *Associate Professor*; A.B., A.M., Ph.D., Harvard

University

**Gorica D. Petrovich**, *Associate Professor*; B.S., University of Belgrade,

Serbia; Ph.D., University of Southern California

**Karen Rosen**, *Associate Professor*; B.A., Brandeis University; Ph.D.,

Harvard University

**Ehri Ryu**, *Associate Professor*; M.A., Ph.D., Arizona State 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

**Alexa Veenema**, *Associate Professor*; M.Sc., Ph.D., University of

Groningen, the Netherlands

**Liane Young**, *Associate Professor*; B.A., Harvard College; Ph.D.,

Harvard University

**John Christianson**, *Assistant Professor*; B.A., Susquehanna University;

M.A., Ph.D., University of New Hampshire

**Joshua Hartshorne**, *Assistant Professor*; B.A., Oberlin College; M.A.,

Ph.D., Harvard University

**Katherine McAuliffe**, *Assistant Professor*; B.Sc., University of King's

College and Dalhousie University, M. Phil., University of Cambridge,

Ph.D., Harvard University

**Michael McDannald**, *Assistant Professor*; B.A., University of Illinois at

Urbana-Champaign; M.S., Ph.D. Johns Hopkins University

**Maureen Ritchey**, *Assistant Professor*; B.A., University of Notre Dame,

Ph.D., Duke University

**Hao Wu**, *Assistant Professor*; B.S., Beijing University; Ph.D. Ohio

State University

**Gene Heyman**, *Senior Lecturer*; B.A., University of California at

Riverside; Ph.D., Harvard University

**Jeffrey A. Lamoureux**, *Senior Lecturer*; A.B., University of Vermont;

Ph.D., Duke University

**Barry Schneider**, *Senior Lecturer*; B.A., Harpur College, State

University of New York at Binghamton; M.Ed., Ph.D., University of

Toronto

**Andrea Heberlein**, *Lecturer*; B.A., University of Pennsylvania; Ph.D.,

University of Iowa

**Sean MacEvoy**, *Lecturer*; Sc.B., Ph.D., Brown University

### Contacts

- Psychology Department Office: 617-552-4100, psychoffice@bc.edu
- Chair: Ellen Winner, McGuinn 343, 617-552-4118, ellen.winner@bc.edu

- Associate Chair and Undergraduate Program Director: Michael Moore, McGuinn 432, 617-552-4119, michael.moore@bc.edu
- Graduate Program Director: Scott Slotnick, McGuinn 330, 617-552-4188, scott.slotnick@bc.edu
- Honors Program Chair and Psi Chi Advisor: Karen Rosen, McGuinn 436, 617-552-4104, karen.rosen@bc.edu
- Pre-Medical Advisors: Elizabeth Kensinger, McGuinn 510, 617-552-1350, elizabeth.kensinger@bc.edu; Jef Lamoureux, McGuinn 340, 617-552-6653, jeffrey.lamoureux@bc.edu; Liane Young, McGuinn 347, 617-552-1541, liane.young@bc.edu
- Associate Director, Finance and Research Administration: Barbara O'Brien, 617-552-4102, barbara.obrien@bc.edu
- Graduate and Undergraduate Programs Administrator: Michael Ring, 617-552-4100, psychoffice@bc.edu
- [www.bc.edu/psychology](http://www.bc.edu/psychology)

### *Undergraduate Program Description*

Psychology is the scientific study of how and why people think, feel, and behave as they do. 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**

Students must take a minimum of 33 credits in the Department, including the following required courses:

- PSYC1110 Introduction to Psychology as a Natural Science and PSYC1111 Introduction to Psychology as a Social Science 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).
- PSYC1120 Introduction to Behavioral Statistics and Research I (3 credits). This course should be taken in the sophomore year, when possible.
- Either PSYC1121 Introduction to Behavioral Statistics and Research II (3 credits) or a Research Practicum (3 credits). This course should be taken in the sophomore year, when possible.
- At least three 2000-level courses, which must include at least one course each from three of the following four clusters (3 credits each):
  - Biological (PSYC2285 or PSYC2289)
  - Cognitive (PSYC2272 or PSYC2274)
  - Developmental and Clinical (PSYC2234 or PSYC2260)
  - Social and Personality (PSYC2241 or PSYC2242)
- Four additional courses in Psychology, at least three of which must be at the 3000-level or higher and the fourth course at the 2000-level or higher. (3 credits each)

### **Requirements for B.S. Majors**

Students must take a minimum of 59 credits, including the following required courses:

- Thirty (30) credits within the Department
- PSYC1110 Introduction to Psychology as a Natural Science and PSYC1111 Introduction to Psychology as a Social Science 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).
- PSYC1120 Introduction to Behavioral Statistics and Research I (3 credits). This course should be taken in the sophomore year, when possible.
- Either PSYC1121 Introduction to Behavioral Statistics and Research II (3 credits) or a Research Practicum (3 credits). This course should be taken in the sophomore year, when possible. The Research Practicum option is recommended for Psychology B.S. majors.
- PSYC2285 Behavioral Neuroscience (3 credits)
- Either of the following courses (3 credits):
  - PSYC2272 Cognitive Psychology: Mental Processes and their Neural Substrates
  - PSYC2274 Sensation and Perception
- Any one of the following courses (3 credits):
  - PSYC2234 Abnormal Psychology
  - PSYC2241 Social Psychology
  - PSYC2242 Personality Theories
  - PSYC2260 Developmental Psychology
- Three Psychology neuroscience courses (3 credits each): one from one of the following clusters, and two from the other cluster. One of these three courses must be a designated laboratory course from one of these clusters. A Research Practicum may

also be used to fulfill this designated laboratory requirement, but the Research Practicum will not count toward one of these three required neuroscience cluster courses.

**Cognitive/Affective Neuroscience Cluster:**

PSYC3329 Psychophysiology of Stress  
 PSYC3338 Topics in Abnormal Psychology  
 PSYC3341 Psychology of Morality  
 PSYC3371 Cognitive Neuroscience: Exploring Mind and Brain  
 PSYC3372 Affective Neuroscience  
 PSYC3373 Learning and Motivation  
 PSYC3374 Cognitive Aging  
 PSYC3375 Psychology and Neuroscience of Human Memory  
 PSYC3378 Vision  
 PSYC3379 Disorders of Language and Communication  
 PSYC3391 Ethical Controversies in Psychology and Neuroscience  
 PSYC4437 Stress and Behavior  
 PSYC4472 Social Neuroscience  
 PSYC4473 Event-Related Potentials (laboratory course)  
 PSYC5540 Advanced Topics in Social Psychology  
 PSYC5541 Moral Emotions  
 PSYC5571 Controversies in Cognitive Neuroscience  
 PSYC5574 Neuroscience of Sensation and Perception  
 PSYC5575 Advanced Affective Neuroscience  
 PSYC5576 Methods in Human Brain Mapping (laboratory course)

Any one of the following courses in a Cognitive/Affective Neuroscience laboratory (Brownell, Kensinger, MacEvoy, Ritchey, Slotnick, Young). (Only one semester of a thesis or scholar's project course can be used to satisfy this requirement):

PSYC4490 Senior Thesis I (laboratory course)  
 PSYC4495 Senior Honors Thesis I (laboratory course)  
 PSYC4497 Scholars Project Research (laboratory course)

**Systems Neuroscience Cluster:**

PSYC3380 Neuroscience of Psychopathology  
 PSYC3381 Neurobiology of Social Behavior  
 PSYC3382 Neurobiology of Stress  
 PSYC3383 Neurobiological Basis of Learning and Memory  
 PSYC3384 Neurophysiology  
 PSYC3385 Neurobiology of Motivation and Emotion  
 PSYC3386 Psychopharmacology  
 PSYC3387 Developmental Neuroscience and Behavior  
 PSYC3388 Neurobiology of Eating and Eating Disorders  
 PSYC5580 Neural Systems and Stress  
 PSYC5581 Neurobiology of Mental Illness  
 PSYC5583 Molecular Basis of Learning and Memory  
 PSYC5585 Brain Systems: Motivation and Emotion

Any one of the following courses in a Behavioral Neuroscience laboratory (Christianson, McDannald, Petrovich). (Only one semester of a thesis or scholars project course can be used to satisfy this requirement):

PSYC4490 Senior Thesis I (laboratory course)  
 PSYC4495 Senior Honors Thesis I (laboratory course)  
 PSYC4497 Scholars Project Research (laboratory course)

Minimum of 29 credits outside the Department

- Three Biology Courses (at least 9 credits total):  
 BIOL2000 Molecules and Cells  
 Any two of the following Biology courses:  
 BIOL2010 Ecology and Evolution  
 BIOL3030 Introduction to Physiology  
 BIOL3040 Cell Biology  
 BIOL3150 Introduction to Genomics  
 BIOL3190 Genetics and Genomics  
 BIOL4260 Human Anatomy  
 BIOL4320 Developmental Biology  
 BIOL4350 Biological Chemistry  
 BIOL4420 Principles of Ecology  
 BIOL4450 Animal Behavior  
 BIOL4590 Introduction to Neuroscience  
 BIOL4850 Research in Neuroscience Lab  
 BIOL5270 Neurobiology of Disease  
 BIOL5510 Cell Biology of the Nervous System
- Two Chemistry courses (8 credits total):  
 CHEM1109 General Chemistry I with Lab (CHEM1111)  
 CHEM1110 General Chemistry II with Lab (CHEM1112)
- Two Mathematics courses (at least 6 credits total):  
 Two courses at the level of MATH1100 or above (MATH1004 Finite Probability & Applications is also accepted). MATH1100 and MATH1101 (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 upper-level, one-semester courses from Chemistry, Physics, Biology, or the Psychology Cognitive/Affective Neuroscience or Systems Neuroscience clusters listed 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 3000-level or above. Chemistry and Physics courses must be 2000-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: CHEM2231 Organic Chemistry I and CHEM2232 Organic Chemistry II, or PHYS2209 Introduction to Physics I and PHYS2210 Introduction to Physics II.

**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 PSYC1110 or PSYC1111, but students substituting an A.P. exam score for one of these introductory courses are required to take an additional upper level Psychology course (one numbered 2000 or higher) to complete their major in Psychology.

The Department also accepts a score of four or five on the A.P. exam for the natural science and math courses associated with the Psychology B.S. major. Students are not required to take any additional upper-level courses to replace these natural science and math substitutions.

**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 PSYC4490 in the fall and/or PSYC4491 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 (PSYC1120) and either PSYC1121 or a Research Practicum 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. The concentration lays a solid foundation in coursework, research, and field experiences to help students decide whether they wish to apply to a graduate program and obtain licensure to practice in a clinical field.

Students must apply to participate in the Clinical Concentration during the spring semester of the junior year. To complete the clinical concentration, students need to satisfy both the Psychology major requirements and some additional course requirements. A complete description of the concentration and the application process, as well as 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.

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 Michael Moore, the Department's Director of Undergraduate Studies as early as possible.

### **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. Students who meet or exceed the GPA requirement of a 3.6, in Psychology and overall, will be invited to join the Honors Program. 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. Students then begin the process of executing the research plan and continue to work on the research project (including data collection and analysis and completing the final written thesis) throughout the senior year.

The principal requirement of the Honors Program is the successful completion of the Honors Thesis. During their senior year, students should enroll in PSYC4495–4496 Senior Honors Thesis I and II. Students in the Honors Program are required to take one additional upper-level course (5000-level or above). One semester of the Senior Honors Thesis course (PSYC4495) may count toward the major requirements for both B.A. and B.S. Psychology majors. The second semester of the Senior Honors Thesis course (PSYC4496) and the 5000-level course are taken in addition to the courses required for the major. Therefore, students in the Honors Program will have completed two courses in Psychology beyond the basic major requirements.

An Honors Thesis Approval Form signed by the thesis advisor and a second reader 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 the required 3.6 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 Morrissey College of Arts and Sciences Honors and Psychology Honors Programs, and what to do if you are planning to study abroad, visit the Psychology Department website and/or contact Karen Rosen, the Director of the Honors Program in the Psychology Department.

### **Information for Study Abroad**

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. These decisions about international study are made on a case-by case basis. 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 Departments 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 chair.

Psychology majors who do not have an academic advisor (e.g., majors in their first year of study or recent transfer students) should consult with the Assistant Chairperson prior to registration.

**Social Science Core Requirements**

Non-majors may fulfill the Social Science Core requirement with any two Psychology courses with a number between 1010 and 1111 (e.g., PSYC1011, PSYC1021, PSYC1029, PSYC1032, PSYC1072, PSYC1110, and PSYC1111).

Students receiving a four or five on the Psychology AP exam are considered to have fulfilled half 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**

- PSYC1000–PSYC1009: Courses that *do not* satisfy the Social Science Core requirement and do not provide credit toward completion of the Psychology major.
- PSYC1010–PSYC1099: Core courses, primarily for non-majors, that satisfy the Social Science Core requirement but *do not* provide credit toward completion of the Psychology major.
- PSYC1110–PSYC1111: Courses that satisfy the Social Science Core requirement and also provide credit toward completion of the Psychology major.
- PSYC1120–PSYC1999: Introductory, statistical, and methodological courses that are required for Psychology majors.
- PSYC2000–PSYC2999: Introductions to primary subdisciplines of psychology, serving as prerequisites to more advanced courses.
- PSYC3000–PSYC3999: More advanced and/or specialized courses, requiring one or more 2000-level courses as prerequisites.

- PSYC4000–PSYC4999: Research practica and advanced seminars in various areas of psychology limited to Psychology majors.
- PSYC5000–PSYC5999: Seminars and Advanced Topics courses open to advanced undergraduates and to graduate students.
- PSYC6000 and above: Graduate-level courses.

**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).

**PSYC1011 Psychobiology of Mental Disorders (Fall/Spring: 3)**

**Satisfies Social Science 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*

**PSYC1032 Emotion (Fall/Spring: 3)**

**Satisfies Social Science 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*

**PSYC1072 Memory in Everyday Life (Fall/Spring: 3)**

**Satisfies Social Science 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*

**PSYC1110 Introduction to Psychology as a Natural Science**

**(Fall/Spring: 3)**

**Satisfies Social Science Core Requirement**

**PSYC1110 and PSYC1111 can be taken in any order.**

This course is one of two introductory courses required for Psychology majors, along with PSYC1111. The course is concerned with the biological

## ARTS AND SCIENCES

---

(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*

### **PSYC1111 Introduction to Psychology as a Social Science (Fall/Spring: 3)**

Satisfies Social Science Core Requirement

**PSYC1110 and PSYC1111 can be taken in any order.**

This course is one of two introductory courses required for Psychology majors, along with PSYC1110. 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*

### **PSYC1120–1121 Introduction to Behavioral Statistics and Research I and II (Fall/Spring: 3)**

*Corequisite:* PYSC1122-PSYC1123

This 2-semester course will survey research methodologies and statistical procedures. The emphasis is on statistics. Students will be introduced to the most common topics and procedures in descriptive and inferential statistics. This course will also cover one-way and factorial ANOVA, correlation and regression, within subject ANOVA, analysis of contingency tables and nonparametric methods. If time permits, logistic regression will be covered. Students who desire a smaller format and who are looking for a more intensive/conceptual/hands-on statistics experience are encouraged to enroll in PSYC1124.

*Sean MacEvoy*

### **PSYC2200 Introduction to Social Work (Fall/Spring: 3)**

**Cross listed with SCWK6600 and SOCY5565**

**Available to undergraduate students**

Starting with a discussion of its history and the relevance of values and ethics to its practice, the course takes up the various social work methods of dealing with individuals, groups, and communities and their problems. In addition to a discussion of the theories of human behavior that apply to social work interventions, the course examines the current policies and programs, issues, and trends of the major settings in which social work is practiced.

*The Department*

### **PSYC2234 Abnormal Psychology (Fall/Spring: 3)**

*Prerequisite:* PSYC1111

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*

### **PSYC2241 Social Psychology (Fall/Spring: 3)**

*Prerequisite:* PSYC1111

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*

### **PSYC2242 Personality Theories (Fall/Spring: 3)**

*Prerequisite:* PSYC1111

This course introduces students to a variety of theoretical approaches to the understanding of character and personality.

*James Russell*

### **PSYC2260 Developmental Psychology (Fall/Spring: 3)**

*Prerequisite:* PSYC1111

This course is an introduction to developmental psychology. The course examines topics in personality, social, and cognitive development.

*Sara Cordes*

### **PSYC2268 Psychological Development Through the Life Span (Summer: 3)**

Introduces the issues underlying the developmental process: infant knowledge, the nature of human attachment, separation, male and female differences, the meaning of adulthood, the interaction of physiological and psychological processes and the predictability of human development.

*Michael Moore*

### **PSYC2272 Cognitive Psychology: Mental Processes and their Neural Substrates (Fall/Spring: 3)**

*Prerequisite:* PSYC1110

This course introduces the scientific study of mental function from an information processing perspective. The course examines how information is processed and transformed by the mind to control complex human behavior. Specific topics include the history of cognitive psychology, cognitive neuroscience, attention, perception, consciousness, short-term and long-term memory, mental imagery, language, decision-making, and problem solving. Course material will be drawn from work with clinical populations (e.g., people who have sustained brain injury) as well as from work with non-injured populations.

*Hiram Brownell*

### **PSYC2274 Sensation and Perception (Fall/Spring: 3)**

*Prerequisite:* PSYC1110

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*

### **PSYC2276 Biological Psychology (Summer: 3)**

Why can two people look at the same dress yet perceive it to be two different colors? Why can the sight of dessert make us feel hungry even after a large meal? These types of questions pertaining to human behavior and cognition are investigated by psychology and neuroscience researchers. This course will introduce students to the neural and biological bases that support a variety of human behaviors and cognitive processes, including sensation, perception, learning, memory, emotion, hormones, drugs, and psychological disorders. All topics will be taught at an introductory-level and geared to psychology majors.

*Jessica Karanian*

**PSYC2277 Psychology of Learning (Summer: 3)**

A college student, a dog, and a rat walk into a classroom... Despite all their differences, they all learn the same ways. Learning is a critical aspect of our day-to-day lives. It is necessary for adaption and survival by enabling our experiences to alter our behavior. This course will cover basic theories and methods in the field of learning, including the roles of conditioning, imitation, and memory.

*Allison Foilb*

**PSYC2278 Psychology of Thinking (Summer: 3)**

Most people acknowledge that activities like solving a math problem or playing the piano require thinking, and that thinking is a process that is embedded into our daily lives. But what is thinking? In this class, we will examine how psychologists conceptualize broad habits of mind like persistence, imagination, teamwork, and creativity, determine some areas of daily life that teach these ways of thinking for school children, and speculate how we can measure each of these so-called “soft skills.” This class requires engagement, reflection, and in-class participation rather than memorization of facts.

*Jillian Hogan*

**PSYC2281 Sports Psychology (Summer: 3)**

A survey of the field of sport psychology with emphasis on the role of athletics throughout the life cycle. Examines the recent trend of increased participation by children in organized sports at earlier ages, the impact of parental dynamics, the growing interest in continuing athletic participation over the life cycle, the economic and social expectations and their implications for psychological development. Discusses issues addressed by sport psychologists including those relating to performance, stress and self-esteem.

*Michael Moore*

**PSYC2285 Behavioral Neuroscience (Fall/Spring: 3)**

*Prerequisite:* PSYC1110, or BIOL1100-1102, or BIOL2000-2010

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*

**PSYC3331 Developmental Psychopathology (Fall/Spring: 3)**

*Prerequisite:* PSYC2260

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*

**PSYC3334 Interpersonal Violence (Fall/Spring: 3)**

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*

**PSYC3335 Psychology of Friendships and Romantic Relationships (Spring/Fall: 3)**

This course begins with a review of the concept of friendship as it has evolved in the writings of several disciplines, ranging from ancient Greek philosophy to contemporary behavioral science. Research pertaining to the stages of close relationships is critically reviewed, with emphasis on gender differences and age differences across the entire lifespan. Special attention is devoted to the close relationships of members of non-Western and minority cultures, individuals with mental disorders, and people of minority sexual orientation.

*Barry Schneider*

**PSYC3336 Clinical Psychology (Fall/Spring: 3)**

*Prerequisite:* PSYC2234

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*

**PSYC3338 Topics in Abnormal Psychology (Fall/Spring: 3)**

*Prerequisite:* PSYC2234

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, symptomatology, diagnosis, treatment, and prognosis.

*Marilee Ogren*

**PSYC3341 Psychology of Morality (Fall/Spring: 3)**

*Prerequisite:* PSYC2241 or PSYC2272 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*

**PSYC3345 Social Motivation (Fall/Spring: 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*

**PSYC3366 Social and Emotional Development (Fall/Spring: 3)**

*Prerequisite:* PSYC2260

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*

**PSYC3367 Psychology of Art (Fall/Spring: 3)**

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*

**PSYC3369 Understanding the Social World: Social Cognition in Humans and Other Animals (Fall/Spring: 3)**

*Prerequisite:* PSYC2241

This course will address the puzzle of how we make sense of our social world by focusing on questions such as: how do we carve our world into meaningful social groups, understand what others are thinking and maintain productive cooperative relationships? These questions will be tackled using both developmental and comparative approaches, with the goal of understanding how social cognition takes shape over childhood and what aspects of human social cognition are shared with other animals.

*Katherine McAuliffe*

**PSYC3371 Cognitive Neuroscience: Exploring Mind and Brain (Fall/Spring: 3)**

*Prerequisites:* PSYC1110, PSYC1111, and PSYC2272

What happens in your brain when you are secretly paying attention to a conversation at the next table? How is that conversation recorded into memory? Cognitive neuroscience aims to address such questions by exploring the brain mechanisms that underlie human mental processing. This course will examine the neural basis of core cognitive processes, including perception, attention, memory, action, and language (identified using techniques such as functional MRI, event-related potentials, and lesion studies). Other mind-brain topics that will be considered include hemispheric specialization, neural plasticity, frontal lobe function, and consciousness.

*Scott Slotnick*

**PSYC3373 Learning and Motivation (Fall/Spring: 3)**

*Prerequisite:* PSYC1110 is suggested but not required

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. We will focus heavily on classic and recent experiments designed to assess the processes and content of

associative learning. Lastly, we will consider whether animals simply acquire stimulus-response tendencies, or if they have a more cognitive representation of their world, again focusing on how we can even ask this experimentally.

*Jeffrey Lamoureux*

**PSYC3377 Psycholinguistics (Fall: 3)**

*Prerequisite:* Some background in linguistics or psychology recommended.

**Cross listed with LING3361**

**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*

**PSYC3379 Disorders of Language and Communication (Fall/Spring: 3)**

*Hiram Brownell*

**PSYC3383 Neurobiological Basis of Learning (Fall/Spring: 3)**

*Prerequisite:* PSYC2285 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*

**PSYC3384 Neurophysiology (Spring/Fall: 3)**

*Prerequisite:* PSYC2285

The action potential is fundamental to information processing in the brain. Neurons fire action potentials in response to a variety of inputs and action potentials exist in many different shapes, sizes and frequencies. In this course we will begin with a study of ion channels, the membrane bound biochemical switches that give the action potential its shape. Then we will explore the numerous factors that influence the nature of an individual action potential: neuronal morphology, ion channel composition, and intracellular signaling cascades. We will conclude by considering how circuits of diverse neuronal phenotypes integrate synaptic signals, which give rise to sophisticated information processing, learning and memory, and psychiatric disease. Student projects will explore how ion channel abnormalities, so-called "channelopathies," influence cognition and behavior.

*John Christianson*

**PSYC3386 Psychopharmacology: Behavior, Performance, and Brain Function (Fall/Spring: 3)**

*Prerequisite:* PSYC2285 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*

**PSYC3388 Neurobiology of Eating and Eating Disorders (Fall/Spring: 3)**

*Prerequisite:* PSYC2285 or PSYC3384

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*

**PSYC4431 Positive Psychology (Fall/Spring: 3)**

*Prerequisites:* PSYC1121 and either PSYC2241 or PSYC2242

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*

**PSYC4433 Addiction, Choice, and Motivation (Fall/Spring: 3)**

*Prerequisites:* PSYC1110 and at least two 2000-level or higher courses in Psychology, Economics, or a Natural Science, or permission of instructor

**Open only to sophomores and juniors.**

This is a writing intensive course. Students write weekly prompts on course readings. The readings are drawn from the research literature on addiction and choice. The drug research includes biographical accounts, epidemiological studies, and experiments on drug effects and drug choice. The choice research includes studies with animals and humans that test simple quantitative models of rational choice and impulsiveness.

*Gene Heyman*

**PSYC4435 Images of Mental Illness in Film and Literature (Spring/Fall: 3)**

*Prerequisite:* PSYC2234

This course is devoted to the representations of mental illness in film and literature, which are often more complex and more personal than the descriptions of psychological disorders in scientific writings. Students deepen their understanding of abnormal psychology as they criticize material from selected books and films containing depictions of disorders. These creative works will be examined in terms of the possible motivation of the authors and filmmakers and the potential for the creative works to decrease or increase stigma. The messages conveyed about the nature of abnormality are emphasized throughout

the course. The course concludes with consideration of the ways in which psychologists and other mental-health professionals are depicted in these media.

*Barry Schneider*

**PSYC4436 Clinical Fieldwork in Psychology (Fall/Spring: 3)**

*Prerequisite:* PSYC3336

**This class is restricted to students who are completing the Undergraduate Clinical Concentration.**

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*

**PSYC4437 Stress and Behavior (Fall/Spring: 3)**

*Prerequisite:* PSYC2234, PSYC3329, 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*

**PSYC4439 Research Practicum in Child and Adolescent Clinical Psychology (Spring/Fall: 3)**

This practicum focuses on research inspired by the assumption that faulty interpersonal interactions are at the core of psychological disorders of children and adolescents. Research methods for studying both peer and family relationships are considered as well as standard tools for the identification of participants for clinical research. Students will participate in the analysis of data on interpersonal relationships and adjustment. They will learn to interpret the data and write a manuscript in APA style.

*Barry Schneider*

**PSYC4443 Research Practicum in Social and Cognitive Methods (Fall/Spring: 3)**

This course explores how questions are asked and answered in social and cognitive psychology, focusing on discussions of articles and the conduction of a series of research projects and demonstrations. We will cover topics including research ethics, constructing experimental variables, experiment design, a few specific types of methods and their uses/constraints, and how to write an APA-style research report.

*Andrea Heberlein*

**PSYC4447 Individual Differences and Social Behavior (Fall/Spring: 3)**

*Prerequisite:* PSYC1111, PSYC1120, PSYC1121, and either PSYC2241 or PSYC2242

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 develop-

ment 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*

**PSYC4448 Achievement Motivation (Fall/Spring: 3)**

*Prerequisite:* PSYC1111, PSYC1120, PSYC1121, and either PSYC2241 or PSYC2242

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, success, and psychological health.

*Donnah Canavan*

**PSYC4466 Current Issues in Developmental Psychology**

**(Fall/Spring: 3)**

*Prerequisite:* PSYC2260

**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*

**PSYC4470 Research Practicum in Cognitive Psychology**

**(Fall/Spring: 3)**

This course introduces students to the research process in cognitive psychology and cognitive neuroscience. The semester starts with a review of experimental design, common paradigms, statistical analysis, critical reading of journal articles, and ethics. Then, students work individually or in small groups to carry out a research project in an area of language or cognition that relates to cognitive neuroscience. Possible research topics are discussed in class. The research project entails reviewing the psychological and neuroscientific literature, identifying an appropriate research topic, designing and carrying out an empirical study, and evaluating and communicating the results.

*Hiram Brownell*

**PSYC4473 Event-Related Potentials: Laboratory Methods Course**

**(Fall/Spring: 3)**

*Prerequisite:* PSYC3371 or PSYC3372 or permission of instructor

When it comes to figuring out what the awake, human brain is doing, one of the most valuable tools is the use of electroencephalography (EEG) to measure the neural activity tied to particular types of events (event-related potentials, or ERPs). This course will serve as a hands-on introduction to ERPs, with equal parts discussion and hands-on application. Discussion will focus on the neurophysics of ERPs, the analysis of ERPs, and the insights that ERPs have yielded in the attention, language, and memory literatures. Hands-on activities will allow students to implement the laboratory techniques and analysis approaches discussed in class.

*Elizabeth Kensinger*

**PSYC4474 Research Practicum in Sensation and Perception**

**(Fall/Spring: 3)**

The course will introduce students to experimental methods used to understand human perception. In a hands-on, laboratory-style course format, students will become familiar with the process of designing perceptual experiments and the collection and analysis of perceptual data. As a final project, with guidance from the instructor each student will complete a perceptual experiment and prepare a report of their work in the style of a scientific publication.

*Sean MacEvoy*

**PSYC4476 Neuroscience of Human Memory: Current Topics**

**(Fall/Spring: 3)**

*Prerequisite:* PSYC2272

Memory enables you to have skills, to communicate with other people, to make intelligent decisions, to remember your loved ones, and to know who you are. Without memory, you would not be you. Although human memory has been studied for over two thousand years, the neuroscience of human memory has only been studied for the last two decades. In this course, following an introduction on memory processes and brain regions of interest, we will discuss the following key topics on the neuroscience of human memory: the tools of cognitive neuroscience, explicit (conscious) memory in space, explicit memory in time, explicit memory failure, working memory, implicit (non-conscious) memory, explicit memory and other cognitive processes, explicit memory in animals, and the future of memory research.

*Scott Slotnick*

**PSYC4490–4491 Senior Thesis I and II (Fall/Spring: 3)**

**Registration for this course requires additional paperwork. See the Psychology website.**

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*

**PSYC4495–4496 Senior Honors Thesis I and II (Fall/Spring: 3)**

**Registration for this course requires an invitation and additional paperwork. See the Psychology website.**

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*

**PSYC4497 Scholars Project Research (Fall/Spring: 6)**

This course is limited to Psychology majors who are conducting their Scholar of the College research.

*The Department*

**PSYC5501 Experimental Design and Statistics (Fall/Spring: 3)**

*Prerequisite:* An undergraduate course in statistics

This course focuses on experimental design and related statistical methods. It covers between-subject, within-subject, and mixed designs with one and two factors. Statistical topics include the relevant statistical model and model assumptions, omnibus test, test of contrasts, multiple comparison, effect size, and power calculations. One and two sample t tests will also be revisited. If time permits, advanced topics such as designs with nested factors or random factors, mixed model approach, and nonparametric approach may also be covered.

*Hao Wu*

**PSYC5540 Advanced Topics in Social Psychology (Fall/Spring: 3)**

*Prerequisite:* PSYC2241 or permission of instructor

This seminar is designed to provide students with an overview of current themes and research in social psychology. Topics include social cognition, social influence, social interaction and group dynamics, close relationships, stereotype and prejudice, attitudes, prosocial behavior, the self, and free will.

*Andrea Heberlein*

**PSYC5542 Theories of Human Emotion (Fall/Spring: 3)**

*Prerequisite:* A 3000-level Psychology course

This seminar covers the major psychological theories of human emotion, beginning with the classic writings of William James and continuing to contemporary controversies about the nature of emotion. Some of the questions to be considered are whether or not there are basic emotions, the relation of emotion to cognition and action, and whether emotions are innate or learned through our particular culture. The focus is on biological, social, and cultural subdisciplines of psychology, but contributions of anthropology, philosophy, and other disciplines will be discussed as well.

*James Russell*

**PSYC5560 Advanced Topics in Developmental Psychology (Fall/Spring: 3)**

*Prerequisite:* PSYC2260

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*

**PSYC5563 The Logical Problem of Language Acquisition (Fall/Spring: 3)**

If not confronted with overwhelming evidence to the contrary, scientists would have long ago unanimously concluded that languages are unlearnable. In fact, some scientists have endorsed that claim. The scientific literature on language-learning is replete with mathematical paradoxes (Quine's Paradox, Baker's Paradox, Fodor's Paradox) that would appear to prove that this or that puzzle confronted by any would-be language learner is unsolvable even in principle, whether by human, animal, or machine. In this course, we try to make sense of language learning. Why do these paradoxes arise? How might children, who do indeed learn languages meet the challenges of language acquisition? How have computer scientists who build language-learning machines tried to address the same challenges?

*Joshua Hartshorne*

**PSYC5581 Neurobiology of Mental Illness (Fall/Spring: 3)**

*Prerequisites:* PSYC2285, PSYC3382, PSYC3385, or PSYC3386. 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*

**PSYC5585 Advanced Brain Systems: Motivation and Emotion (Fall/Spring: 3)**

This course will review the organization of neural networks that control motivated and emotional behaviors in mammals. This is a functional neuroanatomy course that will discuss how the brain regions are interconnected to form functional systems.

*Gorica Petrovich*

**PSYC6603 Research Workshop in Quantitative Psychology I (Fall: 3)**

Graduate students and faculty in the field of Quantitative Psychology discuss ongoing research; undergraduates may audit with permission of the instructor.

*The Department*

**PSYC6604 Research Workshop in Quantitative Psychology II (Spring: 3)**

Graduate students and faculty in the field of Quantitative Psychology discuss ongoing research; undergraduates may audit with permission of the instructor.

*The Department*

**PSYC6605 Introduction to Multivariate Statistical Methods (Fall/Spring: 3)**

*Prerequisite:* PSYC5502

Basic concepts in matrix algebra, covariance and correlation matrices, multivariate t tests, discriminant analysis, principle component analysis, exploratory factor analysis.

*Hao Wu*

**PSYC6625 Graduate Independent Study (Fall/Spring: 3)**

*The Department*

**PSYC6640–6641 Research Workshop in Social Psychology I and II (Fall/Spring: 3)**

Graduate students and faculty in the field of Social Psychology discuss ongoing research; undergraduates may audit with permission of the instructor.

*The Department*

*James Russell*

**PSYC6660–6661 Research Workshop in Developmental Psychology I and II (Fall/Spring: 3)**

Graduate students and faculty in the field of Developmental Psychology discuss ongoing research; undergraduates may audit with permission of the instructor.

*Ellen Winner*

## ARTS AND SCIENCES

### PSYC6672–6673 Research Workshop in Cognitive Neuroscience I and II (Fall/Spring: 3)

Graduate students and faculty in the field of Cognitive Neuroscience discuss ongoing research; undergraduates may audit with permission of the instructor.

*Elizabeth Kensingler*

### PSYC6686–6687 Research Workshop in Behavioral Neuroscience I and II (Fall/Spring: 3)

Graduate students and faculty in the field of Behavioral Neuroscience discuss ongoing research; undergraduates may audit with permission of the instructor.

*Gorica Petrovich*

### PSYC6691–6692 Professional Development Workshop I and II (Fall/Spring: 0)

Graduate students meet once a month to discuss issues related to professional development in academic and non-academic settings.

*Scott Slotnick*

## Romance Languages and Literatures

### Faculty

**Matilda Tomaryn Bruckner**, *Professor Emerita*; A.B., Bryn Mawr College; Ph.D., Yale University

**Rena A. Lamparska**, *Professor Emerita*; LL.M., University of Wrocław; M.A., Catholic University of America; Ph.D., Harvard University

**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

**Harry L. Rosser**, *Associate Professor Emeritus*; B.A., College of Wooster; M.A., Cornell University; Ph.D., University of North Carolina at Chapel Hill

**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

**Franco Mormando**, *Professor*; Chairperson of the Department; B.A., Columbia University; M.A., Ph.D., Harvard 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

**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

**Régine Michelle Jean-Charles**, *Associate Professor*; B.A., University of Pennsylvania; A.M., Ph.D., Harvard 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

**Laurie Shepard**, *Associate Professor*; B.A., Wesleyan University; M.A., Ph.D., Boston College

**Mattia Acetosio**, *Assistant Professor*; B.A., University of Bologna; M.A., M.Phil., Ph.D., Yale University

**Jeff Flag**, *Professor of the Practice*; B.A., University of Massachusetts; M.A., Brown University; Ph.D., Boston University

**Joseph Breines**, *Associate Professor of the Practice*; B.A., University of Michigan, Ann Arbor; M.A., Boston University; M.A.T., Oakland University; Ph.D., Yale University

**Silvana Falconi**, *Assistant Professor of the Practice*; B.A., Feminine University of Sacred Heart, Lima-Peru; M.A., Ph.D., Purdue University

**Catherine Wood Lange**, *Assistant Professor of the Practice*; B.A., M.A., Boston College; Ph.D., State University of New York at Stony Brook

**Brian O'Connor**, *Assistant Professor of the Practice*; B.A., Northern Illinois University; M.A., Ph.D., Boston College

**Esther Gimeno Ugalde**, *Assistant Professor of the Practice*; B.A., Pompeu Fabra University, Barcelona; M.A., Ph.D., University of Vienna

**Andrea Javel**, *Senior Lecturer*; B.A., University of Dayton; M.A., Université René Descartes (Paris); M.Ed., Harvard University

### Contacts

- Administrative Assistant: Joanna Doyle, 617-552-3821, joanna.doyle@bc.edu
- Romance Languages & Literatures Department office: 617-552-3820, rll@bc.edu
- www.bc.edu/rll

### Undergraduate Program Description

The Department of Romance Languages and Literatures offers both majors and minors in French, Hispanic Studies, and Italian, each of which affords a wide exposure to literature and culture in the target language.

#### Major in French

Requirements: Ten 3-credit courses (30 credits)

- Four courses (12 credits) to be chosen from among the following:
  - FREN3305 Introduction to Drama and Poetry
  - FREN3306 Introduction to Narrative Forms
  - FREN3307 Masterpieces of French Literature
  - FREN3308 Advanced Language Studies in French
  - FREN3309 Topics in French Culture and Civilization

**Note:** Students may repeat a semester of FREN3307, FREN3308, or FREN3309 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 4400 level or above
- Two electives (6 credits) to be chosen among the following:
  - FREN2210 French Composition, Conversation, and Reading II
  - Additional courses at the 3300 or 4400 level
  - RLRL5572 Comparative Development of the Romance Languages
  - RLRL5597 Foreign Language Pedagogy
  - FREN2210 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:

FREN3305 Introduction to Drama and Poetry  
 FREN3306 Introduction to Narrative Forms  
 FREN3307 Masterpieces of French Literature  
 FREN3308 Advanced Language Studies in French  
 FREN3309 Topics in French Culture and Civilization

- One advanced course (3 credits) at the 4400 or 7700 level.
- Three electives (9 credits) to be chosen among the following:  
 FREN2209–FREN2210 French Composition, Conversation, and Reading I and II (as entry-level courses only)

Additional courses at the 3300 or 4400 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:

- SPAN3395 Contextos (3 credits)
- Four 6600-level advanced courses (12 credits) in literature and culture, which must include one course (3 credits) in each of the following categories:

Pre-1800 Peninsular literature and culture  
 Pre-1900 Latin American literature and culture  
 Post-1800 Peninsular literature and culture  
 Post-1900 Latin American literature and culture

- Five electives (15 credits), which can be chosen from among the following:

SPAN2216 Spanish Conversation, Composition, and Reading II  
 Any 3300 level course  
 Any 6600 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 SPAN2216 Spanish Conversation, Composition, and Reading II.

The prerequisite for all 6600-level courses (and above) is the linguistic proficiency level of SPAN3392 Advanced Spanish or equivalent. Once the student has completed SPAN3395, all subsequent courses must be at the 6600-level.

Only one course may be in English.

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 SPAN3395 Contextos (3 credits) and at least two courses (6 credits) at the 6600-level.

**Note the following conditions:**

The prerequisite for all 6600-level courses (and above) is the linguistic proficiency level of Advanced Spanish or equivalent. Once the student has completed SPAN3395, all subsequent courses must be at the 6600-level.

Minimum entry level for the minor is SPAN2216 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 (ITAL5500 or above or the equivalent)
- Two electives (6 credits) to be chosen from 3300, 5500, or 8800 level courses
- ITAL2213 and 2214 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): ITAL2213 and ITAL2214 Italian Conversation, Composition, and Reading I and II (or the equivalent)
- Two advanced courses (6 credits) in Italian literature or culture at the ITAL5500 level or above (for undergraduates)
- Two electives (6 credits): ITAL3300 (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, and to apply for graduate work or Graduate Fulbright Scholarships should contact the Director of Undergraduate Studies. 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 Morrissey College of Arts and Sciences degree programs found in the Academic Regulations section of this catalog. Placement tests in French and Spanish are available online.

The Department offers courses, some taught in the target languages and some in English, which count for University Core requirements and for credit in the major or minor. 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 Morrissey College of 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 full 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 9 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 Romance Languages and Literatures Department, Lyons 304, 617-552-3820.

#### *Transfer of Credit from Study Abroad*

**Romance Languages and Literatures majors** may earn credit for up to three courses (9 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.

**Romance Languages and Literatures minors** may earn credit for up to two courses (6 credits) toward their minor in a single semester of study abroad, and credit for up to three courses (9 credits) in a year-long program.

For more detailed information about foreign study credit transfer, see the Romance Languages and Literatures Department website page on Study Abroad.

#### *Applying for Study Abroad*

To obtain information on programs, and to apply, please contact the Office of International Programs located in Hovey House, 617-552-3827.

## French

### 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).

**FREN1009–1010 Elementary French I and II (Fall/Spring: 3)**  
Classes are conducted primarily in French. Students with prior French experience admitted only by placement test.

These beginning courses are designed for students with no prior French experience and those who have studied French before and have placed into this level. True beginners should also sign up for FREN1011. Emphasis is on building oral and written communication skills and exploring the cultural specificities of life in France. Film-based courses supplemented with web-based assignments and an online language lab.

*Andrea Javel*

*The Department*

**FREN1011–1012 Elementary French Practicum I and II (Fall/Spring: 1)**

This intensive 50-minute course is open to students enrolled concurrently in FREN1009-1010 and need further reinforcement of structures and vocabulary studied in FREN1009-1010. This course is limited to 10 students so that there is optimum student/teacher interaction and frequent student participation. It is highly recommended to students who struggle with foreign languages and those who are true beginners.

*Andrea Javel*

*The Department*

**FREN1013–1014 Intermediate French Practicum I and II (Fall/Spring: 1)**

This intensive 50-minute course is open to students enrolled concurrently in FREN1109-1110) and need further reinforcement of structures and vocabulary studied in Intermediate French I. This course is limited to 10 students so that there is optimum student/teacher interaction and frequent student participation. It is highly recommended to students who have struggled with foreign languages in the past.

*The Department*

**FREN1065 Intensive Reading in French (Summer: 3)**

The course objectives are (1) to develop the ability to read French readily and accurately through the study of grammatical structures and vocabulary; (2) to develop techniques for the reading of French-language material; and (3) to provide practice in the translation of French texts in general and of texts related to the students' major fields of study and research. This course may be taken for a grade, for pass/fail, or audited (as a registered auditor). Students desiring a pass/fail grade must file this grading preference with the Graduate School of the Morrissey College of Arts and Sciences.

*The Department*

**FREN1109–1110 Intermediate French I and II (Fall/Spring: 3)**

*Prerequisite:* FREN1010, FREN1042 or admission by placement  
**Conducted in French**

**Satisfies Foreign Language proficiency core requirement.**

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*

*The Department*

**FREN1182 Intensive Intermediate French for Proficiency (Fall: 6)**  
*Prerequisite:* FREN1010, FREN1042 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 (75 minutes each class).

*Jeff Flagg*

*Margaret Flagg*

**FREN1184 France: Intensive Intermediate French (Fall: 6)**

*The Department*

**FREN2203 Summer Independent Study in Paris (Fall: 3)**

*The Department*

**FREN2209–2210 French Conversation, Composition, and Reading I and II (Fall/Spring: 3)**

*Prerequisites:* FREN1110, FREN1182, or admission by placement test  
**Conducted in French.**

**An elective towards the French minor when taken as first course in sequence.**

**Satisfies Foreign Language Proficiency core requirement.**

This course will focus on the further development of oral and written language skills. Films, videos, songs, selected literary and cultural readings, interviews, and internet activities will form the basis for classroom discussions and compositions. This course is especially recommended for students who intend to use French to increase their professional opportunities, to broaden the scope of their social interactions, and to enrich their travel and study experiences abroad.

*Jeff Flagg*

*The Department*

**FREN2217 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*

**FREN3300 The French and the Peoples of America (Fall: 3)**

*Prerequisite:* Four years of high school French or FREN2210

**Satisfies Cultural Diversity and Literature Core Requirements**  
**Conducted in French**

**Elective for French major or minor**

From the early modern period to the present, letters, travel accounts, engravings, essays and narrative fiction have borne witness to attempts of the French to understand peoples different from themselves in the Americas. We will explore issues of cultural diversity and commonality as we analyze accounts of their encounters with Native Americans, descendants of African slaves, Colonial Boston's Puritans,

## ARTS AND SCIENCES

---

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*

**FREN3301 Boston and its Francophone Connections (Spring: 3)**  
Counts as an elective towards the French major  
Conducted in French

A crossroads where Americans and French have met since the seventeenth century, Boston has served as common ground, battlefield and laboratory. In today's Boston, street designs, works of art, and cultural and commercial institutions bear witness to the continuing relationship between Boston and the Francophone world. We will explore the development of Boston's Francophone connections through an examination of newspaper articles, diaries, letters, essays, paintings, monuments, architectural works and historic sites, and we will prepare a guidebook for Francophone visitors to Boston. Each student will contribute an article and participate in the editing of the complete text of the guide.

*Jeff Flagg*

**FREN3305 Introduction to Drama and Poetry (Fall: 3)**  
*Prerequisite:* Four years of high school French or FREN2209 or FREN2210

Conducted in French

Fulfills one of the 3000 level requirements for the French major.  
Satisfies Foreign Language Proficiency core requirement.

This course is open to any students interested in expanding their linguistic and cultural horizons while developing their literary skills through writing in French. Guided compositions will help students to gain precision and sophistication in their written French and in their writing in general. Selected poems and plays explore a chosen theme and allow students to learn the basics of literary analysis in each genre. Grammar review is tied to the readings. This course will prepare students for 4000-level courses in literature and culture.

*Stephen Bold*

**FREN3306 Introduction to Narrative Forms (Fall/Spring: 3)**  
*Prerequisite:* Four years of high school French or FREN2209 or FREN2210

Offered Biennially

Conducted in French

Fulfills one of the 3000-level requirements for the French major.  
Satisfies Foreign Language Proficiency core requirement.

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*

*The Department*

**FREN3307 Masterpieces of French Literature (Fall/Spring: 3)**  
*Prerequisite:* Four years of high school French or FREN2209 or FREN2210

Conducted in French.

Open to majors, prospective majors and interested non-majors.  
Fulfills one of the four 3000-level requirements for the French major and is designed to prepare students for 4000-level courses in literature and culture.

An introduction to the history of the French literary tradition through a selection of great works on a specific theme. The selected works will be studied from a variety of literary, historical, and cultural perspectives. This course will prepare students for 4000-level courses in literature and culture.

*The Department*

**FREN3308 Advanced Language Studies (Spring: 3)**  
*Prerequisite:* Four years of high school French or FREN2209 or FREN2210

Conducted in French

Fulfills one of the 3000-level requirements for the French major.  
Satisfies Foreign Language Proficiency requirement.  
Spring topic: Phonetics

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.

*Joseph Breines*

**FREN3309 Topics in French Culture and Civilization**  
(Spring/Fall: 3)

*Prerequisite:* Four years of high school French or FREN2209 or FREN2210

Conducted in French

Fulfills one of the 3000-level requirements for the French major  
Fall topic: French Song; Spring topic: Artists and Their Writings

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 4000-level courses in culture and civilization.

*Anne Kearney*

**FREN3376 Conversational Approach to Contemporary France**  
(Spring: 3)

Conducted in French

Counts as an elective towards the French major or minor.  
Satisfies Foreign Language Proficiency core requirement.

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*

**FREN4430 French Poetry of the Renaissance (Fall: 3)**

*Prerequisites:* Two courses from the following: FREN3305, FREN3306, FREN3307, FREN3308, FREN3309

**Offered Periodically**

**Conducted in French**

**Fulfills one of the 4000-level requirements for the French major or minor**

This course will focus on the poetic revolution undertaken by Joachim du Bellay and Pierre Ronsard, leaders of the group known as the Pliade. Their return to classic Greek and Roman sources paradoxically established the standards for modern French poetry through to the twentieth century. Most importantly, we will read some of the most beautiful and most intriguing poems ever written in French.

*Stephen Bold*

**FREN4454 Contemporary Francophone Women Writers (Fall: 3)**

*Prerequisite:* Two courses from the following: FREN3305, FREN3306, FREN3307, FREN3308, FREN3309

**Cross listed with AADS2208**

**Offered Periodically**

**Conducted in French**

**Elective for French major or minor**

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.

*Regine Jean-Charles*

**FREN4464 Existentialism from A to Z (Fall: 3)**

*Prerequisites:* Two courses from the following: FREN3305, FREN3306, FREN3307, FREN3308, FREN3309

**Offered Periodically**

**Conducted in French**

This course will examine some of the fundamental literary, philosophical, and historical components of French Existentialism. It will examine the way that the major writers of this movement in twentieth-century thought developed their ideas against the backdrop of Surrealism in literature, existential phenomenology in philosophy, and the historical upheavals of World War II. Of primary concern will be the manner in which the themes, concepts, and experiences of Meaninglessness, Engagement, Occupation, Resistance, and Liberation are confronted and rearticulated in the texts considered. Authors will include Sartre, Camus, Malraux, de Beauvoir, Duras, Ponge, and Blanchot.

*Kevin Newmark*

**FREN4483 Twentieth-Century French Theater (Spring: 3)**

*Prerequisites:* Two courses from the following: FREN3305, FREN3306, FREN3307, FREN3308, FREN3309

**Offered Periodically**

**Conducted in French**

This course will study a number of plays written in French during the twentieth century. Authors will include Cocteau, Anouilh, Giraudoux, Sartre, Beckett and Genet. As many of the plays are remakes of Greek tragedies and legends (the Oedipus Cycle, the Trojan War, for instance) we will be posing questions such as: How does one explain the flurry of remakes at this time in France? How are classical notions of causality (Fate, Destiny) transposed in the modern versions? In what ways do the modern plays self-consciously express their status as remakes? Theoretical writings on theater will also be considered.

*Joseph Breines*

**Hispanic Studies**

**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).

**SPAN1015–1106 Elementary Spanish I and II (Fall/Spring: 3)**

*Prerequisite:* This course is for beginners. Students with prior Spanish experience are admitted only after taking the placement test.

**Conducted primarily in Spanish.**

This introductory course is designed for students with no prior Spanish experience as well as those who have had some high school Spanish. Elementary Spanish I provides a strong foundation in speaking, listening comprehension, reading, and writing as well as exploring the products, practices, and perspectives that are unique to Hispanic cultures. This course follows a communicative approach, which springs from the idea that languages are best learned when real-world information becomes the focus of student activities. Students will interact in Spanish with the instructor and with classmates. By the end of this course, students should be able to successfully handle in Spanish a significant number of basic communicative tasks.

*Silvana Falconi*

**SPAN1017 Elementary Spanish Practicum I (Fall: 1)**

**Students with no previous experience in Spanish will be given priority for enrollment.**

This intensive 50-minute supplementary course is open to all students concurrently enrolled in SPAN1015 who feel they need extra practice to fine-tune their Spanish skills. The main focus of the practicum will be writing practice and grammar review as well as oral communication. All concepts presented in this course review those covered in SPAN1015.

*Silvana Falconi*

**SPAN1018 Elementary Spanish Practicum II (Spring: 1)**

This intensive 50-minute supplementary course is open to all students concurrently enrolled in SPAN1016 who feel they need extra practice to fine-tune their Spanish skills. The main focus of the practicum will be writing practice and grammar review as well as oral communication. All concepts presented in this course review those covered in SPAN1016.

*Silvana Falconi*

**SPAN1115–1116 Intermediate Spanish I and II (Fall/Spring: 3)**

*Prerequisite:* SPAN1016 or admission by placement test

**Conducted in Spanish**

Intermediate Spanish I is the first course in the second-year sequence. It continues to develop and strengthen students' proficiency in the Spanish language as well as to increase their cultural understanding. Emphasis remains on the four skills and on critical thinking. Throughout the course, students will develop fluency and accuracy, and focus on communication. They will expand the vocabulary and enhance their understanding of essential Spanish grammar concepts. Short literary texts, cultural readings, and audiovisual materials will provide opportunities to learn to appreciate cultural differences and impart authentic insight into the Hispanic world.

*Silvana Falconi*

**SPAN1117–1118 Intermediate Spanish Practicum I and II (Fall/Spring: 1)**

This intensive 50-minute supplementary course is open to all students concurrently enrolled in SPAN1115 who feel they need extra practice to fine-tune their Spanish skills. The main focus of the practicum will be writing practice and grammar review as well as oral communication. All concepts presented in this course review those covered in SPAN1115.

*Silvana Falconi*

**SPAN2210 Conversation, Composition, and Reading II Spanish Practicum (Spring: 1)**

*Corequisite:* SPAN2216

**Conducted in Spanish.**

**Open to all students but Hispanic Studies majors and minors will be given priority for enrollment.**

This intensive, 50 minute supplementary course gives Spanish students the extra practice they need to fine-tune their Spanish skills at the third year of college-level. The main focus of the practicum will be oral and writing practice as well as grammar review. Oral communication will be improved through regular class discussions and additional practices in the Language Lab. All concepts presented in this course review those covered in SPAN2216.

*The Department*

**SPAN2215–2216 Spanish Conversation, Composition, and Reading I and II (Fall/Spring: 3)**

*Prerequisite:* SPAN1116, admission by placement test, or appropriate score on SAT II or AP Exam

**Conducted in Spanish.**

**Satisfies Foreign Language Proficiency core requirement.**

The main objective of this course is to consolidate students' skills so that upon successful completion of the sequence (CCR1 and CCR2) they will have acquired a proficient level of Spanish. Students will acquire discursive fluency and accuracy by working on the following skills: listening and reading comprehension, writing, speaking and oral interaction. The course focuses on complex grammar topics and extensive vocabulary, as well as on expanding students' knowledge of cultural and historical aspects of Spanish speaking countries. Likewise, the course will foster students' analytical, critical, and creative skills in the target language through the use of a variety of authentic materials such as literary texts, newspaper texts, and audiovisual materials.

*Esther Gimeno Ugalde*

**SPAN3390 Advanced Spanish Practicum (Spring/Fall: 1)**

*Corequisite:* SPAN3392

**Conducted in Spanish.**

**Also open to students who have already taken SPAN3392 only by permission of the Coordinator.**

**Hispanic majors and minor will be given priority for enrollment.**

This intensive, one-hour supplementary course gives Spanish students the extra practice they need to fine-tune their Spanish skills at an advanced level. The main focus of the practicum will be writing practice and grammar review. Oral communication will be also improved through regular class discussions and additional practices in the Language Lab. All concepts presented in this course review those covered in SPAN3392.

*Esther Gimeno Ugalde*

**SPAN3392 Advanced Spanish (Fall/Spring: 3)**

*Prerequisite:* SPAN2216: Spanish CCR II, or a score of 5 on the AP Spanish Language Exam, or proficiency equivalent to students completing SPAN2216, to be determined by the Department.

**Conducted in Spanish**

**Elective for the Hispanic Studies major and minor**

**Satisfies Foreign Language Proficiency core requirement.**

This course will allow students to improve their command of the Spanish language at an advanced level. By activating communicative and discursive strategies, they will be able to achieve a fluent use of the oral, as well as of the written language, emphasizing linguistic correction and adequacy. Students will become capable of appropriately interpreting a wide variety of complex texts and produce descriptive, narrative, expository and argumentative texts autonomously and efficaciously in the target language. The materials provided throughout the course will incite an approximation to different cultural, political, and social aspects related to current issues of the Spanish-speaking world.

*Esther Gimeno Ugalde*

**SPAN3395 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*

**SPAN6605 History of the Spanish Language: From its Latin Roots to Contemporary Spanish (Fall: 3)**

*Prerequisite:* For undergraduates SPAN3395

**Offered Periodically**

**This course is designed for graduate students who are especially interested in Linguistics, as well as for undergraduate students who are majoring or minoring in Hispanic Studies and have an excellent command of the Spanish language.**

**Counts as an elective of Hispanic Studies major or minor.**

This course introduces students to the linguistic development of the Spanish language from its Latin roots to contemporary Spanish. The focus of study will be on the sociocultural, historical and literary influences that have affected the evolution of the Spanish language around the world. The course will describe both the internal (linguistic)

factors and external (social, economic and political) factors that have impacted language changes. Special emphasis will be also given to the status of Spanish today. It will critically analyze its presence in all four continents, its impact on U.S. society, current and emerging language policies and ideologies, and the role of the Language Academies and the Association of Spanish Language Academies in its standardization and international diffusion. In addition to analyzing the presence of Spanish in the U.S., Guinea Equatorial, and the Philippines, students will also learn about the history of Judeo-Spanish and its status in the world today.

*Esther Gimeno Ugalde*

**SPAN6614 The Colonial Imagination: 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 Latin American pre-1900 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 Daz, Cabeza de Vaca, El Inca Garcilaso, Rodriguez Freile, Sarmiento, Palma, Gorriti, Paz, Borges, and Garro.

*Sarah H. Beckjord*

**SPAN6620 Topics in pre-1900 Peninsular Literature and Culture (Fall: 3)**

*Prerequisite:* Contextos or permission of instructor

**Offered Periodically**

**Conducted in Spanish.**

*The Department*

**SPAN6633 Studies in pre-1900 Latin American Literature and Culture (Spring: 3)**

*Prerequisite:* Contextos or permission of instructor

**Offered Periodically**

**Conducted in Spanish**

*The Department*

**SPAN6638 Building the Modern Latin American Metropolis (Spring: 3)**

*Prerequisite:* Contextos or permission of instructor

**Offered Periodically**

**Conducted in Spanish**

**Fulfills Latin American post-1900 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, Gonzalez Tun, Fernando Vallejo, and Luis Zapata, among others.

*Ernesto Livon-Grosman*

**SPAN6640 What's Modern about Modernismo (Spring: 3)**

**Offered Periodically**

**Conducted in Spanish.**

**Fulfills the post-1900 Latin American requirement for majors in Hispanic Studies**

Beginning with Modernismo this course will explore, through some of the most relevant writers of the period, the idea of Modernity and its impact as a major cultural force in Latin America. We will focus on the innovative cultural and textual politics of writers such as Rubén Darío, Leopoldo Lugones, Delmira Agustini, and José Juan Tablada among others.

*Ernesto Livon-Grosman*

**SPAN6652 Hispanic Nobel Prize Winners in Literature (Spring: 3)**

**Offered Periodically**

**Conducted in Spanish**

**Fulfills Peninsular or Latin American post-1900 major requirement**

A wide variety of Spanish and Latin American writers have been honored by the Swedish Academy since the first literary Nobel Prize award in 1901. The literary achievements of these authors play an essential role in the development of twentieth-century Hispanic literature. Although all the Hispanic prize recipients will be taken into account, we will concentrate on eight winners spanning the twentieth century, Gabriel García Márquez and Camilo José Cela among them. By studying limited selections of their representative works of different genres, students gain an understanding of linguistic and ideological dimensions responsible for the Nobel award to each laureate.

*Irene Mizrahi*

**SPAN6653 Paradise Unbound: Literature and Ecology in Latin America (Spring: 3)**

*Prerequisite:* Contextos, concurrent enrollment in Contextos, or permission of instructor

**Offered Periodically**

**Conducted in Spanish.**

**Elective for Hispanic Studies major or minor.**

**Fulfills post-1800 Latin American requirement for major.**

A relatively young field of studies in the Humanities, Ecocriticism explores the relationship between, literature, culture, and nature. Taking an earth-centered approach and drawing from an interdisciplinary perspective, this course will provide with an opportunity to reflect on the different representations of nature throughout the twentieth and twenty-first centuries, the relationship between men and the environment, men and animals, ecology and indigenous movements, nature and gender, and the politics and economics of nature. Some of the readings include Henry David Thoreau, Raymond Williams, Horacio Quiroga, Mario Vargas Llosa, and films such as *The Emerald Forest*, *Avatar*, and *Manufactured Landscapes*.

*Cynthia Torres*

**SPAN6659 The Hero's Other Half: Bad Guys and Girls in Early Modern Spain (Spring: 3)**

*Prerequisite:* Contextos or permission of instructor.

**Offered Periodically**

**Conducted in Spanish.**

**Fulfills Peninsular pre-1800 major requirement**

Based on the idea that heroes depend on anti-heroes to exist, this course examines Early Modern Spanish heroic figures in light of social

misfits and minorities, such as women, fools, and sinners. The changing nature of the heroic figure across the sixteenth and seventeenth centuries is considered.

*Elizabeth Rhodes*

**SPAN6674 Latin American Literature of the Fantastic (Spring: 3)**

*Prerequisite:* Contextos or permission of instructor

**Offered Periodically**

**Conducted in Spanish**

**Fulfills post-1900 requirement in Latin American literature for Hispanic Studies majors**

**Elective for Latin American Studies minors**

This course will examine the literary “fantastic” in Latin America, from its origins in the late nineteenth century to the internationally acclaimed works of the twentieth. From early tales of the supernatural and the “marvelous” to the later avant-garde fictions, writers of the fantastic seek new and authentic ways of representing the human condition. We will consider essays by some of the authors concerning the practice of the fantastic as well as comparative works from other traditions.

*Sarah Beckjord*

**SPAN6689 Modern and Postmodern Spanish Novel (Spring: 3)**

*Prerequisite:* Contextos, concurrent enrolment in Contextos, or permission of instructor

**Offered Periodically**

**Conducted in Spanish**

The course acquaints students with the development of the genre from the nineteenth-century to the end of the twentieth-century. Members of the class acquire a detailed knowledge of the form and content of a selected number of representative novels, and an ability to comment on its development and its major trends. The course will also apply a range of critical theories to the texts and situate them in relation to prior, or subsequent counterparts.

*Irene Mizrahi*

**SPAN6693 Borges: an Introduction (Fall: 3)**

*Prerequisite:* Contextos, concurrent enrollment in Contextos, or permission of instructor

**Offered Periodically**

**Conducted in Spanish**

**Fulfills post-1900 Latin American requirement for major**

**Elective for Hispanic Studies major or minor**

This course will discuss Jorge Luis Borges’s work and its multiple philosophical and cultural implications. We will read his prose and poetry in direct dialogue with his predecessors and followers. Looking at how Borges read other writers and other writers read him, we will map the genealogy that makes him one of the most important intellectuals of our time.

*Ernesto Livon-Grosman*

## **Italian**

### ***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).

**ITAL1003–1004 Elementary Italian I and II (Fall/Spring: 3)**

**Conducted in Italian**

**This course is for those who have not studied Italian previously.**

**Students with prior Italian experience admitted only by placement test.**

The purpose of this course 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*

*The Department*

**ITAL1021-1022 Elementary Italian Practicum I and II (Fall/Spring: 1)**

This intensive, 50 minute supplementary course gives “real beginners” the extra conversation, listening, and reading practice they need to maintain the pace of Elementary Italian. All concepts presented in this course review those covered in ITAL1003.

*The Department*

**ITAL1111 Intermediate Italian Practicum I (Fall: 1)**

This intensive, 50 minute supplementary course gives gives students extra conversation, listening, and reading practice they need to maintain the pace of Intermediate Italian. All concepts presented in this course review those covered in ITAL1113.

*The Department*

**ITAL1113–1114 Intermediate Italian I and II (Fall/Spring: 3)**

*Prerequisite:* Admitted by placement test, consent of instructor, or completion of ITAL1004

**Conducted in Italian**

**Satisfies Foreign Language Proficiency core requirement.**

The prime objective of the course is to improve reading and writing skills, to continue building oral proficiency, and to provide a lively and current cultural background of contemporary Italy. A review of the elements of language will be supplemented by the reading of selected texts, oral practice, and individual research, all presented within the context of contemporary Italian society and classic Italian culture. Students will develop their ability to satisfy basic survival needs and to engage in conversation on a fairly complex level.

*Brian O’Connor*

*The Department*

**ITAL1125 Italy: Intensive Intermediate Italian (Fall: 6)**

*The Department*

**ITAL2213–2214 Italian Conversation, Composition, and Reading I and II (Fall/Spring: 3)**

*Prerequisite:* Admitted by placement exam, consent of instructor, or completion of ITAL1114 or ITAL1151.

**Conducted in Italian Elective for major and minor in Italian.**

**Satisfies Foreign Language Proficiency core requirement.**

The course topic, “Italian through Fiction and Films,” allows development of oral and written language skills. Centered on the



analysis of short stories and films related to contemporary Italian society, attention will be paid to analytical and lexical enrichment. Other sources (articles from the Italian Press, audio-visual programs, and the Internet) will provide additional avenues of interpretation.

*Mattia Acetosio*

**ITAL3373 Love, Sexuality, and Gender (Spring: 3)**

Satisfies Literature Core Requirement

Offered Periodically

Conducted entirely in English.

Elective for Italian major and minor.

This course explores the modern conception of “romantic love” by examining its birth and development in prominent literary works (by men and women) of the Middle Ages and Renaissance. We will also investigate allied notions of sexuality, gender, and marriage, in both a heterosexual and same-sex (“homosexual”) context. For contrast and comparison, the course begins with a study of the Bible and ancient Greek and Roman texts and ends with a look at the depiction of our themes in contemporary cinema as well as a discussion of the current debate in American society over the nature and purpose of marriage.

*Franco Mormando*

**ITAL5521 Michelangelo and His World (Spring: 3)**

*Prerequisite:* The History Core, Parts I and II

Cross listed with HIST4232

Offered Periodically

Conducted in English

An interdisciplinary exploration of the life and works of Michelangelo Buonarroti, sculptor, painter, architect and poet, one of the greatest artistic geniuses of Western civilization. Against the historical backdrop of the High Renaissance in Italy, we will study his works, both artistic and literary, examining their roots in the political, philosophical, religious, artistic, and cultural debates of his age as well as in his personal biography.

*Benjamin Braude*

*Franco Mormando*

**ITAL5524 The Mystery of the Mafia in Fiction and Film (Spring: 3)**

Offered Periodically

Conducted in Italian

Elective for Italian major or minor

The class, a demystification of the Mafia, examines its Sicilian roots, history, and the contest between the Italian state and the *Cosa Nostra* in the end of the twentieth century. The social context and costs of *omertà* are explored in several novels and films.

*Laurie Shepard*

**ITAL5566 Twilight Zones: Italian Fantastic Short-Stories (Fall: 3)**

Offered Periodically

Conducted in Italian

Literature of the Fantastic has always challenged our perception of reality. Many Italian writers focused on fantastic themes and wrote unique stories about the uncanny, the unfamiliar and the astonishing in everyday life or described marvelous worlds and alternate universes. This course explores the short stories of major Italian writers from Romanticism to the New Millennium who engaged in this genre and mode of narration. Their short stories will show an unedited side of Italian literature, and allow students to more fully understand Italy's history, society and culture.

*Mattia Acetosio*

**ITAL5571 Masters of Italian Cinema (Spring: 3)**

Offered Periodically

Conducted in Italian

Italian cinema left an everlasting footprint on Hollywood and cinema worldwide. Generations of filmmakers have recognized their debt towards Italian directors such as Roberto Rossellini, Federico Fellini, Michelangelo Antonioni, and many more. This course follows the footsteps of these masters of Italian cinema. From postwar cinema to today's experimentations, Italian directors have recorded and influenced the cultural evolution of a country that emerged from postwar poverty and became a global symbol of elegance, history, and art.

*Mattia Acetosio*

**Romance Languages and Literatures**

*Course Offerings*

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

**RLRL1020 The Immigrant in Film and Literature (Summer: 3)**

Offered Periodically

All class discussions and assignments will be in English

The experiences of the displaced, the exile and the immigrant have inspired great literature and cinema in the Spanish speaking world. This course will delve into a variety of narratives about the perilous journeys of Central Americans and Mexicans making their way to the North, the terrifying voyages of the brave and desperate people crossing to Spain from North Africa, and the struggle to adapt to new social, cultural and linguistic realities. Students will read, in English translation, short stories, short novellas, and first-hand accounts of immigrant experiences and watch several Spanish-language movies with English subtitles.

*Christopher Wood*

**RLRL1023–1024 Elementary Portuguese I and II (Fall/Spring: 3)**

Offered Periodically

Conducted in Portuguese

Elementary Portuguese I is designed for students with little or no knowledge of the Portuguese language. It is 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). Elementary Portuguese II is aimed at those who want to further their knowledge of Portuguese. It is expected that students can understand texts and frequently used expressions related to areas of most immediate relevance (personal and family information, shopping, local geography, health, past memories, and leisure); communicate in routine tasks requiring a simple and direct exchange of information; and describe aspects of his/her background, immediate environment, and matters in areas of immediate need.

*The Department*

**RLRL1163 Boston's French Connection (Summer: 3)**

Students will explore the following topics: early French explorers and the Acadian experience, Boston's Puritans and French Huguenots, the American and French Revolutions, French influences on Boston's Catholics and Unitarian Transcendentalists, French influences on Boston's musicians, painters, sculptors, architects politicians and writers, and contributions of the different Francophone peoples in Boston.

## ARTS AND SCIENCES

Students will develop skill in analyzing historical and literary texts and will examine closely passages in Alexis de Tocqueville's "Democracy in America" and Simone de Beauvoir's "America Day by Day".

*Jeff Flagg*

**RLRL2292 Modern Middle Eastern and Arabic Literature (in translation) (Spring: 3)**

Crosslisted with NELC2161 and ENGL2348

Satisfies Cultural Diversity Core Requirement

All works are read in English translation.

This course examines the complex, multicultural nature of the Middle East by surveying twentieth century literature of Arabic-speaking lands, Israel, and Turkey. Topics include identity, culture, religion, nationalism, conflict, and minority narratives. Of Arabic works, we will read at the writings of Adonis, Darwish, and Qabbani. Of Hebrew works, we will examine the writings of Amichai and Bialik. Of the works written 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*

**RLRL3302 Racism: French and American Perspectives (Spring: 3)**

Crosslisted with AADS3302

Satisfies Cultural Diversity Core Requirement

Offered Periodically

French visitors have been observing and commenting on race relations in the United States since before the Civil War. During the twentieth century Paris became a magnet attracting disillusioned African-American artists, musicians and writers in search of a home and an opportunity to express their talents. And today the French confront a history of colonialism and struggle to combat racism as they interact with immigrants from former colonies. What is racism? What are the influences that shape attitudes towards race relations? We will explore these issues in the writings of Tocqueville, Beauvoir, Wright, Baldwin, and Fanon, among others.

*Jeff Flagg*

**RLRL3331–3332 Writing Tutorial I and II (Fall/Spring: 0)**

Offered in conjunction with RLRL courses beyond the 3000-level and by arrangement only. Includes individual work with a writing tutor for students whose written French is in need of improvement.

*The Department*

**RLRL3373 Love, Gender, Marriage: The Western Literary Tradition (Fall: 3)**

Crosslisted with ENGL1704

This is an Enduring Questions course

Satisfies Literature Core Requirement

Offered Periodically

This course explores the modern conception of "romantic love" by examining its birth and development in prominent literary works (by women and men) of the Middle Ages and Renaissance, in prose and poetry from the twelfth to the sixteenth centuries. We will at the same time explore allied notions of gender and marriage as depicted in our literature but as also defined in leading theological, legal and scientific texts of the period. For contrast and comparison, the course begins with a study of relevant portions of the Bible and ancient Greek and Roman texts that exercised great influence in Christian Europe. We conclude

with a look at the depiction of our themes in contemporary cinema as well as the current debate in American society over the nature, purpose and definition of marriage.

*Franco Mormando*

**RLRL3399 Readings and Research (Fall/Spring: 3)**

By arrangement

*The Department*

**RLRL6620 Capstone: Beyond Study Abroad] (Fall: 3)**

Crosslisted with UNCP5563

You can take a Capstone class only as a senior or second-semester junior.

You can take only one Capstone class before graduation.

You cannot take any Capstone class Pass/Fail.

Through the eyes of twentieth century literary writers such as John Dos Passos, Ernest Hemingway, Carlos Fuentes and Julia Alvarez, students will explore literature and how external events interact with personal choices to affect relationships and life-commitments, often with serious moral consequences. More specifically, the course will examine how the experience of cultural displacement itself impacts the challenge and process of vocational discernment. While focusing on Spain and Latin America, the course will appeal to any student who has studied abroad. All readings and movies will be in English.

*Elizabeth Goizueta*

**RLRL6698 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*

**RLRL6699 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*

## Slavic and Eastern Languages and Literatures

### Faculty

**Maxim D. Shrayner**, *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*; 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**, *Associate Professor*; Coordinator, Near Eastern Languages; B.A., University of Central Florida; M.A., Boston University; Ph.D., Brandeis University

**Atef N. Ghobrial**, *Assistant Professor of the Practice*; (Arabic); B.A., Cairo University; M.A., Ph.D., Boston University

**Fang Lu**, *Assistant Professor of the Practice*; (Chinese); B.A., M.A., Beijing Normal University; Ph.D., Simon Fraser University

#### Contacts

- Administrative Secretary: Korina Tazbir, 617-552-3910, tazbir@bc.edu
- www.bc.edu/sl

#### *Undergraduate Program Description*

The Department administers undergraduate majors in Linguistics, Russian, and Slavic Studies, as well as minors in Arabic, Chinese, Linguistics, Russian, and East European Studies. Students may also participate in an interdisciplinary minor in interdisciplinary programs in Asian Studies, International Studies, and Islamic Civilization and Societies. Departmental honors require successful completion of honors requirements. For information, contact the Department.

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 requirements in Literatures should consider Core offerings taught by members of the Department and Cultural Diversity.

References to the number of credits required correlate with the number of full one-semester courses.

#### **Major in Linguistics (ten 1-semester courses, 30 credits)**

The focus of the Linguistics program does not lie alone in the acquisition of language skills, but rather in learning to analyze linguistic phenomena with a view toward making significant generalizations about the nature of language.

Students majoring in Linguistics build their programs around a specific area of emphasis. A program of study tailored to the individual student's interests and goals is designed in consultation with the faculty. Areas of emphasis include, but are not limited to, philology (the historical and comparative study of ancient languages), psycholinguistics, and language acquisition.

A typical program for this major requires the following:

- LING3101 General Linguistics (3 credits)
- LING3102 Syntax and Semantics (3 credits)
- LING3103 Language and Language Types (3 credits)
- Six credits (normally, two one-semester courses) of a philological nature on the detailed structure of a language
- Fifteen additional Linguistics credits (normally, five one-semester courses) drawn from departmental offerings, supplemented by approved language-related courses in other departments.
- An AB Comprehensive in Linguistics.

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 18 credits in approved courses (normally, six one-semester courses):

- LING3101 General Linguistics

- LING3102 Syntax and Semantics
- Six credits on philological topics
- Six credits on general linguistic topics

#### **Major in Russian (30 Credits, Normally Ten 1-Semester Courses and AB Comprehensives)**

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:

- Nine credits (normally, three one-semester courses) in Russian grammar, composition, and stylistics beyond the intermediate level
- Nine credits (normally, three one-semester courses) in Russian literature, including two survey courses for classical and modern Russian literature (SLAV2162 and SLAV2173)
- Three credits (normally, a one-semester) in Russian linguistics (The Structure of Russian, Early Slavic Linguistics and Texts, Old Church Slavonic, or Old Russian)
- Nine credits (normally, three one-semester courses) in Russian literature or advanced Russian linguistics (list of approved courses available)
- An AB comprehensive in Russian

The Department also has provisions for a Russian major with a concentration on culture and civilization.

#### **Minor in Russian (Departmental)**

The departmental minor in Russian requires a minimum of eight-teen credits (normally, six approved courses):

- Six credits (normally, two one-semester courses) in Russian at or above the intermediate level
- Six credits (normally, two one-semester courses) in Russian literature: one pre-twentieth century and one post-nineteenth century
- Six additional courses (normally, two one-semester courses) in Russian literature, culture, or linguistics

#### **Major In Slavic Studies (30 Credits and AB Comprehensives)**

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:

- Six credits (normally, two one-semester courses) in a Slavic language at or above the intermediate level
- Three credits (normally, one one-semester course) in Slavic civilizations (usually SLAV2169 Slavic Civilizations)
- Six credits (normally, two one-semester courses) in a Slavic literature
- Six credits (normally, two one-semester courses) in Slavic history or social sciences
- Nine credits (normally, three one-semester courses) in general Slavic Studies (list of approved courses available).
- AB Comprehensives in Slavic Studies.

#### **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 eighteen credits in approved course (normally, six one-semester courses):

- Six credits (normally, two one-semester courses) in Modern Standard Arabic above the first semester of intermediate intensive level;

- Twelve credits (normally, four one-semester courses) in Middle Eastern languages, cultures, literatures and 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 eighteen credits of approved course work (normally, six one-semester courses):

- Six credits (normally two one-semester courses) in modern Mandarin Chinese beyond the first semester of intermediate intensive level;
- Twelve credits (normally, four one-semester courses) in Chinese culture and literature, which may include courses taught in translation, language courses in Classical Chinese and Advanced Chinese, and Introduction to Far Eastern Civilizations.

### Minor in Asian Studies (Interdisciplinary)

For information concerning the Asian Studies minor, contact the Director of the interdisciplinary minor in Asian Studies, Sing-chen Lydia Chiang, [chiangs@bc.edu](mailto:chiangs@bc.edu), 617-552-0128.

### Minor in East European Studies (Interdisciplinary)

The East European Studies interdisciplinary minor requires a minimum of eighteen credits in approved course work (normally, six one-semester courses), distributed as follows:

- Three credits in either Russian Civilization (SLAV2165) or Slavic Civilizations (SLAV2169)
- Three additional credits in Russian or East European history or politics
- Six credits in Russian or in another East European language at or above the intermediate level
- Six credits in approved elective course work from related areas such as: art history, economics, sociology, 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@c@bc.edu](mailto:simmons@c@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 web page, at [www.bc.edu/schools/cas/jewish](http://www.bc.edu/schools/cas/jewish).

### Study Abroad

The Department of Slavic and Eastern Languages and Literatures requires, in general, at least two years of language study, in addition to coursework (tailored to the individual student's program of study) that would provide cultural orientation. Since the Department offers a wide-variety of majors, there is no particular limit as to how many courses taken abroad will be allowed for major credit.

Individual programs of study are arranged according to the types of instruction available, and the student's goals and background.

Students majoring in Linguistics may profit from any number of study-abroad opportunities, depending on the specific language(s) they elect to focus on. Students of East Asian languages have participated to

great advantage in a variety of different study abroad opportunities in Japan, the People's Republic of China, the Republic of China, Korea, and other nations of Asia.

Junior year is the most popular time to study abroad, but seniors have done so successfully as well. All Slavic and Eastern Languages and Literatures majors 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 Department of Slavic and Eastern Languages and Literatures participate in Boston College's programs and international partnerships in China, Israel, Japan, Korea, Morocco, Nepal, Philippines, Poland, 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 Department of Slavic and Eastern Languages and Literatures offers a number of linguistics courses for training teachers of English to foreign students. The Department of English offers elective and Core-level undergraduate courses of English language and literature for foreign students enrolled at Boston College.

### East Asian Languages and Culture

#### 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).

#### EALC1121–1122 Elementary Chinese I and II (Fall/Spring: 3)

*Corequisite:* EALC1123

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.

*Fang Lu*

#### EALC1123 Elementary Chinese Practicum (Fall/Spring: 3)

*Corequisites:* EALC1121 (Fall) and EALC1122 (Spring)

Required additional exercises and conversational practice to supplement Elementary Chinese I/II.

*Huimin Li*

*Violet Richardson*

*Jin Xie*

#### EALC1221–1222 Elementary Japanese I and II (Fall/Spring: 4)

An introduction to the study of modern Japanese. The course develops the fundamental skills of reading ability, aural comprehension, and oral and written self-expression.

*Rie Kamimura*

*Ritsuko Sullivan*

#### EALC1311–1312 Introduction to Korean I and II (Fall/Spring: 3)

#### Offered Biennially

An introduction to the study of modern Korean. The course develops the four fundamental skills of reading ability, aural comprehension, and oral and written expression through exercises in pronunciation, grammar, and reading. An additional language laboratory drill is available.

*Choong Yoon*

*Hyang-sook Yoon*



**EALC2121–2122 Intermediate Chinese I and II (Fall/Spring: 3)***Prerequisite:* EALC1122 or equivalent*Corequisite:* EALC2123**Satisfies Foreign Language Proficiency 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. The second semester of a continuation of course work in spoken and written modern Chinese (Mandarin).

*Sing-chen Lydia Chiang***EALC2123 Intermediate Chinese Practicum (Fall/Spring: 3)***Corequisites:* EALC2121 (Fall); EALC2122 (Spring)

Additional required exercises and conversation practice for Intermediate Chinese I/II.

*Te Lai**Xiaoqing Yu***EALC2221–2222 Intermediate Japanese I and II (Fall/Spring: 4)***Prerequisite:* EALC1222 or equivalent**Satisfies Foreign Language Proficiency requirement**

Continuation of coursework in spoken and written Japanese with extensive practice in listening, speaking, reading, and writing.

*Jun Ono Cheung**Ritsuko Sullivan***EALC2311–2312 Continuing Korean I and II (Fall/Spring: 3)***Prerequisite:* EALC1312 or equivalent**Offered Biennially****Conducted mostly in Korean.****Satisfies Foreign Language Proficiency requirement.**

Continuation of course work in reading and writing literary Korean, with coextensive conversation practice.

*Choong Nam Yoon***EALC3162 Newspaper and Media Chinese (Spring: 3)***Prerequisite:* EALC4122 or equivalent**Offered Periodically****Conducted in Chinese and English**

Introduction to the special vocabulary and sentence structure used in Chinese news media, both in print and on the Internet. The course aims to help students acquire advanced proficiency in reading, listening, speaking, and translating Chinese journalistic discourse.

*Fang Lu***EALC3165 Gender and Sexuality in Traditional Chinese Strange****Tales (Spring: 3)****Offered Periodically****Texts read in English translation.**

Representations of gender and sexuality in traditional Chinese stories of marvels and anomalies as ways to construct notions of individual selfhood, family, society, state, and the cosmos. Normative gender roles, yin-yang symbolism, ideal femininity and masculinity, the family and polygamy, and cultural conceptions of sexuality and the human body. Special attention to textual representations of cross-dressing, sex change, madness, demonic possession, ghostly haunting, shamanic ecstasy, were-tigers and other shape-shifting animals as embodiments of transgressive desires and artistic disruptions of gendered social order.

*Sing-Chen Lydia Chiang***EALC3166 Classical Chinese Literature (Fall: 3)****Offered Periodically****Taught in English.**

The history of classical Chinese literature from the earliest times to the end of the imperial period in 1911. English translations of major literary classics such as *Book of Songs*, *Encountering Sorrow*, *Zhuangzi*, *Daodejing*, *Records of History*, early and medieval records of anomalies, Tang dynasty poetry and short stories, Song dynasty song lyrics, Yuan drama, and Ming-Qing novels. Special emphasis placed on acquiring analytical skills and critical perspectives in literary criticism through close reading of texts and in their philosophical, religious, and historical contexts.

*Sing-Chen Lydia Chiang***EALC3221–3222 Third-Year Japanese I and II (Fall/Spring: 3)***Prerequisite:* EALC2221-3222 or equivalent**Conducted in Japanese****Satisfies Foreign Language Proficiency Core 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.

*Jun Ono Cheung***EALC4121–4122 Advanced Chinese I and II (Fall/Spring: 3)***Prerequisite:* EALC2122 or equivalent**Conducted in Chinese****Satisfies Foreign Language Proficiency Core requirement.**

Advanced-level work toward a thorough proficiency in all aspects of modern Mandarin Chinese, with an introduction to important aspects of culture and society.

*Fang Lu***EALC4190 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.

*Fang Lu**Sing-chen Lydia Chiang***EALC4221–4222 Advanced Japanese I and II (Fall/Spring: 3)***Prerequisite:* EALC3222 or equivalent**Conducted in Japanese.****Satisfies Foreign Language Proficiency core requirement.**

Advanced-level work toward a thorough proficiency in all aspects of modern Japanese, with an introduction to important aspects of culture and society.

*Rie Kamimura***Linguistics****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).

**LING2379 Language and Ethnicity (Spring: 3)****Cross listed with ENGL2123 and SOCY2275****Satisfies Cultural Diversity Core Requirement****Offered Periodically**

An examination of how we use language to regulate power relations among social groups and of how individuals define personal identity.

tity through speech. Case studies include: the linguistic representation of social class membership, dialect geography, Native Americans and U.S. language policy, the Ebonics controversy, and arguments for and against maintaining public language standards. Emphasis on the status of language and ethnicity in the United States, viewed in cross-cultural perspective.

*Margaret Thomas*

**LING3101 General Linguistics (Fall: 3)**

**Cross listed with ENGL3527**

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*

**LING3102 Syntax and Semantics (Spring: 3)**

*Prerequisite:* LING3101 or equivalent.

**Cross listed with ENGL3392**

An introduction to the concepts and operations of modern generative grammar and related models, as well as linguistic theories of meaning.

*M.J. Connolly*

*Claire A. Foley*

*Margaret Thomas*

**LING3208 Early Slavic Linguistics and Texts (Fall: 3)**

*Prerequisite:* Prior study of an inflected 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*

**LING3234 Gothic (Spring: 3)**

**Offered Periodically**

*The Department*

**LING3356 Classics in Linguistics (Fall: 3)**

*Prerequisite:* A course in General Linguistics and at least one additional Linguistics elective.

**Students must be prepared to follow some of the readings in the original languages.**

Supervised readings, reports, and discussions on formative and important works in the development of linguistic thought from the ancient world up through modern linguistic controversies. Readings are chosen with partial consideration of students' research interests.

*M.J. Connolly*

*Margaret Thomas*

**LING3358 The Linguistic Structure of Japanese (Spring: 3)**

*Prerequisite:* Exposure to linguistics or to Japanese (but not necessarily to both).

**Offered Periodically**

A linguistic outline of the Japanese language. The phonological and writing systems of Japanese and their origins, Japanese morphology, fundamentals of Japanese syntax, and characteristics of Japanese vocabulary.

*Margaret Thomas*

**LING3361 Psycholinguistics (Fall: 3)**

*Prerequisite:* Some background in linguistics or psychology recommended.

**Cross listed with PSYC3377**

**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*

**LING3388 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*

**LING4321 Seminar: The Language of Liturgy (Fall: 3)**

**Cross listed with THEO1198 and HONR4935**

**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*

**LING4325 Methods and Problems in Historical Linguistics**

**(Spring: 3)**

**Offered Periodically**

*The Department*

**LING4391 AB Comprehensive: Linguistics (Fall/Spring: 1)**

**Required for Honors candidates in Linguistics**

Individually-designed independent research under faculty supervision. Taken in fall or spring of the senior year.

*Margaret Thomas and Michael Connolly*

**Near Eastern Languages and Culture*****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).

**NELC1121–1122 Elementary Arabic I and II (Fall/Spring: 3)**

*Corequisite:* NELC1123

An introduction to the study of literary and formal spoken Arabic. The course is 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.

*Atef Ghobrial*

**NELC1123 Elementary Arabic Practicum (Fall/Spring: 3)**

*Corequisite:* NELC1121 (Fall) and NELC1122 (Spring)

Required exercises and conversational practice to supplement Elementary Arabic I/II.

*Ikram Easton*

*Samira Al Recha Kuttab*

**NELC1251 Introduction to Biblical Hebrew I (Fall: 3)**

**Cross listed with THEO5582**

**No previous knowledge of Hebrew is assumed.**

This course is 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*

**NELC1331–1332 Persian for Scholars I and II (Fall/Spring: 3)**

**Offered Periodically**

**Familiarity with Arabic script recommended.**

An intensive and rapid introduction to the phonology and grammar of Modern Persian (Farsi) followed by the reading of literary and expository texts.

*Sassan Tabatabai*

**NELC1503 Hindi Language Workshop (Fall/Spring: 3)**

**For registration purposes this two-credit workshop is treated as a laboratory course.**

Specialized study, exercise work, and critical readings in Hindi at various proficiency levels on a small-group basis. Consult with the instructor, in advance of registration, about qualifications. Usually this workshop requires some familiarity with Hindi or a related language.

*The Department*

**NELC1504 Gujarati Language Workshop (Fall/Spring: 3)**

**Offered Periodically**

Specialized study, exercise work, and critical readings in Gujarati at various proficiency levels on a small-group basis. Consult with the instructor, in advance of registration about qualifications. Usually this workshop requires some familiarity with Gujarati or a related language.

*The Department*

**NELC2061 Language, Memory, and Identity in the Middle East**

**(Fall: 3)**

**Cross listed with SOCY1148**

**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*

**NELC2121–2122 Intermediate Arabic I and II (Fall/Spring: 3)**

*Prerequisite:* NELC1122 or equivalent

*Corequisite:* NELC2123

**Conducted mostly in Arabic.**

**Satisfies Foreign Language Proficiency requirement.**

Continuation of coursework in reading and writing literary Arabic with required coextensive conversation practice.

*Franck Salameh*

**NELC2123 Intermediate Arabic Practicum (Fall: 3)**

*Corequisite:* NELC2121 (Fall); NELC2122 (Spring)

Required exercises and conversational practice to supplement Intermediate Arabic I/II.

*Mudafar Al-Ziyadi*

*Atef Ghobrial*

**NELC2161 Modern Middle Eastern and Arabic Literature (Spring: 3)**

**Cross listed with RLRL2292 and ENGL2348**

**Satisfies Cultural Diversity Core Requirement**

**All works are read in English translation.**

This course examines the complex, multicultural nature of the Middle East by surveying twentieth century literature of Arabic-speaking lands, Israel, and Turkey. Topics include identity, culture, religion, nationalism, conflict, and minority narratives. Of Arabic works, we will read at the writings of Adonis, Darwish, and Qabbani. Of Hebrew works, we will examine the writings of Amichai and Bialik. Of the works written 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*

**NELC2211–2212 Continuing Modern Hebrew I and II**

**(Fall/Spring: 3)**

*Prerequisite:* NELC1212/THEO1038

**Cross listed with THEO1081–THEO1082**

**Offered Biennially**

**Satisfies Foreign Language Proficiency requirement.**

Continued work in the study of modern Israeli Hebrew and the reading and comprehension of texts of moderate difficulty.

*Gil Chalamish*

**NELC2331 Advanced Readings in Persian Texts (Fall/Spring: 3)**

*Prerequisite:* NELC1332 or equivalent

**Two semesters of this course satisfy the MCAS language-proficiency requirement and the ICS-major language requirement.**

An examination of classical and contemporary Persian texts, both prose and poetry, for advanced students of the Persian language. Emphasis on comprehension, analysis, vocabulary building, speaking, and writing.

*Sassan Tabatabai*

**NELC2431 Advanced Readings in Turkish Texts (Fall/Spring: 3)**

*Prerequisite:* NELC1432 or equivalent

**Offered Biennially**

**Two semesters of this course satisfy the MCAS language-proficiency requirement and the ICS-major language requirement.**

This course examines classical and contemporary texts covering both prose and poetry for advanced students of the Turkish language. Emphasis is placed on comprehension, speaking, and writing.

*Bilal Ozaslan*

**NELC3163 Newspaper and Media Arabic (Spring: 3)**

*Prerequisite:* At least five semesters (approximately 200 hours) of Arabic-language study or equivalent.

**Offered Periodically**

The specialized structure and vocabulary of newspaper Arabic, beginning with the analysis of headlines and telegraphic language and messaging, and continuing into video, radio, film, and web-based content.

*Atef Ghobrial*

## ARTS AND SCIENCES

---

### NELC4121–4122 Advanced Arabic I and II (Fall/Spring: 3)

*Prerequisite:* NELC2122 or equivalent

Conducted in Arabic.

Satisfies Foreign Language Proficiency Core 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.

*Atef Ghobrial*

### NELC4130 Advanced Arabic Reading Seminar (Fall/Spring: 3)

*Prerequisite:* NELC4122 or equivalent

Offered Periodically

Department permission required.

Close analytic reading of original texts in Arabic, varying from pre-Islamic poetry up through contemporary literature. Conducted principally in Modern Standard Arabic.

*Atef Ghobrial*

*Franck Salameh*

### NELC4190 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.

*Atef Ghobrial*

*Franck Salameh*

## Slavic Languages

### 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).

### SLAV1010 Writing Experience (Spring: 3)

Satisfies Writing Core Requirement

Core Renewal: Enduring Questions

*Thomas Epstein*

### SLAV1121–1122 Elementary Russian I and II (Fall/Spring: 4)

*Corequisite:* SLAV1123

A course 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*

### SLAV1123 Elementary Russian Practicum (Fall/Spring: 0)

*Corequisite:* SLAV1121 (Fall) and SLAV1122 (Spring)

Required additional exercises and conversational practice to supplement Elementary Russian I/II.

*Elena Lapitsky*

### SLAV1161 What is the Good Life? Tolstoy to Chekhov (Spring: 3)

Satisfies Literature Core Requirement

Offered Periodically

Core Renewal Course: Enduring Questions

The question of what constitutes the good life preoccupied Russian society of the nineteenth century. In the work of the great novelist and “repentant nobleman” Leo Tolstoy, life and art converge in a quest for moral self-perfection. In his “disciple” Anton Chekhov, born thirty-plus years after Tolstoy, this same quest receives a radically different response. We will explore these fascinating writers on their

own terms and in dialogue via a study of Chekhov’s plays, short stories, and letters, and Tolstoy’s novellas, various “confessions,” and *Anna Karenina*. The ways in which art poses ethical questions will receive special attention.

*Thomas Epstein*

### SLAV1700 Bosnian-Croatian-Serbian Language Workshop (Spring: 3)

Offered Periodically

An introductory study of the grammar and literature of Bosnian-Croatian-Serbian (BCS), the pluricentric and mutually intelligible official language of three ethnopolitical units of the former Yugoslavia. In addition to Linguists and Slavists, the course welcomes students with an interest in the sociopolitical climate of Eastern Europe and in the interaction of three major religious communities (Muslim, Catholic, Orthodox) under a single language complex.

*Cynthia Simmons*

### SLAV2065 Society and National Identity in the Balkans (Fall: 3)

Cross listed with SOCY2280

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 [Roma]). 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*

### SLAV2066 Conversion, Islam, and Politics in the Balkans (Spring: 3)

Cross listed with ICSP2250

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*

### SLAV2067 Gender and War in Eastern Europe (Spring: 3)

Cross listed with HIST2284

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*



**SLAV2069 Literature of the Other Europe (Fall: 3)****Cross listed with ENGL2229****Satisfies Cultural Diversity Core Requirement****All readings in English translation**

A survey of outstanding and influential works of and about the political and social upheavals of the twentieth century in Central and Southeastern Europe. A study of the often-shared themes of frontier and identity (political and religious), exile, and apocalypse in the works of selected leading writers, such as Witold Gombrowicz (Poland), Bruno Schulz (Poland), Bohumil Hrabal (Czech Republic), Milan Kundera (Czech), Dubravka Ugresic (Croatia), Mesa Selimovic (Bosnia), Muharem Bazdulj (Bosnia), and Emilian Stanev (Bulgaria).

*Maxim D. Shrayner**Cynthia Simmons***SLAV2121-2122 Intermediate Russian I and II (Fall/Spring: 4)****Prerequisite:** SLAV1122 or equivalent

A review of major difficulties in Russian grammar with extensive practice in reading, translation, paraphrase, and analysis of selected Russian texts.

*Elena Lapitsky***SLAV2162 Classics of Russian Literature (Fall: 3)****Cross listed with ENGL2227****Satisfies Literature Core Requirement****All readings and lectures in English.****Undergraduate major elective.****Russian major requirement**

A survey of selected major works, authors, genres, and movements in nineteenth-century Russian literature, with emphasis on the classic works by Pushkin, Lermontov, Gogol, Turgenev, Tolstoy, Dostoevsky, and Chekhov.

*Maxim D. Shrayner**Cynthia Simmons***SLAV2163 Post-Soviet Russian Literature (Fall: 3)****Cross listed with ENGL2224**

Since the fall of the Soviet Union in 1991, dramatic cultural shifts have transformed Russian literature—writers no longer work under the “red pencil” of censorship, but like writers in the West, under the “censorship” of the marketplace. Crime fiction vies with more high-brow literature, and post-modern themes and devices prevail among a younger generation less influenced by a classical or Soviet heritage. Diversity (e.g., gender and ethnic identities), newly acquired tastes, and a predictable tension between Soviet and post-Soviet values characterize works by Boris Akunin, Valeriia Narbikova, Viktor Pelevin, Nina Sadur, Vladimir Sorokin, Olga Slavnikova, and Liudmila Ulitskaia.

*Maxim D. Shrayner**Cynthia Simmons***SLAV2169 Slavic Civilizations (Spring: 3)****Satisfies Cultural Diversity Core Requirement****Offered Periodically****Satisfies undergraduate major**

A survey of various parameters of Slavic cultural identity (religion, language, literature, and arts) from the time of Common Slavic 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***SLAV2173 Twentieth-Century Russian Literature (Spring: 3)****Cross listed with ENGL2228****Offered Periodically****Readings and lectures 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***SLAV2811 Continuing Bulgarian I (Fall: 3)****Prerequisite:** SLAV1882 or equivalent.**Offered Biennially**

The course develops active language skills through intensive communication exercises and translation. It provides a review of major difficulties in Bulgarian grammar and broadens the work in translation by including a range of Bulgarian styles.

*Mariela Dakova***SLAV3051 Early Slavic Linguistics and Texts (Fall: 3)****Cross listed with LING3208****Offered Biennially***M. J. Connolly***SLAV3121–3122 Third-Year Russian I and II (Fall/Spring: 3)****Prerequisite:** SLAV2122 or equivalent**Conducted in Russian.****Satisfies Foreign Language Proficiency core 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*.

*Natalia A. Reed***SLAV3165 Post-Soviet Russian Literature (Fall: 3)****Offered Periodically**

Since the fall of the Soviet Union in 1991, dramatic cultural shifts have transformed Russian literature, writers no longer work under the “red pencil” of censorship, but like writers in the West, under the “censorship” of the marketplace. Crime fiction vies with more high-brow literature, and post-modern themes and devices prevail among a younger generation less influenced by a classical or Soviet heritage. Diversity (e.g., gender and ethnic identities), newly acquired tastes, and a predictable tension between Soviet and post-Soviet values characterize works by Boris Akunin, Valeriia Narbikova, Viktor Pelevin, Nina Sadur, Vladimir Sorokin, Olga Slavnikova, and Liudmila Ulitskaia.

*Cynthia Simmons*

## ARTS AND SCIENCES

### SLAV3490 Advanced Tutorial: Polish (Fall/Spring: 1)

#### Offered Periodically

A course of directed study in the reading and analysis of Polish texts 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.

*Barbara Gawlick*

### SLAV4121–4122 Advanced Russian I and II (Fall/Spring: 3)

*Prerequisite:* SLAV3122 or equivalent

Conducted in Russian.

Satisfies Foreign Language Proficiency core requirement.

Advanced-level work toward a thorough proficiency in all aspects of contemporary standard Russian, with an emphasis on original composition, syntax, and style, and through careful translation of advanced texts.

*Aleksey Berg*

*Natalia A. Reed*

## 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

**David A. Karp**, *Professor Emeritus*; A.B., Harvard College; Ph.D., New York University

**Ritchie Lowry**, *Professor Emeritus*; A.B., A.M., Ph.D., University of California at Berkeley

**Paul G. Schervish**, *Professor Emeritus*; A.B., University of Detroit; A.M., Northwestern University; M.Div., Jesuit School of Theology at Berkeley; Ph.D., University of Wisconsin, Madison

**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

**William A. Gamson**, *Professor*; A.B., Antioch College; A.M., Ph.D., University of Michigan

**Sharlene Hesse-Biber**, *Professor*; A.B., A.M., Ph.D., University of Michigan

**Andrew Jorgenson**, *Professor*; B.S., University of Utah; Ph.D., University of California, Riverside

**Stephen J. Pfohl**, *Professor*; B.A., The Catholic University of America; M.A., Ph.D., The Ohio State University

**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

**Brian Gareau**, *Associate Professor*; B.A., Providence College; M.S., Washington State University; M.A., Ph.D., University of California, Santa Cruz

**Paul S. Gray**, *Associate Professor*; A.B., Princeton University; 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

**Sara Moorman**, *Associate Professor*; B.S., B.A., Pennsylvania State University; M.S., Ph.D., University of Wisconsin-Madison

**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

**Julia Chuang**, *Assistant Professor*; B.A., Harvard University; M.A., Ph.D., University of California, Berkeley

**Wen Fan**, *Assistant Professor*; B.A., Renmin University of China, Beijing; Ph.D., University of Minnesota

**Gustavo Morello, S.J.**, *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

**Lisa Dodson**, *Research Professor*; B.A., M.A., Boston University; Ph.D., Brandeis University

**Eva Marie Garrouette**, *Associate Research Professor*; B.A., Houghton College; M.A., SUNY, Buffalo; M.A., Ph.D., Princeton University

### Contacts

- 617-552-4130
- [www.bc.edu/sociology](http://www.bc.edu/sociology)
- [sociology@bc.edu](mailto:sociology@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 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. The program prepares students for graduate study in sociology, social work, law, urban affairs, governmental administration, criminal justice, industrial organization, and education, etc.

Courses numbered SOCY1001 through SOCY1099 are part of the University Social Science 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 offers two types of University Core courses, described below.

Sociology Social Science Cores are numbered from SOCY1001 through SOCY1999.

Sociology Cultural Diversity courses may have any number up to SOCY6000. Any Sociology Cultural Diversity courses numbered above SOCY1999 do not satisfy the Social Science Core requirement.

Course listings in Agora will indicate which, if any, core requirements are satisfied by each course.

### Major Requirements

Sociology majors are required to take a minimum of 30 credits (generally ten courses) in Sociology. These courses must include the following:

- Either SOCY1001 Introductory Sociology (preferably SOCY1001.01, the section designed for Sociology majors), or SOCY1002 Introduction to Sociology for Healthcare Professionals, but not both.
- Statistics (SOCY2200), Social Theory (SOCY2215), and Research Methods (SOCY2210) are also required.
- Eighteen credits in elective courses, at least nine credits of which must be in upper level courses (SOCY3000 or higher).

#### Minor Requirements

Sociology minors are required to take a minimum of 18 credits (generally six courses). These courses must include the following:

- Either SOCY1001 Introductory Sociology (preferably SOCY1001.01, the section designed for Sociology majors), or SOCY1002 Introduction to Sociology for Healthcare Professionals, but not both.
- Statistics (SOCY2200), Social Theory (SOCY2215), and Research Methods (SOCY2210) are also required.
- Six courses in elective courses, at least three credits of which must be in courses numbered SOCY3000 or above.

#### Honors Program

Membership in the undergraduate Honors Program in Sociology is by invitation and 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 sequence begins in the second term of the junior year when students read some of the most engaging classics of sociological research. In the first semester of the senior year, students design an original project and in the last semester of the senior year, they gather and analyze the data and write the thesis. For details, consult Professor Paul Gray.

#### 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 (Introductory Sociology or Introduction to Sociology for Health Care Professionals, 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 Gustavo Morello, McGuinn 422, when planning their study abroad program. The Sociology Department does not accept overseas courses for Social Science Core credit.

#### Internship

The department offers two courses of 3 credits each which are focused on the internship experience, SOCY5540 and SOCY5541, Internship in Sociology I and II. Students who have taken one or both of these courses have found placements which gave them experience in a wide variety of fields: legal, political, health/medical, social work, advertising/marketing, and business, to name a few. 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

the valuable skills of Sociology majors may be applied and where they 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*

Application normally takes place by February 1 of the second semester of the junior year. 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 admission is highly competitive. 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 the Director of Graduate Admissions no later than the first semester of the junior year.

##### *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 before April of their sophomore year so that the required course sequence and degree requirements can be fulfilled. For details, consult Professor Sara Moorman and the School of Social Work website: [www.bc.edu/schools/gssw/admission.html](http://www.bc.edu/schools/gssw/admission.html).

#### 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).

#### **SOCY1001 Introductory Sociology (Fall/Spring/Summer: 3)**

**Satisfies Social Science Core Requirement**

**Do not take SOCY1001 if you have already taken SOCY1002.**

**Only one of these courses will count toward the major or minor.**

This course conveys a sense of the history of sociology and introduces students to the most essential concepts, ideas, theories, and methods of the discipline. Special topics may include interaction in everyday life, sociology of the family, gender roles, race and ethnic relations, and the sociology of work, among others. We will deal with fundamental questions about what it means to be a human being living in a society at a given moment in history. Ordinarily, SOCY1001.01 is reserved for majors and minors. Note that Introductory Sociology is taught by different instructors; check each instructor's syllabus for a more exact description.

##### *The Department*

#### **SOCY1002 Introduction to Sociology for Healthcare Professions**

**(Fall: 3)**

**Satisfies Social Science Core Requirement**

**Do not take SOCY1002 if you have already taken SOCY1001.**

**Only one of these courses will count toward the major or minor.**

This course is designed to present the fundamentals of sociology to an audience of future healthcare professionals. Attention is given both to micro-level (interpersonal) and macro-level (organizational) behavior. One of the major goals of the course is to enable students to ground themselves and their families sociologically, by examining

## ARTS AND SCIENCES

---

their own community and social class origins. It will highlight issues of interest to healthcare professionals, along with sociological concepts that appear on the MCAT exam.

*Lara Birk*

### **SOCY1030 Deviance and Social Control (Fall/Spring: 3)**

**Satisfies Social Science Core Requirement**

**Fulfills a 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.

*Jared Del Rosso*

*Stephen J. Pfobl*

### **SOCY1036 Introduction to Latin American Societies (Fall: 3)**

**Satisfies Cultural Diversity and Social Science Core Requirements**

**Offered Periodically**

The aim of this course is to introduce students to sociology while exploring Latin American societies. The course will start with a general presentation of both sociology and Latin America. We will discuss what sociology is, and the different ways of studying societies. We will take some time to study the birth of modern Latin American nations. Relying on this historical background, we will explore Latin American societies through sociological concepts such as race, gender, social violence, religion, sports, and culture. Finally, we will pay attention to U.S.-Latin American relations and the fact of Latino people living in the United States.

*Gustavo Morello*

### **SOCY1038 Race, Class, and Gender (Fall: 3)**

**Cross listed with AADS1138**

**Satisfies Cultural Diversity and Social Science Core Requirements**

**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*

### **SOCY1039 African World Perspectives (Spring: 3)**

**Cross listed with AADS1139**

**Satisfies Cultural Diversity and Social Science Core Requirements**

**Offered Periodically**

The aim of this course is to provide a broad overview of how Africa has impacted the world and how the world has impacted upon Africa. The course is divided into six basic topic of "units." Each unit deals with a major area of debate in the field of African studies.

*Zine Magubane*

### **SOCY1043 Introduction to African-American Society (Fall/Spring: 3)**

**Cross listed with AADS1155**

**Satisfies Cultural Diversity and Social Science Core Requirements**

**Offered Periodically**

**To get Sociology credit for the major or minor (or social science core credit), you must register for SOCY1043 rather than cross-listed course.**

In 1896, distinguished scholar W.E.B. DuBois became convinced that the experience of Africans in the Americas was so distinctive that it was imperative to study Black people in order to understand power dynamics at all levels of society. This course will study those power dynamics. While paying particular attention to the many ways that racial power dynamics have impacted all people of African descent in the United States, this course does not assume a uniform Black experience. We shall see that gender, class, and sexuality greatly shape the differing experiences of African-Americans.

*C. Shawn McGuffey*

### **SOCY1049 Social Problems (Fall/Spring/Summer: 3)**

**Satisfies Social Science Core Requirement**

**Offered Periodically**

This course is an exploration of different sociological approaches to the study of social problems and social trends in contemporary society. It examines the linkages between social structures/institutions, culture and human experience. The course emphasizes theoretical research issues, especially how, and to what degree, the understanding of social problems are a direct result of the processes used to define social problems as well as the research methods and procedures used to investigate them. Students will learn to critique popular discourses from a critical sociological perspective and will be encouraged to form their own opinions and critiques.

*The Department*

### **SOCY1058 Sociology of the Family (Spring: 3)**

**Offered Periodically**

In recent years, U.S. public policy has focused on strengthening the nuclear family as a primary strategy for reducing poverty and improving the lives of America's youth. It is often assumed that this type of family is healthy, financially independent, heterosexual, violence-free, normative, and grounded in historical tradition. This course examines these assumptions sociologically while considering systemic variations in race/ethnicity, class, gender, ability, and sexual orientation within and among American families.

*Amy Sousa*

*The Department*

### **SOCY1072 Inequality in America (Fall/Spring: 3)**

**Satisfies Social Science Core Requirement**

**May be taken as part of the Women's Studies minor.**

This course examines class inequity in American society. It not only describes how the rich, the poor, and the middle classes live, but also how they relate to one another. Topics include the strategies used by the rich for maintaining the status quo, the hopes cherished by the middle class for improving their position, and the obstacles that keep the poor in their place. Students can choose between readings that emphasize the dynamics of inequality as they are enacted by men or women, and by people of color or Caucasians.

*Eva Garroutte*

*Eve Spangler*



**SOCY1092 Peace or War (Fall/Spring: 3)**  
**Satisfies Social Science 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, Syria, 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*

**SOCY1097 Death and Dying (Fall/Spring: 3)**  
**Satisfies Social Science 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*

**SOCY1507 Can Creativity Save the World? (Fall: 6)**  
**Cross listed with THTR1501**

**Satisfies Arts and Social Science Core Requirements**  
**Core Renewal Course: Complex Problems**

The world is riddled with complex problems and perhaps the biggest one of all is how will human beings solve them? What are the tools we need to develop within ourselves to be capable of adapting and innovating our way into a new and better world? In this class we’ll apply the best thinking from Business and the Arts to understand what creativity is. We’ll use activities, experiments, readings, and reflections to develop the skills and confidence to create a community where we can practice creativity together. Can creativity save the world? We hope you will be part of the answer.

*Spencer Harrison*

*Crystal Tiala*

**SOCY1509 Planet in Peril: The History and Future of Human Impacts on the Planet (Fall: 6)**

**Cross listed with HIST1505**  
**Satisfies History and Social Science Core Requirements**  
**Core Renewal Course: Complex Problems**

The twenty-first century opened with crises of climate, bio-diversity, and eco-system functioning. In this class we address ecological overshoot from the perspectives of sociology and history, emphasizing the role of inequality, the state, inequality and power. The course combines contemporary analyses with a long historical record of human impact, considering both the familiar and the novel in the realm of ecological challenges. We devote substantial attention not only to causes but to solutions. Topics to be covered include: the Columbian

exchange, forests, agriculture, water, climate change, toxics, and population. Solutions include state policy, social movements, individual action and social innovation.

*Prasanna Parthasarathi*

*Juliet Schor*

**SOCY1703 The Literature and Social Construction of Health and Illness (Fall: 3)**

**Satisfies Social Science Core Requirement**  
**Core Renewal Course: Enduring Questions**

What is the difference between a sick cow and a sick human being? In some respects, very little: Both experience disease and injury, symptoms and side effects, pain, and suffering. Yet cows never judge other cows for getting sick, or claim they are feigning sickness, or argue they should do more to get well. Such social responses are uniquely human. Through explorations of social theory, contemporary media, personal essays and memoirs, as well as fiction and literature, we’ll assess the varied meanings societies have overlaid on the experience of health and illness over time and across cultures.

*Brian Moorman*

**SOCY2200 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*

*The Department*

**SOCY2210 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*

*Paul S. Gray*

*Deb Piatelli*

*The Department*

**SOCY2215 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*

*Paul Schervish*

*Eve Spangler*

*The Department*

## ARTS AND SCIENCES

---

**SOCY2225 Introduction to Feminisms (Fall/Spring: 3)**  
Cross listed with HIST2502, ENGL2125, and COMM2225  
Fulfills Women Writer's requirement for ENGL/LSOE majors.

This introductory course offers both an overview and a foundation for understanding the various movements that make up what has come to be called the feminist movement in the U.S. Because systems of privilege and disadvantage shape women's and men's identities and social positions in multiple and unique ways, Introduction to Feminisms analyzes gender from an interdisciplinary approach and applies numerous academic disciplinary methods to the study of gender, including history, literature, psychology, and sociology, and explores women's and men's experiences within various cultural contexts, including socioeconomic class, race and ethnicity, religion and spirituality, nations of citizenship, origin and generation.

*Julie Grigsby*

**SOCY2250 Perspectives on War, Aggression, and Conflict Resolution I (Fall: 3)**

Cross listed with PHIL2259 and THEO2327

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*

**SOCY2254 Community Service Research Seminar (Fall/Spring: 3)**

Cross listed with AADS2248 and UNAS2254

Satisfies Cultural Diversity Core Requirement

Students should contact AHANA and the Intercultural Center 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 communities of color 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 four research-interest communities.

*Deborah Piatelli*

**SOCY2255 Advanced Community Service Research Seminar II (Spring: 1)**

*Prerequisite:* SOCY2254

*Corequisite:* Readings and Research

Offered Periodically

CRP is a two-semester program (SOCY2254 and SOCY2255) 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 SOCY2254 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 SOCY2255 in conjunction with a Readings and

Research to conduct their projects. The spring seminar complements the Readings and Research serving as a forum for students to discuss their research and continue to develop their oral presentation skills.

*Deborah Piatelli*

**SOCY2280 Society and National Identity in the Balkans (Fall: 3)**

Cross listed with SLAV2065

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 [Roma]). 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*

**SOCY3303 Social Construction of Whiteness (Spring: 3)**

This course explores the social construction of race through the lens of whiteness. By examining whiteness as both a race and historical system of privilege, students will gain a deeper understanding of the persistence of racism. We will examine the distribution of privilege within American society at both the interpersonal and institutional levels; as well as consider how whiteness operates within the social constructs of class and gender. Through writing and in-class group discussion, students will examine their own identities and consider how consciously or unconsciously they are affected by these processes, as well as consider strategies for challenging racism.

*Deborah Piatelli*

**SOCY3304 Race, Ethnicity, and Popular Culture (Spring: 3)**

*Prerequisite:* At least one other sociology course. Familiarity with postmodernism, postcolonial studies, and gender and/or race theory suggested.

Satisfies Cultural Diversity Core Requirement

Offered Periodically

To get sociology credit for the major or minor, you must register for SOCY3304.

This course will examine how racial and ethnic groups have been stereotyped in popular culture and how these stereotypes have changed over time. The course will look at stereotypes of Africans, African Americans, Native Americans, Asian-Americans, Asians, and European Americans. Students will also explore theoretical questions on the relationship between culture, politics, and ideology.

*Zine Magubane*

**SOCY3305 Capstone: Doing Well and Doing Good (Fall: 3)**

Cross listed with UNCP5539

Open to seniors or second-semester juniors only.

Capstone classes may not be taken Pass/Fail.

You may take only one Capstone class before graduation.

This Capstone prepares you to balance between doing well in life and promoting the good in work, community, intimacy, and spirituality. To answer life's challenges, you need good questions. Our questions will focus on the intersection of personal biography and the context of society. We will learn to steer a course between prejudice and cliché, on one hand, and sound knowledge on the other. Even as we

try to do good as informed persons, we will find that most knowledge is incomplete and often contested. A hands-on participatory course project will model a specific plan for fuller living.

*Eve Spangler*

**SOCY3310 Studies in Crime and Social Justice (Fall/Spring: 3)**

**Cross listed with AADS3311**

**Offered Periodically**

Crime and social justice are considered not as distinct, but indivisible constructs produced through specific knowable institutional/personal practices. Course allows students to analyze perspectives on the process through which laws and criminal justice institutions have been/continue to be constructed; situate crime study within a “power reflexive” framework, while being attentive to the operation of race, class, and gender as features of contemporary social relations/institutions; discuss contemporary intellectual and practical efforts challenging existing conceptual and political structures relating to crime and social justice; and imagine/articulate institutions paralleling the vision of social justice developed throughout the course.

*Jessica Hedges*

**SOCY3314 Mental Illness and Society (Fall: 3)**

**Offered Periodically**

Psychiatric disorders are commonly viewed through a purely biomedical and/or a psychological framework. In this course, we will apply a sociological imagination to the topic and interrogate the ways in which mental illness, often seen as a supremely private “personal trouble,” is also a “public issue.” We will read the works of both classic and contemporary scholars, but we will also use memoirs and films to sensitize us to the experience of mental illness itself. We will explore mental illness as a social construction, stigma, labeling theory, as well as issues of gender, race, class, and sexuality in mental illness.

*The Department*

**SOCY3318 Learning to be Literate in Social Statistics (Spring: 3)**

*Prerequisite:* SOCY2200 is recommended

**Offered Periodically**

Much of social science research is presented using statistics, but understanding and interpreting these statistics can be difficult. This course will cover basic topics in statistical literacy that will help class participants to critically assess and comprehend social science statistics, especially as presented in mainstream media outlets. This is not a statistics course, but rather a general sociology course with a focus on comprehending quantitative research. The focus of this course will be on comprehending social science statistical research and its popular presentations.

*Jeffrey Stokes*

**SOCY3349 Environmental Studies: Selected Topics (Spring: 3)**

**Offered Periodically**

This course explores how ecology, technology, politics, economics, and culture intersect. By analyzing key contemporary environmental debates, students develop skills necessary for investigating any sophisticated social issue. Topics we cover: the environmental movement (is it effective?); the sustainable development debate (the tension between environmental protection and the plight of developing nations); capitalism and technology (friends or foes of the environment?); global warming (where science, economics, and politics collide). We employ a range of materials, including participant accounts, media coverage, movies, and sociological analyses.

*Brian Gareau*

**SOCY3359 Sports in American Society (Spring: 3)**

**Offered Periodically**

**Sociology majors Only**

This course provides a critical entry point into the sociology of sport in American society that examines the sociological role of sport in the making of American society and culture, as well as the reverse. The purpose of the course is to better understand sport as a social institution, and to analyze the dynamic interplay of economic, political, social and other forces within which forms of sport and physical activity have been developed, implemented and contested in America.

*Kyoung-yim Kim*

*Michael Malec*

**SOCY3367 Social Justice in Israel/Palestine (Fall: 3)**

**Satisfies Cultural Diversity Core Requirement**

**Offered Periodically**

This seminar provides the intellectual underpinnings for an immersion trip to Israel/Palestine in January. Students in this course must commit to the trip and, upon their return, to a project that uses the knowledge they gained in Israel/Palestine. The seminar will include a review of the Israeli and Palestinian history, an analysis of the contested theological claims to the land, and an examination of conflict resolving strategies focusing on cross-border groups operating in Israel/Palestine (e.g., Prime, Combatants for Peace, Parents Circle). Finally, we will consider possible economic futures for the area under both one and two state scenarios.

*Eve Spangler*

**SOCY3375 American Economic Crisis and Social Change (Spring: 3)**

**Offered Periodically**

**To get Sociology credit for the major or minor, you must register for SOCY3375 rather than the cross-listed course.**

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*

**SOCY3387 Sixties Through Film (Fall: 3)**

**Offered Periodically**

This anthropology course covers the period from the end of World War II to 1973 with the fall of Richard Nixon. This was a time of tremendous change—Vietnam, civil rights, the deaths of President John Kennedy, Robert Kennedy and Martin Luther King, the Great Society, Watergate, Sputnik, a man on the Moon, the rise of Rock and Roll, America in revolution. We will cover these topics plus more, bringing out what is anthropologically interesting.

*James Hamm*

**SOCY3388 Culture Through Film (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*

### **SOCY3391 Social Movements (Fall: 3) Offered Periodically**

Social movements have played a major role historically, helping bring about much that is often taken for granted: democratic governance, chattel slavery's demise, women's suffrage, the 40-hour work week, and basic environmental regulations. Today, movements remain central to social change, but just as in the past, they are often denigrated, from the left and the right. This course critically surveys movements across time, space, and ideology, though we focus on the U.S., with particular attention to the modern climate justice movement and conservative countermovement. Students will learn concepts and tools from social movement theory while applying them experientially.

*Robert Wengronowitz*

### **SOCY4901 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*

### **SOCY4931 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?

*Paul Gray*

### **SOCY4961 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*

### **SOCY4962 Advanced Independent Research (Fall/Spring: 6)**

*Prerequisite:* Permission of instructor

Enrollment limited to candidates for Scholar of the College. This is not a classroom course.

*The Department*

### **SOCY4963 Senior Honors Thesis (Spring: 3)**

*Prerequisite:* Permission of the department

After having completed their research proposal in SOCY4961, 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. Students complete their thesis research under the direction of their faculty advisor. Ordinarily, students are expected to complete their thesis by April 15, approximately two weeks before all senior honors students present the findings of their research in a public meeting.

*Paul Gray*

### **SOCY5508 Applied Sociology: Evaluation Research (Spring: 3)**

**Offered Periodically**

Evaluation research is a powerful tool that supports organizations to strengthen their programs and policies, and secure funding for their work. Part science/part art, evaluation research is driven by the question: Who needs to know what and for what purpose? Funders want data regarding whether their investments are well-spent; organizations want to know if their program goals are being met. This course explores the arc of implementing an evaluation of a program or policy, including creating a Logic Model and research design, collecting and analyzing data, and reporting findings to the organization. Combines in-class work with intensive field research.

*Mindy Fried*

### **SOCY5516 Survey Methodology (Spring: 3)**

**Offered Periodically**

This applied course is designed for undergraduate students with a prior background in statistics at the level of SOCY2200 and for graduate students with a prior background in statistics at the level of SOCY7702. The course will lead students through the design, collection, and analysis of their own surveys. Major topics will include research ethics, sampling, item selection, modes of response, interviewer effects, nonresponse, and data management and analysis. Qualtrics and SPSS will be used to design internet surveys and analyze the resulting data, respectively.

*Sara Moorman*

### **SOCY5518 Craft of Ethnography (Fall: 3)**

**Offered Periodically**

This course introduces students to the craft of sociological ethnography. It has three components. In the first, students learn the basic techniques of three schools of ethnography. In the second, students read ethnographies from each approach, seeking to understand which techniques led to the finished text. In the final and main course component, students will put these techniques to practice during the term, as they design and conduct a small-scale ethnographic research project, learning in the process the logistics of selecting a field site, recruiting informants, interviewing, recording and analyzing data.

*Julia Chuang*

### **SOCY5540–5541 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*

**SOCY5545 Medical Sociology (Spring: 3)**

**Offered Periodically**

*Wen Fan*

**SOCY5562 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*

**SOCY5565 Introduction to Social Work (Fall/Spring: 3)**

**Cross listed with PSYC2200 and SCWK6600**

**Available to undergraduate students**

Starting with a discussion of its history and the relevance of values and ethics to its practice, the course takes up the various social work methods of dealing with individuals, groups, and communities and their problems. In addition to a discussion of the theories of human behavior that apply to social work interventions, the course examines the current policies and programs, issues, and trends of the major settings in which social work is practiced.

*The Department*

**SOCY5568 Sociology of Education (Fall: 3)**

**Cross listed with ELHE6349**

This course presents a variety of sociological perspectives of schooling by reviewing contemporary debates in the sociology of education. Schooling reproduces cultural values and transmits cultural norms over generations. Such actions may be examined by analyzing the occupational culture of teaching, the social organization of schools, the linguistic codes, and the reproductive process of social class.

*Ted Youn*

**SOCY5583 Postmodernity and Social Theory (Spring: 3)**

**Offered Periodically**

This seminar will examine recent theoretical and historical claims concerning the emergence of postmodern social formations. It will also explore the implications of postmodernity for the practice of sociological theory and methods. Of central concern will be critical theoretical attempts to understand shifting configurations of economic, gendered and racialized forms of power within a global context of information-driven capital.

*Stephen J. Pfobl*

**SOCY5597 Contemporary Race Theory (Fall/Spring: 3)**

**Cross listed with AADS5597**

**Offered Periodically**

**To get sociology credit for the major or minor, you must register for SOCY5597 rather than a cross-listed course.**

This class will explore how various contemporary writers engage with the question of race, both in the United States and transnationally. We will look at social constructionist theories of race, postmodernism, feminist theory, critical legal studies, and the intersection between contemporary race theory and queer theory.

*Zine Magubane*

**SOCY6670 Technology and Culture (Fall/Spring: 3)**

**Cross listed with CSCI2267, PHIL6670 and ISYS2267**

**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*

**Theatre**

**Faculty**

**Scott T. Cummings**, *Associate Professor*; B.A., University of Michigan; M.F.A., Carnegie Mellon University; M.F.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*; Chairperson of the Department; B.A., University of Mississippi; M.F.A., University of Connecticut

**Luke Jorgensen**, *Associate Professor of the Practice*; B.A., Boston College; M.A., Northwestern University; Ph.D., Tufts University

**Jacqueline Dalley**, *Assistant Professor of the Practice*; B.A., University of California at Davis; M.F.A., Carnegie-Mellon University

**Sun Ho Kim**, *Assistant Professor of the Practice*; B.A., Cho Sun University; M.F.A., Boston Conservatory

**Patricia Riggan**, *Assistant Professor of the Practice*; B.A., Cornell University; M.F.A., Brandeis University

**Contacts**

- Undergraduate Program Information: Luke Jorgensen, Assistant Chairperson, 617-552-4012, luke.jorgensen@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:

- THTR1172 Dramatic Structure and Theatrical Process (fall only). Students unable to register for this class may substitute THTR1170 Introduction to Theatre (fall and spring)
- THTR1103 Acting I: Fundamentals of Performance (fall and spring)
- THTR1130 Elements of Theatre Production I (spring only)
- THTR1140 Elements of Theatre Production II (fall only; pre-requisite THTR1130)
- THTR2275 History of Theatre I (fall only)
- THTR2285 History of Theatre II (spring only)

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 from THTR3300 to THTR3369 or from THTR4400 to THTR4469); (2) two upper-level Dramatic Literature, Criticism, and Theatre History courses (numbered from THTR3370 to THTR3389 and from THTR4470 to THTR4489); and (3) two General Theatre Electives chosen from the Theatre Department curriculum according to individual interest. Students may bundle three 1-credit mini-courses together to make one General Theatre Elective.

In addition, theatre majors must complete a total of six Production Labs. These are experiential learning courses that involve practical work 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.

### Minor Requirements

The Theatre Minor is intended for students with a serious interest in theatre who for one reason or another are not able to commit to fulfilling the requirements for the Theatre Major. Based on the same principles and structure as the Theatre Major, it aims to provide students with a broad-based theatre education that balances courses in theatre studies and theatre practice.

A Theatre Minor will complete the following courses and requirements:

- THTR1172 Dramatic Structure and Theatrical Process (fall only) **or**, in special cases, THTR1170 Introduction to Theatre (fall and spring)
- THTR1103 Acting I: Fundamentals of Performance (fall and spring)
- THTR1130 Elements of Theatre Production I (spring only)
- THTR2275 History of Theatre I (fall only) **OR** THTR2285 History of Theatre II (spring only)

- One upper-level Literature, Criticism, History course (see above)
- One upper-level Production/Performance course (see above)
- Three one-credit Production Labs (including at least one Prep Lab)

Students who wish to declare a Theatre Minor should contact Professor Luke Jorgensen, Assistant Chairperson, [luke.jorgensen@bc.edu](mailto:luke.jorgensen@bc.edu), with an email indicating their interest and providing their Eagle ID number.

For students in the Lynch School of Education with an interest in the teaching and practice of theatre in school and institutional settings, the Theatre Department offers a Minor in Educational Theatre. An LSOE Educational Theatre Minor will complete the following courses and requirements:

- THTR1172 Dramatic Structure and Theatrical Process (fall only) **or**, in special cases, THTR1170 Introduction to Theatre (fall and spring)
- THTR1103 Acting I: Fundamentals of Performance (fall and spring) **or** THTR1130 Elements of Theatre Production I (spring only)
- THTR2258 Creative Dramatics (fall only)
- THTR2268 Theatre for Youth (spring only) **or** THTR3366 Directing I (fall only) **or** THTR4469 Composition and Performance Workshop (intermittent)
- One upper-level Literature, Criticism, History course (see above) **or** THTR2275 History of Theatre I (fall only) **or** THTR2285 History of Theatre II (spring only)
- One upper-level Production/Performance course (see above) **or** THTR1140 Elements of Production II (fall only)
- Two one-credit Production Labs (including at least one Prep Lab)

Lynch School of Education students who wish to declare an Educational Theatre Minor should contact Professor Luke Jorgensen, Assistant Chairperson, ([luke.jorgensen@bc.edu](mailto:luke.jorgensen@bc.edu)) with an e-mail indicating their interest and providing their Eagle ID number. Contact should also be made with Assistant Dean Audrey Friedman in the Lynch School of Education ([audrey.friedman@bc.edu](mailto:audrey.friedman@bc.edu)).

All courses for the Morrissey College of Arts and Sciences Minor in Theatre and the Lynch School of Education Minor in Educational Theatre need to be chosen from the Theatre Department curriculum. Courses taken abroad, courses taken at other institutions, and Readings and Research/Independent Study courses will only count towards a Theatre Minor in rare and exceptional circumstances.

### 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. When arranged in advance, internships can earn academic credit and often lead to job offers after graduation. Junior and senior Theatre majors are guided and coached as they 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.

#### Information Regarding Study Abroad

The Theatre Department has no formal affiliation with international programs that focus on theatre training or theatre study. 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 Professor Luke Jorgensen, Assistant Chairperson, 617-552-4012, luke.jorgensen@bc.edu.

#### 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).

**THTR1011 Theatre Production Lab I: Scenery Run (Spring/Fall: 1)**

*The Department*

**THTR1012 Theatre Production Lab I: Wardrobe Run (Fall/Spring: 1)**

*The Department*

**THTR1014 Theatre Production Lab II: Electrics Run (Spring/Fall: 1)**

*The Department*

**THTR1015 Theater Production Lab I: Sound Run (Spring/Fall: 1)**

*The Department*

**THTR1016 Theatre Production Lab I: Special Topics Run (Spring/Fall: 1)**

*The Department*

**THTR1021 Theatre Production Lab II: Scenery Prep (Spring/Fall: 1)**

*The Department*

**THTR1022 Theatre Production Lab II: Costumes Prep (Spring/Fall: 1)**

*The Department*

**THTR1023 Theatre Production Lab II: Props/Paint Prep (Spring/Fall: 1)**

*The Department*

**THTR1024 Theatre Production Lab II: Electrics Prep (Spring/Fall: 1)**

*The Department*

**THTR1025 Theatre Production Lab II: Sound Prep (Fall/Spring: 1)**

*The Department*

**THTR1026 Theatre Production Lab II: Special Topics Prep (Fall/Spring: 1)**

*The Department*

**THTR1031 Theatre Production Lab III: Assistant Scenic Designer (Fall: 1)**

*The Department*

**THTR1037 Production Lab III: Dramaturgy (Fall/Spring: 1)**

*Stuart Hecht*

*Prerequisite:* Department Permission

*The Department*

**THTR1039 Theatre Production Lab III: Assistant Stage Manager (Fall: 1)**

*Prerequisite:* Department Permission

*The Department*

## ARTS AND SCIENCES

---

### THTR1130 Elements of Theatre Production I (Spring: 3)

This course is required for Theatre majors and minors, but it is also open to interested non-majors by permission.

Minors please get permission from Theatre Department for registration.

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*

*Russell Swift*

*Crystal Tiala*

### THTR1140 Elements of Theatre Production II (Fall: 3)

*Prerequisite:* THTR1130

**The course is major restricted, but interested students who have completed THTR1130 may take this with departmental permission.**

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.

*Jeff Adelberg*

*Jacqueline Dalley*

*Crystal Tiala*

### THTR1170 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*

### THTR1172 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*

### THTR1501 Can Creativity Save the World? (Fall: 6)

**Cross listed with SOCY1507**

**Satisfies Arts and Social Science Core Requirements**

**Core Renewal Course: Complex Problems**

The world is riddled with complex problems and perhaps the biggest one of all is how will human beings solve them? What are the tools we need to develop within ourselves to be capable of adapting and innovating our way into a new and better world? In this class we'll apply the best thinking from Business and the Arts to understand what creativity is. We'll use activities, experiments, readings, and reflections to develop the skills and confidence to create a community where we can practice creativity together. Can creativity save the world? We hope you will be part of the answer.

*Spencer Harrison*

*Crystal Tiala*

### THTR2203 Acting II: Voice/Body/Text (Fall/Spring: 3)

*Prerequisite:* THTR1103

Voice, speech, gesture, and movement are essential tools for effective communication—for actors and for anyone who addresses an audience. The goal of this team-taught course is for the actor/speaker to achieve a greater range of expressiveness and agility and a stronger, healthier voice and body in performance. Kristin Linklater's voice technique, somatic-based body exercises, and rigorous physical training will be used to build awareness, sharpen focus, promote articulation, release tension, and create dynamic presentations of prepared texts.

*Sun Ho Kim*

*Patricia Riffin*

### THTR2210 Improvisation for the Stage (Spring: 1)

A theater elective intended for a wide range of students. It will be a workshop in using improvisation and theater games as a technique for actor training, character development, and ensemble building.

*Jacqueline Arko*

### THTR2221 Modern Dance I (Fall: 3)

This course introduces modern dance, in theory and in practice. Through training in various dance techniques, movement analysis, composition exercises, work on the floor and at the barre, study of modern dance history, and viewing of dance videos, students will learn the vocabulary and aesthetics of modern dance and begin to express themselves creatively in those terms.

*Sun Ho Kim*

### THTR2223 Dance for Musicals I (Fall: 3)

**Offered Biennially**

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.

*Nicole Sell*



**THTR2225–2226 Intermediate Ballet I and II (Fall/Spring: 3)**

*Prerequisite:* THTR1125 or THTR1126 or permission of instructor  
**Offered Biennially**

This course is designed to continue to challenge those who have taken the Ballet Essentials in the fall semester and to invite new students into the class who are either at the level of an experienced or advanced 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*

**THTR2239 Stage Management Basics (Spring: 2)**

**Offered Periodically**

This course is a lecture/laboratory course with the major emphasis on the practice and application of the art and science of stage management. Course work will include a thorough investigation of the theory and principles of human resource management, as well as technical production. Special emphasis will be placed on the application of theory to actual stage management situations.

*Howard Enoch*

**THTR2244 Computer Aided Drafting and Design (Fall: 1)**

**Cross listed with ARTS2248**

**Offered Biennially**

This course will use VectorWorks software to introduce students to 2-dimensional drafting and 3-dimensional modeling for a theatrical stage/architectural design context. Projects will include drafting in orthographic projection, 3-D modeling in wire-frame. Computer-aided drafting and design technology is an indispensable design tool for entertainment and theatrical stage and lighting design.

*Crystal Tiala*

**THTR2247 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*

**THTR2255 Theatre Skills: Sounds Design Basics (Fall: 3)**

**Offered Periodically**

*The Department*

**THTR2258 Creative Dramatics (Fall: 3)**

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*

**THTR2260 Writing Wrongs: Writing the Issue-Based Play**

**(Spring: 3)**

**Offered Periodically**

These days it's nearly impossible to pick up a newspaper, check your Facebook news feed, or walk across campus without becoming angry, confused, or upset about a current issue or conflict. Our opinions about issues like gun control, immigration reform, racial inequality, gender bias and countless other topics give rise to intense emotions such as anger, confusion, sadness and fear—the very emotions that are embedded in great plays and other works of art. In this class, through discussion, assigned readings, writing exercises, and a final creative project, we'll each explore why specific news stories, issues, or conflicts evoke strong emotions in us; discover our personal connection to the issue; investigate the motivations and emotions underneath our opponents' opinions; and ultimately learn how to transform our knee-jerk emotional responses into engaging works for the theatre that foster the kind of constructive and complex conversation these important issues deserve.

*Sheri Wilner*

**THTR2268 Theatre for Youth (Spring: 3)**

*Prerequisite:* Permission of instructor

This class builds upon the knowledge acquired in Creative Dramatics. During this semester, students create an original piece of children's theatre that tours local schools.

*Luke Jorgensen*

**THTR2275 History of Theatre I (Fall: 3)**

This course follows the simultaneous development of the actor, playwright, architect, and director from the Egyptian theatre through to the Elizabethan and Jacobean theatre. The course will also study the development of dramatic structure and form over time. In a larger sense, it will examine the role and function of theatre in each successive society, determining how the stage reflects the social, political, and cultural concerns of each age.

*Stuart Hecht*

**THTR2285 History of Theatre II (Spring: 3)**

Continuation of History of Theatre I. It begins in 1642 in England and tracks the simultaneous development of the actor, playwright, architect, and director. However, it studies this evolution within the larger cultural and political contexts that implicated every decision from the content of dramas to the seating arrangements within auditoriums. Among the epochs and influences that will be considered are art and decadence in English Restoration comedy, the role of the playhouse in the rise American proletarian culture, the impact of sentimentalism and Victorian morality on playwriting, and the advent of psychology and its effect on acting.

*Stuart Hecht*

**THTR3303 Acting III: Spontaneity and Imagination (Fall/Spring: 3)**

*Prerequisite:* THTR1103 and THTR2203

Acting III explores the essential principles of acting using the methods developed by Sanford Meisner and William Esper. Through a progression of structured improvisations, the actor's ability to work moment by moment and to truthfully live in those moments is developed. These exercises are designed to stimulate impulses, sharpen

## ARTS AND SCIENCES

---

concentration and listening skills, and develop the imagination, spontaneity and emotional skills of the actor. During the semester, students apply the expertise acquired through these exercises to scene work.

*Patricia Riffin*

### THTR3323 Dance for Musicals II (Spring: 3)

*Prerequisite:* THTR2223 or permission of instructor

**Specific dress and footwear will be required.**

Students will expand on their knowledge of jazz, tap, modern/contemporary dance, ballroom, world dance and others. Influential choreographers' styles and characteristics of past and present will be analyzed and learned through the study of their repertoire. Such repertoire might include pieces from *West Side Story*, *Fosse*, *Chicago*, and *Thoroughly Modern Mille*, among others. Continued emphasis will be placed on the individual students' exploration of dance technique, physical conditioning, and artistic expression. Audition techniques will be emphasized. Each class will consist of a body warm-up, strength and flexibility training, and choreographed combinations.

*Kirsten McKinney*

### THTR3344 Stage Design I (Spring: 3)

**Cross listed with ARTS2258**

This course will concentrate on contemporary professional design practices and theories for the stage. Students will study the evolution of theater design and will investigate the development of imagistic design forms, produce effective spatial environments, and create ideas through rigorous research of imagery. Processes will include script analysis and the study of imagery as well as techniques in drafting and model building.

*Crystal Tiala*

### THTR3347 Costume Design (Fall: 3)

**Cross listed with ARTS3357**

**Students are not required to have advanced drawing skills to take this class. There are several class sessions devoted to learning and practicing drawing and painting techniques.**

The art of costume design integrates artistic imagination with the practical concerns of theatrical production. The course is designed to help students develop the fundamental skills used by costume designers, focusing particular attention on character analysis, period research, and visual communication. The course will include a series of exercises and projects to develop skills in figure drawing, rendering in various media, fabric selection and color. Students will learn how to communicate character, mood and style through costume following two learning tracks: (1) developing the concept and theory of the design and (2) communicating the design through figure drawing and rendering.

*Jacqueline Dalley*

### THTR3362 Playwriting I (Fall: 3)

**Cross listed with ENGL2241**

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.

*Scott T. Cummings*

### THTR3366 Directing I (Fall: 4)

*Prerequisite:* Permission of instructor

This is a course in the fundamentals of script analysis, staging, and interpretation. Students learn through both lecture and practical application the basic skills that constitute the stage director's craft. Previous acting or other stage experience, along with background in dramatic literature, is strongly recommended.

*Stuart J. Hecht*

### THTR3371 Theatre in Boston: The Critical Eye (Spring: 3)

While it is understood that the art of the theatre is only realized in performance, we all too often rely on the script alone when we study the theatre. This course examines the script in performance to help the student develop an informed critical eye. This course include class discussion time in addition to travel throughout Boston to see eight to ten plays in area theaters. The primary goal of this course is to develop the means to critically evaluate performance and to investigate the process and value of the artist's interpretation of a text.

*Scott Cummings*

### THTR3376 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*

### THTR3383 Contemporary Female Playwrights (Spring: 3)

**Offered Periodically**

In a recent study called "The Count," conducted to determine who is being produced in American theatres, it was discovered during the past three years, only 22% were written by women. This is certainly not due to a lack of female playwrights, whose numbers equal those of male writers. Yet on American stages, four out of every five plays are written by men. In this class we'll address the lack of gender parity by reading and creatively responding to a wide range of female-written plays authored by a diverse range of female playwrights. Special guests from the professional Boston theatre community, including playwrights, dramaturgs, literary managers and others, will talk with us about their personal experiences in the theatre, as well as share with us the female-written plays that have had the greatest impact on them.

*Sheri Wilner*

### THTR3385 African American Theater and Drama (Fall: 3)

**Cross listed with AADS3375**

**Satisfies Cultural Diversity Core Requirement**

**Offered Biennially**

This course examines how African American playwrights have combined historical narrative, personal recollection, spirituality and religion, popular music, and folk art to create a unique form of American drama that reflects the traumas and triumphs of African Americans. Plays to be studied range from William Wells Brown's

autobiographical *Escape; or A Leap for Freedom* (1858) to Lorraine Hansbury's inspirational *A Raisin in the Sun* (1959) to Lydia Diamond's contemporary comedy *Stick Fly* (2006).

*John Houchin*

#### THTR3387 Modern Theatre and Drama (Spring: 3)

Cross listed with ENGL2240

Offered Biennially

This upper-level theater studies course traces the development of modern European drama from Ibsen to Beckett, or roughly speaking, from 1875 to 1975. Other major dramatists to be studied include Strindberg, Chekhov, Shaw, Pirandello, Brecht, Genet and Ionesco. The various movements within modernism—naturalism, symbolism, expressionism, futurism and surrealism—are also examined.

*Scott T. Cummings*

#### THTR4462 Playwriting II (Spring: 3)

*Prerequisite:* THTR3362 or permission of instructor

Cross listed with ENGL2248

Offered Biennially

Attendance at local productions of new plays is expected.

This laboratory course continues the work begun in Playwriting I on an advanced level and a more independent basis. In addition to in-class writing and take-home assignments, students will write a fully developed full-length play or two complete one-acts. The course places particular emphasis on the completion of lively, well-structured, rehearsal-ready scripts, and in that interest, a major revision of a work-in-progress is important.

*Scott T. Cummings*

#### THTR4466 Directing II (Spring: 4)

*Prerequisite:* THTR3366 or permission of instructor

Offered Biennially

This course is built upon the foundation of skills and knowledge developed in Directing I. The students will further refine skills acquired in the first course and will also gain an understanding of the theoretical aspects of the director's craft.

*Stuart J. Hecht*

#### THTR4901 Readings and Research in Theatre (Fall/Spring: 3)

*Prerequisite:* Department permission

Students are not encouraged to employ this course for anything but a very specific research program, which must be approved in advance by a Theatre faculty member.

*Scott T. Cummings*

*Jacqueline Dalley*

*Stuart J. Hecht*

*John Houchin*

*Luke Jorgensen*

*Patricia Riggan*

*Crystal Tiala*

#### THTR4961 Honors Project in Theatre (Fall/Spring: 3)

*Prerequisite:* Department permission

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.

*The Department*

#### THTR5540 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 THTR1130-1140; 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*

#### THTR5548 Theatre Practicum in Directing (Fall/Spring: 3)

*Prerequisite:* Department permission

This is a senior project in which a limited number of students direct a departmental workshop production, contingent upon the acceptance of a written proposal submitted to the faculty. An independent study for those students interested in advanced study in directing, done under close faculty supervision. Only those students who have successfully completed both directing classes may be considered to direct a workshop production.

*Stuart J. Hecht*

## 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

**Rev. Robert P. Imbelli**, *Associate Professor Emeritus*; A.B., Fordham University; S.T.L., Gregorian University, Rome; M.Phil., Ph.D., Yale University

**Patrick J. Ryan, S.J.**, *Associate Professor Emeritus*; A.B., A.M., Boston College; S.T.D., Gregorian University

**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

**M. Shawn Copeland**, *Professor*; Ph.D., Boston College

**Catherine Cornille**, *Professor*; Chairperson of the Department; M.A., University of Hawaii; Ph.D., Catholic University of Leuven, Belgium

**Richard Gaillardetz**, *Joseph Professor of 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

**Kenneth R. Himes, O.F.M.**, *Professor*; B.A., Siena College; M.A., Washington Theological Union; Ph.D., Duke University

**Michael J. Himes**, *Professor*; B.A., Cathedral College; M.Div., The Seminary of the Immaculate Conception; Ph.D., University of Chicago

## ARTS AND SCIENCES

---

**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

**Liam Bergin**, *Associate Professor*; B.Sc., National University of Ireland; S.T.D., Pontifical Gregorian University, Rome; H.D.E., National University of Ireland

**Jeffrey L. Cooley**, *Associate Professor*; B.A., Wheaton College; M.Phil., Ph.D., Hebrew Union College

**Boyd Taylor Coolman**, *Associate Professor*; B.A., Wheaton College; M.Div., Princeton Theological Seminary; Ph.D., University of Notre Dame

**John A. Darr**, *Associate Professor*; A.B., A.M., Wheaton College (Illinois); A.M., Ph.D., Vanderbilt University

**Yonder Gillihan**, *Associate Professor*; B.A., M.A., Ball State University; Ph.D., University of Chicago

**Mary Ann Hinsdale**, *Associate Professor*; B.A., Marygrove College; S.T.L., Regis College; Ph.D., University of St. Michael's College, Toronto

**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

**Brian D. Robinette**, *Associate Professor*; B.A., Belmont University; M.A., Saint John's University (Collegeville); Ph.D., University of Notre Dame

**Margaret Amy Schatkin**, *Associate Professor*; A.B., Queens College; A.M., Ph.D., Fordham University; Th.D., Princeton Theological Seminary

**David Vanderhooft**, *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

**Douglas Finn**, *Assistant Professor*; B.A., Wabash College; M.T.S., Ph.D., University of Notre Dame

**Gregorio Montejo**, *Assistant Professor*; B.A., University of St. Thomas; M.A., Marquette University; Ph.D., (ABD), Marquette University

**David Mozina**, *Assistant Professor*; A.B., Columbia University; M.T.S., Harvard Divinity School; Th.D., Harvard Divinity School

**Andrew L. Prevot**, *Assistant Professor*; B.A., The Colorado College; M.T.S., University of Notre Dame; Ph.D., University of Notre Dame

**Erik C. Owens**, *Assistant Professor of the Practice*; B.A., Duke University; M.T.S., Harvard University; Ph.D., University of Chicago  
**Matthew Petillo**, *Assistant Professor of the Practice*; B.A., Saint Anselm College; M.A., Ph.D., Boston College

**Meghan Sweeney**, *Assistant Professor of the Practice*; B.A., College of the Holy Cross; M.Div., Harvard University; Ph.D., Emory University

**Matthew Mullane**, *Senior Lecturer*; B.A., St. Columban's College; B.D., St. John's Seminary; M.A., Ph.D. (cand.), Boston College

### Contacts

- Department Administrator: Patricia Donnellan, 617-552-0860, flemingpb@bc.edu
- Staff Assistant: Gloria Rufo, 617-552-3882, gloria.rufo@bc.edu
- Graduate Programs Assistant: Cara Burke, 617-552-4602, cara.burke@bc.edu
- [www.bc.edu/theology](http://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 dialog 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.

### 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:

- THEO1001–1002 Biblical Heritage I and II
- THEO1016–1017 Introduction to Christian Theology I and II
- THEO1023–1024 Exploring Catholicism: Tradition and Transformation
- THEO1161–1162 The Religious Quest I and II
- THEO1700 Theological Inquiry and one of the Enduring Questions sections

*Twelve-credit courses.* Students may take these courses to fulfill the Theology requirement. There are two of these Philosophy/Theology courses: PHIL/THEO1090–1091 Perspectives on Western Culture (for freshmen only) and PHIL/THEO1088–1089 Person and Social Responsibility (for PULSE Program students only).

#### Major Requirements

The major curriculum in Theology incorporates both structure and flexibility, intensive focus and breadth of scope. 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. Theology majors must choose one of the following two curricular tracks:

I. The **Standard Theology Major (30 hours)** is relatively unstructured and flexible, easily tailored to various motivations and goals for theological study and adaptable to the diverse paths and timetables by which students come to the major. It offers a theological enrichment and complement to a student's BC education, through the following requirements:

- *Theology Core* (2 courses; 6 credits)
- *Majors Course*: “Conciliar Traditions” (1 course; 3 credits)
- *Majors Seminar*: “Key Theologians and Texts” (1 course; 3 credits)
- *Electives* (6 courses; 18 credits)\*/\*\*

II. The **Honors Theology Major (36 hours)** is designed for Theology as a first major, especially for students with an interest in further study of theology or related fields. Both rigorous and comprehensive, it provides an integrated introduction to the discipline and a broad foundation for further study. With its comprehensive distribution requirements across all areas it exposes students to the entire breadth of the theological discipline. With increased credit hours and an optional thesis, it is capacious enough for students to focus on a particular sub-discipline in which to pursue and demonstrate theological excellence. As an Honors Program it would also allow students to be recognized for their achievement, both within and outside the university, thus facilitating admission to the next level of study. Students are expected to maintain a 3.5 GPA.

#### Requirements:

- *Theology Core* (12 credits)
  - a. *Biblical Heritage* (2 courses; 6 credits) and
  - b. Either *Introduction to Christian Theology* or *Exploring Catholicism* or *Religious Quest* or *Perspectives/Pulse* (6 credits)
- *Majors Course*: “Conciliar Traditions” (1 course; 3 credits)
- *Majors Seminar*: “Key Theologians and Texts” (1 course; 3 credits)
- *Honors Distributions* (3 courses; 9 credits): 1 upper-level course (Level 3 or above) in each of the sub-disciplines *not already covered* by the Theology Core.
- *Honors Electives* (4 courses; 12 credits), including an *optional* Honors Thesis (6 or 12 credits)
  - \*Only one Level 1 course may count toward the Theology Major (Standard or Honors) requirements.

\*\*2 courses/6 credits from another discipline (including the first major) may also count toward the Standard Theology Major, provided that they have sufficient theological relevance as determined by the Director of Undergraduate Studies.

The Department's membership in the Boston Theological Institute (BTI) allows advanced Theology majors to cross-register into some 7,000 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 (21 hours)

The Theology minor consists of the Theology Core requirement (one 2-course core sequence) plus five 3-credit courses (only one of which can be Level 1).

#### 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. Application to the program must take place during junior year. The deadline for applications is **February 1**. Interested undergraduate Theology majors must apply to the Graduate School of the Morrissey College of Arts and Sciences. Applicants should have achieved an overall GPA of at least 3.33 and a major GPA of at least 3.5. Students admitted to the program will follow the curriculum for regular Theology majors, except that all of their electives must be upper level courses (level three or above). Furthermore, these upper-level electives must be chosen in consultation with the Director of Undergraduate Studies, who will evaluate their appropriateness for graduate education. Two (2) of these courses will count towards the M.A. as well as the B.A. The remainder of the M.A. may thus be completed by taking eight (8) additional graduate courses (BTI included) and fulfilling the comprehensive and research language requirements.

### 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 Associate 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).

### 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).

#### THEO1001–1002 Biblical Heritage I and II (Fall/Spring: 3)

**Satisfies Theology Core Requirement**

**You must take both sections (THEO1001 and THEO1002) to receive Core credit. There are no exceptions.**

The Bible has been an influential and often fundamental source for many modern, Western views of God, nature, human beings, a just society, and the origin and destiny of humanity and the world. An intelligent, serious reading of the Bible raises most of the perennial questions that have traditionally stood at the center of philosophical and theological debate. Thus, a thorough analysis of Biblical texts in terms of the central concerns of the Core curriculum will be the primary goal of the Biblical Heritage.

*The Department*

#### THEO1016–1017 Introduction to Christian Theology I and II (Fall/Spring: 3)

**Satisfies Theology Core Requirement**

**This is a year long course where you must take both sections (THEO1016 and THEO1017) 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*

#### THEO1023–1024 Exploring Catholicism: Tradition and Transformation (Fall/Spring: 3)

**Satisfies Theology Core Requirement**

**This is a year long course where you must take both sections (THEO1023-1024) first Part I, then Part II to receive Core credit. There are no exceptions.**

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*

#### THEO1088–1089 Person and Social Responsibility I and II (Fall/Spring: 3)

**Cross listed with PHIL1088-1089**

**Satisfies Philosophy and Theology Core Requirements**

**Enrollment limited to freshmen, sophomores, and juniors**

The course requirements include ten to twelve hours per week of community service. In light of classic philosophical and theological texts, students in this course address the relationship of self and society, the nature of community, the mystery of suffering and the practical difficulties of developing a just society. PULSE students are challenged to investigate the insights offered by their readings in relationship to their service work. Places in the course are very limited.

*The Department*

#### THEO1090–1091 Perspectives on Western Culture I and II/ Perspectives I and II (Fall/Spring: 3)

**Cross listed with PHIL1090-1091**

**Satisfies Philosophy and Theology Core Requirements**

**Freshmen only**

The course introduces students to the Judeo-Christian Biblical texts and to the writings of such foundational thinkers as Plato, Aristotle, Augustine, Aquinas, Luther, Bacon, Descartes, Hobbes, Locke, Kant, Hegel, and Kierkegaard. The first semester considers the birth of the self-critical Greek philosophic spirit, the story of the people of Israel, the emergence of Christianity and Islam, and concludes with a

consideration of medieval explorations of the relationship between faith and reason. Attention will also be paid to non-Western philosophical and theological sources.

*The Department*

**THEO1161–1162 The Religious Quest: Comparative Perspectives I and II (Fall/Spring: 3)**

Satisfies Cultural Diversity and Theology Core Requirements  
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. You must take both sections of the Religious Quest I and II (THEO1161-1162) first Part I, then Part II to receive Theology 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.

*DeLongBas—Islam*

*Langer—Judaism*

*Makransky—Buddhism*

*McDargb—Buddhism*

*Morris—Islam and Judaism*

*Mozina—Daoism*

**THEO1198 The Language of Liturgy (Fall: 3)**

Cross listed with LING2321 and HONR4935

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*

**THEO1223 Saints and Sinners (Summer: 3)**

Offered Periodically

The course is of special interest to students participating in the programs of International Studies; Faith, Peace, and Justice Studies; and Latin American Studies.

*Boyd Taylor Coolman*

**THEO1226 Religion, Racial Justice, and Reconciliation in South Africa (Summer: 3)**

The course requirements and evaluations are based on the following: daily journal and reflection pieces; class participation; and a final paper. For the duration of the program, the class will meet from 9:00 am to approximately 1:00 pm in the arranged classroom followed by lunch and an afternoon excursion.

We will begin the course in Cape Town and then move to Pretoria for the remainder of the course. We will cover the following

topics: key points in the history of South Africa; religious perspectives on apartheid; intellectual and armed conflict; fifty years of American foreign policy toward South Africa; Desmond Tutu and the Truth and Reconciliation Commission; reparations, forgiveness, trauma and healing; economic empowerment, gender; justice and religion; refugees, migrants, and xenophobia; HIV/AIDS; Christians-Jews-Muslims in South Africa; community organizing and economic justice.

*The Department*

**THEO1310 Mentoring and Leadership Seminar (Fall: 3)**

By arrangement with professor.

*Joseph Marchese*

**THEO1342 Peaceful Ethics: Social Action Leadership Methods (Spring: 3)**

Cross listed with UNAS1163

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*

**THEO1361 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*

**THEO1700 Theological Inquiry (Fall: 3)**

Satisfies Theology Core Requirement

Part One of a two-course sequence, students taking this course should take Part Two in the following semester THEO1701.

This course introduces students to the study of theology in an academic setting. With a focus on theology as a process of open-ended inquiry, the course explores such topics as God, faith, symbol, doctrine, reason, transcendence, love, suffering, death, and the cultivation of spiritual and ethical practices in view of human flourishing. While working primarily within the Judeo-Christian tradition, the course draws upon insights from other religious traditions as well as other academic disciplines.

*Brian Robinette*

**THEO1701 Spiritual Exercises: Engagement, Empathy, Ethics (Spring: 3)**

*Prerequisite:* THEO1700

Satisfies Theology Core Requirement

Core Renewal Course: Enduring Questions

This course introduces students to a variety of "spiritual exercises" that have helped shape the Christian theological traditions of the East and West. Focusing on figures and texts from antiquity to the current era, such a study presupposes that theology is not merely a theoretical

enterprise but a way of life. Drawing upon insights from other disciplines (e.g., philosophy, psychology, the arts) as well other religious traditions, the course highlights the perceptual, emotional, and cognitive transformation of the human person—or what Ignatius of Loyola, founder of the Jesuits, called “care for the whole human person” (*cura personalis*).

*Brian Robinette*

### **THEO1702 God and the Good Life (Spring: 3)**

**Satisfies Theology Core Requirement**

**Core Renewal Course: Enduring Questions**

This course examines paradigmatic modern Christian accounts of what constitutes a good human life. Key topics include the relation between virtue and human flourishing, the meaning of faith and its relation to reason, the relation of charity and justice, hope in the face of suffering, sin and grace, aesthetics as an avenue for self-transcendence, and personal and social transformation. Key figures include St. Ignatius of Loyola, Kierkegaard, Dostoevsky, Tolstoy, Chekhov, and Dorothy Day. It is taught as an Enduring Questions course in tandem with Thomas Epstein’s course Tolstoy to Chekhov: What is the Good Life?

*Stephen Pope*

### **THEO1703 Building a Habitable Planet: The Origins and Evolution of the Earth: Theological Perspectives (Spring: 3)**

**Satisfies Theology Core Requirement**

**Core Renewal Course: Enduring Questions**

Introduction to Christian and Islamic ethics and theology on the origins and evolutions of the earth and its diverse life forms. We will consider the grand meanings of life and the universe and theological understandings of creation, evolution, and the age of the Earth, concluding with thinking about how human use of earth’s resources is a reflection of our theological understandings of ourselves and our place in the world. Theological perspectives will include both historical and contemporary voices from both faith traditions, with attention to inclusion of the voices of women, minorities, and non-Westerners.

*Natana Delong-Bas*

### **THEO2160 The Challenge of Justice (Fall/Spring: 3)**

**Cross listed with PHIL1160**

**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*

*Meghan Sweeney*

### **THEO2210 Introduction to Asian Religious Traditions (Spring: 3) Offered Periodically**

This course introduces students to selected classics in Confucian, Daoist, and Buddhist traditions of thought and practice. No prerequisites or experience in Asian studies, theology, philosophy, or history is necessary.

*David Mozina*

### **THEO2231 The Bible and Ecology (Spring: 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*

### **THEO2290 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*

### **THEO2309 Liberation Theology (Fall: 3)**

**Offered Periodically**

This course will examine the Latin American liberation theology movement, its historical development and principal theological themes, and implications for North American Christianity. Topics to be addressed include, among others, the preferential option for the poor, the influence of Catholic social teaching on liberation theology, the role of the social sciences in theological method, spirituality of liberation, and critiques of liberation theology.

*Roberto Goizueta*

### **THEO2327 Perspectives on War, Aggression, and Conflict Resolution I (Fall: 3)**

**Cross listed with PHIL2259 and SOCY2250**

**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*

### **THEO2523 Capstone: Telling Our Stories, Living Our Lives (Fall: 3)**

**Cross listed with UNCP5523**

**Open to seniors only**

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



significant myths that derive from religion, culture, and our families. We shall read works in developmental psychology, cultural anthropology, and narrative theology. We shall also use selected fiction and film.  
*H. John McDargh*

**THEO3001 Hinduism: Past and Present (Spring: 3)**  
Satisfies Cultural Diversity Core Requirement  
Offered Periodically

One of the oldest, and one of the more complex religions, Hinduism continues to take on new and diverse expressions in the contemporary world. This course will focus on modern developments within Hinduism in light of its ancient history. It will deal with questions of the status of women, caste, mega-gurus, nationalism, and internationalization in relation to the traditional texts, teachings, and practices of Hinduism.

*Catherine Cornille*

**THEO3004 Aquinas: His Theology and His Influence (Spring: 3)**  
Offered Periodically

This course offers an introduction to the theology of Thomas Aquinas through an extensive reading of his *Summa Theologiae*. It investigates the development and content of Aquinas' doctrines of God, the Trinity, creation, sin, grace, the virtues, Christology, redemption, and the Sacraments, with particular attention given to the Biblical, patristic, and philosophical sources of his thought and the contemporary theological significance of his contributions.

*The Department*

**THEO3201 The Meaning and Way of Jesus (Spring: 3)**  
*Prerequisite:* Required completion of the Theology Core  
Offered Periodically

As an elective course in the Pulse Program, students are required to engage weekly in four (4) hours of service at a non-profit community agency during the semester. The Pulse Program will work with the student in discerning an appropriate community service placement, setting up the Learning Work Agreement (LWA) with the supervisor, and handling details in relation to the community service agency. With its emphasis on discipleship or living the "way" Jesus taught, the course seeks to deepen students' understanding of the relation between action and reflection, social practice, and religious faith.

This course inquires into the meaning of the person and mission of Jesus of Nazareth, the Messiah or Christ of God. The course seeks (1) to probe and to clarify those key issues that emerge in the Church's centuries-long response to the question, 'who was/is Jesus Christ?' and (2) to explore what concretely is at stake in 'following Jesus' or in being his disciple. The first aim of the course requires a consideration of proper theological matters—divine and human natures, the salvific meaning of the ministry, death, and resurrection of Jesus; the second explores the invitation of the gospel 'to follow' the way Jesus teaches—a way of compassionate solidarity and active commitment to the poor, abused, homeless, and excluded.

*M. Shawn Copeland*

**THEO3261 Spirituality and Sexuality (Fall: 3)**  
*Prerequisite:* Permission of instructor and completion of Theology Core.  
Offered Periodically

How does our experience of ourselves as sexual beings open us to the experience of the holy, and conversely, how might our desire for God be intimately related to our sexual desire and longings? These are the questions that will be the focus of our work. Not a course on sexual

ethics, this course is an exploration of the complex interrelationship of sexual and spiritual desire as both are reflected upon in the Christian spiritual tradition.

*H. John McDargh*

**THEO3330 Theology Majors' Seminar (Fall/Spring: 3)**  
*Prerequisite:* Completion of Theology Core.  
Theology majors only.

The Majors' Seminar is designed to help majors extend their understanding of the meaning and methods of theology and religious studies. It provides students with an opportunity to synthesize aspects of their course work 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.

*The Department*

**THEO3360 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*

**THEO3527 Meditation and Action: Interfaith Explorations (Spring: 3)**

*Prerequisite:* Professor's permission required. Email professor with reasons you wish to take the course. For undergraduates, prior completion of the Theology Core and a B+ or higher average in prior humanities (non-science) courses.

Cross listed with TMCE7113

Offered Periodically

Tibetan Buddhist understandings of wisdom, love, and compassionate responsiveness are explored through contemporary writing and guided meditations adapted for students of all faiths and backgrounds. Buddhist thought and practice is then brought into conversation with Thomas Merton, Martin Luther King, Gandhi, Ram Das, Dorothy Day, Henri Nouwen, and other faith-based activists—for learning across religious boundaries and to shed light on students' spiritualities as bases for service, action and social change.

*John Makransky*

**THEO3557 Catholicism and Social Responsibility (Fall: 3)**

*Prerequisite:* Must have completed Theology Core

Offered Periodically

This course explores the tradition of Catholic social thought and in its theoretical and lived forms. It probes the theological and moral foundations of social responsibility in the Catholic tradition and the relationship between the church and wider society. It then investigates the implications of the tradition's core commitments (including solidarity, the option for the poor, human rights and responsibilities, the common good, peacemaking, ecological justice, and the dignity of work) for contemporary questions of justice.

*Kristin Heyer*

## ARTS AND SCIENCES

---

### **THEO3577 Conciliar Traditions of the Catholic Church (Fall: 3)**

Open Theology majors only.

Offered Periodically

This course offers an introduction to the conciliar tradition of the Roman Catholic Church. The course will begin with an historical overview of the ecumenical and Catholic councils, from the councils of Nicaea and Constantinople in the early church era, to the Council of Trent and the First Vatican Council in early modernity. It will then turn to an extended exploration of the Second Vatican Council, its interpretation and reception. The course provides an introduction to the development of Catholic theology, in regard to both form and content, from the beginning to the present.

*Boyd Coolman*

### **THEO3598 Law, Medicine, and Ethics (Fall: 3)**

Cross listed with PHIL5598

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.*

### **THEO4433 Faith, Service, and Solidarity (Spring: 3)**

*Prerequisite:* Completion of the Theology Core.

Offered Periodically

This course intends to provide advanced students an opportunity for in-depth study of the theology, spirituality, and ethics of Christian service. Significant prior service experience is necessary. Major themes include compassion, social concern, hospitality and companionship, advocacy, the virtue of humility, accompaniment and solidarity, justice and charity. Attention is given to Scripture, Thomas Aquinas, Ignatius of Loyola, and various contemporary authors.

*Stephen Pope*

### **THEO4446 David: The Hebrew Bible and History (Spring: 3)**

Offered Periodically

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*

### **THEO4464 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 implica-

tions 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*

### **THEO4472 Buddhist Ethics in Theory and Practice (Fall: 3)**

*Prerequisite:* For undergrads, at least two prior courses in philosophy or theology and a B+ or higher average in prior humanities (non-science) courses.

Cross listed with PHIL4472 and TMCE4472

We first study classical Buddhist ethical principles and practices in ancient India, Southeast Asia and Tibet. We then discuss some leading contemporary Buddhist writings on ethical analyses of issues in social justice, ecology, global economics, war and peace. Daily mindfulness practice, based on class instruction, is required.

*John Makransky*

### **THEO4901 Readings and Research (Fall/Spring: 3)**

*Prerequisite:* The professor's written consent, on a form obtained from the department, must be secured prior to registration.

In rare cases where regular courses do not meet the needs of students, independent research may be arranged by a student with a faculty member.

*The Department*

### **THEO4921 Advanced Independent Research (Fall/Spring: 6)**

This course is reserved for theology majors selected as Scholars of the College. By arrangement with professor.

*The Department*

### **THEO4951 Senior Thesis (Fall/Spring: 3)**

By arrangement with professor.

*The Department*

### **THEO4961 Senior Honors Thesis (Fall/Spring: 3)**

By arrangement with professor.

*The Department*

### **THEO5350 Sacraments as Prophetic Actions (Fall: 3)**

*Prerequisite:* At least one Core course in Theology completed

Offered Periodically

This course examines the sacraments of the Church in continuity with the prophetic actions performed by Jesus. It begins with a study of the dramatic actions of the Hebrew prophets. It then links the actions with "signs and wonders" that characterized the ministry of Jesus Christ in his proclamation of the Kingdom of God. The sacraments are then presented as liturgical actions that insert us into the Paschal Mystery and that empower and challenge us to anticipate the "new heaven and new earth."

*Liam Bergin*

### **THEO5354 Modern Catholic Social Teaching (Spring: 3)**

This course will include historical and analytical treatments of the official social teaching of the Roman Catholic Church. The course will study the tradition of Catholic social thought as found in papal, conciliar, and synodal documents of the modern era.

*Kristin Heyer*

**THEO5372–5373 New Testament Greek I and II (Fall/Spring: 3)**

Cross listed with PHIL5372–PHIL5373

Offered Periodically

This two-semester course is designed for the student with no previous knowledge of ancient Greek and has as its goal to develop reading and translation skills in New Testament Greek. The first semester covers chapters 1-15 of Summers, *Essentials of New Testament Greek*.

*Margaret Schatkin***THEO5425 Patristic Seminar: Intermediate Greek and English**

(Fall: 3)

*Prerequisite:* Introduction to Ancient Greek

Offered Periodically

Divine Providence and human suffering. Apostolic Letter of Pope John Paul II on the Christian's significance of human suffering. Translation of the Greek text of St. John Chrysostom, *Treatise on Providence*.

*Margaret Schatkin***THEO5426 African Christian Fathers and Mothers of the Church**

(Spring: 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***THEO5429 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, IHM***THEO5438 Career and Calling (Spring: 3)**

Cross listed with TMPS7105

Offered Periodically

How can people combine their sense of calling with their pursuit of work and career? Both corporations and spiritual writers have converged on the topic of "workplace spirituality." The Academy of Management, a leading forum for business schools, now includes a section on management and spirituality. Catholic and Protestant thinkers—including Jesuit experts on spiritual discernment—also seek to integrate career development and Christian spiritual practices. This multi-disciplinary seminar will read psychologists, theologians, sociologists, and developmental theorists to guide case studies of individuals' careers. Course includes personal discernment exercises. Suitable for ministry students and undergraduates.

*James Weiss***THEO5441 Ibn Arabi and Islamic Humanities: Islamic Philosophy and Theology (Spring: 3)**

Cross listed with NELC4064

Offered Periodically

The spread of Islam as a world religion after the thirteenth century involved an explosion of spiritual, social, and cultural creativity in vernacular languages and cultures across all regions of Asia and SE Europe. Everywhere this transformation reflected the manifold influences of Ibn 'Arabi (d. 1240/638) and the "Akbari" tradition of his philosophic, theological, artistic, and poetic interpreters. This course moves from an introductory overview of his key writings to representative interpreters in Iran, Central Asia, India, China, and the Ottoman world, with an overview of his global contemporary influences in psychology, literature, philosophy, and religious thought.

*James Morris***THEO5448 Patristics: Latin and English (Spring: 3)***Prerequisite:* Introduction to Latin

Selections from St. Jerome read in the original Latin to illustrate his role as a biblical scholar, a translator, and a mediator between Eastern and Western theology.

*Margaret Schatkin***THEO5456 Genesis (Spring: 3)***Prerequisite:* THEO1001, MCAS Honors, graduate students, or instructor's permission.

This course will serve as an introduction to the text, context, and reception of the book of Genesis. Examining the book of Genesis in detail, we will explore not only the book itself, but parallel creation and national origin stories in the ancient Near East, methods of interpretation and their history, as well as the book's profound legacy in Jewish, Christian, and Muslim tradition.

*Jeffrey Cooley***THEO5498 HIV/AIDS and Ethics (Fall: 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.***THEO5500 Women and Gender in Islam (Spring: 3)**

Cross listed with ICSP3310

Offered Periodically

This course explores women and gender roles in Islamic history, civilization, and societies, beginning with the pre-Islamic period and continuing through the present. The goal is to present women and women's issues as central to the main narrative of Islamic history, rather than as a side story. This course explores questions related to both historical and contemporary religious interpretation and practice, Sunni, Shia and Sufi, as well as the impact of religion and gender constructs on women's access to the public sphere, positions of leadership, and legal status.

*Natana DeLong-Bas*

**THEO5504 The Gospel of John and the Parting of the Ways between Judaism and Christianity (Spring: 3)****Offered Periodically****Some New Testament preferable but not essential.**

How, when and why Christianity moved out of the “big tent” of first century Judaism to become a major religious, political, and social movement of its own is one of the most important—and most elusive—issues in the study of ancient Judaism and Christianity. A text that central to this issue is the Gospel of John. In this course we will examine this Gospel in its social and historical context, as well as in the history of interpretation, in order to understand its contribution to our understanding of the development of early Christianity out of its Jewish matrix.

*Adele Reinhartz***THEO5544 Prophetic Tradition and Inspiration: Exploring the Hadith (Fall: 3)****Cross listed with TMST5554****Supplemental Arabic reading session available.**

Using English translations, this seminar surveys the ways the corpus of Prophetic hadith has inspired every area of Islamic life, including spiritual devotions and practices; theology, cosmology, and eschatology; family, social, and economic life; models of proper behavior; the interpretation of the Qur’an and sacred history; and later disciplines of Arabic learning. Seminar focuses on acquiring familiarity with the structure, contents, and uses of major Sunni hadith collections (but including representative Shiite sources) as well as later influential short collections (Nawawi, Ibn Arabi).

*James Morris***THEO5545 New Testament Sacraments and Rituals (Spring: 3)****Prerequisite:** Completion of Theology core.**Offered Periodically**

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***THEO5556 Mystery of God (Spring: 3)****Offered Periodically**

This course covers a variety of themes in contemporary philosophical and Trinitarian theology. The central goals will be (1) to think critically about what we can and cannot know about God in the light of natural reason and divine revelation and (2) to consider how this theological knowing and unknowing has helped many Christian thinkers effectively address certain pressing epistemological, ethical, and political challenges in modernity and postmodernity. Students should have some background in philosophy and theology prior to taking the course.

*Andrew Prevot***THEO5563 Ethics, Religion, and International Politics (Fall/Spring: 3)****Corequisite:** INTL5564**Cross listed with PHIL5563 and INTL5563****See International Studies or the Theology Department for registration approval. Preference to Theology and International Studies majors and minors.****Department permission required.**

An examination of the role of religion in international politics and of ethical approaches to international affairs. Special emphasis will be given to religion as a source of conflict, religious communities as transnational agents for justice, protection of human rights, and peace; the historical development and contemporary formulations of ethical norms for the use of force; and ethical and religious contributions to reconciliation and solidarity.

*The Department***THEO5564 Studies in Luke–Acts (Fall: 3)****Prerequisite:** Biblical Heritage II or similar Introductory New Testament course**Offered Periodically**

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***THEO5582 Introduction to Biblical Hebrew I (Fall: 3)****Cross listed with NELC1251****No previous knowledge of Hebrew is assumed.**

This course is 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***THEO5599 A Theology of Food: Eating, Drinking and the Eucharist (Fall: 3)****Offered Periodically**

Eating and drinking are primordial human experiences that nourish individuals, sustain communities and are at the heart of rituals in many religions. In the Judeo-Christian tradition meals play an important part in the unfolding dialog between God and humanity. Christians believe in a privileged encounter with the Lord Jesus in the Eucharistic meal of bread and wine. Eternal life is portrayed as a great banquet in God’s presence. This course articulates a theology of the Eucharist that takes meal as its point of departure. It examines how this central Christian action both shapes the divine-human relationship and informs our response to contemporary issues such as creation and ecology, hunger and suffering, solidarity and exclusion, hope and eternity.

*Liam Bergin***THEO5794 Philosophy and the Church Fathers (Spring: 3)****Cross listed with PHIL7794**

Introduction to the major Church Fathers and Christian schools of antiquity and their varying engagement with philosophy. Elements of opposition and areas of harmony between Greek and Christian ideals.

*Margaret Schatkin*



**THEO6578 Daoism (Fall: 3)**

Cross listed with PHIL6578

Satisfies Cultural Diversity Core Requirement

Offered Periodically

Daoism (sometimes spelled Taoism) has been imagined in the West as an Eastern philosophy of blithe individuality and environmental consciousness. But what have Daoist thought and practice meant to Chinese practitioners? The answer might surprise. This course will examine major moments of thought and practice from the early, medieval, and modern periods of China's most successful indigenous religious tradition. Close readings of texts and images will challenge Western assumptions about what this religious tradition has been all about, and by extension, how we imagine the general categories "theology" and "religion."

*David Mozina***University Courses*****Undergraduate Program Description*****University Capstone Courses**

For up-to-date information on Capstone, including the best way to register, the seminars available, their syllabi, and the faculty, 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 (UNCP5500–UNCP5599 only) directly address the hopes and anxieties that seniors face but seldom find treated in traditional courses. They invite seniors to discover the patterns underlying their choices up to now. They also relate the life and learning of the past four years to the life and learning ahead. In this way, 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? How do I wish to live responsibly and affect society?

*Special features of the course:*

- Faculty from various departments
- Each section limited to 15–20
- 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 during their time at Boston College. Capstone Seminars may not be taken Pass/Fail.**

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.

In addition, several Capstone seminars are cross-listed, both as University courses with a UNCP number and also as courses in the department of the professor offering the course. If you find a particular Seminar closed, try to register under the cross-listed number (e.g., if UNCP5523 is closed, try to register for the class as THEO2523, and vice versa). A Capstone Seminar can count as an elective for students in

all colleges (Morrissey College of Arts and Sciences, Connell School of Nursing, Lynch School of Education, Carroll School of Management). For majors in English, Philosophy, Theology, and certain other departments it might satisfy the major requirements if the seminar is taken under the cross-listing 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 the UNAS department 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.**

**University Courses*****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).

**UNAS1005 Applications of Learning Theory (Fall: 3)***The Department***UNAS1010 Perspectives on Management (Spring: 3)****Cross listed with UGMG1010**

This course, taught by practitioners John Clavin (BC '84) and Jere Doyle (BC '87), provides BC 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 the CSOM concentrations while gaining outside views on careers in related fields and industries. The course will also provide a framework to explore and discuss cross-functional issues that impact business strategy and execution. This is a highly interactive class that places a premium on both preparation and participation each week. The course is initially open to CSOM sophomores but normally has availability for juniors and seniors across all undergraduate majors.

*John Clavin**Jere Doyle***UNAS1015 Career Exploration for Humanities and Social Science Students (Spring: 1)****Course is graded as Pass/Fail.**

In this course, sophomore Humanities and Social Science students will learn how to connect the value of the liberal arts education to their futures. Through self-assessment exercises, lively discussion and thought-provoking activities, students will identify and reflect upon their values, interests, and skills and connect them to career options. We will discuss ways to research the varied career paths for Humanities and Social Science majors and learn targeted internship and job search strategies to achieve professional goals.

*Amy Flynn***UNAS1020 OTE First Year Success Seminar (Fall: 1)**

**Prerequisite:** MUST have completed OTE Program in the previous summer.

The First Year Success Seminar will take place in the fall semester of every year, and will provide OTE Summer graduates with supplemental information on both the Thea Bowman AHANA and Intercultural Center and other Boston College resources, in-depth coverage of certain topics through interactive workshops, readings, videos, and group discussions. The First Year Success Seminar will also serve as

## ARTS AND SCIENCES

---

the primary mode of communication between students and BAIC staff. Students can expect to participate in workshops presented by various organizations in the BC community focused on stress management, budgeting, time management, financial literacy, and effective studying techniques.

*Inés Maturana Sendoya*

**UNAS1104–1105 Modernism and the Arts I/Perspectives I (Fall: 3)**  
**A two-semester sequence (UNAS1104–1105 and UNAS1106–1107)**

**Total of 6 credits each term**

**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. There will also be at least one week of jazz.

*The Department*

**UNAS1106–1107 Modernism and the Arts II/Perspectives II (Spring: 3)**

**A two-semester sequence (UNAS1104–1105 and UNAS1106–1107)**

**Total of 6 credits each term**

**Fulfills the 6-credit Philosophy Core requirement, the 3-credit Literature Core requirement, and the 3-credit Fine Arts Core requirement.**

See course description under UNAS1104–UNAS1105.

*The Department*

**UNAS1109–1110 Horizons of the New Social Sciences I/Perspectives III (Fall: 3)**

**Satisfies Mathematics Core Requirement**

**A two-semester sequence (UNAS1109–1110 and UNAS1111–1112)**

**Total of 6 credits each term. 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*

**UNAS1111–1112 Horizons of the New Social Sciences II/Perspectives III (Spring: 3)**

**Satisfies Mathematics Core Requirement**

**A two-semester sequence (UNAS1109–1110 and UNAS1111–1112)**

**Total of 6 credits each term. This two-semester course fulfills the 6-credit Philosophy core requirement and the 6-credit Social Science core requirement.**

See course description under UNAS1109.

*The Department*

**UNAS1119–1120 New Scientific Visions I/Perspectives IV (Fall: 3)**

**Satisfies Mathematics Core Requirement**

**A two-semester sequence (UNAS1119–1120 and UNAS1121–1122)**

**Total of 6 credits each term. 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*

**UNAS1121–1122 New Scientific Visions II/Perspectives IV**

**(Spring: 3)**

**Satisfies Mathematics Core Requirement**

**A two-semester sequence (UNAS1119–1120 and UNAS1121–1122)**

**Total of 6 credits each term. 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.**

See course description under UNAS1119.

*The Department*

**UNAS1163 Peaceful Ethics: Social Action Leadership Methods**

**(Spring: 3)**

**Cross listed with THEO1342**

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*

**UNAS1164 Global Ethics and Pragmatic Solidarity (Spring: 3)**

This interdisciplinary seminar offers participants an opportunity to critically reflect upon selected philosophical and social scientific readings and their lived experiences towards understanding multiple local and global systems and structures that give rise to and sustain social injustice. Specifically, you will begin by exploring your social positions at the intersection race, gender, social class, sexuality, ethnicity, language, abilities, etc. You will develop criteria for understanding the multiple local and global contexts in which you live towards exploring options for taking actions alongside individuals and communities directly affected by social injustices. You will also explore how action-reflection processes can contribute to clarifying your self-understanding and social position vis-à-vis each other and those with whom you act locally and globally.

*Tomeu Estelrich*

*Brinton Lykes*

**UNAS1199 Gateway to the Sciences Seminar I (Fall: 1)***The Department***UNAS2240 Public Relations (Fall/Spring: 3)**

This course focuses on the complex relationship between an organization or individual and the public. Through commercial, corporate, and nonprofit case examples, students will explore reputation positioning and management, audience and influencer research, messaging in support of specific objectives, and the importance of ethics and transparency across proactive and reactive communication. Students will develop targeted written materials and a comprehensive campaign proposal, using both traditional and social channels.

*The Department***UNAS2241 Advanced Public Relations (Fall/Spring: 3)***Prerequisite:* UNAS2240 is preferred but not required.

Public Relations is a field that demands of its practitioners excellent oral and written communications skills as well as effective problem-solving abilities. Advanced Public Relations will provide students with the skills needed to succeed in the field through extensive writing, media relations, problem solving, public speaking, and institutional advocacy/defense tactics and strategies.

*The Department***UNAS2251 Mock Trial Practicum (Fall: 1)***John J. Burns**Robert C. Moran**Mark C. O'Connor***UNAS2252 McNair Program Internship (Fall: 1)***The Department***UNAS2254 Community Service Research Seminar (CRP) (Fall/Spring: 3)**

Cross listed with AADS2248 and SOCY2254

Satisfies Cultural Diversity Core Requirement

Students should contact the Thea Bowman AHANA and the Intercultural Center 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 communities of color 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 four research-interest communities.

*Deborah Piatelli***UNAS2256 Environmental Law and Policy (Spring: 3)**

Cross listed with ENVS2256

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***UNAS2260 BC Internship in Madrid (Fall: 3)***The Department***UNAS2263 Racing to Justice (Spring: 1)**

This one-credit seminar will explore the social construction of race through the lens of whiteness and pathways for engaging in racial justice advocacy. By building a cognitive understanding of racism and critically reflecting upon one's life experiences in the context of privilege, this seminar will facilitate the development of a critical racial consciousness. Students will come prepared to discuss scheduled topics, but each session will provide opportunity for free-form discussion. In order to move from dialogue to action, each student will be asked to participate in an action of their choice and present their experiences engaging in racial justice advocacy.

*Deborah Piatelli***UNAS2265 Museums of Life I: Cabinets to Natural History Museums (Spring: 3)**

UNAS2265 runs from beginning of semester to Spring Break. It is followed by UNAS2266.

Museums of Life will examine the origins, history, changing purposes, and current practices of institutions devoted to the collection and exhibition of all forms of organic life, whether living or extinct. The course will consider the growth and development of botanic gardens, natural history museums, aquaria, and zoological gardens to the present day, with a special emphasis on local representations (the Arnold Arboretum, the Harvard Museums of Natural History and the Museum of Science, the New England Aquarium, and Franklin Park and Stone Zoos). Their particular histories and contemporary workings will be examined through original documents and possible site visits.

*Rory Browne***UNAS2266 Museums of Life II: From Menageries to Zoos and Aquaria (Spring: 3)**

UNAS2266 follows UNAS2265 and runs from after Spring Break to end of semester.

Museums of Life will examine the origins, history, changing purposes, and current practices of institutions devoted to the collection and exhibition of all forms of organic life, whether living or extinct. The course will consider the growth and development of botanic gardens, natural history museums, aquaria, and zoological gardens to the present day, with a special emphasis on local representations (the Arnold Arboretum, the Harvard Museums of Natural History and the Museum of Science, the New England Aquarium, and Franklin Park and Stone Zoos). Their particular histories and contemporary workings will be examined through original documents and possible site visits.

*Rory Browne***UNAS2270 BC Internship in Paris (Fall: 3)***The Department***UNAS3330 Cross Currents Seminar: Thinking About Race (Fall/Spring: 1)**

Offered Biennially

This seminar explores the concept of race; the effects of race on individuals; the presentation and negotiation of race in society; and the role of race at Boston College. The topics covered in the course are not only important, but also complex and provocative. The seminar is an opportunity to have candid conversations with others who are also exploring race and its effects in society. The seminar will help develop your understanding and intellectually through discussions with other students.

*Karl Bell*

**UNAS3335 Cross Currents Seminar: Thinking About Leadership (Fall: 3)  
Offered Biennially**

Thinking about Leadership seminar is based on the Social Change Model of Leadership Development. Students will have the opportunity to grow as individuals with a social mission and be more prepared to serve as change agents in their roles at BC and beyond. This discussion seminar will expose students to leadership as an empowerment tool that inspires people to take responsibility in their communities. This seminar will help students to better understand the goal of leadership as impacting social change. As students learn to discern their own values, they will build confidence, be prepared for and have courage to stand up for what is right and to make responsible decisions.

*Kathryn Daly  
Maria Dichiappari*

**UNAS3340 Cross Currents Seminar: Thinking about Sustainability I (Fall: 1)**

**Students taking UNAS3340 in the fall must take UNAS3342 in the spring.**

This seminar style course examines the topic of sustainability from an interdisciplinary lens. The course is the first part of a year-long curriculum and focuses on the following areas of sustainability theory and practice: Systems Thinking, Catholic Social Teaching, Agriculture and Food, Water, and Economics. Student participants can expect to engage in dialogue, interact with expert faculty speakers, and complete a culminating action based group project at the end of the year-long course.

*Daniel DiLeo  
Anya Villatoro*

**UNAS3341 Cross Currents Seminar: Thinking About Gender (Fall: 1)**

This seminar course will ask students to discuss the social construction of gender and how it relates to their lives. Discussions will examine how gender is developed in contemporary social, cultural, and political structures. Students will recognize ways in which gender and other dimensions of identity intersect and how gender role conflict emerges within people's lives. Through readings, conversations, and reflective writing, students will link their academic experience to their personal lives by reflecting on gender roles, sexuality, faith, and the life of a college student. The seminar will culminate with the writing of a gendered history.

*Kathryn Dalton  
Michael Sacco*

**UNAS3342 Cross Currents Seminar: Thinking about Sustainability II (Spring: 1)**

*Prerequisite:* UNAS3340

This seminar style course examines the topic of sustainability from an interdisciplinary lens. The course is the second part of a year-long curriculum and focuses on the following areas of sustainability theory and practice: Climate Change, Environment and Race, Environment and Health, and Advocacy and Activism. Student participants can expect to engage in dialogue, interact with expert faculty speakers, and complete a culminating action based group project.

*Daniel DiLeo  
Anya Villatoro*

**UNAS3343 Cross Currents Seminar: Thinking about Intercultural Competency (Spring: 3)**

Students entering the workforce today, no matter what profession or field of study, need to be equipped with the knowledge, skills, and attitudes to successfully interact with colleagues, clients, customers and communities who are different from themselves. This seminar will help students develop their knowledge and skills through intentional exposure to relevant theoretical materials, meaningful and structured interactions with diverse groups of people, and reflection on the impact of these experiences on their own identities and their relationships with others. Experience with domestic and international diverse populations will be explored.

*Adrienne Nussbaum  
Inés Maturana-Sendoya*

**UNAS3344 Cross Currents Seminar: Thinking About Successful Teams (Spring: 1)**

This seminar studies strategies for working with and building successful teams in contexts like education, athletics, business, health care, government. Students discuss stages of team development and defined roles found on high-functioning teams. Katzenbach and Smith define a team as "a small number of people with complementary skills committed to a common purpose, performance goals, and approach for which they hold themselves mutually accountable." We utilize team-based theories to reflect on students' team experiences, connect discussions to their coursework, and think creatively about their impact as productive team players in the future.

*Adrienne Dumpe  
Caitriona Taylor*

**UNAS3360 Globalization, Culture and Identity: Res/Global Context (Fall: 3)**

*The Department*

**UNAS4942 Faith, Peace, and Justice Senior Project Seminar (Spring: 3)**

*Prerequisite:* Completion of FPJ requirements.

**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.

*The Department*

**UNAS7461 Human Rights Interdisciplinary Seminar (Spring: 3)  
Cross listed with APSY7461, EDUC7461, LAWS7461, and THEO7461**

**Students wishing to apply for the seminar should submit a brief statement explaining their interest (no longer than 250 words) to [humanrights@bc.edu](mailto:humanrights@bc.edu) with the subject-line "Human Rights Interdisciplinary Seminar." Include your Eagle ID and academic discipline in the application. The deadline is November 1, 2016.**

This seminar develops an interdisciplinary understanding of—and responses to—the compelling human rights challenges of our times. This year it will be co-taught conducted with Michael Delaney,



Director of Humanitarian Response at Oxfam America, and with participation by others affiliated with the Center for Human Rights and International Justice (see <http://www.bc.edu/humanrights>). It will explore human rights in the context of contemporary humanitarian crises and the forced migration that results from such crises. The relation between such crises and both warfare and economic justice will be explored. The ethical perspectives that should guide responses by political, religious, and civil communities to humanitarian crisis and the plight of refugees today will be considered throughout the course.

*David Hollenbach*

## Capstone

### 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).

**UNCP5505 Capstone: Life and Career Planning (Fall/Spring: 3)**

Capstone classes may not be taken Pass/Fail.

You may take only one Capstone class before graduation.

Open only to seniors.

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*

**UNCP5515 Capstone: Exploring Art, Exploring Self (Spring: 3)**

Capstone classes may not be taken Pass/Fail.

You may take only one Capstone class before graduation.

This course presents art as a means of personal development, encouraging students to appreciate not only art, but also the capacities and self-knowledge art can stimulate. We will explore art by experiencing it, discussing it, writing about it, and playfully making it. Artworks will represent various levels and periods (e.g., fine art, popular art, contemporary art, past art) and forms (e.g., photography, music, dance, writing, sculpture, painting, theatre). How can exploring art show us who we are? Artistic engagement will help us understand our experiences and goals—in education, relationships, spirituality, career, and society—preparing us to flourish.

*Dustin Rutledge*

**UNCP5523 Capstone: Telling Our Stories, Living Our Lives (Fall: 3)**

Cross listed with THEO2523

Capstone classes may not be taken Pass/Fail.

You may take only one Capstone class before graduation.

Open only to seniors.

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 significant myths that derive from religion, culture, and our families. We shall read works in developmental psychology, cultural anthropology, and narrative theology. We shall also use selected fiction and film.

*H. John McDargh*

**UNCP5525 Capstone: Life, Money, and Generosity (Spring: 3)**

Capstone classes may not be taken Pass/Fail.

You may take only one Capstone class before graduation.

This course starts with students reflecting on their education at BC, the role of friendships, and the kind of person they are becoming. Then, it allows students to reflect on their assumptions and tensions about money that may or may not be influenced by their experiences on BC campus, study abroad, and/or on service trips. In the middle, the course considers some tools relating to budgeting and debt. The final part considers readings that integrate money with other areas. In so doing the instrumental value of money will be contrasted with the wider, intrinsic goods, as defined by each student.

*Elizabeth Bagnani*

**UNCP5528 Capstone: Holistic Living (Fall: 3)**

You may take a Capstone class only as a senior or second-semester junior.

Capstone classes may not be taken Pass/Fail.

You 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*

**UNCP5532 Capstone: Boston College/Your Life (Spring: 3)**

Cross listed with HIST4601

You may take a Capstone class only as a senior or second-semester junior.

Capstone classes may not be taken Pass/Fail.

You 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 BC traditions and the impact it has had on their own personal views of themselves, their pasts, and their futures.

*J. Joseph Burns*

**UNCP5533 Capstone: Desire and Discernment (Fall/Spring: 3)**

You may take a Capstone class only as a senior or second-semester junior.

Capstone classes may not be taken Pass/Fail.

You may take only one Capstone class before graduation.

This course aims to help students review the process of their education and preview the process of making long-term commitments by taking a long, loving look how we experience desire, and how we act upon those desires to construct a life well lived. The course will first expose students to spiritual practices of discernment, rooted in the Ignatian and Benedictine spiritual traditions. Second, it will involve

careful thinking about stories of discernment which involve the sorting and pruning of desire. Discussions will reflect on these stories, in order to help each other consider what they mean for our own lives.

*Timothy P. Muldoon*

**UNCP5539 Capstone: Doing Well and Doing Good (Fall: 3)**  
Cross listed with SOCY3305

**You may take a Capstone class only as a senior or second-semester junior.**

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

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

This Capstone prepares you to balance between doing well in life and promoting the good in work, community, intimacy, and spirituality. To answer life's challenges, you need good questions. Our questions will focus on the intersection of personal biography and the context of society. We will learn to steer a course between prejudice and cliché, on the one hand, and sound knowledge on the other. Even as we try to do good as informed persons, we will find that most knowledge is incomplete and often contested. A hands-on participatory course project will model a specific plan for fuller living.

*Eve Spangler*

**UNCP5541 Capstone: Into the Woods (Fall: 3)**

Cross listed with ENGL4670

**You may take a Capstone class only as a senior or second-semester junior.**

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

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

All readers, young and old, share the wonder in fairy tales. This serves a deeper purpose: to experiment and learn our boundaries and responsibilities. There are dangers in woods, but Red Riding Hood learns a lot, frees herself, and embarks upon life. The symbolic journey into the woods allows seniors to leave the "woods of BC" with optimism and commitment. How will you negotiate transitions into society with the wisdom from your journey here?

*Bonnie Rudner*

**UNCP5544 Capstone: Vision Quest: A Multicultural Approach (Fall: 3)**

Cross listed with ENGL4637

Satisfies Cultural Diversity Core Requirement

**You may take a Capstone class only as a senior or second-semester junior.**

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

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

You can take a Capstone class only as a senior or second-semester junior. Capstone classes may not be taken Pass/Fail. You may take only one Capstone class before graduation. This course will use the Vision Quest, a Native American ritual for finding oneself, as a metaphor for students' four years at Boston College. Relating their own lives to the lives of the characters in the books, who have all gone on some variation of a quest, students will explore the ways their education and experiences at college have influenced their ideas of community, work, spirituality and relationships, and 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 *The House on Mango Street*. Films include *Thunderheart* and *The Whale Rider*. Personal reflection papers and class participation are a main component of this course.

*Dorothy Miller*

**UNCP5550 Capstone: Building a Life (Fall: 3)**

Cross listed with PHIL5550

**You may take a Capstone class only as a senior or second-semester junior.**

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

**You 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 McMnamin*

**UNCP5553 Capstone: Poets, Philosophers, and Mapmakers (Spring: 3)**

*Prerequisite:* Completion of Philosophy and Theology core and instructor permission required

Cross listed with PHIL5553

**You may take a Capstone class only as a senior or second-semester junior.**

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

**You 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.*

**UNCP5555 Capstone: Global Narratives (Spring: 3)**

Cross listed with AADS2229

**You may take a Capstone class only as a senior or second-semester junior.**

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

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

Guided by global literature, from Africa, the Caribbean, the Middle East and South Asia, 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*

**UNCP5561 Capstone: Creativity and Human Development (Fall: 3)**

**You may take a Capstone class only as a senior or second-semester junior.**

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

**You cannot take any Capstone class Pass/Fail.**

By the time most people have reached the age of 20, they have formed a solid set of beliefs, self-perceptions, and values. Often these are antithetical 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*

**UNCP5562 Capstone: Finding and Following Life's Calling (Fall: 3)**  
**Capstone classes may not be taken Pass/Fail.**

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

**Open to seniors only.**

We live in changing times. Major social trends are impacting us as individuals, employees, family members, and citizens. These changes call on us to play a much more pro-active role in managing our lives (where possible) and to respond to the unexpected "callings" we hear. Doing this effectively requires an in-depth self-understanding coupled with a heartfelt desire to live a life of meaning. This course will help students develop a clearer sense of identity through a rigorous self-assessment process. It will help each answer the questions: Who am I? How can I make a difference in the world?

*J. Bradley Harrington*

**UNCP5563 Capstone: Beyond Study Abroad (Fall: 3)**

**Cross listed with RLRL6620**

**You may take a Capstone class only as a senior or second-semester junior.**

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

**You cannot take any Capstone class Pass/Fail.**

Through the eyes of twentieth century literary writers such as John Dos Passos, Ernest Hemingway, Carlos Fuentes and Julia Alvarez, students will explore literature and how external events interact with personal choices to affect relationships and life-commitments, often with serious moral consequences. More specifically, the course will examine how the experience of cultural displacement itself impacts the challenge and process of vocational discernment. While focusing on Spain and Latin America, the course will appeal to any student who has studied abroad. All readings and movies will be in English.

*Elizabeth Goizueta*

**UNCP5565 Capstone: Moral of Story (Spring: 3)**

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

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

Hanging in Boston's Museum of Fine Arts is the magna opus of Paul Gauguin, "Where Do We Come From? What Are We? Where Are We Going?" Gauguin left family, friends, and a career in banking to flee to Tahiti, in search of life's meaning. "Where Do We Come From? What Are We? Where Are We Going?" is his ultimate representation of these philosophical questions. We will move through a different artistic medium—that of the short story—as we ask those same questions. We will examine complex plots and characters in the hopes of exploring our own stories.

*Ethan Sullivan*

**UNCP5566 Capstone: Pilgrim's Progress—The Discerned Life on Pilgrimage (Spring: 3)**

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

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

**Open only to seniors.**

This Capstone course will provide seminar members with the opportunity to pause in order to consider how the image of pilgrimage

might assist in the interpretation of life as an act of faithful trust. The intention is that this might be accomplished through particular focus upon life experiences occurring before, during, and after matriculation at Boston College—especially regarding one's engagement with relationships, society, work, and spirituality. We will attempt this through the careful pondering of the pilgrim way of life to elicit greater desires for the future journey, specifically through works of fiction, autobiography, business practice, and prayer.

*Casey Beaumier, S.J.*

**UNCP5567 Capstone: Five Heroic Americans (Spring: 3)**

**Cross listed with ENGL4628**

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

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

**Open only to seniors.**

This course will examine the writings of two American women and three American men whose intellectual and spiritual gifts have enriched our heritage. We will read: Thoreau's journals; poems by Emily Dickinson and Robert Frost; essays by Emerson; and selections from Mary Rowlandson's account of her capture by the Quabog Indians. Students will discuss their observations in light of the Capstone program: relationships; work; civic responsibility; and spirituality.

*Robert Farrell, S.J.*

**UNCP5568 Capstone: Mindfulness and Storytelling (Spring: 3)**

**Cross listed with ENGL4631**

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

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

**Open only to seniors.**

This course will invite students to reflect on their humanity by exploring storytelling and naming through various methods. Via reading short stories and essays, we will engage how others name the world in an effort to change it. By interviewing an elder, we will learn awareness and skills of listening to inform our own views of life. And via a focus on mindfulness—nonjudgmental awareness of the present moment while observing one's thoughts, emotions, and reactions—we will engage our own internal storytelling to reflect on ways our inner rhetoric can help us or hold us back.

*Paula Mathieu*

**UNCP5569 Capstone: How We Decide (Spring: 3)**

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

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

**Open only to seniors.**

Why did I eat at "White Mountain" at 11:00 p.m. last night? And how can my friends convince me to go to Cityside when I know I should be studying? In this seminar, we will focus on how the mind and brain function to produce the decisions we ourselves make. The class is open to students from all majors, and there is no science prerequisite. Throughout the semester, we will reflect on our own past decisions, and consider alternative decision making strategies for the future.

*Jeffrey Lamoureux*

### Cornerstone

#### 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).

**UNCS2201 The Courage to Know: Exploring the Intellectual, Social, and Spiritual Landscapes of the College Experience (Fall: 3)**  
This will be an interactive three-credit seminar of fifteen students, serving as one of students' university electives and one of the five courses in the first semester. Your instructor will serve as your 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*

**UNCS2205 Mentoring and Leadership Seminar (Spring: 3)**

This class is Pass/Fail only

For Senior TAs of Courage To Know classes only.

*Elizabeth Bracher*

**UNCS2245 Freshman Topic Seminars (Fall: 1)**

The Freshman Topic Seminars give freshmen an opportunity to meet with their faculty advisor once a week to enjoy small group discussions on a topic of research and intellectual interest to the instructor. The Freshman Topic Seminars are limited to 14 students per section, meet once a week for 75 minutes, end before the Thanksgiving break, earn one credit, and are graded pass/fail. The short readings in the Topic Seminars focus on specific topics unique to each section and are designed to allow students to explore new academic areas. A list of current topics can be found at [www.bc.edu/offices/fye/cornerstone/freshman](http://www.bc.edu/offices/fye/cornerstone/freshman).

*The Department*

### Journalism

#### 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).

**JOUR2000 Introduction to Journalism (Fall/Spring: 3)**

Students who have taken JOUR2233 cannot take this course.

Organized like a professional newsroom, this course will give students interested in journalism a taste of its various facets, including topic-generation, reporting, interviewing, and editing, for print, broadcast, and online media. It will cover basic newswriting, beat reporting, investigative journalism, feature writing, and writing for the web, and provide an introduction to media law and ethics and the business and history of journalism. Students will produce a feature-length final project and will also work in teams to formulate, report, and write investigative stories. Student should expect to meet deadlines and high standards of grammar, style, punctuation, and factual accuracy.

*Jon Marcus*

**JOUR2223 Sports and News Broadcasting (Fall: 3)**

This course will focus on developing performance and writing skills for sports and news broadcasting. From play by play to interviewing to writing for news broadcasts, this class will help prepare you for working in the ever-changing broadcasting world. Participants will

learn how to present on-air and interview politicians, athletes, and other newsmakers. Industry leaders in broadcasting will be frequent guest lecturers, and we'll also analyze and critique each other's work.

*Jon Meterparel*

**JOUR2225 Journalism and New Media (Fall: 3)**

The rise of the Internet as a news delivery system has changed the face of the news business, for better or worse, in the twenty-first century. This one semester seminar will trace the history of new media's relationship with journalism while preparing students for the leaner online world. Students will learn about practical matters (storytelling for the web, condensing complex narratives into 140-character missives) while grappling with larger concerns affecting the industry and readers (traffic-based journalism, slippery sourcing) as they report and write on the world around them.

*The Department*

**JOUR2226 Writing about Popular Music (Spring: 3)**

Reporting on popular music is a keenly effective way to take a snapshot of culture as it's happening. In this discussion-intensive class, students will get hands-on tips on how to write about music effectively, hone their critical thinking skills, and examine the ways that the business struggles experienced by both music and publishing have affected the way pop writing is disseminated and consumed. Guest speakers from the music writing world will provide further insights on their career paths, their views on where music is now, and the artists and songs that stoke their passion.

*The Department*

**JOUR2227 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*

**JOUR2229 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. Students will 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.

*Janelle Nanos*

**JOUR2230 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*

**JOUR2231 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*

#### **JOUR2232 Investigative Journalism (Fall: 3)**

Investigative reporting holds the powerful accountable in government, business and large institutions. This course will provide you with an opportunity to both learn about investigative journalism and do in-depth investigative reporting that has the potential to make a difference. Students will learn a variety of reporting techniques while working on semester-long investigative projects that could end up in several major newspapers across Massachusetts. Story subjects will focus on holding government agencies and powerful institutions accountable for a wide-range of problems and systemic failures.

*Joseph Bergantino*

#### **JOUR2234 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*

#### **JOUR2235 Sports Writing (Fall: 3)**

Why is the sports section so often the best-written part of the newspaper? You will find out why in this course that examines the art of sports writing, from game and beat coverage to in-depth interviews and other long features. Discussions will cover current events in sports journalism and review some of the classic works of sports non-fiction.

*Jimmy Golen*

#### **JOUR2237 The Art of Editing (Fall: 3)**

Writers get all the attention. But where would they be without discerning editors to recognize their talents, provide perspective on their ideas, help shape their work, and, ultimately, publish it? This discussion-based class will focus primarily on editing as it's practiced at magazines such as *The New Yorker* and *The Atlantic*. We'll think big and small, about whole publications, individual articles, and critical matters of style; we'll read and discuss published works; we'll invite top editors and writers in to share their secrets with us; and we'll write and edit our own articles.

*Toby Lester*

#### **JOUR2238 Food Writing (Fall: 3)**

This class takes a close look at the practice and tradition of food journalism, introducing students to narrative techniques, elements of reporting, and works that have shaped the genre. Students will learn how to avoid the clichés and traps of food writing and to develop original, persuasive, surprising ideas about food and the culture of eating. Issues of voice, scene, social observation, and dramatic structure are addressed, with additional attention paid to crafting and pitching articles. Readings will include works from early practitioners like A. J. Liebling and M.F.K. Fisher and contemporary writings by Gabrielle Hamilton, Frank Bruni, David Foster Wallace, and others.

*John O'Connor*

#### **JOUR2239 Travel Writing (Spring: 3)**

Traveling can be one of life's more rewarding experiences, and for writers it can supply an inexhaustible trove of material. But the appeal of the genre—who wouldn't want to take an all-expenses-paid trip to Fiji's finest eco-resorts?—can also be its biggest crutch. With few exceptions, travel stories today merely recast the excruciating details of five-star hotels, hairy-chested masseurs, and the salutary effects of jalapeño margaritas. This class aims to show students ways to write about travel deeply and intelligently, with the hope of developing clear, informed opinions on the subject they're writing about (and not merely "covering"). Readings will include works by Hunter S. Thompson, Geoff Dyer, Sloane Crosley, and others.

*John O'Connor*

#### **JOUR2240 Profile Writing (Spring: 3)**

One of the few forms of literary nonfiction open to new writers that is still welcome in the magazine world, profiles offer a unique opportunity to explore the breadth and complexity of intriguing characters within the context of the larger culture, which is always the profile writer's second subject. We'll examine exemplary profiles by masters of the form, including George Plimpton, Lillian Ross, and John Jeremiah Sullivan. Each week we'll address the problems and processes of students' work-in-progress, with close attention paid to interviewing techniques, tricks of observation, story structure, and authorial presence (valuable skills for writers of any genre). Additional emphasis will be placed on research, revision, and follow-up interviews.

*John O'Connor*

### *Lynch School of Education*

The Lynch School offers undergraduate and graduate programs in education and 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.

#### 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 Morrissey College of Arts and Sciences or in one of several interdisciplinary majors. Interdisciplinary majors include 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, foreign language, 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 all the appropriate Massachusetts Tests for Educator Licensure (MTEL), regardless of in which state students wish to teach.

Graduates from Elementary and Secondary Education programs attain positions in public, private, parochial, and charter schools and other education-related fields and areas that require strong liberal arts, subject matter, and pedagogical preparation and the ability to collaborate with others.

The major in Applied Psychology and Human Development prepares students for work in human, social, and community services and/or for graduate study in counseling, human development, educational psychology, organizational studies, higher education, 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 provides 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 Morrissey College of Arts and Sciences or the Carroll School of Management, 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 degrees 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

Lynch School of Education students who are Elementary or Secondary Education majors must successfully complete 120 credits which must include the Core curriculum, the education major, and an appropriate second major. Students who are majoring in Applied Psychology and Human Development must also successfully complete 120 credits, which **must** include the Core curriculum, the Applied Psychology and Human Development major, and at least one minor in a Morrissey Arts and Sciences discipline or an Interdisciplinary Minor in the Lynch School or the Carroll School of Management.

To continue enrollment in a full-time program of study, a student must maintain a cumulative grade point 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 30 credits during the senior year). For example, a first semester sophomore student must have completed at least 30–32 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 placement on academic probation, possible withdrawal or dismissal, 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, raising GPA to acceptable standards, etc. (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 (42 credits) 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 78 credits (minimum) are to be fulfilled by courses required in the major(s), minor(s), and elective choices.

All first semester, first year students should select ENGL1010 First Year Writing Seminar or a Core Literature course, APSY1030, Child Growth and Development, First Year ERA, 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 First Year Experience, Reflection, and Action Seminar (First Year ERA), a three-credit course (2 credits first semester and 1 credit second semester), is also a requirement for all Lynch School students and is taken as a sixth course during first and second semesters, freshman year.

The bachelor of arts in Applied Psychology and Human Development degree requires the completion of at least 120 credits, which includes the University Core. Students must achieve at least a cumulative grade point average of 1.667. Furthermore, students majoring in Applied Psychology and Human Development must also complete an approved minor (18 credits).

Students majoring in Elementary Education or Secondary Education must also complete 120 credits, which includes the University Core and which are normally distributed over eight semesters of four academic years. Both Elementary and Secondary Education students must also fulfill a second major. Elementary Education majors may fulfill the second major in either a subject in the Morrissey College of Arts and Sciences or one of the five Lynch School interdisciplinary majors. Secondary Education majors can only fulfill a second major in specific content areas in the Morrissey College of Arts and Sciences. All Teacher Education majors must complete three pre-practica, a full practicum, and an inquiry seminar. Students pursuing teacher licensure programs, however, must maintain a cumulative grade point average of at least 2.5 in order to be eligible to participate in the full practicum (full-time student teaching). Any student who enrolls in a pre-practicum must obtain a Massachusetts Education Personnel Identification (MEPID). Please consult the Office of Practicum Experiences and Teacher Induction for more information.

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 and an application for Admission to a Teacher Education Program to the Associate Director (Campion 104). This office reviews applications and accepts qualified applicants prior the end of the sophomore year. Early application to the program is encouraged. Applied Psychology and Human Development majors need to complete a Declaration of Major form.

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 licensure 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 and/or potential cooperating teacher 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) regardless of in which states students wish to teach upon graduation.

Pre-practica and full practica are essential components and experiences of the teacher preparation curriculum in the Lynch School. 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 description of student teaching policies may be found at: [www.bc.edu/content/bc/schools/lsoe/academics/practicum/policies.html](http://www.bc.edu/content/bc/schools/lsoe/academics/practicum/policies.html).

A full practicum (student teaching) is a full-time, five-days, per week experience that occurs for a minimum of 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.

Subject to eligibility, students submit an online application for pre-practicum and practicum experiences. Online applications are available at [www.bc.edu/content/bc/schools/lsoe/academics/practicum/Pre\\_Prac\\_.html](http://www.bc.edu/content/bc/schools/lsoe/academics/practicum/Pre_Prac_.html).

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 in Secondary Education and 4/5 of Arts and Sciences courses prior to student teaching. No incomplete grades may be outstanding and a minimum of 87 credits must have been completed before placement is approved. Additional information on full practicum student teaching is available at: [www.bc.edu/content/bc/schools/lsoe/academics/practicum.html](http://www.bc.edu/content/bc/schools/lsoe/academics/practicum.html). 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 and will not receive the B.C. Endorsement. The State of Massachusetts issues teacher licenses not the endorsing university. Therefore, students who earn the B.C. Endorsement (a recommendation for licensure) submit

all licensing documentation directly 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. Applications are submitted online at: [www.bc.edu/content/bc/schools/lsoe/academics/practicum/Pre\\_Prac\\_.html](http://www.bc.edu/content/bc/schools/lsoe/academics/practicum/Pre_Prac_.html).

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.html](http://www.bc.edu/schools/lsoe/academics/undergrad/human_dev/APHD.html) for information on practicum experiences for this major and register for APSY2152 or APSY4245 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 offer opportunities for undergraduate coursework in a variety of foreign countries 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 in San Juan Puerto Rico. 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, 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 and/or the Boston College Career Center to review the most recent licensure requirements of Massachusetts and other states.

The Lynch School offers two minors and one concentration for Education majors—Middle School Mathematics Teaching, Leadership in Higher Education and Community Settings, and a Special Education Concentration. The Massachusetts Department of Elementary and Secondary Education is mandating that all teacher candidates complete a specific bilingual course. Please consult the Chair of Teacher Education, Special Education, and Curriculum and Instruction or the Assistant Dean of Undergraduates at LSOE for the most current information.

The concentration 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 concentration. Detailed information on the concentration 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 a Morrissy College of Arts and Sciences Mathematics major or a Mathematics/Computer Science interdisciplinary major, or to Secondary Education majors with a Morrissy College of 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 Leadership in Higher Education and Community Settings is open to Lynch School majors in Applied Psychology and Human Development as well as students in the Morrissey College of Arts and Sciences, Carroll School of Management, and Connell School of Nursing. This minor is limited to 15 students per class and requires a specific grade point average of 3.5, a completed application, and a 250-word rationale for pursuing this minor. 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, inquiry, 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 the Morrissey College of 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; inquiry; 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 Elementary and Secondary 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 requires five specified courses and five additional courses selected from one of the following concentrations: Human Services, Organization Studies, and Community, Advocacy and Social Policy. Each concentration includes 2–3 specified courses and/or 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 eighteen credits in a single subject discipline in the Morrissey College of Arts and Sciences, in Management and Leadership in the Carroll School of Management, in Leadership in Higher Education and Community Settings in the Lynch School or in other specific interdisciplinary minors. Please note: the minor in Management and Leadership is limited to 15 students per class and requires a specific grade point average, rationale, and application.
- a major or an interdisciplinary minor (e.g., African and African Diaspora Studies, Women's Studies) in the Morrissey College of Arts and Sciences; or
- a second major or interdisciplinary major in the Lynch School.

The minimum number of credits acceptable for most minors is 18, which may include applicable Core courses. The concentration in Special Education (which does not satisfy the required minor for students in Applied Psychology and Human Development), however, requires only 12 credits. This is an excellent option as a second area of concentration for Applied Psychology and Human Development majors interested in special needs settings. The minor in Management and Leadership, offered in collaboration with the Carroll School of Management, is another excellent option for students planning to work in business or industry. The Lynch School also offers an interdisciplinary minor in Leadership in Higher Education and Community Settings. 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/lsoc/academics/undergrad/human\\_dev/APHD.html](http://www.bc.edu/schools/lsoc/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 a 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 the Morrissey College of Arts and Sciences or an interdisciplinary major as outlined below. Applied Psychology and Human Development majors are also required to carry a minor of 18 credits in a single subject discipline in the Morrissey College of Arts and Sciences, a major or an interdisciplinary minor in the Morrissey College of 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 Morrissey College of 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 licensed to teach in any of these interdisciplinary areas. Secondary licensure requires an Arts and Sciences major in one of the specific subject 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 Morrissey College of Arts and Sciences minor requirement.

#### **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.

#### **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 (Geosciences).

#### **Mathematics/Computer Science**

This major is 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.

#### **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, this minor coupled with a background in the historical, sociological, and literary traditions of Hispanic cultures.

### MINORS IN THE LYNCH SCHOOL

#### **Minors for Lynch School Students**

All Lynch School majors may minor in Special Education, as well as any Morrissey College of 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 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 a Morrissey College of Arts and Sciences Mathematics major or a Mathematics/Computer Science interdisciplinary major, or Secondary Education majors with a Morrissey College of Arts and Sciences Mathematics major.

Interested students must complete a Middle School Mathematics Minor form and submit it to the Associate Director (Campion 104). 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 Management and Leadership*

The minor in Management and Leadership offered by the Carroll School of Management is **only** open to Lynch School Applied Psychology and Human Development majors. This minor is especially applicable to Applied Psychology and Human Development majors who are interested in pursuing a career in personnel work or organizational studies. Students must apply and be accepted into this minor and may submit applications during their sophomore year. The minor is limited to fifteen students.

#### *Concentration in Special Education*

All Lynch School undergraduate majors may choose a concentration in Special Education, and any Lynch School student who has an interest in special needs education is encouraged to pursue this concentration. **Note:** Applied Psychology and Human Development majors in the Lynch School may declare the Special Education concentration in addition to the required Morrissey College of Arts and Sciences minor. Interested students must complete a Declaration of Major form and submit it to the Associate Director (Campion 104). While the concentration 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 Students with Low Incidence Disabilities (including severe disabilities, visual impairments, deaf/blindness, and multiple disabilities). The concentration in Special Education is not available to students outside of the Lynch School.

#### **Teaching English Language Learners (TELL/ESL) Certification**

Although the Lynch School currently offers a certificate in Teaching English Language Learners, this course of study is under modification due to changing education licensure requirements. 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 teachers to work with bilingual learners/English Language Learners in their mainstream classroom settings. The certificate requires two courses. In addition, candidates need to complete a field experience in a classroom that includes bilingual learners.

#### **Minor in the Carroll School of Management for Lynch School of Education Students**

The Department of Management and Organization offers a minor in Management and Leadership to a limited number of 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: two required courses (MGMT1021 or MGMT1031 and MGMT1127) and four electives, chosen from among all CSOM course offerings. Applications may be submitted to Campion 104 by October 15, beginning in a student's sophomore year.

### Minors for Morrissey College of Arts and Sciences Majors

Some Morrissey College of Arts and Sciences majors are eligible to minor in Secondary Teaching (see more information below). All Morrissey College of Arts and Sciences majors may choose a concentration 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 Morrissey College of Arts and Sciences and the Carroll School of Management. The minor is designed to (1) introduce Morrissey College of Arts and Sciences and Carroll School of Management 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, foreign language or Latin and classical studies in the Morrissey College of Arts and Sciences may apply to minor in Secondary Education. **Note:** This minor is **only** open to eligible Morrissey 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). **NB:** Students must complete all the requirements of the University Core and the Morrissey College of Arts and Sciences major.

Before submitting an application, interested students should meet with an advisor through the Lynch School Student Services Office, Campion 104.

#### *Minor in General Education (Students through the Class of 2017)*

All undergraduate students in the Connell School of Nursing, Morrissey 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.

#### *Foundation in Education Minor (Students in the Class of 2018 and Beyond)*

All undergraduate students in the Connell School of Nursing, Morrissey 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 for Carroll School Majors or General Education. More information on these minors is listed below.

#### *Minor in Applied Psychology and Human Development*

The Lynch School of Education, in cooperation with the Carroll School of Management, offers an 18-credit minor in Applied Psychology and Human Development, which is open to fifteen Carroll School undergraduates each year. This minor may interest you if you wish to (1) 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; (2) gain specialized knowledge in certain specific areas of human resources management, for example: counseling, training, personnel assessment, family crisis assistance, drug, and alcohol abuse programs, and aging/elderly care; or (3) prepare for employment in a government or private sector social services organization.

#### *Minor in General Education/Foundation in Education*

All Carroll School of Management majors (as well as all Connell School of Nursing and Morrissey College of Arts and Sciences majors) may minor in General Education/Foundation in Education. See more information about this minor at the end of the Minors section.

### Minor for Connell School of Nursing Majors

All Connell School of Nursing majors may minor in General Education/Foundation in Education. More information about this minor is below.

### Minor for Connell School of Nursing, Morrissey College of Arts and Sciences, and Carroll School of Management Majors

#### *Minor in General Education/Foundation in Education*

All undergraduate students in the Connell School of Nursing, Morrissey 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.

### Minor for Lynch School of Education, Connell School of Nursing, Morrissey College of Arts and Sciences, and Carroll School of Management Majors

#### *Minor in Leadership in Higher Education and Community Settings*

The minor in Leadership in Higher Education and Community Settings is offered by the Lynch School of Education and is open to students in the Lynch School of Education, the Morrissey College of Arts and Sciences, the Connell School of Nursing, and the Carroll School of Management. This minor serves students who are interested in college student development and in the applications of psychology to work settings in institutions of higher education, in local and international



## EDUCATION

Non-government Organizations (NGOs) and/or in community-based programs. Interested students may inquire and submit applications, by October 15, in Campion Hall 104.

### FIFTH YEAR AND EARLY ADMIT PROGRAMS

#### For Boston College Juniors

The Fifth Year and Early Admit Programs offer academically outstanding Boston College juniors a unique opportunity to begin graduate study during their undergraduate senior year, allowing them to graduate with a bachelor's and master's degree in a shortened amount of time.

None of the 120 credits required for the bachelor's degree may be counted toward a Fifth Year Program. In consultation with an advisor, a graduate level course may be added each semester, on to the student's senior-year schedule.

All undergraduate juniors in the Lynch School of Education, Morrissey 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 number of credits required for licensing in Mental Health and School Counseling, both Early Admit Program 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 (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) complete two master's-level courses during 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 program 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 prac-

tical, 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 at [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 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

**Curt Dudley-Marling**, *Professor Emeritus*; B.A., M.Ed., University of Cincinnati; Ph.D., University of Wisconsin at Madison

**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., Research Professor*; A.B., A.M., Ph.D., University of Chicago
- G. Michael Barnett**, *Professor*; B.S., University of Kentucky; M.S., Ph.D., Indiana University
- 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*; B.A., Universidad de Cordoba, Argentina; M.S., Georgetown University; Ph.D., University of New Mexico
- Susan Bruce**, *Professor and Chairperson*; A.A., B.A., M.A., Ph.D., Michigan State University
- 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
- Eric Dearing**, *Professor*; B.A., University of Colorado; M.A., Ph.D., University of New Hampshire
- 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 and Chairperson*; B.S., Denison University; M.A., Tufts University; Ed.D., Harvard University
- Janet Helms**, *Augustus Long Professor*; B.A., Ed.M., University of Missouri; Ph.D., Iowa State University
- Maureen E. Kenny**, *Professor and 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*; B.A., Hollins University; M.Div., Harvard University; Ph.D., Boston College
- James R. Mahalik**, *Professor and Associate Dean*; 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
- Ana M. Martínez Alemán**, *Professor and Chairperson*; B.A., M.A., State University of New York, Binghamton; Ph.D., University of Massachusetts, Amherst
- 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., S.T.L., 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
- Michael Russell**, *Professor*; B.A., Brown University; M.Ed., Ph.D., Boston College
- Dennis Shirley**, *Professor*; B.A., University of Virginia; M.A., New School for Social Research; Ed.D., Harvard University
- 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*; B.A., B.Mus., Oberlin College; M.A., Ph.D., University of Illinois
- 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
- Richard M. Jackson**, *Associate Professor*; A.B., American International College; Ed.M., Harvard University; Ed.D., Columbia University
- Lauri Johnson**, *Associate Professor*; B.S., M.S., University of Oregon; S.D.A., Teachers College, Columbia University; Ph.D., University of Washington
- Elida V. Laski**, *Associate Professor*; B.A., Ed.M., Boston University; M.S., Ph.D., Carnegie Mellon University
- Zhushan Li**, *Associate Professor*; B.A., Shanghai International Studies University; M.S., Southern Illinois University at Carbondale; M.S., Ph.D., University of Illinois at Urbana-Champaign
- Belle Liang**, *Associate Professor*; B.S., Indiana University; Ph.D., Michigan State University
- 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
- Gilda Morelli**, *Associate Professor*; B.A., University of Massachusetts Boston; M.A., Ph.D., University of Massachusetts Amherst
- 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
- Lisa Patel**, *Associate Professor*; B.J., University of Nebraska-Lincoln; M.Ed., University of San Diego; Ph.D., University of Nevada, Las Vegas
- Alec F. Peck**, *Associate Professor and Chairperson*; B.A., University of San Francisco; M.S., Ph.D., Pennsylvania State University
- Joseph J. Pedulla**, *Research Professor*; B.S., Tufts University; M.S., Ph.D., Northeastern University; Ph.D., Boston College
- Paul Poteat**, *Associate Professor*; B.S., Florida State University; M.A., Ph.D., University of Illinois at Urbana-Champaign
- C. Patrick Proctor**, *Associate Professor*; B.A., Clark University; M.A., Stanford University; Ed.D., Harvard University
- Heather Rowan-Kenyon**, *Associate Professor*; B.S., University of Scranton; M.A., Bowling Green State University; Ph.D., University of Maryland-College Park
- 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 Students*; B.A., Wellesley College; M.Ed., Teachers College, Columbia University; Ph.D., Boston College
- Pratyusha Tummala-Narra**, *Associate Professor*; B.A., University of Michigan-Ann Arbor; M.A., Ph.D., Michigan State University
- Marina Vasilyeva**, *Associate Professor*; B.A., University of Krasnoyarsk, Russia; Ph.D., University of Chicago

## EDUCATION

**Ted I.K. Youn**, *Associate Professor*; B.A., Denison University; M.A., M.Phil., Ph.D., Yale University

**Kristen Bottema-Beutel**, *Assistant Professor*; B.S., University of Michigan; M.A., San Francisco University; Ph.D., University of California, Berkeley

**Vincent Cho**, *Assistant Professor*; B.A., Boston College; M.Ed., University of Houston; Ph.D., University of Texas at Austin

**Oh Myo Kim**, *Assistant Professor*; B.A., Rutgers College; M.Div., Princeton Theological Seminary; Ph.D., University of Minnesota, Twin Cities

**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

**David Miele**, *Assistant Professor*; B.A., M.A., Columbia University; M.S., Ph.D., Northwestern University

**Rebecca Mitchell**, *Assistant Professor*; B.S., M.S., Florida State University; Ed.D., Harvard University

**Nelson Portillo**, *Assistant Professor*; B.S., University of Central America; M.A., Ph.D., Loyola University Chicago

**Lauren P. Saenz**, *Assistant Professor*; A.B., Princeton University; Ph.D., University of Colorado

**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

**Nathaniel Brown**, *Lecturer*; B.S., Harvey Mudd College; M.Sc., Cambridge University; Ph.D., University of California, Berkeley

**Hans de Wit**, *Lecturer*; B.A., M.A., Ph.D., University of Amsterdam

**Nettie Greenstein**, *Lecturer*; B.A., Wesleyan University; Psy.D., Massachusetts School of Professional Psychology

**Margaret (Penny) Haney**, *Lecturer*; B.A., Loyola Marymount University; M.A., Ph.D., Loyola University

**Anne Homza**, *Lecturer*; B.A., Mount Holyoke College; Ed.M., Harvard University; Ed.D., Boston University

**Michael James**, *Lecturer*; B.A., University of Notre Dame; M.A., Indiana University; Ph.D., Indiana University

### Contacts

- Dean's Office, Campion 101, 617-552-4200
- [www.bc.edu/lsoe](http://www.bc.edu/lsoe)

## Counseling, Developmental, and Educational Psychology

### 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).

#### APSY1030 Child Growth and Development (Fall: 3)

##### Satisfies Social Science Core Requirement

First part of a two-course sequence (APSY1030-APSY1031) 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*

#### APSY1031 Family, School, and Society (Spring: 3)

*Prerequisite:* APSY1030

##### Satisfies Cultural Diversity and Social Science Core Requirements

Second part of a two-course sequence (APSY1030-APSY1031) 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*

#### APSY2032 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*

#### APSY2041 Adolescent Psychology (Fall/Spring: 3)

Introduces the psychology and problems of the adolescent years. Discusses biological changes, cultural influences, the identity crisis, educational needs, and adult and peer relationships. Consideration will be given to the impact that rapid cultural change has on youth. Also discusses adolescence in other cultures to provide a better perspective on American youth.

*Jackie Lerner*

*Belle Liang*

#### APSY2152 Human Development 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*

#### APSY2216 Research Methods and Analyses (Fall/Spring: 3)

Prepares professionals in the fields of human development and education to understand, design, and conduct preliminary analyses of research investigations related to applied topics. Provides students with necessary strategies and techniques to read and evaluate research studies. Students will learn fundamental concepts of research design and basic statistical procedures for analyzing data. Emphasizes understanding the basic concepts underlying different approaches to research design and analysis. Highlights research examples from the fields of human development, human services, and education.

*Laura O'Dwyer*

*Michael Russell*

**APSY2240 Personality Theories: Behavior in Context (Fall/Spring: 3)**

*Prerequisites:* APSY1030-APSY1031

Introduces major theories of personality as developed by Western psychologists. Examines selected critiques of these theories with particular attention to culture, gender, and social context as key variables in understanding character and personality.

*Robert Romano*

**APSY2241 Mental Illness: Social and Clinical Perspectives (Fall/Spring: 3)**

*Prerequisite:* APSY2240

Provides overview of theoretical models and phenomenology currently defining the field of abnormal psychology, focusing particularly on socio-cultural contributions to conceptualizations of mental illness and distress. First half of course reviews and critiques current constructions of the nature of mental illness, as well as classification, assessment, and treatment of mental illness. Second half highlights specific forms of mental illness, with attention to the causes and subjective experience of psychopathology.

*The Department*

**APSY2242 Interpersonal Relations (Fall/Spring: 3)**

*Prerequisite:* APSY1030

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*

**APSY2295 Spirituality, Religion, and College Student Experience (Fall: 3)**

*The Department*

**APSY3243 Counseling Theories (Fall/Spring: 3)**

*Prerequisite:* APSY2241

**Open to majors in Human Development only**

The purpose of this course is to learn about the major counseling theories including basic concepts, advantages and limitations, techniques, and the counseling process. There is also a focus on personal exploration aimed at helping students adopt their own personal theory of counseling. Issues of multiculturalism and client diversity will be integrated into all course content.

*Pratyusha Tummala-Narra*

**APSY3244 Adult Psychology (Fall/Spring: 3)**

*Prerequisites:* APSY1030 and APSY1031 or permission of 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*

**APSY3248 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.

*James Mahalik*

**APSY3310 Contemporary Issues in Applied Psychology and Human Development (Fall/Spring: 3)**

Immigrant Children and the Children of Immigrants: Growing up in a New America. This course focuses on theory and research on the development of children and adolescents whose families have recently migrated to the United States. Attention is given to: (1) individual differences within and across groups (e.g., variations across generations, documentation statuses), (2) complex implications of strengths and risks, and (3) consequences of state and federal policy (e.g., deportation practices). The course also highlights promising practices and policies for improving the life chances of immigrant youth, and the connection between their lives and the future of the United States.

*Eric Dearing*

**APSY3375 Educational Leadership in Higher Education (Spring: 3)**

This course will be designed to provide undergraduate students with an overview of numerous leadership concepts and theories in order to impart an understanding of how leadership is expressed within organizational contexts, specifically higher educational settings. Furthermore, students will also develop an in-depth understanding of their own personal leadership aptitudes and preferences, providing them with the knowledge and tools to further their leadership abilities as they pursue their careers within specific educational and community settings

*The Department*

**APSY4050 Public Health Practice in the Community (Spring: 3)**

*Prerequisites:* NURS1210 and NURS3210

This course puts public health into practice, with an experience of community engagement and public health activity. Students will develop a deeper understanding of applying public health principles and evidence-based practice in a community setting, locally or globally. Themes stressed in the previous two courses will be reinforced, this time in practice, including: the importance of data and evidence, the interdisciplinary approach to solving public health problems, and a focus on at-risk populations and reducing health disparities.

*Nelson Portillo*

**APSY4199 Independent Study/Internship Experience (Fall/Spring: 3)**  
**Cross listed with EDUC4911**

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.

*The Department*

**APSY4245 Advanced Practicum: Human Development (Fall/Spring: 3)**

**Open only to students who are juniors or seniors or who have taken APSY2512.**

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

## EDUCATION

---

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*

### **APSY4901 Readings and Research (Fall/Spring: 3)**

**Cross listed with EDUC4901**

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.

*The Department*

### **APSY6348 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.

*A.J. Franklin*

### **APSY6397 Social Issues and Social Policy (Spring: 3)**

**Course Open to seniors, junior only**

**Offered Biennially**

This seminar provides participants with a foundation of knowledge concerning current social policy issues involving children and families in the U.S., with a particular focus on issues related to poverty and disadvantage. Considers how research, politics, and advocacy play a role in the initiation, implementation, and evaluation of policy, and how social policies impact children and families. Seeks to help students explore scientific evidence and social perceptions, and think critically about central social issues and social policies.

*Gilda Morelli*

## **Teacher Education and Curriculum and Instruction**

### **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).

### **EDUC1044 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).

*Richard Jackson*

*David Scanlon*

### **EDUC1100 First Year Experience, Reflection, and Action (Fall: 2)**

**Corequisite:** EDUC1111

First Year Experience, Reflection, and Action is a seminar designed to help first year students negotiate the rigors and dilemmas of college life and become more critical citizens. Readings, discussions, and panel presentations will address moral-cognitive decision-making,

vocational discernment in the context of Ignatian Pedagogy, local, state, and national trends in Applied Psychology and Human Development and Teacher Education and expose students to LSOE and university faculty and student research. Participants will read and critique current research about college student issues and learn to self-reflect critically in order to make more informed choices and decisions.

*Audrey Friedman*

### **EDUC1111 Freshmen Era/Group Section (Fall: 0)**

**Corequisite:** EDUC1100

Students break up into small groups to further discuss the main topics they have read about and heard during the large group lectures. Group facilitators and Peer Advisors lead discussions and all students must participate and submit assignments and research. The goals of the experience are the same as EDUC1100.

*The Department*

### **EDUC1112 Professional Development Seminar for Freshmen II (Spring: 1)**

Designed as a continuation of orientation; mandatory for all freshmen. Both faculty advisors and peer advisors address specific topics relative to college requirements, available programs, and career possibilities, as well as college life and social issues. Both group and individual sessions are scheduled.

*The Department*

### **EDUC1128 Computer Applications for Educators (Spring: 3)**

**Offered Biennially**

**This is not a course in computer programming. 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.

*Alec Peck*

### **EDUC2039 Learning and Curriculum in the Elementary School (Fall/Spring: 3)**

**Corequisite:** EDUC2104

**Students must be registered for EDUC2151 and arrange their schedules to be on-site in a school Tuesday or Thursday.**

Introduces students to the 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*



**EDUC2101 Teaching Language Arts (Fall/Spring: 3)***Corequisite:* EDUC2108

Focuses on the teaching and learning of language arts in the elementary grades. Students will be exposed to theoretical approaches to both oral and written language development in addition to a wide variety of teaching methods. Students will have the opportunity to apply their learning through practical lesson development, and encouraged to reflect on their experiences via the theoretical perspectives highlighted in the course. Student diversity and its implications for teaching language arts will be an integral theme. Students will draw on their experiences in their prepractica to apply and reflect on learning as they mediate theory and practice.

*Curt Dudley-Marling***EDUC2104 Teaching Reading (Fall/Spring: 3)***Corequisite:* EDUC2039

This course is designed to offer preservice teachers theoretical and practical knowledge and experience into teaching literacy to elementary age students. Emphasis will be placed on the social, political, and cultural context of reading instruction. Students will gain understanding of major theoretical perspectives on literacy development and the myriad strategies for teaching reading in a variety of contexts. Students will also be expected to spend time in a context where they can gain experiences in providing reading instruction in a relevant and productive way.

*Curt Dudley-Marling**Lisa Patel Stevens***EDUC2105 Teaching the Social Sciences and the Arts****(Fall/Spring: 3)***Corequisite:* EDUC2109

Provides prospective elementary teachers with opportunities to develop social studies and arts curricula for elementary age students and consider a variety of instructional approaches appropriate for this age group. Students will learn how to develop the skills of an historian and select and integrate knowledge appropriate for diverse learners. Curricular topics include evaluating context-appropriate materials, developing critical thinking, using and critiquing primary sources in the classroom, and developing varied learning activities through the use of multiple media.

*Patrick McQuillan***EDUC2108 Teaching Mathematics and Technology (Fall/Spring: 3)***Corequisite:* EDUC2101

This course presents methods and materials useful in teaching mathematics to elementary school children. It analyzes mathematics content and pedagogy from both conceptual and practical perspectives. Emphasis is placed on the interconnections among theory, procedures, and applications that form the framework on which specific mathematics lessons are constructed. It examines the elementary mathematics curriculum through technology resources, addressing the different ways in which technology can be used. Activities include laboratory experiences with concrete models and technology as well as inquiry into the role of the teacher in the school community in the epoch of teaching for social justice.

*Lillie R. Albert***EDUC2109 Teaching About the Natural World (Fall/Spring: 3)***Corequisite:* EDUC2105

This course is designed to increase confidence, enthusiasm and knowledge for teaching elementary science. Science can be an essential part of an elementary classroom not only to achieve key science learning goals, but also as a means to engage and motivate students as well as support literacy and mathematics learning. An overarching focus of the course is on the idea that science is a “practice” that includes specific ways of reasoning, communicating and acting. The course is also designed in partnership with the afterschool program at Gardner Pilot Academy in BPS. For eight weeks during the course, undergraduates will work with elementary students to teach them science and to reflect on how to design more effective science lessons.

*G. Michael Barnett***EDUC2131 Undergraduate Inquiry Seminar: I (Fall/Spring: 1)***Corequisite:* EDUC2151**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.

*Fran Loftus**Melita Malley***EDUC2151 Pre-Practicum I (Fall/Spring: 1)***Corequisite:* EDUC2131**For Lynch School undergraduate students only. Graded as Pass/Fail.**

A one-day-a-week practicum for Lynch School sophomores and juniors majoring in elementary and secondary education. Placements are made in selected schools in the Greater Boston area. Apply to the Office of Practicum Experiences and Teacher Induction during the semester preceding the placement by May 1 for fall placements and December 1 for spring placements.

*Fran Loftus**Melita Malley***EDUC2208 Educational Strategies: Children with Special Needs****(Spring: 3)****Offered Biennially**

This course provides instruction to pre-service teachers interested in learning more about instruction, curriculum, and teaching for children with special needs, with a framework highlighting important educational issues pertinent to their professional development and the realities of teaching. The course emphasizes the complexities of teaching children with individual learning profiles in inclusive settings. Students will examine educational readings and instructional practices through the lenses of curriculum, author voice, and academic tension. Class participants will develop a comprehensive understanding of the historical, legal, and political developments influencing current general and special education practices.

*The Department*

## EDUCATION

---

### EDUC2211 Secondary Curriculum and Instruction (Fall/Spring: 3)

*Corequisite:* EDUC2151

Department permission required.

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.

*Audrey Friedman*

### EDUC3132–3134 Undergraduate Inquiry Seminar: II, III, IV

(Fall/Spring: 1)

*Corequisite:* EDUC3152-3154

Graded as Pass/Fail.

Department Permission required for EDUC3134.

EDUC3134 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*

### EDUC3152–3153 Pre-Practicum II and III (Fall/Spring: 1)

*Corequisite:* EDUC3132-3133

For Lynch School undergraduate students only. Graded as Pass/Fail.

A one-day-a-week practicum for Lynch School sophomores and juniors majoring in elementary and secondary education. Placements are made in selected schools in the Greater Boston area. Apply to the Office of Practicum Experiences and Teacher Induction during the semester preceding the placement by April 15 for fall placements and December 1 for spring placements.

*Fran Loftus*

*Melita Malley*

### EDUC3154 International Pre-Practicum for LSOE Students

(Fall/Spring: 1)

*Corequisite:* EDUC3134

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 and Teacher Induction during the semester preceding the placement by May 1 for fall placements and December 1 for spring placements.

*Fran Loftus*

*Melita Malley*

### EDUC3203 Philosophy of Education (Spring: 3)

Cross listed with PHIL3203

This course is organized in such a way as to enable us address and discuss the dialectics of freedom hidden under the process of education. The class investigates a number of conflicting positions about freedom in education and explores philosophical resources to help us to understand the nature of these issues more fully. A list of movies which students are recommended to watch before class will help them to find out and discuss the hottest philosophical topics pertaining to freedom in educational frameworks.

*The Department*

### EDUC3308 Bilingualism in Schools and Communities (Fall: 3)

Successful completion of the courses EDUC3308 and EDUC3346 entitles students to receive a certificate indicating that you 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*

### EDUC3323 Reading and Special Needs Instruction for Secondary and Middle School Students (Spring: 3)

Develops knowledge of the reading process and how to "teach reading the content areas." Students will develop curriculum and instruction that integrates reading instruction in the content areas, addressing diverse learners. Involves understanding relationship among assessment, evaluation, and curriculum; learning what and how to teach based on student assessments; developing and providing scaffolded instruction that addresses reading comprehension and critical thinking; and integrating reading, writing, speaking, listening, and thinking into content curriculum. Also addresses how to help students comprehend non-printed text.

*Audrey Friedman*

### EDUC3386 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.

*Edward Mulligan*

### EDUC4231 Senior Inquiry Seminar (Fall/Spring: 3)

*Corequisite:* EDUC4250

This capstone inquiry seminar requires teacher candidates to continue to develop an inquiry stance in their practice through the systematic analysis of teaching and learning in their classroom experiences. Grounded in a theory of teacher education for social justice that encourages practitioners to challenge educational inequities by

inquiring into practice, this course advances teacher candidates' skills in planning, delivering, assessing and analyzing instruction that promotes pupil learning and enhances their life-chances.

*The Department*

**EDUC4250 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:* EDUC 4231

**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 schools in the Greater Boston area. Apply to the Office of Practicum Experiences and Teacher Induction during the semester preceding the placement by March 15 for fall placements and by October 15 for spring placements.

*Fran Loftus*

*Melita Malley*

**EDUC4255 Seminar: International/Out-of-State 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*

**EDUC4360 Inclusive Education Field Observation (Fall/Spring: 0)**

Open to undergraduate majors in the Morrissey College of Arts and Sciences, the Inclusive Education Minor is offered in the LSOE. The minor is designed to (1) introduce Morrissey College of 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 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*

**EDUC4901 Readings and Research (Fall/Spring: 3)**

**Cross listed with APSY4901**

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.

*The Department*

**EDUC4911 Independent Study/Internship Experience (Fall/Spring: 3)**

**Cross listed with APSY4199**

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.

*The Department*

**EDUC4921 Independent Study: Fifth Year Program (Fall/Spring: 3)**

This course is open to students in the Fifth Year Program only.

*The Department*

**EDUC4961–4962 Honors Thesis I and II (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.

*The Department*

**EDUC6300 Secondary/Middle School Science Methods (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.

*G. Michael Barnett*

**EDUC6301 Secondary and Middle School History Methods (Fall: 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.

*Patrick McQuillan*

**EDUC6302 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*

**EDUC6303 Foreign Language Pedagogy (Fall: 3)**

**Cross listed with RLRL5597 and LING4330**

**Fulfills Massachusetts licensure requirement methods in foreign language education**

For anyone considering the possibility of teaching a foreign language. Introduces students to techniques of second language teaching at any level. Students learn how to evaluate language proficiency, organize a communication course, review language-teaching materials, and incorporate audiovisual and electronic media in the classroom.

*The Department*

**EDUC6304 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*

### EDUC6307 Teachers and Educational Reform (Spring: 3)

#### Graduate students by permission only

Issues of school reform are constantly in the media—high-stakes testing, charter schools, the Common Core. At the heart of these reforms are teachers and the work they do with students in their classrooms. In this course, students look in-depth at the nature of teaching and learning in schools and classrooms. In particular, the course attends to issues and practices linked to current efforts at educational reform, approaching these matters through active inquiry and experiential enactment of such practices. Focused reflection is also a central component of this class.

*The Department*

### EDUC6316 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.

*Mariela Paez*

### EDUC6346 Teaching Bilingual Students (Fall/Spring/Summer: 3) Summer course: Section .01 for Elementary Education majors; Section .02 for Secondary Education 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.

*Anne Homza*

*Patrick Proctor*

### EDUC6347 Teaching Bilingual Students in Secondary Education (Fall: 3)

*The Department*

### EDUC6363 Survey of 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*

### EDUC6367 Restructuring the Classroom with Technology (Fall: 3)

*Prerequisite:* EDUC1128, EDUC6628 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.

*The Department*

### EDUC6373 Classroom Management (Spring: 3)

Focuses on observation and description of learning behaviors, with emphasis on examining the relationship of teacher behavior and student motivation. Prepares teachers 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*

### EDUC6374 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.

*Alec Peck*

### EDUC6384 Teaching Strategies for Students with Low Incidence Multiple Disabilities (Spring: 3) Pre-practicum required (25 hours)

This course is designed to assist the special educator in acquiring and developing both the background knowledge and practical skills involved in teaching individuals who have severe or multiple disabilities. The areas of systematic instruction, communication, gross motor, fine motor, community and school functioning, collaboration, functional and age-appropriate programming are emphasized. The role of the educator as developer of curriculum, instructor, and in the transdisciplinary team are included. The students should be prepared to participate in a one-day-per-week field placement.

*Susan Bruce*

### EDUC6389 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*

### EDUC6492 Linguistically Responsive Teaching: Deepening Your Sheltered English Instruction Skills (Summer: 1)

This 15-hour one credit online module is designed for licensed elementary classroom teachers in Massachusetts schools who have already obtained their SEI Endorsement (either through the state's



RETELL course or other avenues). This summer two-week online course provides the support and coaching teachers need to develop their skills as linguistically responsive educators.

*Anne Homza*

**EDUC6495 Human Development and Disabilities (Fall/Summer: 3)**

This course addresses the reciprocal relationship between human development and disability. Prenatal, perinatal, and postnatal causes of disability will be presented. Students will learn about theoretical perspectives, research, and current disagreements related to causes, identification, and treatment of disabilities. Prevention and intervention strategies will be presented for each disability. The application of assistive technology will be covered across disabilities.

*Susan Bruce*

**EDUC6496 Foundations of Autism Spectrum Disorder (ASD) (Summer: 3)**

This course covers the major theoretical explanations for ASD symptomology, including contributions from education, psychology, neuroscience and related fields. Major debates surrounding identification, treatment, and outcomes of students with ASD, including recent commentaries from the ASD self-advocacy community, will be discussed.

*Kristen Bottema-Beutel*

**EDUC6497 Intervention for Students with Autism Spectrum Disorder (ASD) (Summer: 3)**

In this course students will learn strategies and purported mechanisms behind current intervention models designed for students with ASD. Student will be able to evaluate research evidence and claims of effectiveness of each intervention, and will design and implement appropriate interventions for student with ASD.

*The Department*

**EDUC6540 Ed Implications/Sensory, Motor and Health Impairments (Spring: 3)**

This course addresses the impact of physical disabilities on learning. Emphasis is placed on the educational needs of children with cerebral palsy, visual impairment, or hearing loss in combination with intellectual disability. Basic anatomy of the eye and ear are covered along with the common causes of vision and hearing loss. This course prepares teachers to perform functional vision and hearing evaluations and to translate those findings into appropriate classroom accommodations and adaptations. Many children with disabilities have unmet sensory integration needs that influence their behavior and subsequent readiness to learn.

*Thomas Miller*

**EDUC6588 Teaching and Learning Strategies for Moderate Special Needs (Spring: 3)**

*Prerequisite:* EDUC7579

**Not open to non-degree students. EDUC6589 is intended for general educators and EDUC6588 is required for special educators**

This course is intended to help prospective and experienced special education teachers and other educators a repertoire of skills for teaching students with mild/moderate (high incidence) educational disabilities. Participants will accomplish this goal by making connections among their knowledge of disabilities, special education policy and practices, assessments, education theory, and teaching methods. Students will learn how to develop, implement, and monitor individualized education programs, implement research-based effective intervention prac-

tices, and collaborate with others to meet the needs of special education students in inclusive and other educational settings. Successful students will have familiarity and competency with a variety of special education procedures and teaching approaches and specific practices. Appropriate for both elementary and secondary level education. Class sessions will routinely include time to practice skills being learned.

*David Scanlon*

**EDUC6589 Teaching and Learning Strategies for Inclusive Secondary Educators (Spring: 3)**

Designed primarily for elementary and secondary education teacher candidates and practicing educators, this course helps them develop an initial repertoire of skills for teaching students with educational disabilities. The primary emphasis of this course is on the education of students with mild/moderate disabilities in inclusive classrooms. Participants will learn to develop comprehensive instructional plans fully inclusive of students with educational disabilities, utilized an IEP to guide instruction, develop accommodations and modifications appropriate to students and the curriculum, design individual, small, and large group instructions, and evaluate various service delivery options for educating students with special needs.

*The Department*

**EDUC6592 Foundations of Language and Literacy Development (Spring: 3)**

Provides students with a comprehensive overview of major theories and research in language and literacy including theories of instruction. Emphasis is placed on major reports on literacy instruction as well as critiques of those reports. Topics covered include: language acquisition, the role of language in literacy learning, emergent literacy, the role of phonics in early literacy learning, reading fluency, reading comprehension and critical literacy, discourse theory, multi-modal literacy, and adolescent literacy.

*Curt Dudley-Marling*

**EDUC6593 Introduction to Speech and Language Disorders (Fall: 3)**  
*Corequisite:* EDUC6493

On the basis of the development of normal children, this course will explore dysfunctions of speech and language that interfere with normal communication and learning processes. The evaluation of language performance and the remediation of language deficits will also be stressed.

*The Department*

**EDUC6595 Assessment and Instruction for Students with Reading Difficulty (Fall/Summer: 3)**

*Prerequisite:* EDUC7542 or equivalent

Examines the methods and materials related to formal and informal assessment, analysis, and interpretation of the results of assessment and instructional techniques for students with a range of reading difficulties (K-12). Focus is on the needs of students from varied populations.

*The Department*

**EDUC6628 Computer Applications for Educators (Spring: 3)**  
**Offered Biennially**

**This is not a course in computer programming. Alternates every other spring with EDUC1128. For graduate students only.**

Explores the role of emerging technologies in the context of schools. Course is theoretically grounded in the Project-Based Learning literature. Assignments are hands-on, with emphasis placed on producing tangible artifacts that will serve a practical need. Specifically,

## EDUCATION

---

students will develop PowerPoint presentations to evaluate educational software and web-based curricular materials. Also, each student will develop a website featuring his or her teaching portfolio. Course appropriate for all computer skill levels.

*Alec Peck*

### **EDUC6674 Teaching Mathematical Problem Solving in Grades 4-12 (Spring: 3)**

**Offered Biennially**

Examines complex issues, trends, and research regarding alternative approaches for teaching mathematical problem solving. Topics include the nature of mathematical inquiry; models for collaborative grouping; methods and materials for cultivating problem solving, reasoning, and communication processes; methods of assessing mathematical problem solving; and the impact of Vygotskian Psychology on the teaching and learning of mathematical problem solving.

*Lillie R. Albert*

### **EDUC6686 Augmentative Communication for Individuals with Disabilities (Spring: 3)**

This course focuses upon the communication problems of persons who are developmentally disabled, physically challenged, hearing impaired, and deaf-blind. Students learn strategies for enhancing communication and learn how to develop and implement a variety of augmentative communication systems.

*Susan Bruce*

## **Educational Leadership and Higher Education**

### *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).

### **ELHE2295 Spirituality, Religion, and College Student Experience (Spring: 3)**

Faith, religion, and spirituality have become topics of increasing interest for scholars and practitioners in higher education and student personnel development. This semester-long, upper-level, undergraduate course explores the historic, developmental, sociological, and philosophical dimensions of the college student experience at the intersection of faith life, spirituality and academic culture. This course approaches themes and readings from an ecumenical and interreligious set of perspectives. Students will engage several major texts as well as articles from scholarly journals and narratives from institutional models that attempt to integrate faith life and spirituality into the prevailing academic and student development culture.

*Michael James*

### **ELHE3375 Educational Leadership in Higher Education (Spring: 3)**

This course will be designed to provide undergraduate students with an overview of numerous leadership concepts and theories in order to impart an understanding of how leadership is expressed within organizational contexts, specifically higher educational settings. Furthermore, students will also develop an in-depth understanding of their own personal leadership aptitudes and preferences, providing them with the knowledge and tools to further their leadership abilities as they pursue their careers within specific educational and community settings.

*Michele Kerrigan*

### **ELHE4449 Human Resources Administration (Spring: 3)**

**Offered Biennially**

Addresses fundamental school personnel functions such as hiring, retention, socialization, rewards and sanctions, and performance appraisal. These functions, however, are situated in a broader approach to the human and professional development of school personnel in a learning organization. Situates human resource development within the larger agenda of increased quality of student learning and teacher development.

*The Department*

### **ELHE6349 Sociology of Education (Fall: 3)**

**Cross listed with SOCY5568**

This course presents a variety of sociological perspectives of schooling by reviewing contemporary debates in the sociology of education. Schooling reproduces cultural values and transmits cultural norms over generations. Such actions may be examined by analyzing the occupational culture of teaching, the social organization of schools, the linguistic codes, and the reproductive process of social class.

*Ted Youn*

## 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 advance business theory and enhance 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 Morrissey 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 School freshmen will enroll in PRTO1000 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, Carroll School of Management students should also complete the Writing Seminar and the Literature requirement as well as one semester of Calculus (MATH1100 or higher) and one semester of Business Statistics (OPER1135). These five courses, or their equivalent via Advanced Placement, along with ISYS1021 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 elsewhere in this section for the variety of ways in which it can be satisfied), language study is in order. Note that students contemplating study abroad, and cognizant of the increasingly global nature of business, are well advised to hone existing language skills and consider beginning study of another language. Proficiency in several languages constitutes a significant advantage for aspiring business people. Boston College's international programs include a number of programs—from Scandinavia to the Pacific Rim—which are especially attractive for 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

Note: All courses 3 credits

- PRTO1000 Portico (freshman, fall)
- OPER1135 Business Statistics (freshman)
- ECON1131 Principles of Economics I—Micro (freshman or sophomore)
- ECON1132 Principles of Economics II—Macro (freshman or sophomore)
- ISYS1021 Computers in Management (freshman or sophomore)
- ACCT1021 Financial Accounting (sophomore or freshman, spring)
- ACCT1022 Managerial Accounting (sophomore)
- OPER2235 Math for Management (sophomore)\*
- BSLW1021 Introduction to Law (sophomore or junior)
- MGMT1021 Organizational Behavior (sophomore or junior)
- OPER1021 Operations Management (junior)
- MFIN1021 Basic Finance (junior)
- MKTG1021 Principles of Marketing (junior)
- MGMT3099 Strategic Management (senior)

- 4–6 Carroll School of Management concentration courses (junior, senior)

- 12 credits of Morrissey College of Arts and Sciences Electives

With the exception of MGMT3099 Strategic Management, all Management Core courses usually are completed by the end of the junior year. Students who have transferred, who have done a semester or a year abroad, or who have had deficiencies may have to modify their schedules somewhat.

Students who enroll in a Morrissey College of Arts and Sciences minor may reduce, by one, their Management Core courses; note that not all courses are eligible for this reduction. All students must take Portico, Statistics, and Financial Accounting. Students who pursue a Morrissey College of Arts and Sciences major may reduce their Management Core by two courses, with the exceptions noted above. Students who wish to pursue one of these options must consult with the Associate Dean's office.

Prerequisites, which are listed in the individual course descriptions, must be followed.

\*All students must complete, either via AP or course work, one course in Calculus. A second Mathematics course must be taken at BC and be chosen from among a "bucket" that includes Math for Management, Calculus II, Multivariate Calculus, Linear Algebra, and Econometric Methods. All Carroll School of Management students must take at least one mathematics course at BC.

### Satisfactory Academic Progress

All students must complete 120 credits for graduation.

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.

### Morrissey College of Arts and Sciences Majors

Students who have a very strong interest in an area in Arts and Sciences may complete a major in the Morrissey 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 Morrissey College of Arts and Sciences as early in their studies as possible.

### Pre-Medical Studies

Carroll School students are also eligible to pursue a pre-medical course of study in addition to their management curriculum.

### International Study

Studying and living in another country enables students to broaden their horizons and experience a different culture, and Carroll School of Management students are encouraged to spend at least a semester studying abroad, usually during junior year. During the spring semester of freshman year, the Dean's Office sponsors an annual program for management students interested in studying abroad; a subsequent fall semester program for first semester sophomores complements the first year program. All students interested in international study should visit the Office of International Programs early in their sophomore year and then the Carroll School of Management Undergraduate Assistant Dean, Erica Graf.

The Office of International Programs administers a growing number of programs for Boston College including course-based summer programs for those who desire a shorter abroad experience or cannot go during the regular academic year. 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 elsewhere in this Catalog for a full listing.

Students in the Honors Program, students with two concentrations, transfer students, and other students with special circumstances should plan their schedules carefully. Students in the Honors Program should seek advice on planning from the Honors Program Director. In order to receive permission to study abroad, students typically need a 3.0 grade point average.

## SPECIAL PROGRAMS

### Management Honors Program

The Honors Program has as its goal the development of the whole person with an emphasis on academic rigor and leadership ability in the organizational world.

Students are invited to join the Honors Program through the Boston College Office of Undergraduate Admissions 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 extracurricular functions of the program. Honors students are expected to remain on the Dean's List.

Students in the Honors Program take honors sections of the business core classes. They must also take three courses beyond the business core: MHON1126 Business and Professional Speaking, OPER3384 Predictive Analytics, and MHON1199 Senior Honors Thesis.

### 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 Amy Brunswick, Assistant Director for Career Engagement, in the Career Center, and the University's prelaw advisor.

### The Ethics Initiative

In addition to PRTO1000 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.

### Summer Management Catalyst Program

The Carroll School of Management Summer Management Catalyst Program is an intensive, full-time, 10-week program designed to develop a solid and broad foundation in the functional areas of management for non-management students.

Participants take three full courses and five micro courses that cover a wide range of business management topics, including management, accounting, finance, marketing, operations, ethics, business law and strategy.

Additional information and application can be found at: [www.bc.edu/catalyst](http://www.bc.edu/catalyst).

#### Program Benefits

- Learn how organizations operate and develop management skills to contribute to complex, not-for-profit, business and government entities.
- Complete the core management courses in one summer—ideal for students who find it difficult to fit management courses into their schedule.
- Qualify to take higher-level management courses upon completion of the summer program.
- Develop career strategies in building your personal brand through sessions on skills assessment, writing resumes and business letters, interviewing skills, effective networking, and employer panels.
- Stand out in the competitive job market for internships or full-time positions with enhanced credentials from the summer program.

### Carroll School of Management Dean's Office Courses

#### PRTO1000 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

#### BCOM5588 Business Writing and Communication (Fall/Spring: 3)

Restricted to Carroll School of Management juniors and seniors

The course focuses on the types of communication done on the job, especially in corporations. Business assignments are used to illustrate appropriate writing and communication strategies, protocols,

styles, and formats. Students work alone and in collaboration around a variety of assignments and tools including traditional paper reports, electronic discussion boards, emails, wikis, live chats, social media, and oral presentations. By the end of the semester, students will be proficient in producing business letters, instructions, reports, proposals, resumes and presentation materials.

*Timothy Gray*

*Rita Owens*

#### Co-concentration in Business Analytics

The Business Analytics co-concentration is designed to be a second concentration for Carroll School of Management students, who must choose a primary concentration such as marketing, information systems, operations management, management and leadership, accounting or finance. Up to one class from the co-concentration course list can be counted towards another concentration.

Business Analytics is the emergent capability for organizations in the twenty-first century. All organizations, regardless of industry, size, or operating environment generate and manage large volumes of data and information that, used well, inform the decision making and competitive capabilities of the enterprise. The emerging area of analytics is focused on using business data to examine what already happened, to determine or predict what will happen, and to explore or model what should happen. Successful managers across functional areas, whether finance, marketing, operations, human resources, or information systems, need to be able to understand and utilize business analytics in order to manage and lead effectively.

Business Analytics draws upon a portfolio of methods and tools including statistics, forecasting, experimental design, data mining, and modeling to turn data into information and insights. The business analytics field includes descriptive, predictive, and prescriptive analytics. Descriptive analytics help organizations describe what has happened in their operating environment and includes gathering, organizing, tabulating, and communicating historical information: how many online subscribers do we have? Predictive analytics helps organizations understand what to do by uncovering relationships and associations in the available data, and uses techniques such as probability and forecasting to reveal the likelihood of outcomes: the number of online subscribers increases when we have banner advertising on search sites. Prescriptive analytics is focused on understanding the causal effects that can be discerned from data sets, and strives to predict what will happen, given a particular course of action: if we increase our banner advertising and provide one-click subscribing, how will the number of subscribers change?

The Business Analytics co-concentration builds upon the Carroll School of Management core. The co-concentration is designed to align with a variety of functional disciplines making Business Analytics an excellent complement to other concentrations including Accounting, Finance, Marketing, Information Systems, or Management & Leadership.

#### Objectives of the Undergraduate Co-concentration in Business Analytics

The objectives of the undergraduate co-concentration are to develop managers who:

- possess a broad and deep understanding of theories and concepts in business analytics
- are adept at data management and analysis
- understand and utilize quantitative techniques for historical analysis, predictive analysis, modeling and simulation

- are capable of applying analytical skills and knowledge to address management problems across disciplines and industries

### Careers in Business Analytics

Rather than simply answering questions about what, how, when, and where things have happened, today's business analysts are able to push the use of data further, can find out why things are happening and what will happen if identified trends continue, and they are able to model how an organization can use this information to optimize outcomes. Careers that utilize the skills and knowledge of business analytics continue to emerge and grow in all fields and business disciplines. Students with this co-concentration may pursue careers in consulting, financial services, healthcare services, accountancy, technology management, government, manufacturing, and not-for-profit organizations. The demand for managers with these skills is strong 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 data, information and business intelligence.

### Business Analytics Co-concentration Requirements

The following two courses are required:

- OPER6604 Management Science (fall & spring)
  - ISYS6640 Analytics & Business Intelligence (fall & spring)
- also take one of the following:
- OPER3384 Predictive Analytics (spring)
  - MKTG6620 Marketing Information Analytics (spring)

Select two additional courses, excluding any courses taken from above list:

- OPER3304/OPER6614 Quality Management (spring)
- OPER3310 Sports Analytics (fall)
- OPER3384 Predictive Analytics (spring)
- OPER6605 Risk Analysis & Simulation (fall)
- OPER6606 Forecasting Techniques (fall & spring)
- OPER6607 Machine Learning for Business Intelligence (spring)
- ISYS2157 Introduction to Programming in Management (fall & spring)
- ISYS3257 Database Systems & Applications (fall & spring)
- ISYS6621 Social Media and Digital Business (fall & spring)
- MKTG2153 Marketing Research (fall & spring)
- MKTG3161 Customer Relationship Management (fall & spring)
- MKTG3258 Advanced Marketing Analysis (fall)
- MKTG6620 Marketing Information Analytics (spring)

### 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 an advisor from the Office of International Programs (OIP). If accepted into the study abroad program and approved by Richard Keeley, Associate Dean of the Undergraduate Program, the student should then see Sam Graves, Department Chair, for course approvals before going abroad. When students wish to have a course considered they should email or bring a copy of the syllabus and course description for approval.

### Entrepreneurship Co-Concentration

Are you interested in revolutionizing markets or joining a firm that does? The entrepreneurship co-concentration provides a strong background for launching and managing high-growth ventures in nascent or high-velocity industries. The curriculum introduces a set of tools and a way of thinking that will help students to navigate the uncertain, ambiguous contexts that often characterize new initiatives in established firms as well as start-ups.

The Entrepreneurship co-concentration is designed to be a second concentration for Carroll School of Management students. Up to one class from the co-concentration course list can be counted towards another concentration.

#### Required courses:

The courses in the co-concentration include the following:  
Required:

- MGMT 2170 Entrepreneurial Management  
Required: one of the following two finance courses:
  - MFIN2212 Venture Capital/Private Equity
  - MFIN2210 Entrepreneurial Finance
- Students must also take two electives from the following list:
- BSLW6604 Law for the Entrepreneur
  - ISYS3205 TechTrek West
  - ISYS3215 Technology & Economic Development
  - ISYS3253/MKTG3253 E-Commerce
  - ISYS3340/MKTG3340 Analytics and Business Intelligence
  - ISYS6621/MKTG6621 Social Media and Web
  - MGMT2123 Negotiation
  - MGMT2139 Social Innovation and Entrepreneurship
  - MKTG3156 Digital Marketing
  - MKTG3158 Product Planning & Strategy
  - MKTG3170 Entrepreneurial Marketing in a digital world

### Managing for Social Impact and the Public Good

#### Overview

The Managing for Social Impact and the Public Good co-concentration is jointly sponsored by the Business Law and Society, Information Systems and Marketing departments. It is designed to be a second concentration for Carroll School of Management undergraduate students, who must first choose a primary concentration such as Accounting, Finance, Information Systems, Management & Leadership, Marketing, or Operations Management.

Managing for Social Impact and the Public Good aims to provide Carroll School students with a well-defined, interdisciplinary co-concentration focused on analyzing the multifaceted impacts of today's global corporations and understanding the personal and professional challenges of managing organizations to foster sustainability and the public good.

In successfully completing this co-concentration, students will:

- Develop a theoretical and practical understanding of the extended social impacts of global corporations and why responsible enterprise values and the public good are relevant for all stakeholders
- Learn to apply research and critical thinking to understand the challenges, benefits and current practices in Corporate Social Responsibility

- Explore the philosophical, ethical, legal, economic and ecological implications of the decisions made by corporate and public sector global leaders through case studies, readings and class discussions
- Understand the challenges, available tools and innovative models for managing social impacts and balancing stakeholder value in a variety of corporate, nonprofit and public sector organizations
- Develop and articulate a personal vision for integrating moral decision-making, social justice, citizenship and responsible management in their future professional lives.

#### Course Requirements

This co-concentration requires 4 courses (representing at least 12 credits), 2 of which are required and 2 of which are electives. In accordance with the interdisciplinary nature of Managing for Social Impact and the Public Good, students in this co-concentration will select their 2 electives from a list of courses jointly approved by the Carroll School of Management and participating departments in the Morrissey College of Arts and Sciences. The MCAS elective courses taken for credit toward completing this co-concentration cannot be counted toward fulfilling other Boston College or MCAS course distribution requirements.

The following two Carroll School courses are required:

- ISYS/MGMT3345 Managing for Social Impact (fall)
- Social Impact Senior Seminar (spring of senior year)

In addition, students must take two approved MCAS elective courses (for a total of at least 6 credits) from the following list:

- ECON2273 Development Economics
- ECON2278 Environmental Economics
- ECON3317 Economics of Inequality
- ECON3358 Industrial Organization: Creation & Strategy
- EESC1174 Climate Change and Society
- EESC1187 Geoscience and Public Policy
- HIST2430 Business in American Life
- HIST4890 American Environmental History
- PHIL2216 Boston: An Urban Analysis
- PHIL5534 Environmental Ethics
- POLI2301 Policy and Politics in the U.S.
- POLI2415 Models of Politics
- SOCY1072 Inequality in America
- SOCY3348 Environmental Sociology
- SOCY5552 Social Entrepreneurship
- THEO4433 Faith, Service and Solidarity
- THEO5354 Modern Catholic Social Teaching
- THEO5563 Ethics, Religion and International Politics

#### Application Process

During a two-year pilot period beginning in Spring 2016, a maximum of 25 students per year will be accepted into the Managing for Social Impact co-concentration. Carroll students who are graduating in 2018 or later are eligible to apply. Interested students should complete and submit an online application form by March 18, 2016. You will be notified about the status of your application via email by April 8, 2016.

For questions about the Managing for Social Impact co-concentration, contact Professor Mary Cronin in the Information Systems Department at [cronin@bc.edu](mailto:cronin@bc.edu)

## Accounting

### Faculty

**Mark Bradshaw**, *Professor*; Chairperson of the Department; B.B.A., M.Acc., University of Georgia; Ph.D., University of Michigan; C.P.A.  
**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  
**Sugata Roychowdhury**, *Professor*; B. Tech., National Institute of Technology India; M.B.A., International Management Institute India; M.S., 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

**Mary Ellen Carter**, *Associate Professor*; B.S., Babson College; M.B.A., Boston College; Ph.D., Massachusetts Institute of Technology; C.P.A.

**Lian Fen Lee**, *Associate Professor*; B.A., Nanyang Technological University; Ph.D., University of Michigan

**Gil J. Manzon**, *Associate Professor*; B.S., Bentley College; D.B.A., Boston University

**Ronald Pawliczek**, *Associate Professor*; Assistant Department Chair; B.B.A., Siena College; M.B.A., Ph.D., University of Massachusetts

**Susan Z. Shu**, *Associate Professor*; B.B.A., University of Dubuque Iowa; M.S., Ph.D., University of Rochester

**Billy Soo**, *Associate Professor*; B.S., University of Philippines; M.S., Ph.D., Northwestern University

**Vishal Baloria**, *Assistant Professor*; B.B.A., University of Toronto; M.A., McMaster University; Ph.D., University of Waterloo; C.P.A.

**Mengyao Cheng**, *Assistant Professor*; B.A., B.B.A., University of Michigan; Ph.D., Emory University

**Carlo Gallimberti**, *Assistant Professor*; B.S., M.S., Ph.D., Bocconi University

**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 Łódź, Poland; M.S., University of Illinois; Ph.D., Northwestern University

**Elizabeth Bagnani**, *Associate Professor of the Practice*; B.B.A., College of William & Mary; Ph.D., University of Massachusetts at Amherst

**Elizabeth Quinn**, *Senior Lecturer*; B.S., Boston College; M.S.T., Northeastern; C.P.A.

**Edward Taylor, Jr.**, *Senior Lecturer*; B.S., Boston College; M.S.T., Bentley College; C.P.A.

**Dianne Feldman**, *Lecturer*; B.S., University of Massachusetts-Amherst; M.B.A., Bentley University; C.P.A.

### Contacts

- Department Secretary: Maureen Chancey, 617-552-3940, [maureen.chancey@bc.edu](mailto:maureen.chancey@bc.edu)
- [www.bc.edu/accounting](http://www.bc.edu/accounting)

### Undergraduate Program Description

The objective of the curriculum sequence is to prepare the undergraduate accounting major for a 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 career 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, Accounting Information Systems, and Corporate Reporting and Analysis. 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. Students intending to acquire a Certified Public Accountant (CPA) designation should choose this concentration to best satisfy its requirements.

#### Required 12 credits hours in:

- ACCT3301 Financial Accounting Standards and Theory I
- ACCT3302 Financial Accounting Standards and Theory II
- ACCT3307 Managerial Cost and Strategic Analysis
- ACCT4405 Federal Taxation

#### And at least three credits from one of the following four courses:

- ACCT3309 Audit and Other Assurance Services\*
- ACCT3351 Financial Statement Analysis
- ACCT6601 Financial Accounting Standards and Theory III
- ACCT6618 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.

Most states require from eight to eleven accounting classes (24 to 33 accounting credits) in order to be qualified as a Certified Public Accountant (CPA). Because the accounting concentration requires only seven accounting classes (21 credits), a student must take additional accounting classes. **The department offers a number of accounting electives that students can take to satisfy their CPA requirements. These electives are listed below.**

- ACCT3399 Directed Readings and Research
- ACCT4409 Advanced Auditing
- ACCT6601 Financial Accounting Standards and Theory III
- ACCT6610 Accounting Research and Standard Setting
- ACCT6615 Advanced Federal Taxation
- ACCT6616 Personal Wealth Planning
- ACCT6623 Fair Value Accounting
- ACCT6634 Ethics & Professionalism in Accounting
- ACCT6635 Forensic Accounting
- ACCT6690 International Accounting Experience

### Concentration in Corporate Reporting and Analysis

Students who wish to enter the field of finance and would like to develop a deeper and better understanding of the financial statements that underlie most financial decisions are encouraged to pursue the Corporate Reporting and Analysis concentration. Taken together with a Finance concentration, the Corporate Reporting and Analysis concentration provides the course work for finance majors to understand the assumptions and procedures behind the preparation of financial statements and the skill set to better understand and evaluate financial statements.

Unlike the traditional accounting concentrations, the Corporate Reporting and Analysis concentration focuses solely on financial

accounting and provides a valuable complement to a finance concentration. Most students who concentrate in Corporate Reporting and Analysis end up working for investment and commercial banks, mutual funds, and consulting and private equity firms.

This concentration requires five courses (15 credits): three courses in financial accounting, one elective in accounting and one elective in economics or statistics.

#### Required nine credit hours in:

- ACCT3301 Financial Accounting Standards and Theory I
- ACCT3302 Financial Accounting Standards and Theory II
- ACCT3351/MFIN3351 Financial Statement Analysis

#### And at least three credit hours in one of the following:

- ACCT6601 Financial Accounting Standards and Theory III
- ACCT6610 Accounting Research and Standard Setting

#### And at least three credit hours in one of the following:

- OPER3384 Applied Statistics
- OPER6606 Forecasting Techniques
- ECON2228 Econometric Methods
- ECON2229 Economic and Business Forecasting

### Concentration in Accounting Information Systems

Employers continually emphasize the value of graduates who understand both business and the information system (IS) that supports it. While IS professionals develop competence in the design and implementation of business information systems, accountants have a broad understanding of the business process and controls, and how the systems are used to generate information for decision making. Having the two skill sets is invaluable.

Students fulfilling this concentration will satisfy all of the requirements for the IS concentration and also obtain a background in Accounting. The curriculum entails six courses (five required and one Accounting elective), and is designed for students interested in careers either with the consulting divisions of professional service firms, such as major accounting firms and IS departments of companies, or as IS auditors. Students are advised to see a faculty advisor in selecting an appropriate Accounting elective.

This concentration is administered jointly by the Accounting Department and the Information Systems Department.

#### Required 15 credit hours in:

- ACCT3301 Financial Accounting Standards and Theory I
- ACCT6618/ISYS6618 Accounting Information Systems
- ISYS2157 Introduction to Programming for Management (or CSCI1157)
- ISYS3257 Database Systems and Applications
- ISYS4258 Systems Analysis and Design

#### And at least three credit hours from one of the following:

- ACCT3302 Financial Accounting Standards and Theory II
- ACCT3307 Managerial Cost & Strategic Analysis
- ACCT3309 Audit & Other Assurance Services
- ACCT3351 Financial Statement Analysis

### 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.) program to meet these additional requirements. For more details on the program, refer to the Boston College M.S. 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 [csm.accounting@bc.edu](mailto:csm.accounting@bc.edu) if you have any additional questions.

### 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).

#### ACCT1021 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*

#### ACCT1022 Managerial Accounting (Fall/Spring: 3)

*Prerequisite:* ACCT1021 or ACCT1031

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 discussed.

*The Department*

#### ACCT1031 Financial Accounting-Honors (Fall: 3)

Honors section of ACCT1021

*Billy Soo*

*Edward Taylor*

*Peter Wilson*

#### ACCT1032 Managerial Accounting-Honors (Spring: 3)

Honors section of ACCT1022

*Sugata Roychowdhury*

*Billy Soo*

*Edward Taylor*

#### ACCT3301–3302 Financial Accounting Standards and Theory I and II (Fall/Spring: 3)

*Prerequisite:* ACCT1021 or ACCT1031; ACCT3301 is a prerequisite for ACCT3302

ACCT3301 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. ACCT3302 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. A thorough analysis of cash flow reporting is also included.

*Betty Bagnani*

*Mary Ellen Carter*

*Gil Manzon*

*Billy Soo*

#### ACCT3307 Managerial Cost and Strategic Analysis (Fall/Spring: 3)

*Prerequisite:* ACCT1022 or ACCT1032

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 discussed.

*Jeffrey Cohen*

*Elizabeth Quinn*

#### ACCT3309 Audit and Other Assurance Services (Fall/Spring: 3)

*Prerequisite:* ACCT3301

This course examines contemporary auditing theory and practice. The topics include the environment of the auditing profession, audit planning and analytical review, internal control, audit evidence, and auditor communications.

*Jeff Cohen*

*Liz Quinn*

#### ACCT3351 Financial Statement Analysis (Fall/Spring: 3)

*Prerequisite:* ACCT1021 or ACCT1031, and MFIN1021

**Cross listed with MFIN3351**

This course 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. Students will analyze real-life cases to foster an understanding of the economic and strategic information conveyed in financial reports.

*Mark Bradshaw*

*Amy Hutton*

#### ACCT3399 Directed Readings (Fall/Spring/Summer: 3)

*Prerequisite:* Permission of department chairperson

Research is conducted under the supervision of faculty members of the Accounting Department. The objectives of the course are to help the student develop an area of expertise in the field of accounting and to foster the development of independent research skills.

*Billy Soo*

**ACCT4405 Federal Taxation (Fall/Spring: 3)**

*Prerequisite:* ACCT3301

This course introduces the student to the various elements of taxation and emphasizes interpretation and application of tax laws. 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*

**ACCT4409 Advanced Auditing (Spring: 3)**

*Prerequisite:* ACCT3309

This course builds on the assurance services knowledge and skills that developed in the introductory audit class. The principal objectives are to develop a solid understanding of the audit process, associated professional standards, and the application of standards to actual auditing situations.

*Frederick Husk*

**ACCT6601 Financial Accounting Standards and Theory III**

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

*Prerequisite:* ACCT3302 (undergraduate) or ACCT8814 (graduate)

This course extends the study of the relationship between accounting theory and practice as it applies to business combinations, and the accounting for government entities and not-for-profit organizations.

*Mark Crowley*

**ACCT6610 Accounting Research and Standard Setting (Fall: 3)**

*Prerequisite:* ACCT3302 (undergraduate) or ACCT8814 (graduate)

The goals of the IFRS course are to help students learn the differences between US GAAP and IFRS for events and circumstances where these differences and their financial statement consequences are particularly pronounced and to help students learn how to make informed judgments while preparing, auditing, or using IFRS financial statements. To this end, the course emphasizes researching, analyzing, and discussing standards, conceptual frameworks, and global financial statements related to revenue recognition, property plant and equipment, intangibles, provisions, leasing, taxes, and employee benefits.

*Peter Wilson*

**ACCT6615 Advanced Federal Taxation (Fall/Spring/Summer: 3)**

*Prerequisite:* ACCT4405 or ACCT8816

The course aims to cover federal income tax law as applied to planning for and executing business transactions and decisions. The focus is on the corporate entity, but some time will be spent on partnerships, "S" corporations, trusts, estates, and exempt organizations. Practical application of tax rules rather than technical analysis will be emphasized.

*Edward Taylor*

**ACCT6618 Accounting Information Systems (Fall/Spring/Summer: 3)**

*Prerequisites:* ACCT1021 or ACCT1031 and CSCI1021 or CSCI1031 or ISYS1021 or ISYS1031

**Cross listed with ISYS6618**

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.

*Jeff Allen*

*James Jumes*

*Frank Nemia*

**ACCT6623 Fair Value Accounting and Measurement (Spring: 3)**

*Prerequisite:* ACCT3302 or ACCT8814

Fair Value is an important measurement basis in financial reporting, an area of interest and debate with current financial market events and changes in the global economy. This course will focus on the practical application of fair value measurement as an integrated feature of financial reporting, investments, risk management, valuation and regulatory reforms.

*Roger Pearson*

**ACCT6634 Ethics and Professionalism in Accounting**

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

*Prerequisite:* ACCT3309 or ACCT8815

The professional role of the Certified Public Accountant is to protect the investing public, yet the CPA's profit is dependent on controlling costs and managing a portfolio of satisfied corporate clients. These realities lead to a conflict of interest that is at the heart of this course. This course will focus on the nature of professions and professionalism. Specific attention will be paid to the AICPA's code of ethics, economic and regulatory factors affecting the public accounting profession, and various aspects of the current accounting environment.

*David Lemoine*

*Vincent O'Reilly*

*Gregory Trompeter*

**ACCT6635 Forensic Accounting (Fall/Spring/Summer: 3)**

*Prerequisite:* ACCT3301 (undergraduate), or ACCT7701, or ACCT7713, or ACCT8813 (graduate)

Forensic Accounting is a growing area of practice in which the knowledge, skills and abilities of accounting are combined with investigative expertise and applied to legal problems. Forensic accountants are often asked to provide litigation support where they are called on to give expert testimony about financial data and accounting activities. In other more proactive engagements, they probe situations using special investigative accounting skills and techniques. Some even see forensic accounting as practiced by skilled accounting specialists becoming part and parcel of most financial audits—an extra quality control step in the auditing process that will help reduce financial statement fraud.

*Vincent O'Reilly*

*Timothy Pearson*

**ACCT6690 International Accounting Experience (Spring: 3)**

*Prerequisite:* ACCT1021 or ACCT1031

This course introduces students to accounting and international business in the emerging economies of Argentina and Chile, using the countries as a microcosm for the globalization of commercial and financial markets. Students will examine Argentina's and Chile's recent economic and political histories and research Argentine and Chilean companies and industries as preparation for a trip to the two countries over spring break.

*The Department*

## Business Law

### Faculty

**Stephanie M. Greene**, *Professor*; Chairperson of the Department;

B.A., Princeton University; M.A., J.D., Boston College

**Frank J. Parker, S.J.**, *Professor*; B.S., College of the Holy Cross; J.D., Fordham University Law School

**Christine N. O'Brien**, *Professor*; B.A., J.D., Boston College

**David P. Twomey**, *Professor*; B.S., J.D., Boston College; M.B.A., University of Massachusetts, Amherst

**Richard E. Powers**, *Senior Lecturer*; B.A., M.A., 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 Kyrtzoglou, 617-552-0410, kathleen.kyrtzoglou.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. Elective courses are offered in a variety of topics that may interest students interested in starting their own business, considering law school, or preparing for the Certified Public Accounting examination. A core course and other electives that relate to concentrations are offered at the graduate level.

### 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).

#### BSLW1021 Law I—Introduction to Law and Legal Process (Fall/Spring: 3)

This course is part of the required core for the CSOM students and an elective for other students.

This course introduces students to the legal system and the social, legal, and regulatory environment of business. In addition to learning how the legal system works, students study substantive areas of business law including antitrust law, securities regulation, environmental law, employment law, international business and intellectual property rights. The course includes an examination of the law of contracts from formation requirements to remedies for breach.

#### The Department

#### BSLW1022 Law II—Business Law (Fall: 3)

**Recommended for Accounting and Marketing students and for Prelaw students who are interested in a comprehensive overview of the law. Required for those taking the CPA Examination in New York and numerous other states.**

The course complements BSLW1021, 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, as well as bankruptcy, real property, insurance, wills, trusts and estates, and accountants' liability are discussed.

#### Richard Powers

#### BSLW1031 Introduction to Law—Honors (Fall/Spring: 3)

This course is a more rigorous version of BSLW1021 designed for students in the Honors Program.

#### Thomas Wesner

#### BSLW1102 Law and Ethics (Fall: 3)

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 laws provide some guidance on the right course of action, individuals are not strictly constrained by legal principles. The emphasis throughout this course is on assisting students to develop the decision-making skills necessary for their future roles as responsible managers and leaders.

#### Richard Powers

#### BSLW1125 Real Estate Fundamentals (Fall: 3)

**This course employs various teaching and learning methods: class lectures; videos of interviews with experts and about illustrative projects; case study discussion; guest lectures; team-based virtual tours of Boston neighborhoods that have been transformed by large-scale real estate development; and, a capstone project of teams preparing a development plan for an actual site in the Boston areas.**

This course is focused on what real estate development is and what it means to be a real estate developer. Students will gain an understanding of the process of real estate development, including design and construction; how developers engage with the public sector and the surrounding community to obtain approval for a development; how projects are financed; and, other important elements that contribute to completing successful real estate projects. Also learn about the legal aspects of developments; the ways that development is a catalyst for neighborhood improvement and local economic growth; and, trends in sustainable development.

#### Edward Chazen

#### BSLW1145 Real Estate Development (Spring: 3)

**This course employs various teaching and learning methods: class lectures; videos of interviews with experts and about illustrative projects; case study discussion; guest lectures; team-based virtual tours of Boston neighborhoods that have been transformed by large-scale real estate development; and, a capstone project of teams preparing a development plan for an actual site in the Boston areas.**

This course is focused on what real estate development is and what it means to be a real estate developer. Students will gain an understanding of the process of real estate development, including design and construction; how developers engage with the public sector and the surrounding community to obtain approval for a development; how projects are financed; and, other important elements that contribute to completing successful real estate projects. Also learn about the legal aspects of developments; the ways that development is a catalyst for neighborhood improvement and local economic growth; and trends in sustainable development.

#### Edward Chazen

### **BSLW1147 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 issues in constitutional law.

*Angela Lowell*

### **BSLW1148 International Law (Fall: 3)**

The course examines the legal relationships between individuals, business enterprises, and governments in the world community. Emphasis is on the private business transaction. Course objectives include how to assess the risks of doing business internationally and what legal steps may be taken to minimize or assign risk. Topics covered include different methods of transacting international business, from exporting and importing to direct foreign investment, issues in international contracting, the documentary transaction, and licensing intellectual property.

*Stephanie Greene*

### **BSLW1152 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 Twomey*

### **BSLW1156 Real Estate (Fall/Spring: 3)**

#### **Offered Biennially**

The course examines the sources of property law, the 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*

### **BSLW1181 Real Estate and Urban Action (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 explores 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? The course examines both local and national formerly distressed public housing projects that have been successfully transformed into successful mixed-income and mixed-use communities. There are two

field trips during the semester. The course concludes with a challenging, fun, hands-on project that results in an excellent demonstration of the knowledge skills and experience developed throughout the course.

*Neil McCullagh*

### **BSLW1185 Topics: Law and Economics (Fall: 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 to 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*

### **BSLW2298 Independent Study (Fall: 3)**

*The Department*

### **BSLW2299 Real Estate Field Projects (Spring: 3)**

The course consists of teams of 4-5 students each working on a field project for a real estate/developer investor, not-for-profit organization or government agency. The field projects are real world real estate projects that involve extensive data collection/analysis, interviews with a range of experts and others that can influence the conclusions and recommendations of the team, and presentations to management of the sponsoring organization. The field projects typically include development proposals for a property; re-development plans for an existing property; and real estate market research to assist an investor considering expansion into new geographic markets. Each team will work under the supervision of the instructor, with weekly team meetings to review the work plan, progress toward identified goals, and practicing several presentations that form an important part of the learning experience. There will be three field projects planned.

*Edward Chazen*

### **BSLW6604 Law for the Entrepreneur (Fall/Spring: 3)**

This course examines the legal issues and challenges created by the migration of business applications to the Internet. The intersection of law, business and technology is explored in-depth in this course. Students learn some aspects of entrepreneurship with practical application to business transactions. This course covers business' digital assets, in the form of intellectual property—trademarks, copyrights, patents and trade secrets. Other topics surveyed include: contracts, licensing agreements, jurisdiction, tax, financing start-ups, privacy, speech, defamation, content control, filtering, information security, and crime. The course introduces students to critical high-tech issues necessary for effective managers of e-commerce enterprises.

*Brown Nagy*

### **BSLW6651 Nonprofits and Public Sector Organizations (Spring: 3)**

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. Economy sectors to be examined will include higher education, secondary education, churches, health care delivery, and social service agencies.

*Frank J. Parker, S.J.*



**BSLW6674 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, ECON1131–ECON1132, are surveys of economic problems, policies, and theory, and the required courses in micro theory and macro theory, ECON2201–ECON2202, 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, economic development, capital theory, labor economics, industrial organization, environmental economics, law and economics, and econometrics.

Students from the Carroll School of Management 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 (ECON1131–ECON1132)
- Microeconomic Theory (ECON2201 or ECON2203)
- Macroeconomic Theory (ECON2202 or ECON2204)
- Business Statistics (OPER1135 or OPER1145)
- And two electives, at least one of which must be an upper level course

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 complete the 11-course major in Economics within the Morrissey College of Arts and Sciences. Finally, all Carroll School of Management students, regardless of their area of concentration, are required to take Principles of Economics (ECON1131–ECON1132) and Business Statistics (OPER1135 or OPER1145).

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, for 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, Milan; Ph.D., University of California, Los Angeles

**Thomas J. Chemmanur**, *Professor*; B.S., Kerala University, India; 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**, *Professor*; Mario J. Gabelli Endowed Chair; B.A., Wesleyan University; Ph.D., Massachusetts Institute of Technology  
**Alicia H. Munnell**, *Professor*; Peter F. Drucker Chair in Management Studies; B.A., Wellesley College; M.A., Boston University; Ph.D., Harvard University

**Helen Frame Peters**, *Professor*; A.B., M.A., Ph.D., University of Pennsylvania

**Jeffrey Pontiff**, *Professor*; James F. Cleary Chair in Finance; B.A., University of Chicago; M.S., Ph.D., University of Rochester

**Ronnie Sadka**, *Professor*; *Chairperson of the Department*; B.Sc., M.Sc., Tel-Aviv University; Ph.D., Northwestern University

**Philip E. Strahan**, *Professor*; John L. Collins Chair in Finance; B.A., Amherst College; Ph.D., University of Chicago

**Robert Taggart**, *Professor*; B.A., Amherst College; M.S., Ph.D., Massachusetts Institute of Technology

**Hassan Tehranian**, *Professor*; Griffith Family Millennium Chair in Finance; Senior Associate Dean of Faculty; Executive Director, Center for Asset Management; B.S., Iranian Institute of Advanced Accounting; M.B.A., Ph.D., University of Alabama

**Rui Albuquerque**, *Associate Professor*; Ph.D., M.S., University of Rochester; Licenciatura in Economics, Universidade Catolica Portuguesa

**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

**Jonathan Reuter**, *Associate Professor*; B.A., Johns Hopkins University; Ph.D., Massachusetts Institute of Technology

**Ian Appel**, *Assistant Professor*; B.A., Ph.D., University of Pennsylvania; M.A., Johns Hopkins University; B.S., Duke University

**Vyacheslav Fos**, *Assistant Professor*; Ph.D., Columbia University; M.A., B.A., Ben-Gurion University

**Oguzhan Karakas**, *Assistant Professor*; B.S., Middle East Technical University; M.S.E., Princeton University; Ph.D., London Business School

**Leonard Kostovetsky**, *Assistant Professor*; B.A., M.A., Ph.D., Princeton University

**Nadya Malenko**, *Assistant Professor*; M.A., New Economic School, Moscow; M.S., Lomonosov Moscow State University; Ph.D., Stanford University

**Dmitriy Muravyev**, *Assistant Professor*; B.S., M.S., Lomonosov Moscow State University; M.A., New Economic School, Moscow; Ph.D., University of Illinois at Urbana-Champaign

**Jordan Nickerson**, *Assistant Professor*; B.S., M.Sc., Ph.D., The University of Texas at Austin

**Michael Barry**, *Associate Professor of the Practice*; B.S., University of Massachusetts at Lowell; M.B.A., Ph.D., Boston College

**Richard McGowan, S.J.**, *Associate Professor of the Practice*; B.S., Widener University; M.A., University of Delaware; M.Div., Weston School of Theology; Th.M., Weston School of Theology; D.B.A., Boston University

**Drew Hession-Kunz**, *Senior Lecturer*; B.S., University of Massachusetts, Amherst; M.S., Boston College

**Robert James**, *Senior Lecturer*; B.S., Northeastern University; M.S., Boston College

## MANAGEMENT

Michael Rush, *Senior Lecturer*; B.S., University of Notre Dame; M.P.A., Syracuse University; M.B.A., Harvard Business School  
Elliott Smith, *Senior Lecturer*; M.S., Boston College

### Contacts

- Administrative Assistant: Sandra Howe, 617-552-2005, sandra.howe@bc.edu
- Staff Assistant: Kate Averwater, 617-552-4647, kathryn.averwater@bc.edu
- [www.bc.edu/finance](http://www.bc.edu/finance)

### Undergraduate Program Description

Accessibility to preeminent finance faculty and cutting-edge academic research are key ingredients to providing undergraduate and graduate students with the tools and methods necessary to expand their understanding of finance. Rigorous training at all academic levels prepares students for the quantitative and analytical challenges in both the business and academic fields.

#### Concentrations and degrees for qualified students include:

- Undergraduate Concentration in Finance
- Master of Science in Finance
- Ph.D. Program in Finance

Our nationally recognized Finance Department, cited by *U.S. News & World Report* as among the top 25 in the country, hosts the Finance Department Seminar Series featuring top scholars from around the world addressing current research and trends in the field. These weekly seminars provide an engaging forum for students, faculty, and practitioners alike. In addition, informal brown bag lunches are hosted throughout the year by the Department.

Members of the Finance Department consistently facilitate meaningful interaction between students and professionals through an alumni advisement system which supplements faculty advisement in the areas of financial institutions, manufacturing firms, service firms, nonprofit organizations, and government agencies.

### Concentration in Finance

#### Finance Concentration Course Requirements

All required finance concentration core courses must be taken in CSOM only.

##### *Five Prescribed Courses*

- MFIN1021 Basic Finance (pre-requisite: ACCT1021)
- MFIN1127 Corporate Finance (pre-requisite: MFIN1021)
- MFIN1151 Investments (pre-requisite: MFIN1021)
- One Elective from the following list\*  
MFIN2225: Financial Policy  
MFIN2235: Investment Banking  
MFIN2202: Derivatives & Risk Management  
MFIN2205: Corporate Financial Strategies  
MFIN2250: Fixed Income Analysis  
MFIN2230: International Finance  
\*\*MFIN6631 International Financial Management (offered beginning spring 2017)

- At least one elective from any MFIN course offered outside of the required courses or another from the set list above.

\* Not every course will be offered each semester - see Agora for up-to-date course listings. Additional courses may be added to set list in the future. Please pay careful attention to pre-requisites which are listed in "Course Information & Schedule" in Agora.

**\*\*All MFIN66XX electives require senior status and permission from the Department.**

Beginning with the class of 2019, ACCT3351 Financial Statement Analysis will no longer count as a finance elective.

Regardless of your concentration, we expect finance majors to have understanding in the following areas:

- major investment, financing and governance decisions (e.g., capital structure, merger and acquisitions, dividend, board of directors, etc) of corporations;
- the risk and return tradeoffs in investment and know how to evaluate basic financial products (e.g., stocks, bonds and derivatives);
- the role of financial institutions/intermediaries (e.g., investment and commercial banks, asset management companies) in the financial system;
- the role of financial markets in the economy and the need for efficient regulations.

### Information for Study Abroad

All students wishing to study abroad must first meet with an advisor in the Office of International Programs (OIP).

If accepted into the study abroad program and approved by Richard Keeley, Associate Dean of the Undergraduate Program (Fulton 360), the student should then contact either the Department Chairperson, Ronnie Sadka (Fulton 560C) or Elliott Smith (Fulton 437), by email or in person, with all supporting documentation (course description, detailed syllabus, etc.) for elective course approvals.

Any requested finance elective abroad must be equivalent to a finance elective taught at BC.

In the rare circumstance where course selection is only available upon arrival at the university, you must email the course syllabus to either the Department Chairman, Ronnie Sadka, or Elliott Smith before enrolling in the course in order to obtain approval. The Finance Department will send a confirming email to you approving the course for credit if deemed a suitable equivalent to a finance elective course taught at BC.

The Finance Department requires that Financial Accounting (ACCT1021) and Basic Finance (MFIN1021) be taken at Boston College as pre-requisites for any finance elective prior to going abroad. All required finance concentration core courses must be taken in CSOM only.

All approvals should be obtained prior to going abroad.

No approvals will be granted after the course has been completed.

For more information about study abroad, visit [www.bc.edu/schools/csom/departments/finance/studyabroad.html](http://www.bc.edu/schools/csom/departments/finance/studyabroad.html).

### 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).

#### MFIN1021 Basic Finance (Fall/Spring: 3)

*Prerequisite:* ACCT1021

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*

**MFIN1031 Basic Finance—Honors (Fall/Spring: 3)**

*Prerequisites:* ACCT1021, CSOM Honors program

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.

*The Department*

**MFIN1127 Corporate Finance (Fall/Spring: 3)**

*Prerequisite:* MFIN1021

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*

**MFIN1132 Money and Capital Markets (Fall: 3)**

*Prerequisite:* MFIN1021

This course is designed to teach students about the nature, role and function of financial markets, and other institutions within the context of funds flow. It deals with the process of financial intermediation historically and analytically. In addition, the course covers the theories of interest rate determination and monetary policy as they affect the performance of financial markets.

*The Department*

**MFIN1151 Investments (Fall/Spring: 3)**

*Prerequisite:* MFIN1021

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*

**MFIN2202 Derivatives and Risk Management (Fall/Spring: 3)**

*Prerequisites:* MFIN1151 and MFIN1127

This course is an introduction to derivative assets such as futures, forwards, swaps, and options, financial engineering, risk management, and mortgage and credit derivatives. We will cover the pricing of these derivative assets as well as securities that contain embedded options. We will consider risk management strategies such as static and dynamic hedging. Applications will be considered from equity, commodity, bond, and mortgage-backed markets.

*Alan Marcus*

**MFIN2205 Corporate Financial Strategies (Fall: 3)**

*Prerequisite:* MFIN1127

**Offered Periodically**

*Edith Hotchkiss*

**MFIN2207 Real Estate Finance (Fall/Spring: 3)**

*Prerequisite:* MFIN1021

**Offered Periodically**

The objective of this course is to provide an introduction and understanding of real estate finance that is widely used for evaluating real estate investment proposals. While the course will consider maximizing the net worth-owner's equity of the individual investor, as well as criteria for the selection among alternative investments, the course will offer a consideration of current events in real estate finance and their pragmatic effect upon real estate projects.

*The Department*

**MFIN2210 Entrepreneurial Finance (Spring: 3)**

*Prerequisite:* MFIN1021

The objective of this course is to introduce undergraduate students with a special focus on entrepreneurial finance, investment banking, and financial engineering. The first part of the course will cover such issues as venture capital, private equity, and IPOs with the second part of the course will cover different aspects of the investment banking industry, and the role of investment banks in various corporate transactions such as IPOs, Seasoned Equity Offerings, Stock Repurchases, Corporate Spin-offs, Equity Carve-outs, Leveraged Buyouts, and Mergers and Acquisitions.

*Rory Smith*

**MFIN2212 Venture Capital (Fall/Spring: 3)**

*Prerequisite:* MFIN1021

This course will provide a thorough understanding of how venture capital and private equity firms operate. Topics include how VC/PE firms are structured and how they manage a fund over the course of its life cycle: raising a fund, sourcing deals, evaluating investment opportunities, valuing businesses, negotiating term sheets with entrepreneurs, adding value to portfolio companies, and exiting investments. While this course takes the perspective of the investor, it will also cover the funding life cycle of a typical start-up with an emphasis on what the roles of Venture Capital and Private Equity are relative to other sources of financing. Course material will be presented primarily through case studies and selected readings. Class participation is important as students will learn from each other as they discuss the real problems faced by private equity professionals. This course will be beneficial to anyone interested in investing in/buying a business someday.

*The Department*

**MFIN2225 Financial Policy (Fall/Spring: 3)**

*Prerequisites:* MFIN1127, MFIN1151

Topics treated intensively include the valuation of the firm, risk analysis in capital budgeting, capital structure theory and policy, and dividends. The second phase will deal almost exclusively with cases designed to provide an opportunity to (1) apply the principles covered during the first segment; (2) integrate the firm's financial decisions; (3) demonstrate the relationship between corporate finance and other subfields of finance; (4) introduce the notion of financial strategy; and (5) show the relationship between finance and other management functions.

*The Department*

**MFIN2235 Investment Banking (Fall: 3)**

*Prerequisite:* MFIN1127

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 (MandA), leveraged buyouts (LBO) and corporate restructuring.

*Darren Kisgen*

**MFIN2250 Fixed Income Analysis (Fall/Spring: 3)**

*Prerequisite:* MFIN1151

**Offered Periodically**

This course presents the fundamental theoretical concepts of financial economics. Topics include measuring and managing interest

rate risk, the theory of portfolio choice, and introduction to asset such as capital assets pricing models, arbitrage pricing theory, option pricing models and state-preference theory.

*The Department*

### **MFIN2299 Individual Directed Study (Fall/Spring: 3)**

*Prerequisites:* MFIN1021, 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*

### **MFIN3351 Financial Statement Analysis (Fall/Spring: 3)**

*Prerequisites:* ACCT1021 or ACCT1031, and MFIN1021

**Cross listed with ACCT3351**

This course 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. Students will analyze real-life cases to foster an understanding of the economic and strategic information conveyed in financial reports.

*Mark Bradshaw*

*Amy Hutton*

### **MFIN6602 Venture Capital and Investment Banking (Fall/Spring: 3)**

*Prerequisites:* Undergraduate: MFIN1127, Graduate: MFIN7704 or higher

**Undergraduate students seeking enrollment in a 6000-level course require department permission.**

This course looks at the nature of the VC firm, its fundraising, and compensation. It further explores the strategies, valuation, and corporate management issues. Of importance are the VC's exit strategies, term sheet negotiations, and syndicating.

*The Department*

### **MFIN6606 Forecasting Techniques (Fall: 3)**

*Prerequisite:* Undergraduate: ECON1151 or ECON1155 Graduate: OPER7725

**Cross listed with OPER6606 and ECON2229**

The theory and practice of applied time series analysis will be explored. First the different segments (trend, seasonality, cyclical and irregular) of a time series will be analyzed by examining the Autocorrelation functions (ACF) and Partial Autocorrelation functions (PACF). The specifics model to model the various types of time series include linear regression, panel regression, seasonal decomposition, exponential smoothing, ARIMA modeling as well as combining models.

*Richard McGowan, S.J.*

### **MFIN6616 Investment Banking (Fall/Spring/Summer: 3)**

*Prerequisites:* Undergraduate: MFIN1021, MFIN1151, and MFIN1127; Graduate: MFIN8801 is recommended

This course provides an overview of investment banking. We will study the investment banking industry with a specific focus on the role of investment bankers in capital markets and recent regulatory changes.

Provide both an institutional perspective on the investment banking industry and an opportunity to apply financial theories and models. Some of the specific topics that we will cover are stock underwriting and valuation, fixed-income securities underwriting, including junk bonds, asset securitization, merchant banking and private equity firms, money management and mutual funds, structuring deals, including mergers, acquisitions, and divestitures, global financial markets, securities regulations, and ethics.

*The Department*

### **MFIN6619 M.S. in Finance Seminar: Economic Crises**

**(Fall/Spring: 3)**

*Prerequisite:* Undergraduate: MFIN1127 Graduate: MFIN7704 or higher

**Undergraduate students seeking enrollment in a 6000-level course require department permission.**

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.

*Richard Syron*

### **MFIN6622 Mergers and Acquisitions (Spring: 3)**

*Prerequisite:* Undergraduate: MFIN1127, MFIN1151 Graduate: MFIN7704.

**Undergraduate students seeking enrollment in a 6000-level course require department permission.**

Paul Marcus is a Managing Director in the Boston office of Duff and Phelps, and is part of the Dispute and Legal Management Consulting Practice. Paul has over 25 years of experience in advising clients in commercial disputes or litigation, corporate finance, mergers and acquisitions, security and business valuation, solvency analysis, investment decision making, performing independent fundamental research and due diligence, strategic planning and financial analysis, raising and providing capital, originating, structuring, and negotiating complex financial transactions.

This course will review the merger and acquisition process from the perspective of buyers and sellers of both private and public companies. Placing emphasis on the valuation of companies as well as the analysis of non-financial factors, the course will endeavor to provide the participants with a practical approach to analyzing and advising clients on the positive and negative aspects of a mergers and acquisitions transaction. Additional topics will include understanding the use of leverage, transaction structure, due diligence, and the concept of fairness. The class will be a combination of lectures and case studies presented in class by the participants.

*Paul Marcus*

### **MFIN6627 Finance Seminar: Relevant Topics in Equity Securities Analysis (Spring: 3)**

*Prerequisite:* MFIN1127

*The Department*

### **MFIN6631 International Financial Management (Fall/Spring: 3)**

*Prerequisite:* Undergraduate: MFIN1127, Graduate: MFIN7704

**Undergraduate students seeking enrollment in a 6000-level course require department permission.**

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.

*Jin Qian*

**MFIN6640 Finance Seminar: Simulation and Optimization in Finance (Summer/Fall/Spring: 3)**

*Prerequisite:* MFIN8801

This course studies the theory and practice of financial simulation and optimization using quantitative techniques that enable finance professionals to make optimal decisions under uncertainty. While theoretical material and background for these techniques will be introduced, the focus is on their applications and hands-on implementation utilizing software packages and programming platforms that are widely used in the financial industry. Topics include simulation of important probability distributions, random walks, linear and non-linear optimization and backtesting. Lectures draw on examples such as asset allocation under different definitions of risk; portfolio risk management; modeling asset price dynamics; trading strategies; index tracking; derivative pricing, hedging, arbitrage; capital budgeting under uncertainty and real options.

*Mark Vetrano*

**MFIN6665 Fundamental Analysis (Fall: 3)**

*Prerequisite:* Undergraduate: MFIN1127, Graduate: MFIN7704 or higher

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 investor face in determining the earnings 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:*

- ACCT3301 Financial Accounting Standards and Theory I
  - ACCT3302 Financial Accounting Standards and Theory II
- OR

*Required Course:*

- ACCT3307 Managerial Cost and Strategic Analysis

*Plus One Elective:*

- ACCT3351 Financial Statement Analysis
- ACCT4405 Federal Taxation
- ACCT6618 Accounting Information Systems

**Information Systems**

*Required Course:*

- ISYS2157 Introduction to Programming in Management

*Electives (choose one):*

- ISYS3257 Database Systems and Applications
- ISYS4258 Systems Analysis and Design

**Finance**

*Required Courses:*

- MFIN1127 Corporate Finance
- MFIN1151 Investments

*Electives:*

- None

**Marketing**

*Required Course:*

- MKTG2153 Marketing Research
- OR
- MKTG4256 Applied Marketing Management

*Electives (choose one):*

- MKTG2152 Consumer Behavior
- MKTG3153 Retailing
- MKTG3154 Communication and Promotion
- MKTG3156 Digital Marketing
- MKTG3157 Professional Selling and Sales Management
- MKTG3158 Product Planning and Strategy
- MKTG3161 Customer Relationship Management
- MKTG3165 Strategic Brand Management
- MKTG3170 Entrepreneurial Marketing in a Digital World
- MKTG3174 Social Change Marketing
- MKTG3177 Crafting/Publishing Behavioral Science
- MKTG/ISYS3205 Tech Trek-West
- MKTG/ISYS3253 E-Commerce
- MKTG3258 Advanced Market Analysis
- MKTG6610 Sports Marketing
- MKTG/ISYS6620 Marketing Information Analytics
- MKTG/ISYS6621 Social Media and Digital Business
- MKTG/ISYS6635 New Media Industries
- MKTG/ISYS6640 Analytics & Business Intelligence

**Management and Organization**

*Required Course:*

- MGMT2127 Leadership

*Electives:*

- Choose one additional MGMT course other than MGMT1021, MGMT1031, MGMT3099, MGMT3100, or MGMT2127

**Operations Management**

*Required Course:*

- OPER3375 Operations Strategy and Consulting

*Electives (choose one):*

- OPER2255 Managing Projects
- OPER3304 Quality Management
- OPER3310 Sports Analytics
- OPER3332 Supply Chain Management
- OPER3384 Predictive Analytics
- OPER6604 Management Science

- OPER6605 Risk Analysis & Simulation
- OPER6606 Forecasting Techniques

### Management Honors Program

#### *Undergraduate Program Description*

The Honors Program has as its goal the development of the whole person with an emphasis on academic rigor and leadership ability in the organizational world.

Students are invited to join the Honors Program through the Boston College Office of Undergraduate Admissions 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 extracurricular functions of the program. Honors students are expected to remain on the Dean's List.

Students in the Honors Program take honors sections of the business core classes. They must also take three courses beyond the business core: MHON1126 Business and Professional Speaking, OPER3384 Predictive Analytics, and MHON1199 Senior Honors Thesis.

#### *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).

#### **MHON1021 Introduction to Management (Summer: 3)**

Emphasis is placed on understanding how marketing, information technology, operations, and general management are applied in business. The marketing module will explore basic concepts and activities, including positioning, segmentation, consumer behavior, branding, market research, new product development, pricing, distribution, advertising, and promotion. The general management module focuses on the skills and knowledge needed to manage and lead others, including: emotions and moods, motivation, communication, negotiating, groups and teams, power, leadership, organizational culture and structure, cross cultural management, and human resource policies and practices. In the information technology module, students use technology for problem solving by developing increasingly sophisticated models in Excel. In the operations module, students learn how to manage human, physical and technical resources in their transformation into goods and services.

*The Department*

#### **MHON1126 Business and Professional Speaking (Fall/Spring: 3)**

**This course is restricted to students in the CSOM Honors Program.**

This course is designed to be an introduction to the theory, composition, delivery, and criticism of speeches. Individual as well as group speaking assignments will be used to help the student become more comfortable and confident in speaking situations. The following areas will be developed: the uses of evidence, the development of clear organizational structure, and the development of a dynamic presentational style. The student will also examine speaking from the audience perspective, and learning ways to analyze and evaluate the oral presentations of others.

*The Department*

#### **MHON1199 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.

*The Department*

#### **MHON3398 Thesis Research Seminar (Fall: 3)**

*The Department*

#### **MHON5500 International Management Experience (Fall: 3)**

*The Department*

### Information Systems

#### *Faculty*

**Mary Cronin**, *Professor*; B.A., Emmanuel College; M.L.S., Simmons College; M.A., Ph.D., Brown University

**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*, *John R. and Pamela Egan Chair*; S.B., Massachusetts Institute of Technology; M.Sc., Ph.D., Stanford University

**John Gallagher**, *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**, *Associate Professor*; B.Ch.E., M.S.M., M.B.A., Ph.D., Georgia Institute of Technology

**Marios Kokkodis**, *Assistant Professor*; B.Eng., National Technical University of Athens; M.Sc., University of California, Riverside; Ph.D., New York University

**Zhuoxin (Allen) Li**, *Assistant Professor*; B.Eng., South China University of Technology; M.Sc., Harbin Institute of Technology; M.Sc., Ph.D., University of Texas, Austin

**Burcu Bulgurcu**, *Assistant Professor*; B.Sc., M.Sc., Middle East Technical University; M.Sc., Ph.D., University of British Columbia

**George Wyner**, *Associate Professor of the Practice*; A.B., Harvard University; Ph.D., Massachusetts Institute of Technology

#### **Contacts**

- Department Secretary: Ben Horton, 617-552-2331, [benjamin.horton.2@bc.edu](mailto:benjamin.horton.2@bc.edu)
- [www.bc.edu/is](http://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

- ISYS2157 Introduction to Programming for Management (or CSC1101)
- ISYS3257 Database Systems and Applications
- ISYS4258 Systems Analysis and Design
- One additional ISYS course of level 1000 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

- ACCT3301 Financial Accounting Standards and Theory I
- ISYS2157 Introduction to Programming for Management (or CSC1101)
- ISYS3257 Database Systems and Applications
- ISYS4258 Systems Analysis and Design
- ACCT6618/ISYS6618 Accounting Information Systems *Elective—Choose one of the following:*
- ACCT3302 Financial Accounting Standards and Theory II
- ACCT3307 Managerial Cost & Strategic Analysis
- ACCT3309 Audit and Other Assurance Services
- ACCT3351 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.

### *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).

#### **ISYS1021 Computers in Management (Fall/Spring: 3)**

**Cross listed with CSCI1021**

**Required for all CSOM students and should be taken in their first year. MCAS students should sign up for CSCI1021.**

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*

#### **ISYS1031 Computers in Management: Honors (Spring: 3)**

**Cross listed with CSCI1031**

**CSOM Honors Program version of ISYS1021.**

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*

#### **ISYS2157 Introduction to Programming in Management (Fall/Spring: 3)**

*Prerequisite:* ISYS1021/CSCI1021

**Cross listed with CSCI1157**

**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 CSCI 1101 (Computer Science I) may not take this course.

*James Gips*

*George Wyner*

#### **ISYS2255 Managing Projects (Spring: 3)**

**Cross listed with OPER2255**

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.

*The Department*

#### **ISYS2267 Technology and Culture (Fall/Spring: 3)**

**Cross listed with SOCY6670, PHIL6670, and CSCI2267**

**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*

#### **ISYS3205 TechTrek West—Undergrad (Spring: 3)**

*Prerequisite:* Permission of instructor

**Cross listed with MKTG3205**

**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 research and development functions.

*John Gallaughier*

#### **ISYS3215 Special Topics: Technology and Economic Development (Spring: 3)**

**Satisfies Cultural Diversity Core Requirement**

Sometimes referred to as TechTrek Ghana, this is a competitively admitted, interdisciplinary course that combines classroom learning examining trends in technology in emerging markets with a week-long field study to Accra, Ghana. The class will study how technology is fostering growth and entrepreneurship in the developing world, as well as the challenges for those wishing to harness the promise of these advances. The classroom component will include lecture, seminar-style learning, and lectures from visiting experts, and is held the second half of the spring semester. The field study is planned for the third week in May, following spring exams. The course is open as an elective to all Boston College undergraduate students, and should have broad appeal to students studying technology, as well as those students interested in international business, economics, and global development.

*Elizabeth Bagnani*

*John Gallaughier*

#### **ISYS3253 Digital Commerce (Fall: 3)**

**Cross listed with MKTG3253 and OPER3253**

Electronic commerce lies at the forefront of modern marketing and strategic management, altering the competitive landscape for large and small corporations alike. The Internet and new media are reshaping industries, creating new opportunities, and challenging existing commercial models and relationships. Managers will need to



understand the underpinnings of electronic commerce in order to make informed decisions about the future their firms and industries. Using a managerial perspective, this course focuses on key issues related to e-commerce industry, including strategy development, competitive advantage, current and emerging technologies, pricing, distribution channels, promotion, and advertising.

*Mary Cronin*

**ISYS3257 Database Systems and Applications (Fall/Spring: 3)**

*Prerequisite:* ISYS2157/CSCI1157 or CSCI1101

**Cross listed with CSCI2257**

**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.

*John Spang*

**ISYS3345 Managing for Social Impact and the Public Good (Fall: 3)**

**Cross listed with MGMT3345**

Course topics include corporate impacts on sustainability and the environment, economic development and resource allocation, employees and customers, as well as the extended impact of supply chain vendors and partners, impact investing, and the use of technology and social media to manage corporate image and engage with various stakeholder communities. As part of a semester-long team project, students will work together to conduct in-depth research on the multiple social impacts of a selected global enterprise with a Boston-area presence.

Managing for social impact in the twenty-first century is a multifaceted challenge. This course will provide students with an interdisciplinary framework for exploring how corporations engage with social impact issues that are outside the conventional definitions of shareholder value and wealth creation. Through a combination of research, reading, class discussion, group projects and case studies, students will examine and debate the boundaries of corporate social and ethical responsibility for public good. They will learn about the various frameworks and metrics that are in widespread use to measure global and local impacts of large enterprises, including impact investing, public benefit corporations, the Triple and Quadruple Bottom Lines and the Global Reporting Initiative.

*Mary Cronin*

**ISYS4258 Systems Analysis and Design (Fall/Spring: 3)**

*Prerequisites:* ISYS1021/CSCI1021, ISYS2157/CSCI1157 and ISYS3257/CSCI2257 (may be taken concurrently). CSCI1101 may substitute for ISYS2157/CSCI1157.

**Cross listed with CSCI2258**

**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.

*George Wyner*

**ISYS4901 Readings and Research (Fall/Spring: 3)**

Extensive reading under the direction of a faculty member.

*The Department*

**ISYS4911 Independent Study (Fall/Spring: 3)**

*Prerequisite:* Permission of department chairperson.

**By arrangement.**

The student works under the direction of an individual professor.

*The Department*

**ISYS4921 Advanced Independent Research (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*

**ISYS6618 Accounting Information Systems (Fall/Spring/Summer: 3)**

*Prerequisites:* ACCT1021 or ACCT1031 and CSCI1021 or CSCI1031 or ISYS1021 or ISYS1031

**Cross listed with ACCT6618**

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.

*Jeff Allen*

*James Jumes*

*Michael McLaughlin*

*Frank Nemia*

**ISYS6620 Marketing Information Analytics (Spring: 3)**

*Prerequisites:* MKTG1021, MKTG1031, MKTG7700, or MKTG7720, and MKTG2153 or MKTG 8001

**Cross listed with MKTG6620**

Firms rely increasingly on vast amounts of data to inform marketing decisions. Coming from many sources, the data offer a myriad of opportunities for analysis, insight, experimentation, intervention, and innovation. In this course, students will develop key skill sets at the intersection of Marketing and IT that will equip them for positions such as marketing analyst, database marketer, market analytics specialist, ecommerce strategist, social media specialist or media planner. Students will engage in hands-on statistical analysis of real company and customer data, and use the insights to develop marketing strategies and to measure the success of marketing strategies.

*Alexander Bleier*

**ISYS6621 Social Media and Digital Business (Fall/Spring: 3)**

**Cross listed with MKTG6621**

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 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*

### ISYS6635 New Media Industries (Spring; 3)

#### Cross listed with MKTG6635

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*

### ISYS6640 Analytics and Business Intelligence (Spring/Fall; 3)

#### Cross listed with MKTG6640

Modern information systems now generate massive volumes of data. Organizations everywhere struggle to aggregate, analyze, and monetize the growing deluge of data. Business Analytics capitalizes on this data by combining statistical and quantitative analysis, explanatory and predictive modeling, and fact-based management. Managers can explore patterns, predict future trends and develop proactive, knowledge-driven decisions that affect all parts of modern organizations. This course provides students with a pragmatic familiarity with the capabilities and limitations of emerging analytics techniques, an introduction to the R statistical computing software, an overview of methods and tools, and a core understanding required to be an intelligent manager, designer, and consumer of analytics models.

*Sam Ransbotham*

## Marketing

### Faculty

**Katherine N. Lemon**, *Professor and Accenture Professorship*; 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

**Min Zhao**, *Professor*; B.A., M.A., University of China; Ph.D., University of North Carolina at Chapel Hill

**S. Adam Brasel**, *Associate Professor*; Chairperson of the Department; B.S., M.B.A., University of Illinois Urbana-Champaign; Ph.D., Stanford University

**Henrik Hagtvedt**, *Associate Professor*; B.S., University of Oslo; M.B.A., Ph.D., University of Georgia

**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*; B.A., Brandeis University; M.B.A., Harvard University; D.B.A., Boston University

**Alexander Bleier**, *Assistant Professor*; B.A., University of Paderborn, Germany; M.S., Goethe University, Germany; Ph.D., University of Cologne, Germany

**Sokiente W. Dagogo-Jack**, *Assistant Professor*; A.B., Harvard, M.S., Ph.D., University of Washington

**Hristina Nikolova**, *Coughlin Sesquicentennial Assistant Professor*; B.S., Ramapo College, New Jersey; Ph.D., University of Pittsburgh

**Nailya Ordabayeva**, *Assistant Professor*; B.S., Bilkent University, Turkey; M.S., Ph.D., INSEAD, France

**Bradford T. Hudson**, *Associate Professor of the Practice*; B.A., University of Pennsylvania; M.P.S., Cornell University; Ph.D., Boston University

**Audrey Azoulay**, *Assistant Professor of the Practice*; B.A., M.A., Sorbonne; Ph.D., HEC Paris

**Bridget Akinc**, *Senior Lecturer*; B.A., Princeton University; M.B.A., MIT Sloan School

**Jon Kerbs**, *Senior Lecturer*; B.S., West Point; M.B.A., Indiana University

### Contacts

- Department Staff Assistant: Marilyn Tompkins, 617-552-0420, marilyn.tompkins@bc.edu
- Department Fax Number: 617-552-6677
- [www.bc.edu/marketing](http://www.bc.edu/marketing)

### Undergraduate Program Description

Marketing is the business function that is responsible for setting market strategy and giving strategic direction to other business functions in the firm. It centers around understanding the wants and needs of a firm's customers, be they consumers or other businesses, and is essential for properly positioning the company within the firm's target markets.

Consumers are increasingly armed with more and better information, making them more demanding, less gullible, and less loyal to companies that don't pay close attention to their needs. Competition is increasingly global and markets are maturing faster; first mover and market leader advantages can evaporate in a heartbeat. Advances in production and service delivery make it very difficult to compete on quality and production or distribution advantages are difficult to sustain long-term.

This means that the successful company is the one that can respond to changing market demand faster than its competitors. Marketing is one of the key tools in keeping a company responsive and nimble; it specializes not only in understanding customer needs and motivations, it also delivers the message to consumers that the company can meet those needs and motivations. This focus on the customer has caused marketing and the marketing concept to become increasingly central in management decisions and marketing is fully integrated with other functional areas in successful leading companies.

Regardless of your specific interests within marketing, Boston College will help you understand the marketing functions and its financial, social, and ethical responsibilities. The marketing program at BC teaches critical thinking, creative problem-solving, and a mix of theory- and skill-based approaches to marketing management and decision making. Marketing represents a unique mixture of quantitative statistics and analysis with a more lateral-thinking and behavioral approaches to management. Recent advances in technology, from social media to supply-chain integration, have revolutionized the way marketing is conducted. As a marketing major, you will develop skills in market analysis and decision making by working on varied marketing projects and programs such as new product launches, pricing and distribution strategies, service innovations, sales force management, and Internet marketing campaigns.

Marketing offers a number of varied and interesting career paths, from sales, advertising and product development, to marketing research, retailing, and brand management. A marketing degree is a valuable asset in many business sectors, for large or small companies, for profit or non-profit firms, for products or services, and for consumer or business-to-business environments.

## Undergraduate Concentration in Marketing

Marketing Principles is a prerequisite for all other Marketing courses. Beyond the required core course (MKTG1021/1031 Marketing Principles) students must take four courses for the Marketing concentration. Of these four courses, the two required are as follows:

- MKTG2153 Marketing Research
  - MKTG4256 Applied Marketing Management
- Marketing Research should be taken in the 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:

- MKTG2152 Consumer Behavior
- MKTG3153 Retailing
- MKTG3154 Communication and Promotion
- MKTG3156 Launching Digital Marketing
- MKTG3157 Professional Selling and Sales Management
- MKTG3158 Product Planning and Strategy
- MKTG3161 Customer Relationship Management (cross listed with ISYS3161)
- MKTG3165 Strategic Brand Management
- MKTG3170 Entrepreneurial Marketing in a Digital World
- MKTG3205 Tech Trek-West (crossed listed with ISYS3205)
- MKTG3253 E-Commerce (cross listed with ISYS3253)
- MKTG3258 Advanced Marketing Analysis
- MKTG6610 Sports Marketing
- MKTG6620 Marketing Information Analytics (cross listed with ISYS6620)
- MKTG6621 Social Media and Web 2.0 Management (cross listed with ISYS6621)
- MKTG6635 New Media Industries (cross listed with ISYS6635)
- MKTG6640 Analytics & Business Intelligence

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.

MKTG2299 (Individual Study, 3 credits) and MKTG3175 (Marketing Practicum, 2 credits) provide creative learning opportunities and are offered for enrichment purposes only. They do not count toward the Marketing concentration. Marketing Practicum enables a student to earn credits with an unpaid internship overseen by a marketing professor. Individual Study enables a student to focus on a topic of his/her own choice working with a marketing professor.

### Information for Study Abroad

Prior to going abroad, Marketing majors must have taken the Core marketing course (MKTG1021). Only one course from the international university can be considered for major credit. Only major electives can be taken abroad. Students must get such courses approved by the Assistant Chairperson in the Marketing Department prior to going abroad. All course approvals should be sought in person, with all supporting documentation (course description, detailed syllabus, etc.) in hand.

## 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).

### MKTG1021 Marketing Principles (Fall/Spring: 3)

**This course is a prerequisite for all other marketing courses.**

Marketing is dynamic, changing, creative, challenging and plays a leading role in a firm's strategy and destiny. Intended for those planning a career in Marketing, or who will do career activities requiring marketing, e.g., doing a business startup, designing new services, online/social media, retail. Marketing owns the customer relationship and defines market-driven strategy. You will learn three skill sets: Target Marketing Skills, segmenting and targeting within markets, Strategic Marketing Skills, positioning vis-à-vis competitors, and Marketing Management Skills, managing the design of products/services, pricing, message and media, distribution channels, and online search/social media.

*The Department*

### MKTG1031 Marketing Principles—Honors (Fall: 3)

Marketing is dynamic, changing, creative, challenging and plays a leading role in a firm's strategy and destiny. Intended for those planning a career in Marketing, or who will do career activities requiring marketing, e.g., doing a business startup, designing new services, online/social media, retail. Marketing owns the customer relationship and defines market-driven strategy. You will learn three skill sets: Target Marketing Skills, segmenting and targeting within markets, Strategic Marketing Skills, positioning vis-à-vis competitors, and Marketing Management Skills, managing the design of products/services, pricing, message and media, distribution channels, and online search/social media.

*Bradford Hudson*

### MKTG2152 Consumer Behavior (Fall: 3)

*Prerequisite:* MKTG1021 or MKTG1031

This course integrates marketing theory with insights from other fields of study, including social psychology, cognitive psychology, evolutionary psychology, and behavioral neuroscience. It analyzes consumer processes such as perception, learning, attitude formation, and decision making. These variables are broadly relevant to marketing challenges, given that the success of products and brands depends on their appeal to consumers. Discussion topics range from art and aesthetics to crisis behavior to new product development.

*Henrik Hagtvedt*

### MKTG2153 Marketing Research (Fall/Spring: 3)

*Prerequisites:* MKTG1021 or MKTG1031 and OPER1135 or equivalent

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.

*Nailya Ordabayeva*

*Linda Salisbury*

### **MKTG3153 Retailing (Spring: 3)**

*Prerequisite:* MKTG1021

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.

*Kathleen Seiders*

### **MKTG3154 Integrated Marketing Communications (Fall/Spring: 3)**

*Prerequisite:* MKTG1021 or MKTG1031

This course concerns the communication function in marketing. It is designed to introduce students to integrated marketing communications (IMC). It aims at relating the elements of the marketing mix (4P's) to the various aspects of the communications that take place between the firm and its customers. The course builds on a base of strategic marketing planning and consumer behavior and then proceeds to examine the role of the promotional mix (e.g., advertising, direct marketing, sales promotion, Internet and interactive marketing, publicity and public relations) in developing integrated marketing communications programs and helping organizations meet strategic marketing objectives.

*Jean Mojo*

*Gergana Nenkov*

### **MKTG3156 Special Topics: Launching Digital Marketing (Spring/Fall: 3)**

*Prerequisite:* MKTG1021 or MKTG1031

Today's most successful companies interest and engage customers like never before by orchestrating a symphony of innovative digital marketing instruments. The transformation of the marketplace has forced businesses to adapt quickly and frequently to a dynamic digital environment. In this course you'll learn how the best companies leverage new tools and integrated strategies including lean startup and MVP, inbound and outbound marketing, omnichannel earned/owned/paid media, crowd sourcing, social media, mobile and demand generation via automated platforms to build new products, delight their customers, and launch successful new companies and brands.

*Therese Byrne*

### **MKTG3157 Professional Selling and Sales Management (Fall: 3)**

*Prerequisite:* MKTG1021 or MKTG1031

Two fundamentals of business: someone must get the goods and services out the door, and someone must get the cash to come in the door. Sales is the function that does the latter. It, and its management, will be covered in this course. We will study the art of persuasion, modern day rhetoric in actual practice. The discipline will be addressed biologically. We will dissect real industry practitioners when they visit class, and actual sales calls in the field as a research paper. Upon course completion, students will have a complete understanding of both the selling and sales management process.

*Jack Falvey*

*John Westman*

### **MKTG3158 Product Planning and Strategy (Fall: 3)**

*Prerequisite:* MKTG1021 or MKTG1031

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*

### **MKTG3165 Strategic Brand Management (Spring: 3)**

*Prerequisite:* MKTG1021 or MKTG1031

This course teaches students fundamental and leading-edge concepts in brand management. Students learn to develop and articulate brand strategy, how to give strategic brand direction, and how to measure strategic brand progress. They learn how to manage key relationships and functions that surround the brand, e.g., advertising, promotion, public relations, licensing, and product and package design agencies. A capable brand manager has exceptional strategic, quantitative, interpersonal, and presentation skills and must be comfortable with decision-making and leadership. The course will focus on the development and application of these skills in brand management via in-class learning, case discussion, and project work.

*John Fisher*

### **MKTG3170 Entrepreneurial Marketing in a Digital World (Fall: 3)**

*Prerequisites:* MKTG1021 or MKTG1031; and MFIN1021, ACCT1021, ACCT1022

Charting a go-to-market strategy is core to the launch of any new business. This course introduces students to a sequence of processes needed to move from the idea for a new business through the launch of that business. Students will work in teams on a real-world problem and formulate potential ideas, analyze the market and competition, research and evaluate potential customer segments, define a compelling value proposition, design a go-to-market model, and create a pitch to potential investors with their go-to-market strategies.

*Bridget Akinc*

### **MKTG3205 TechTrek West—Undergrad (Spring: 3)**

*Prerequisite:* Permission of instructor

**Cross listed with ISYS3205**

**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 research and development functions.

*John Gallaughier*

### **MKTG3253 Digital Commerce (Fall: 3)**

**Cross listed with ISYS3253 and OPER3253**

Electronic commerce lies at the forefront of modern marketing and strategic management, altering the competitive landscape for large and small corporations alike. The Internet and new media are reshaping industries, creating new opportunities, and challenging existing commercial models and relationships. Managers will need to



understand the underpinnings of electronic commerce in order to make informed decisions about the future their firms and industries. Using a managerial perspective, this course focuses on key issues related to e-commerce industry, including strategy development, competitive advantage, current and emerging technologies, pricing, distribution channels, promotion, and advertising.

*Mary Cronin*

**MKTG4256 Applied Marketing Management (Fall/Spring: 3)**

*Prerequisites:* MKTG1021 or MKTG1031, and MKTG2153

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.

*Bradford Hudson*

*Kathleen Seiders*

**MKTG4911 Independent Study (Fall/Spring: 3)**

Investigation of a topic under the direction of a faculty member.

*The Department*

**MKTG4921 Advanced Independent Research (Fall/Spring: 3)**

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

*The Department*

**MKTG6157 Professional Selling and Sales Management (Fall: 3)**

*Prerequisite:* MKTG1021 or MKTG1031

Two fundamentals of business: someone must get the goods and services out the door, and someone must get the cash to come in the door. Sales is the function that does the latter. It, and its management, will be covered in this course. We will study the art of persuasion, modern day rhetoric in actual practice. The discipline will be addressed biologically. We will dissect real industry practitioners when they visit class, and actual sales calls in the field as a research paper. Students will have a complete understanding of both the selling and sales management process.

*Jack Falvey*

**MKTG6610 Special Topics: Sports Marketing (Fall: 3)**

*Prerequisites:* MKTG1021, MKTG1031, MKTG7700 or MKTG7720

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.

*Mark Lev*

**MKTG6620 Marketing Information Analytics (Spring: 3)**

*Prerequisites:* MKTG1021, MKTG1031, MKTG7700, or MKTG7720, and MKTG2153 or MKTG 8001

**Cross listed with ISYS6620**

Firms rely increasingly on vast amounts of data to inform marketing decisions. Coming from many sources, the data offer a myriad of opportunities for analysis, insight, experimentation, intervention and innovation. In this course, students will develop key skill sets at the intersection of Marketing and IT that will equip them for positions

such as marketing analyst, database marketer, market analytics specialist, ecommerce strategist, social media specialist or media planner. Students will engage in hands-on statistical analysis of real company and customer data, and use the insights to develop marketing strategies and to measure the success of marketing strategies.

*Alexander Bleier*

**MKTG6621 Social Media and Digital Business (Fall/Spring: 3)**

**Cross listed with ISYS6621**

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 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*

**MKTG6635 New Media Industries (Spring: 3)**

**Cross listed with ISYS6635**

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*

**MKTG6640 Analytics and Business Intelligence (Spring/Fall: 3)**

**Cross listed with ISYS6640**

Modern information systems now generate massive volumes of data. Organizations everywhere struggle to aggregate, analyze, and monetize the growing deluge of data. Business Analytics capitalizes on this data by combining statistical and quantitative analysis, explanatory and predictive modeling, and fact-based management. Managers can explore patterns, predict future trends and develop proactive, knowledge-driven decisions that affect all parts of modern organizations. This course provides students with a pragmatic familiarity with the capabilities and limitations of emerging analytics techniques, an introduction to the R statistical computing software, an overview of methods and tools, and a core understanding required to be an intelligent manager, designer and consumer of analytics models.

*Sam Ransbotham*

## 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*; 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

## MANAGEMENT

---

**Joy M. Field**, *Associate Professor*; M.S., M.B.A., Ph.D., University of Minnesota

**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

**Isil Alev**, *Assistant Professor*; B.S., Middle East Technical University; M.S., Ph.D., Georgia Institute of Technology

**Tingliang Huang**, *Assistant Professor*; B.S., University of Science & Technology of China; M.S., University of Minnesota; Ph.D., Northwestern University

**Deishin Lee**, *Assistant Professor*; B.S., M.S., Massachusetts Institute of Technology; Ph.D., Stanford University

**Yehua Wei**, *Assistant Professor*; B.S., University of Waterloo; Ph.D., Massachusetts Institute of Technology

**Linda Boardman Liu**, *Assistant Professor of the Practice*; Assistant Chairperson; B.Sc., Merrimack College; M.B.A., Simmons College; D.B.A., Boston University

**Stephanie Jernigan**, *Assistant Professor of the Practice*; B.A., Carleton College; M.S.E., The Johns Hopkins University; Ph.D., Georgia Institute of Technology

**John Neale**, *Assistant Professor of the Practice*; B.S., Stanford University; M.S.E., Ph.D., University of Michigan

**Delvon Parker**, *Assistant Professor of the Practice*; B.S., M.S., Ph.D., Michigan State University

**Pieter Vanderwerf**, *Assistant Professor of the Practice*; B.A., Dartmouth College; Ph.D., Massachusetts Institute of Technology

### 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, as well as an undergraduate co-concentration in Business Analytics.

#### Concentration in Operations Management

Operations Management is a broad and multi-dimensional business area. Highly integrative, Operations Management determines how an organization executes on its mission and goals. Operations Management is both an art and a science, tying together quantitative analytical skills with cognitive problem solving.

The Operations Management concentration provides students with knowledge of current issues in the Operations Management discipline. Intense competition in fast-paced global environments makes competencies in this field critical in both service and good-producing organizations. This concentration is applicable in many industries and organizations, combining knowledge in business analytics, process design and analysis methods, project management, and operations management issues. The curriculum recognizes environmental, ethical, and social issues. The pedagogy entails lectures and discussions, case studies, field studies, and analytical modeling.

The Operations Management concentration builds upon the Carroll School of Management core, particularly complementing courses in statistics, organizational management, and economics. Our courses emphasize analysis and decision making and are explicitly designed to deliver the skills and knowledge required to successfully manage people, processes, and systems in today's competitive environment.

The concentration is designed to intersect with other functional disciplines making Operations Management an excellent complement to other concentrations including Accounting, Finance, Marketing, Information Systems, or Management & Leadership.

#### Objectives of the Undergraduate Concentration in Operations Management

The objectives of the undergraduate concentration are to develop managers who:

- possess a broad and deep understanding of theories and concepts in Operations Management
- are capable of applying skills and knowledge to address management problems
- understand and utilize quantitative and qualitative analysis in decision making
- 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 successfully attained positions in 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 with an operations management concentration are typically hired into positions such as Operations Analyst, Project Team Member, Supply Chain Analyst, Consultant, Process Designer, and Management Trainee, as well as positions on the corporate planning staff.

The demand for managers with these skills is strong 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. Salaries for majors in Operations are and will likely remain competitive with all other concentrations in management.

#### Operations Management Concentration Requirements

The following two courses are required for the concentration:

- OPER3375 Operations Strategy and Consulting (fall)
  - OPER2255 Managing Projects (spring)
- also take two of the following:
- OPER3304/OPER6614 Quality Management (spring)
  - OPER3310 Sports Analytics (fall)
  - OPER3332 Supply Chain Management (fall)
  - OPER3384 Predictive Analytics (spring)
  - OPER6604 Management Science (fall/spring)
  - OPER6605 Risk Analysis & Simulation Methods (fall)
  - OPER6606 Forecasting Techniques (fall/spring)
- Other Special and Advanced Topic courses as offered.

## 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).

### OPER1021 Operations Management (Fall/Spring: 3)

*Prerequisites:* OPER1135, ISYS1021

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*

### OPER1031 Operations Management-Honors (Fall: 3)

*Prerequisites:* OPER1135, ISYS1021, OPER2235

#### Core course for the CSOM Honors Program

Operations, like accounting, finance and marketing 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 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 course is taught in an interactive setting and requires class participation.

*The Department*

### OPER1135 Business Statistics (Fall/Spring: 3)

**This course is not open to students who have completed BIOL2300.**

This course focuses on the analytical tools of statistics that are applicable to management practice and decision making. Topics include descriptive statistics, probability, random variables, sampling distributions, estimation of parameters, hypothesis testing, and regression.

*The Department*

### OPER1145 Business Statistics-Honors (Spring: 3)

This course focuses on developing an in-depth understanding of the analytical tools of statistics that are applicable to management practice and decision making. Topics include descriptive statistics, probability, random variables, sampling distributions, estimation of parameters, hypothesis testing, and both simple and multiple regression.

*Richard McGowan, S.J.*

### OPER2235 Math for Management Science (Fall/Spring: 3)

*Prerequisites:* MATH100 or equivalent, ISYS1021, and OPER1135 which may be taken concurrently.

Topics include linear and integer programming, decision analysis, non-linear optimization, and computer solutions using Excel.

*The Department*

### OPER2255 Managing Projects (Spring: 3)

**Cross listed with ISYS2255**

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.

*The Department*

### OPER3304 Quality Management (Spring: 3)

*Prerequisites:* OPER1021, OPER1135

This course focuses on quality management as a critical operations management capability. Students will explore a variety of quality programs and tools with an emphasis on the Six Sigma approach to quality analysis and process improvement in both services and goods producing operations. During the course students will have an opportunity to pursue Six Sigma Green Belt certification.

*Joy Field*

### OPER3310 Sports Analytics (Fall: 3)

*Prerequisites:* OPER1135/OPER1145 or a similar statistics course and OPER2235

**Students taking this course should possess a passion for sports and numbers, working knowledge of basic probability and statistics, and strong Excel skills.**

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.

*Jeffrey Ringuest*

### OPER3332 Supply Chain Management (Fall: 3)

*Prerequisite:* OPER1021

A supply chain consists of all parties involved in fulfilling a customer request, including suppliers, manufacturers, distributors, and retailers. Over the last decade, firms have started focusing on supply chain management as a source of competitive advantage. There's a realization that no company can do better than its supply chain. This course will provide students with an overview of the concepts, models, and methods that are important for the design and operation of modern, global supply chains. Classes are hands-on, with many opportunities to analyze cases and play simulation games.

*John Neale*

### OPER3375 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.

*Joy Field*

**OPER3384 Predictive Analytics (Spring: 3)**

*Prerequisite:* ISYS1021, OPER1135, or other appropriate statistics course

This analytics course teaches advanced statistics used in business. The first third of the course goes into greater depth on traditional statistics than introductory courses and covers additional advanced techniques for hypothesis testing. The other two-thirds focuses on the new methods developed for building predictive models based on large data sets. These include advanced regression and logistic regression, k-Nearest neighbors, neural networks, and decisions trees.

*Pieter VanderWerf*

**OPER4921 Advanced Independent Study (Fall/Spring: 3)**

**By arrangement.**

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential

*The Department*

**OPER6604 Management Science (Spring: 3)**

*Prerequisites:* OPER1135, OPER7705, or OPER7725 and familiarity with Excel

This course provides an overview of the concepts and methods of Management Science, the application of mathematical modeling and analysis to management problems. The primary goal of the course is to help you become a more skilled builder and consumer of models and model-based analyses. The course will show you how to use Excel spreadsheets effectively for business analysis and introduce you to some of the more important analytic methods including optimization, simulation, and data mining. These methods will be applied to problems arising in a variety of functional areas of business, including operations, finance, and marketing.

*The Department*

**OPER6605 Risk Analysis and Simulation (Fall: 3)**

*Prerequisite:* A degree of mathematical literacy including statistics

**Offered Periodically**

This class will use cases and readings to learn to evaluate operational risk, develop risk controls, monitor risk, and develop operational resilience in response to disasters. Readings and discussions focusing on industries as diverse as health care, manufacturing, banking, and insurance will serve as background and motivation for learning analytical and data analysis tools essential for modern managers such as Monte Carlo simulation, discrete event simulation, and flexible supply chain development. Competence in Excel and basic statistics will be valuable in this course.

*Stephanie Jernigan*

**OPER6606 Forecasting Techniques (Fall: 3)**

*Prerequisite:* Undergraduate: ECON1151 or ECON1155, Graduate: OPER7725

**Cross listed with MFIN6606 and ECON2229**

The theory and practice of applied time series analysis will be explored. First the different segments (trend, seasonality, cyclical and irregular) of a time series will be analyzed by examining the Autocorrelation functions (ACF) and Partial Autocorrelation functions (PACF). The specific model to model the various types of time series include linear regression, panel regression, seasonal decomposition, exponential smoothing, ARIMA modeling as well as combining models.

*Richard McGowan, S.J.*

**OPER6607 Machine Learning for Business Intelligence (Spring: 3)**

*Prerequisite:* OPER1135, OPER7705, or OPER7725

**Offered Periodically**

Machine learning (ML) has been a popular topic for data scientists and analysts. The goal in ML is to learn from existing data and extract useful information such as patterns, behaviors and trends. We can then use this information to predict future activity. The ability of learning patterns from data and making accurate predictions on new instances makes ML a powerful tool for Business Intelligence since it helps us transform the raw data into better decisions. This course will not dive into the technical details of ML algorithms but rather focus on how to use these algorithms in Business Intelligence applications. We will study business applications including but not limited to customer segmentation, propensity, and churn.

*The Department*

**OPER6609 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*

**OPER6614 Quality Management (Spring: 3)**

*Prerequisites:* OPER7700 and OPER7705 or OPER1021 and OPER1135)

**Offered Periodically**

This course focuses on quality management as a critical operations management capability. Students will explore a variety of quality programs and tools with an emphasis on the Six Sigma approach to quality analysis and process improvement in both services and goods producing operations. During the course students will have an opportunity to pursue Six Sigma Green Belt certification.

*Joy Field*

**Management and Organization****Faculty**

**Donald White**, *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 Bartunek**, *Professor, Robert A. and Evelyn J. Ferris Chair*; B.A., Maryville University; M.A., Ph.D., University of Illinois at Chicago

**Andrew Boynton**, *Professor, Dean*; B.S., Boston College; M.B.A., Ph.D., University of North Carolina–Chapel Hill

**Mary Ann Glynn**, *Joseph F. Cotter Professor; Research Director, Winston Center for Leadership and Ethics*; B.A., Fordham University; M.A., Rider University; M.B.A., Long Island University; Ph.D., Columbia University

**Judith Gordon**, *Professor; Chairperson of the Department*; A.B., Brandeis University; M.Ed., Boston University; Ph.D., Massachusetts Institute of Technology

**Richard Nielsen**, *Professor*; B.S., M.A., University of Pennsylvania; Ph.D., Syracuse University

**Michael Pratt**, *O'Connor Family Professor; Ph.D. Program Director; Fellow for the Winston Center for Leadership and Ethics*; B.A., University of Dayton; M.A., Ph.D., University of Michigan



**Judith Clair**, *Associate Professor*; B.A., University of California; Ph.D., University of Southern California

**Spencer Harrison**, *Associate Professor*; B.A., University of Utah;

M.B.A., Brigham Young University; Ph.D., Arizona State University

**Metin Sengul**, *Associate Professor*; B.S., M.S., Istanbul Technical University; M.S., Texas A&M University; M.S., Ph.D., INSEAD

**Mohan Subramaniam**, *Associate Professor*; B.Tech., M.S., University Baroda, India; M.B.A., Indian Institute of Management; D.B.A., Boston University

**Mary Tripsas**, *Associate Professor*; B.S., University of Illinois, Urbana; M.B.A., Harvard Business School; Ph.D., MIT Sloan School of Management

**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., Kellogg School of Management, Northwestern University

**Suntae Kim**, *Assistant Professor*; B.B.A., Seoul National University; M.S. in Business Administration; Ph.D. in Business Administration, University of Michigan

**Sean Martin**, *Assistant Professor*; B.A., University of California, Santa Barbara; M.B.A., California Polytechnic State University—San Luis Obispo; Ph.D., Cornell University

**Richard Spinello**, *Clinical Associate Professor; Director, Carroll School Ethics Program*; A.B., M.B.A., Boston College; M.A., Ph.D., Fordham University

**Juan Montes**, *Assistant Professor of the Practice*; J.D. Universidad de Chile; Ph.D., University of Navarra

#### Contacts

- Department Administrative Assistant, Michael Smith, 617-552-0450, michael.smith.13@bc.edu
- Department Chair: Judith R. Gordon, 617-552-0454, judith.gordon@bc.edu
- [www.bc.edu/schools/csom/departments/mgtorg.html](http://www.bc.edu/schools/csom/departments/mgtorg.html)

#### Undergraduate Program Description

The Department of Management and Organization offers an undergraduate concentration in Management and Leadership, which focuses on building the human and social capital of the organization. The department also offers a minor in Management and Leadership for students in the Morrissey College of Arts and Sciences and the Lynch School of Education.

#### Concentration in Management and Leadership

The Management and Leadership concentration will help develop and enhance your ability to lead and manage people and organizations. These skills are highly desired by virtually all potential employers, making the Management and Leadership concentration beneficial to all Carroll School undergraduates.

Upon completing the concentration, students will (1) demonstrate an appreciation for the fundamentals and complexity of successful leadership; (2) identify exemplary leadership in themselves and others; and (3) demonstrate skills of effective leadership.

In addition to taking MGMT1021 Organizational Behavior or MGMT1031 Organizational Behavior—Honors, the concentration requires MGMT2127 Leadership and three electives. Two electives in particular are highly recommended for this concentration: MGMT2123 Negotiation and MGMT2137 Managing Diversity.

#### Required of all concentrators:

- MGMT1021 Organizational Behavior or MGMT1031 Organizational Behavior—Honors
- MGMT2127 Leadership

#### Three electives chosen from the following:

- MGMT2110 Human Resources Management
- MGMT2111 Ethical Leadership Skills
- MGMT2119 Communication and Personal Branding
- MGMT2123 Negotiation
- MGMT2130 Leading Change in Organizations
- MGMT2131 Special Topics: Crisis Leadership
- MGMT2133 Leading High Performance Teams
- MGMT2135 Managing Your Career
- MGMT2137 Managing Diversity
- MGMT2139 Social Innovation and Entrepreneurship
- MGMT2140 International Management
- MGMT2145 Environmental Management
- MGMT2150 Special Topics: Transitions: Learning How to Learn in the World of Business
- MGMT2170 Entrepreneurial Management
- MGMT2265 Globalization, Culture, and Ethics
- MGMT2270 Ethics and Public Policy
- MGMT4901 Independent Study (by permission of instructor)
- UNAS5548 Leadership and Mindfulness

#### Minor in Management and Leadership for Morrissey College of Arts and Sciences Undergraduates

A minor in Management and Leadership is offered to students in the Morrissey College of Arts and Sciences and the Lynch School of Education who are interested in pursuing management careers. This minor focuses on the behavioral side of management by offering courses designed to increase students' knowledge of leadership and management and build skills in these areas. Students must complete six courses offered by the Management and Organization Department. The Management and Leadership minor will help students develop and enhance their ability to lead and manage people and organizations. More specifically, students will (1) develop an appreciation for the fundamentals and complexity of successful leadership; (2) identify exemplary leadership in themselves and others; and (3) demonstrate effective leadership and management skills. The minor is completed by taking two required courses and four MGMT electives.

#### Required courses:

- MGMT1021 Organizational Behavior or MGMT1031 Organizational Behavior—Honors
- MGMT2127 Leadership

#### Four additional electives (any MGMT course including MGMT3099 Strategic Management)

The Management and Leadership minor prepares students for managerial roles in corporations, non-profit organizations, and government agencies. The common thread is managing people. In addition, the concentration provides excellent preparation for a career in management consulting, which focuses on diagnosing and solving management problems in client organizations. Sophomores and juniors who wish to minor in Management and Leadership must complete an application, available either in the Office of the Dean of Arts and Sciences, the Office of the Dean of the Lynch School of Education, or the Management and Organization Department. A completed application should be submitted to the Management and Organization

Department by October 15 for the following year. Students are expected to have a 3.5 or higher GPA. Students will be notified shortly thereafter if they have been accepted into the minor.

### Information for Study Abroad

Students may take one or two electives abroad to count toward either the Management and Organization concentration or minor. In addition, it is sometimes possible to take the equivalent of MGMT1021 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.

### 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).

#### MGMT1021 Organizational Behavior (Fall/Spring: 3)

As an introduction to the study of human behavior in organizations, this course aims at increasing an awareness and understanding of individual, interpersonal, group, and organizational events, as well as increasing a student's ability to explain and influence such events. The course deals with concepts that are applicable to institutions of any type; a central thrust of these concepts concerns the way institutions can become more adaptive and effective. The course is designed to help the student understand and influence the groups and organizations to which he/she currently belongs and with which he/she will become involved in a later career.

*The Department*

**MGMT1031 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 MGMT1021 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*

#### MGMT2110 Human Resources Management (Fall/Spring: 3)

**Prerequisite:** MGMT1021, MGMT1031, 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*

#### MGMT2111 Ethical Leadership Skills (Spring: 3)

**Prerequisite:** MGMT1021, MGMT1031, 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*

#### MGMT2119 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*

#### MGMT2123 Negotiation (Fall: 3)

**Prerequisite:** MGMT1021, MGMT1031, 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*

#### MGMT2127 Leadership (Fall/Spring: 3)

**Prerequisite:** MGMT1021, MGMT1031, or permission of instructor

In today's world, there are many challenges that call for effective leadership. Corporate ethics scandals, an increasingly global and diverse work force, and the need for employees to experience renewed meaning and connection to their work are just a few examples. How we respond to these challenges can profoundly change the world in which we live and work. In this course, we learn about the challenges and opportunities of effective leadership and how leaders, including ourselves, can respond to them.

*Judith Clair*

*Michael Pratt*

#### MGMT2132 Managing Change (Fall: 3)

*Steven Leduc*

#### MGMT2133 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*

**MGMT2137 Managing Diversity (Fall: 3)**

*Prerequisite:* MGMT1021, MGMT1031, or permission of instructor  
**Cross listed with AADS1137**

**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*

**MGMT2139 Special Topics: Social Innovation and Entrepreneurship (Fall: 3)**

Social entrepreneurship brings innovative market-based solutions to tackle problems in education, healthcare, housing, recycling, economic development, and sustainable water and energy supply. A commitment to measurable outcomes in line with mission needs to be combined with: customer orientation, design thinking, analysis of competitive landscapes, agility to adapt to external trends, and building strategic partnerships to leverage scarce resources. Open to students from all majors. Focuses on skill development. Includes case studies to evaluate social enterprises in U.S. and internationally using a range of business models. Students will develop pitches and business plans for their own social venture ideas.

*Laura Foote*

**MGMT2140 Special Topics: International Management (Fall: 3)  
Offered Periodically**

This course provides students with an in-depth survey of the issues related to behavioral aspects in organizations in a non-domestic environment. A focus of the course is the examination of culture and ways in which it influences organizational behavior. This course will give students a solid understanding of effective human resource management practices in an international context and prepare them to lead in a global environment.

*Catherine Hall*

**MGMT2155 Special Topic: The Art of Decision Making (Spring: 3)**

Decisions are an integral part of everyday life and they directly affect the quality of our lives. So, how are decisions made? What role does context play in decisions? What are cognitive biases and how might they affect decisions? Is there a process to help decision-making? What might that look like? What role do ethics and trust play in making decisions? What are the similarities and differences of decisions in in diverse settings? In seeking to answer these and other questions, the purpose of this course is to better inform and improve individual and group decision-making capabilities.

*Walker*

**MGMT2160 Special Topics: Strategic Alliances: Achieving Goals through Partnering (Fall: 3)**

This course focuses on the increasingly important topic of strategic collaboration among organizations seeking to create greater value and to position themselves more favorably in a highly competitive and rapidly changing world. Successful firms in dynamic and evolving industries recognize the benefits of collaborating with suppliers, customers and even competitors to access important capabilities or knowledge necessary for achieving their strategic goals. We will cover

what strategic alliances and collaboration among organizations means, how to find appropriate partners, how to structure the arrangements, and how to manage them. Case studies and class projects will be used.

*William Reinfeld*

**MGMT2170 Entrepreneurial Management (Spring: 3)**

Entrepreneurial opportunities often exist when industries are created or transformed by new technologies, new business models or new product categories. The pursuit of these opportunities, however, creates challenges for both start-ups and established firms. This course introduces a research-based set of conceptual frameworks and tools that help students to identify, evaluate, launch, and grow innovative ventures that revolutionize markets. We will discuss cases set in a range of industry contexts including: folding bicycles, online Indian art auctions, aviation (air taxis), electronic publishing, fashion, digital imaging, education, and clean energy.

*Mary Tripsas*

**MGMT2265 Globalization, Culture, and Ethics (Fall: 3)  
Satisfies Cultural Diversity Core Requirement**

This course helps students learn how to manage responsibly across different countries and cultures. The spread of capitalism and expansion of markets around the globe provoke challenging questions about socially responsible management. Managers must decide whether strategies and ethical principles that make sense in one culture can be applied to others. Central to the course will be the difficult choice between adapting to prevailing cultural norms or initiating a cultural/moral transformation. The course considers a number of cases set in different cultural contexts. There are selected readings about the beliefs, ideals, and values at the core of these different cultures.

*Rick Spinello*

**MGMT3099 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*

**MGMT3100 Strategic Management-Honors (Fall: 3)**

*Prerequisite:* Successful completion of the CSOM core requirements

**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, SJ*

## ***MANAGEMENT***

---

### **MGMT3345 Managing for Social Impact and the Public Good**

(Fall: 3)

**Cross listed with ISYS3345**

Managing for social impact in the twenty-first century is a multi-faceted challenge. This course will provide students with an interdisciplinary framework for exploring how corporations engage with social impact issues that are outside the conventional definitions of shareholder value and wealth creation. Through a combination of research, reading, class discussion, group projects and case studies, students will examine and debate the boundaries of corporate social and ethical responsibility for public good. They will learn about the various frameworks and metrics that are in widespread use to measure global and local impacts of large enterprises, including impact investing, public benefit corporations, the Triple and Quadruple Bottom Lines and the Global Reporting Initiative.

*Mary Cronin*

### **MGMT4901 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*



## 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 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/cson](http://www.bc.edu/cson) for more information.

The mission of the Boston College William F. Connell School of Nursing is to prepare compassionate, professionally competent nurses whose practice and scholarship are scientifically based and grounded in humanizing the experience of health and illness. In keeping with the Jesuit, Catholic ideals, we focus on formation of the whole person and promotion of social justice. The Connell School of Nursing educates students as reflective life-long learners who use knowledge in service to others. The graduate of the baccalaureate program is prepared as a generalist who promotes, maintains and restores the health of individuals, families and communities/populations across the lifespan.

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 English 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 the curriculum includes content on the care of children, childbearing families, and adults of all ages across the continuum of wellness to illness. Faculty members guide student learning in campus laboratories and in a variety of healthcare 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

Note: CSON undergraduates are obligated to register a minimum of 12 credits per semester but normally should take 15 credits in almost all semesters to meet all program requirements on time.

#### Freshman Year

##### *Semester I*

- BIOL1300, BIOL1310 Anatomy and Physiology I
- CHEM11161, CHEM11163 Life Science Chemistry
- NURS1010 Professional Development Seminar
- Core or elective
- Core or elective

##### *Semester II*

- BIOL1320, BIOL1330 Anatomy and Physiology II
- MATH1180 Principles of Statistics for the Health Sciences
- NURS2070 Introduction to Professional Nursing
- Core or elective
- Core or elective

#### Sophomore Year

##### *Semester I*

- BIOL2200, BIOL2210 Microbiology for Health Professionals
- NURS2120 Nursing Health Assessment Across the Life Span
- NURS2121 Nursing Health Assessment Across the Life Span Clinical Laboratory
- NURS2080 Pathophysiology
- Core or elective

##### *Semester II*

- NURS2230 Adult Health Nursing Theory I
- NURS2231 Adult Health Nursing Clinical I
- NURS2204 Pharmacology/Nutrition
- NURS3170 Principles of Evidence-based Nursing
- Core or elective

#### Junior Year

All students will have a flexible semester in their junior year. The flexibility will allow for study abroad (if approved by the Office of International Programs and their specific program) or other co-curricular activities. Students who are not abroad in their "flex" semester will be scheduled to take at least one clinical course.

Listed below is one example of the flexible junior year schedule. The Undergraduate Program Office will determine the exact clinical sequence for each junior.

##### *Semester I*

- NURS3242 Adult Health Nursing Theory II
- NURS3243 Adult Health Nursing Clinical II
- NURS3244 Childbearing Nursing Theory
- NURS3245 Childbearing Nursing Clinical
- Core or elective

##### *Semester II*

- "Flex" Semester

#### Senior Year

The Undergraduate Program Office will determine the exact clinical sequence for each senior.

##### *Semester I*

- NURS4250 Child Health Theory
- NURS4251 Child Health Clinical
- NURS4252 Psych-Mental Health Theory
- NURS4253 Psych-Mental Health Clinical
- Core or elective

##### *Semester II*

- NURS4260 Population Health Nursing Theory
- NURS4261 Population Health Practice in the Community
- NURS4263 Nursing Synthesis Clinical
- NURS4270 Transition to Professional Nursing
- Core or elective

The Connell School of Nursing reserves the right to alter any program or policy outlined.

### *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.

## 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 and a minimum 117 credits are required for graduation.

## Information for First Year Students

During the first year students typically 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 take advantage of opportunities to study abroad for one semester. Normally, students may study abroad during fall or spring semester of junior year. Most students take electives and can sometimes complete 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 (NURS4911)*

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 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.

### **Minor in Hispanic Studies**

Nursing students may minor in Hispanic Studies by completing 18 credits in Spanish/Hispanic Studies that are approved by the Associate Dean. CSON students who wish to declare a CSON Hispanic studies minor should meet with the Associate Dean.

### **Minor in Psychology**

The minor is awarded to CSON students who complete 18 credits in psychology. Courses should include PSYC1110 Introduction to Psychology as a Natural Science and PSYC1111 Introduction to Psychology as a Social Science. Students who received AP credit for

PSYC1110 and PSYC1111 may select alternate courses. Courses that may be applied to the minor include the following (or others approved by the undergraduate Associate Dean):

- PSYC1011 Psychobiology of Mental Disorders
- PSYC1032 Emotion
- PSYC1029 Mind & Brain
- PSYC2241 Social Psychology
- PSYC2260 Developmental Psychology
- PSYC2272 Cognitive Psychology
- PSYC2274 Sensation and Perception
- PSYC2285 Behavioral Neuroscience
- APSY1030 Child Growth and Development
- APSY1032 Psychology of Learning
- APSY2041 Adolescent Psychology
- APSY2240 Personality Theories: Behavior in Context
- APSY2241 Abnormal Psychology
- APSY3243 Counseling Theories
- APSY3244 Adult Psychology
- FORS5315 Victimology
- FORS5317 Forensic Mental Health
- FORS5318 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 with the B.S. In order to qualify for this program, students must maintain an academic average of 3.4 with a grade of B or above in all 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 Connell School of Nursing Students

### Health Requirements

In addition to the health and immunization requirements for all undergraduate students, nursing students must have immunity to varicella (chicken pox) and hepatitis B 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 NURS2231 (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. Sites 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 \$250.00 (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 to the School of Nursing for use in evaluating prior course work. Additional information on transfer credits may be found in the Baccalaureate Program Handbook on the BC website.

#### 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.

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, and establish programs of research, provide consultation, serve as health care planners, and participate on governmental committees dealing with health care issues.

Many graduates of the Boston College Connell School of Nursing have gone on from clinical careers to become researchers in clinical settings and to serve on faculties of schools of nursing and administrators of clinical and educational institutions.

#### 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**, *Professor Emerita*; B.S., M.S., University of Rhode Island; Ph.D., University of Connecticut

**June Andrews Horowitz**, *Professor Emerita*; B.S., Boston College; M.S., Rutgers State University of New Jersey; Ph.D., New York University

**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

**Sean P. Clarke**, *Professor and Associate Dean for Undergraduate Programs*; B.Sc., University of Ottawa; B.A., Carleton University; M.Sc.(A.), Ph.D., McGill University

**Susan Gennaro**, *Professor and Dean*; B.A., Le Moyne College; M.S., Pace University; Ph.D., University of Alabama at Birmingham

**M. Katherine Hutchinson**, *Professor and Associate Dean for Graduate Programs*; B.S.N., Michigan State University; M.S.N., Ph.D., University of Delaware

**Dorothy A. Jones**, *Professor*; B.S.N., Long Island University; M.S.N., Indiana University; Ed.D., Boston University

**Sr. Callista Roy**, *Professor and Nurse Theorist*; B.A., Mount Saint Mary's College; M.A., 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.B.A., Johns Hopkins University; 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

**Jane Erin Ashley**, *Associate Professor*; B.S., California State University, Chico; M.S., Ph.D., Boston College

**Marie Boltz**, *Associate Professor*; B.S.N., LaSalle University; M.S.N., University of Pennsylvania; Ph.D., New York University

**Jane Flanagan**, *Associate Professor*; B.S.N., University of Massachusetts Lowell; M.S., Northeastern University; Ph.D., Boston College

**Pamela J. Grace**, *Associate Professor*; B.S.N., M.S.N., West Virginia University; Ph.D., University of Tennessee, Knoxville



**Susan Kelly-Weeder**, *Associate Professor*; B.S., Simmons College; M.S., Ph.D., University of Massachusetts Lowell

**Ellen K. Mahoney**, *Associate Professor*; B.S.N., Georgetown University; M.S.N., University of Pennsylvania; Ph.D., University of California, San Francisco

**Catherine Y. Read**, *Associate Professor and Director, Keys to Inclusive Leadership in Nursing (KILN) Program*; B.S.N., University of Illinois at 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

**Kelly D. Stamp**, *Associate Professor*; B.S.N., Southeast Missouri State University; M.S., Ph.D., University of South Florida

**Melissa A. Sutherland**, *Associate Professor*; B.S., Cornell University; B.S.N., M.S.N., Binghamton University; Ph.D., University of Virginia

**Patricia A. Tabloski**, *Associate Professor*; B.S.N., Purdue University; M.S.N., Seton Hall University; Ph.D., University of Rochester

**Danny Willis**, *Associate Professor and Department Chair*; B.S.N., University of Mississippi Medical Center; M.S.N., D.N.S., Louisiana State University Health Sciences Center

**Robin Wood**, *Associate Professor*; B.S.N., University of Michigan; M.S., Ed.D., Boston University

**Lichuan Ye**, *Associate Professor*; B.S.N., M.S., Sichuan University, West China School of Medicine; Ph.D., University of Pennsylvania

**Viola G. Benavente**, *Assistant Professor*; B.S.N., Incarnate Word College; M.S.N., University of Texas, San Antonio; Ph.D., University of Pennsylvania

**Stewart M. Bond**, *Assistant Professor*; B.S.N., University of Virginia; M.S.N., University of North Carolina, Chapel Hill; M.T.S., Vanderbilt University; Ph.D., University of North Carolina, Chapel Hill

**Joyce Katherine Edmonds**, *Assistant Professor*; B.S.N., Florida State University; M.P.H., Oregon Health Science University; Ph.D., Emory University

**Holly Fontenot**, *Assistant Professor*; B.S.N., Georgia Baptist College of Nursing, Mercer University; M.S., Ph.D., Boston College

**Allyssa L. Harris**, *Assistant Professor*; B.S., M.S., Ph.D., Boston College

**Carina Katigbak**, *Assistant Professor*; B.S.N., Ryerson University; M.S., Ph.D., New York University

**Kyung Hee Lee**, *Assistant Professor*; B.S.N., M.P.H., Yonsei University; M.S.N., Ph.D., University of Michigan

**Tam H. Nguyen**, *Assistant Professor*; B.S.N., University of Maryland; M.S.N./M.P.H., Ph.D., Johns Hopkins University

**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.N., Salem State University; 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

**M. Colleen Simonelli**, *Clinical Associate Professor and Department Assistant Chair*; B.S., Marquette University; M.S., Boston College; Ph.D., University of Massachusetts Lowell

**Donna L. Cullinan**, *Clinical Assistant Professor*; B.S.N., Saint Anselm College; M.S., Boston College

**Nanci Haze-Peters**, *Clinical Assistant Professor*; B.S., Western Connecticut State University; M.S., Northeastern University

**Luanne Nugent**, *Clinical Assistant Professor*; B.S.N., University of Massachusetts Amherst; M.S.N., Boston University; D.N.P., Regis College

**Amy Smith**, *Clinical Assistant Professor and Director, Clinical Learning and Simulation Centers*; B.S., Saint Anselm College; M.S.N., Yale University; D.N.P., MGH Institute of Health Professions

**Sherri B. St. Pierre**, *Clinical Assistant Professor*; B.S., Simmons College; M.S., University of Massachusetts Lowell

**Denise B. Testa**, *Clinical Assistant Professor and Assistant Director of Nurse Anesthesia Program*; B.S., Boston University; M.S.N., Rush University

**Laura White**, *Clinical Assistant Professor*; B.S., Boston College, M.S., Columbia University, Ph.D., Boston College

**Elisabeth M. Bailey**, *Clinical Instructor*; A.B., Brown University; M.S., Boston College

**Rosemary Frances Byrne**, *Clinical Instructor*; B.S., M.S., Boston College

**Maureen Connolly**, *Clinical Instructor*; A.D., Labouré College; B.A., Worcester College; M.S., Simmons College

**Dorean Behney 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

**Beth McNutt-Clarke**, *Clinical Instructor*; B.Sc., M.Sc.(A.), McGill University; M.B.A., Concordia University

**Melissa Pérez**, *Clinical Instructor*; B.S.N., Villanova University; M.S., Boston College

**Richard Edward Ross, S.J.**, *Clinical Instructor*; B.S.N., University of Michigan; M.Div., S.T.L., Boston College

**Jacqueline Sly**, *Clinical Instructor*; B.S.N., Boston College, M.S.N., Regis College

**Jean Weyman**, *Assistant Dean Continuing Education Programs*; B.S.N., M.S.N., Indiana University; Ph.D., Boston College

#### Contacts

- Undergraduate Program Office, Maloney Hall, 617-552-4925
- [www.bc.edu/cson](http://www.bc.edu/cson)

#### Forensics

##### 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).

##### FORS3201 Wounded Warriors in Transition (Spring: 3)

Over 65,000 US troops have been wounded since 2001. Many have suffered “the hidden injuries”—traumatic brain injuries and post-traumatic stress disorder. The purpose of this course is for students to gain an understanding of military culture, catastrophic injuries, and the journey of Wounded Warriors and their family members. The course examines the history and culture of the Armed Services and the developing knowledge of the rehabilitation of Wounded Warriors.

*Ann W. Burgess*

*Susan Sheehy*



**FORS5315 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.

*The Department*

**FORS5317 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.

*The Department*

**FORS5318 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.

*The Department*

**FORS5319 Forensic Science Lab (Fall: 3)**

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.

*The Department*

**Nursing****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).

**NURS1010 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.

*The Department*

**NURS1210 Public Health in a Global Society (Fall: 3)****Satisfies Social Science Core Requirement**

This foundation course presents public health as an interdisciplinary science focused on health promotion and disease prevention at the population level. The course provides an overview of the history of public health, global burden of disease, sub-disciplines of public health, maternal/child health, and nutrition, and emphasizes the collaborative nature of the field through examples in research and practice. An inherent principle in public health is advancing social justice and this course, and the public health sequence more broadly, focuses on at-risk populations, reducing health disparities, and improving health equity at the population level.

*Melissa Sutherland*

**NURS1215 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.

*Joyce Edmonds*

*Judith Vessey*

**NURS2070 Introduction to Professional Nursing (Spring: 2)**

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.

*The Department*

**NURS2080 Pathophysiology (Fall/Spring: 3)**

*Prerequisites:* BIOL1300, BIOL1310, BIOL1320, BIOL1330, CHEM1161, CHEM1163

*Corequisites:* BIOL2200, BIOL2210 may be taken concurrently

Pathophysiology offers an integrated approach to human disease. The course builds on the underlying concepts of normal function as they apply to the basic processes of pathogenesis. Biological variations of age, gender, and cultural differences are integrated into the course content where applicable. Common acute and chronic health problems are introduced to explore the interrelatedness of a variety of stressors that affect physiological function. Successful completion of Pathophysiology facilitates the student's transition into clinical nursing practice.

*The Department*

**NURS2120 Nursing Health Assessment Across the Life Span (Fall/Spring: 4)**

*Prerequisites:* BIOL1300, BIOL1310, BIOL1320, BIOL1330, or concurrently; CHEM1161, CHEM1163, BIOL2200, BIOL2210; NURS2080, NURS2121, or concurrently

This course introduces the concepts of health, health promotion, and growth and development across the life span. 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.

*The Department*

**NURS2121 Nursing Health Assessment Across the Life Span Clinical Laboratory (Fall/Spring: 3)**

*Prerequisite:* See NURS2120

This course provides campus and community laboratory experiences in applying the theoretical concepts explored in NURS2120. 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.

*The Department*

**NURS2204 Pharmacology and Nutrition Therapies (Fall/Spring: 3)**

*Prerequisites:* NURS2120, NURS2121, NURS2080

*Corequisites:* NURS2230, NURS2231

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. Nutriceuticals, over-the-counter, social, and folk drugs affecting the patient are also considered.

*The Department*

**NURS2230 Adult Health Nursing Theory I (Fall/Spring: 3)**

*Prerequisites:* NURS2070, NURS2120, NURS2121, NURS2080

*Corequisite:* NURS2231

This course focuses on the theoretical basis of the nursing care of adults across the lifespan with altered states of health. Emphasis is placed on beginning application of the clinical reasoning process with a focus on frequently occurring nursing diagnoses, interventions and outcomes for adults, in particular older adults. Evidence-based practice and standards of care are integrated throughout the course. The role and responsibilities of the nurse in the acute care setting including those related to quality, safety, ethics and legal issues are emphasized. Cultural awareness is incorporated throughout the course.

*The Department*

**NURS2231 Adult Health Nursing I Clinical Laboratory (Fall/Spring: 3)**

*Prerequisites:* NURS2070, NURS2120, NURS2121, NURS2080

*Corequisite:* NURS2230

The weekly hospital clinical focuses on fostering skill in the planning and implementation of care of adults, including older adult, with an altered health status. Emphasis is placed on integrating the components of the nursing process, utilizing evidenced based nursing practice, standards of quality and safety, and principles of cultural awareness. The weekly college laboratory sessions focus on developing competency in basic nursing skills and related documentation.

*The Department*

**NURS3016 Comparing Health Care Systems through a Global Lens (Spring: 3)**

Introduction to the concepts of global health and the critical links between public health and social and economic development. Determinants of health and patterns of disease and health outcomes across the globe are critically examined. The course reviews the determinants of health status in terms of biology, demography, epidemiology, culture, sociology, economics, and politics. Key concerns regarding reproductive health, child survival, nutrition, communicable diseases, and chronic diseases are examined. Health care delivery in developed vs. undeveloped regions of the world is emphasized.

*The Department*

**NURS3170 Principles of Evidence-Based Nursing (Fall/Spring: 2)**

*Prerequisite:* NURS2070

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 to be critical consumers of research used in evidence-based practice.

*The Department*

**NURS3210 Contemporary Issues in Public Health (Fall/Spring: 3)**

*Prerequisite:* NURS1210

This course provides students the opportunity to apply the foundational skills of public health to contemporary public health issues. The course integrates data and research to begin a more in-depth examination of the major burdens of disease and several emerging areas of concern. With a consistent goal of reducing health disparities, the course identifies population-level risk factors as well as evidence-based interventions for health promotion and disease prevention. Principles and concepts learned in NURS1210 are reinforced through specific health conditions, behaviors, and topics.

*Joyce Edmonds*

*Summer Hawkins*

**NURS3242 Adult Health Nursing Theory II (Fall/Spring: 3)**

*Prerequisites:* NURS2230, NURS2231, NURS2204

*Corequisite:* NURS3243

This course builds on the concepts learned in previous courses including adult health and pharmacology and expands the knowledge base for planning and implementing care of adults with acute health problems and acute exacerbations of chronic health problems. Clinical

case studies of acute care emergencies are used to discuss clinical judgment. Emphasis is placed on the selection of evidence-based interventions, evaluation of interventions, and use of evaluative data in refining a plan of care for the adult patient. Discussions focus on the role of the primary nurse in the acute care setting including collaboration, discharge planning and health teaching.

*The Department*

**NURS3243 Adult Health Nursing II Clinical Laboratory (Fall/Spring: 3)**

*Prerequisites:* NURS2230, NU2231, NURS2204

*Corequisite:* NURS3242

This course provides clinical experiences with adults who have acute health problems and acute exacerbations of chronic health problems. Students perform the role of the primary nurse with emphasis on the implementation of evidence-based interventions, documentation of patient outcomes, collaboration and communication. This course builds on knowledge from previous courses and expands the students' understanding of the professional role with a focus on nursing standards of care, safety, quality improvement and transitional care planning.

*The Department*

**NURS3244 Childbearing Nursing Theory (Fall/Spring: 3)**

*Prerequisites:* NURS2230, NURS2231, NURS2204

*Corequisite:* NURS3245

The course focuses on concepts associated with the unique responses of families during the childbearing cycle, normal and high risk pregnancies, and normal and abnormal events in women's health. Current multidisciplinary research in women's health with a focus on the childbearing cycle, including genetics and cultural competence, is presented. Evidenced based nursing practice for the childbearing family is discussed. The nursing implications of attending to both the physiologic and the psychosocial needs of the childbearing family are reviewed. Emphasis will be placed on AWHONN and ACOG standards of care.

*The Department*

**NURS3245 Clinical Laboratory of Childbearing Theory (Fall/Spring: 3)**

*Prerequisites:* NURS2230, NURS2231, NURS2204

*Corequisite:* NURS3244

Application of childbearing theory to the diagnoses, interventions, and outcomes for the care of families in structured clinical settings. Focus is on prenatal, perinatal, and post-natal activities. 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 QSEN, AACN Essentials for baccalaureate education, AWHONN and ACOG standards of care.

*The Department*

**NURS4250 Child Health Nursing Theory (Fall/Spring: 3)**

*Prerequisites:* NURS3242, NURS3243, NURS3244, NURS3245

*Corequisite:* NURS4251

This course builds on the published 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.

*The Department*

**NURS4251 Child Health Nursing Clinical Laboratory (Fall/Spring: 3)**

*Prerequisites:* NURS3242, NURS3243, NURS3244, NURS3245

*Corequisite:* NURS4250

Based on the published Scope and Standards of Practice, this course provides a variety of clinical settings plus simulation experiences for implementing the nursing role in the care of children and families. Emphasis on clinical reasoning and evidenced-based practice in planning interventions to meet the physical, psychosocial, emotional, and spiritual needs of children and families coping with acute and chronic health problems. Students will care for patients from diverse cultural, ethnic and social backgrounds, interact collaboratively with family members and the interdisciplinary health team, and take a leadership role in advocating for patients.

*The Department*

**NURS4252 Psychiatric Mental Health Nursing Theory (Fall/Spring: 3)**

*Prerequisites:* NURS3242, NURS3243

*Corequisite:* NURS4253

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 life span. 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. Evidence-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.

*The Department*

**NURS4253 Psychiatric Mental Health Nursing Clinical Laboratory (Fall/Spring: 3)**

*Prerequisites:* NURS3242, NURS3243

*Corequisite:* NURS4252

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.

*The Department*

**NURS4260 Population Health Nursing Theory (Fall/Spring: 3)**

*Prerequisites:* NURS4250, NURS4251, NURS4252, NURS4253

*Corequisite:* NURS4261

This course introduces the conceptual and scientific frameworks of population health, emphasizing public health nursing roles. The course integrates health promotion, risk reduction, and disease prevention across the life span in a range of local and global settings, using case examples that nurses, as part of interdisciplinary teams, will encounter. Community assessment and epidemiological methods are introduced. Health disparities and vulnerability are examined through an ecological lens together with traditional and emerging public health issues. Students will learn about bridging population health and clinical care in order to meet the prevention health needs of individuals, families, and populations.

*The Department*

**NURS4261 Population Health Practice in the Community (Fall/Spring: 3)**

*Prerequisites:* NURS4250, NURS4251, NURS4252, NURS4253

*Corequisite:* NURS4260

This course focuses on the application of population health, emphasizing public health nursing roles, that include the care of population members in community settings, such as a neighborhood, school, or non-profit organization, locally or globally. Students will gain experience in community engagement, community health assessment, screening, case management, health education, service and program evaluation, and advocacy. Emphasis is placed on the multiple determinants of health and on using interdisciplinary approaches in practice to implement evidence-based interventions aimed at health promotion, risk reduction, and disease prevention.

*The Department*

**NURS4263 Nursing Synthesis Clinical Laboratory (Fall/Spring: 3)**

*Prerequisites:* NU4250, NURS4251, NURS4252, NURS4253

*Corequisites:* NURS4260, NURS4261

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 completed in institutional and/or community settings, students focus on the healthcare needs of specific client populations, study in depth the interventions used to restore and/or optimize health, and utilize evidence-based research in practice. Emphasis will be placed on current quality and safety guidelines and standards of care for the specialty area in which the student is practicing.

*The Department*

**NURS4270 Transition to Professional Nursing (Fall/Spring: 3)**

*Prerequisites:* NURS2070 and NURS3170

This final didactic course in the program presents the organizational, legal, ethical, and health policy contexts of professional nursing practice for students about to begin their careers. Discussion and assignments will focus on short-term challenges and opportunities associated with transition to practice, such as attaining licensure and finding one's first professional position. The role of the professional nurse in establishing and maintaining safety and health care quality within organizations will be analyzed. The course will strongly emphasize the leadership imperative for nurses across all roles in health care and social justice perspectives on the position of nursing in society.

*Viola Benavente*

*Susan DeSanto-Madeya*

**NURS4911 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*

**NURS4961 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*

**NURS5345 Ecuador: Global Health Perspectives (Summer: 3)**

This course will involve the study of global health from the perspective of the various stakeholders: Populations, governments, Non-Government Organizations (NGOs), health care providers and health educators. Social, political, economic, legal and ethical perspectives will be addressed. This course will be offered in Quito, Ecuador and will include field trips to health care facilities and discussions with local health professionals on current health issues and challenges for the future. Using a case-based approach, students will analyze and develop potential solutions and options for addressing global health care issues and create strategies for improving the health of specific populations.

*The Department*

**NURS6397 Foundations of Nursing Practice (Summer: 2)**

*Prerequisite:* Enrolled in the Master's Entry Program; successful completion of all program prerequisites

This course introduces students to the profession of nursing, nursing roles and ethical and clinical dimension of nursing practice. Students learn the fundamental health assessment techniques, physical examination and basic clinical skills that are integral to the nursing process and the rationals for these techniques. Laboratory and clinical simulation experiences provide opportunities to practice health histories, and demonstrate the physical assessment techniques, basis psychomotor skills, principles of safety and documentation and communication skills necessary for the care of individual patients.

*The Department*

**NURS6398 MSE Adult Health Theory (Fall: 6)**

*Prerequisites:* Enrolled in the MSE program; NURS6397

*Corequisites:* NURS2204, NURS6399, NURS6400, NURS7672

The theoretical basis of nursing care for adult patients with acute health problems or exacerbations of chronic health problems is addressed. Emphasis is placed on the selection of evidenced-based interventions, evaluation of interventions, and use of evaluative data in refining the plan of care for the adult patient. Discussions focus on the role of the primary nurse in the acute care setting including the importance of communication, collaboration, discharge planning, and health teaching. The nurse's role in patient safety and quality improvement is also discussed.

*The Department*



**NURS6399 MSE Adult and Population Health Nursing Clinical****(Fall: 4)***Prerequisites:* Enrolled in the MSE program; NURS6397*Corequisites:* NURS2204, NURS6398, NURS6400, NURS7672

This course provides laboratory, acute care, and population health experiences to apply the theoretical concepts from NURS6398 and NURS6400. Students have the opportunity to learn additional health assessment and physical examination skills and rationales for these techniques. Skills laboratory provides students with opportunities to learn and practice more advanced psychomotor skills. Clinical experiences focus on performing in the roles of the population/community health nurse and the primary nurse in the acute care setting with emphasis on the implementation of evidence-based interventions, documentation of patient outcomes, collaboration and communication.

*The Department***NURS6400 Nursing Practice and Public Health in Community****(Fall: 2)***Corequisites:* NURS6402, NURS6403

This course introduces students to the conceptual and scientific frameworks of population-centered nursing through didactic and clinical experiences focused on community focused care. The course will examine social and economic influences on health care delivery and vulnerability of individuals, families, and populations in community settings. Issues of emerging infectious diseases and disaster preparedness will be addressed. Emphasis is placed on the variety of roles/functions nurses have in population-centered care including that of public health and primary care. Clinical experiences will focus on the role of the nurse with emphasis on current evidence, clinical expertise, health outcomes, and collaboration.

*Donna Cullinan**Melissa Sutherland***NURS6411 Nursing Synthesis Practicum (Summer: 3)***Prerequisites:* NURS6406, NURS6407

This course provides nontraditional nursing students with an opportunity to synthesize, expand, and to refine nursing concepts and clinical reasoning competencies. Through an intensive clinical experience based in institutional and/or community settings, students will be able to focus on health care needs of specific client populations, study in-depth the interventions used to restore and/or optimize health, and utilize nursing research in practice.

*The Department***NURS6425 Global Health Challenges and Disparities (Summer: 3)**

Marginalized groups and residents of resource deprived communities often suffer from excessive rates of poor health and mortality. Such health disparities exist within the U.S. and around the world. In order to achieve the goals of “increasing longevity and quality of life” and “eliminating health disparities” (US Public Health Service), health care professionals need to understand health disparities, their casual roots, and how to design and implement effective health-promoting programs and policies. This course provides an introduction to health disparities, measuring indices of health status, and implications for programming and policy. Contemporary global health challenges are addressed as exemplars.

*The Department***NURS6460 MSE Childbearing Nursing Theory (Spring: 3)***Prerequisites:* NURS2204, NURS6400, NURS6402, NURS6403, and NURS6408*Corequisites:* NURS6470, NURS6468, NURS6461, NURS6471, NURS6469, and NURS7420 or NURS7426

This course focuses on concepts associated with the unique responses of families during the childbearing cycle; normal and high risk pregnancies and normal and abnormal events in women’s health. Current multidisciplinary research in women’s health with a focus on the childbearing cycle including genetics and cultural competence is presented. Evidenced-based nursing practice for the childbearing family is discussed. The nursing implications of attending to both the physiologic and the psychosocial needs of the childbearing family are reviewed. Emphasis will be placed on AWHONN and ACOG standards of care.

*The Department***NURS6461 MSE Childbearing Nursing Clinical (Spring: 2)***Prerequisites:* NURS2204, NURS6400, NURS6402, NURS6403, NURS6408, and NURS6460*Corequisite:* NURS6470, NURS6468, NURS6471, NURS6469, and NURS7420 or NURS7426

This experience focuses on the application of childbearing theory to the diagnoses, interventions, and outcomes for the 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 QSEN, AACN Essentials for Baccalaureate education, AWHONN and ACOG standards of care.

*The Department***NURS6468 MSE Psychiatric Mental Health Nursing Theory****(Spring: 3)***Prerequisites:* NURS2204, NURS6400, NURS6402, NURS6403, NURS6408*Corequisites:* NURS6460, NURS6470, NURS6461, NURS6471, NURS6469, and NURS7420 or NURS7426

This course builds on the standards of practice from APNA-ISPN, 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 life span. Current interdisciplinary evidenced-based research on the genetic, neurobiological and psychosocial theories of DSM-5 diagnoses are explored and analyzed. Evidence 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.

*The Department*

### **NURS6469 MSE Psychiatric Nursing Clinical (Spring: 2)**

*Prerequisites:* NURS2204, NURS6400, NURS6402, NURS6403, NURS6408, NURS6468

*Corequisites:* NURS6460, NURS6470, NURS6461, NURS6471, and NURS7420 or NURS7426

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 evidence-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 a major mental illness.

*The Department*

### **NURS6470 MSE Child Health Nursing Theory (Spring: 3)**

*Prerequisites:* NURS2204, NURS6400, NURS6402, NURS6403, NURS6408

*Corequisites:* NURS6460, NURS6468, NURS6461, NURS6471, NURS6469 and NURS7420 or NURS7426

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.

*The Department*

### **NURS6471 MSE Child Health Nursing Clinical (Spring: 2)**

*Prerequisites:* NURS2204, NURS6400, NURS6402, NURS6403, NURS6408, and NURS6470

*Corequisites:* NURS6460, NURS6468, NURS6461, NURS6469, and NURS7420 or NURS7426

Based on the published *Pediatric Nursing: Scope and Standards of Practice*, this course provides a variety of clinical settings 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 process and use of nursing scholarship and evidence-based practice guidelines in the 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; interact collaboratively with family members and the interdisciplinary health team; and take a leadership role in advocating for their patient.

*The Department*

## Woods College of Advancing Studies

The James A. Woods, S.J., College of Advancing Studies offers both full and 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.

Boston College fosters in its students rigorous intellectual development coupled with religious, ethical, and personal formation in order to prepare them for citizenship, service, and leadership in a global society.

Within the context of the Boston College environment, James A. Woods, S.J., College of Advancing Studies promotes the care and attention to the human person that is the hallmark of Jesuit education while faculty and students engage in scholarship that enriches the culture and addresses important societal needs.

### 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. The professional staff at the James A. Woods, S.J., College of Advancing Studies has experience helping students arrange a realistic program of study, one that combines work responsibilities with educational goals. Students receive personal attention while enjoying access to the many resources of Boston College. A flexible admission process coupled with academic advising allows a student to select the most appropriate program based on individual needs. Courses are ordinarily scheduled between the hours of 6:00 and 10:00 pm.

### 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 broad-based and robust liberal arts curriculum which includes core requirements permits students to choose courses and programs of study reflecting individual interests and varied career objectives. The curriculum offers intensive work and a degree of disciplined mastery in a major area.

### Degree Requirements

A distinguishing characteristic of liberal arts education is a required core curriculum. The Bachelor of Arts programs require the following core courses:

- 3 English
- 3 Philosophy courses comprised of Logic, Ethics, and a Philosophy elective
- 3 Theology courses comprised of two sequential Theology courses and one Theology elective
- 2 Social Science courses
- 2 History courses
- 1 Mathematics course
- 1 Natural Science course
- 1 Computer course
- 1 Fine Arts course
- 1 Public Speaking course

Degree candidates must fulfill all program requirements in addition to earning a minimum of 120 credits. Students are required to achieve a minimum cumulative GPA of 1.67 to be eligible to graduate.

Admission as a transfer student is also available. A minimum of sixty credits must be completed at Boston College to satisfy residency. A maximum of sixty credits may be transferred into a student's program from regionally accredited institutions. Courses with an earned grade of C will be accepted in transfer; however, courses transferred

from schools within Boston College may be accepted with grades of C-. A minimum of three semester hours is required for a transferred course to satisfy program requirements.

For students in the degree program, normally the maximum course load is three per semester. Authorization for one additional course will be given only if a student has completed these three courses, each with a grade of B- or better, in the previous semester.

### Undergraduate Admission

Applications for admission may be submitted at any time and are reviewed on a rolling basis during the academic year. The following documentation is required:

- Completed application form;
- Two essays (requirements are found on the application);
- Optional SAT, PSAT, or similar standardized test results if graduation from high school has been less than four years;
- Two letters of recommendation (if four years or less from high school, request one from a guidance counselor or, for students whose high school graduation is greater than four years, request one from a teacher, employer, or other personal reference); and
- Demonstrated English Language Proficiency with an IELTS score of 7 or TOEFL score of 100 is required for international students.

### Non-degree Students

Non-degree students are individuals interested in taking Woods College undergraduate courses for academic credit, but not in applying for a degree. Such students enroll during the fall, spring, or summer registration periods after submitting a short online application for non-degree admission.

### Visiting Students

Individuals wishing to attend Morrissey College of Arts and Sciences courses as special undergraduate students are required to apply for Visiting Student status at the James A. Woods, S.J., College of Advancing Studies. Qualified applicants are admitted to specific courses on an individual basis.

More specific application instructions for those interested in applying for Visiting Student status can be found at [www.bc.edu/content/bc/schools/advstudies/visitingstudents.html](http://www.bc.edu/content/bc/schools/advstudies/visitingstudents.html).

### 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, a Professional Studies Certificate can help to 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.

Certificate requirements include the following:

- 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 for non-degree students, and prior to degree completion for students already enrolled in a degree program; courses are permanently retained on the student record.
- A student must apply and be accepted into a certificate program in order to initiate their studies. A request must also be made to receive a formal certificate upon completion.

- A Professional Studies Certificate may be obtained in Accounting, Communication, Criminal and Social Justice, Finance, Human Resources, Information Technology, Management, and Marketing.

### Contact Information and Office Location

Course catalog and program information can be found at [www.bc.edu/advancingstudies](http://www.bc.edu/advancingstudies).

Office of the Dean

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

St. Mary's Hall South, Ground Floor

Boston College

Chestnut Hill, MA 02467

(617) 552-3900

### Summer Session

Boston College Summer Session offers undergraduate and graduate students the opportunity to enroll in core and elective courses. In addition, pre-college preparatory programs (Boston College Experience) are available to qualified high school students in special programs not offered by Boston College at any other time of the year.

The Summer Session runs from mid 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 needs.

Summer Session does not grant degrees. Students who desire credit transferred to their degree programs at Boston College should obtain permission from the Dean of their home school. Students from outside Boston College who seek to transfer their course credit to their home institution should seek permission from the Dean of their home institution. Individuals may register in advance by mail or in person at the Summer Session Office in St. Mary's Hall South.

**Boston College undergraduates** who for a variety of reasons, e.g., withdrawal, failure, or under load, lack the number of courses required for their degree status, may make up these deficiencies by passing a course in the Summer Session. Every course must be approved by the Dean of the student's home school within Boston College prior to registration. Boston College undergraduates should follow the process for Summer Session registration outlined at [www.bc.edu/content/bc/offices/stserv/academic/registration.html](http://www.bc.edu/content/bc/offices/stserv/academic/registration.html).

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. Varied on-campus dining options are available. In addition, a three-month membership to the William J. Flynn Recreation Complex may be purchased.

For more information about courses and special programs held during the Summer Session please visit our website at [www.bc.edu/summer](http://www.bc.edu/summer).

### Accounting

#### 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).

#### ADAC1048 Personal Finance (Fall: 4)

Course provides an overview of all aspects of personal financial management including budgeting, retirement planning, life and health insurance, income taxes, auto and real estate transactions, estate plan-

ning and personal investments (stocks, bonds and mutual funds.) Challenging market conditions over the past years, financial, housing and economic crisis, excessive risk taking and the unraveling of Ponzi schemes (such as Madoff) have highlighted the need for all investors to better understand and manage their personal finances in order to make prudent decisions and leverage increasingly sophisticated and complex financial products. Course provides a foundation to further one's knowledge and understanding of a broad range of personal finance topics.

*The Department*

#### ADAC1081 Financial Accounting (Fall: 4)

The basic accounting course. Financial statements, fundamental accounting concepts, procedures, terminology and contemporary financial reporting are introduced using state-of-the-art business software.

*The Department*

#### ADAC3083 Intermediate Accounting I (Fall: 4)

*Prerequisites:* ADAC1081 and ADAC3082 or equivalent

Financial accounting and reporting standards are applied to accounting theory in the development of general-purpose financial statements. Explores asset valuation and income measurement statements.

*The Department*

#### ADAC3084 Intermediate Accounting II (Fall: 4)

*Prerequisites:* ADAC1081 or ADAC3082 or equivalent

Measurement and reporting of liabilities, stockholder's equity, intercorporate investments, business consolidations, and a thorough analysis of cash flow reporting are studied.

*The Department*

#### ADAC3125 Financial Statements Analysis (Fall: 4)

*Prerequisites:* Familiarity with financial accounting, finance, Excel and accessing data on the web

Introduces how financial information impacts organizational decision making. Examines accounting theory and practice, information presentation, market valuations of companies, investment decisions relative to debt, budgeting and forecasting. Topics include financial statements, financial condition analysis, present value, time value of money, budgeting, long-term asset and liability decision making as well as the influence of the Financial Accounting Standards Board (FASB). Case studies expand discussions.

*The Department*

#### ADAC3500 Audit (Fall: 4)

*The Department*

### Biology

#### 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).

#### ADBI1123 Nutrition for Life (Fall: 4)

Course acquaints the nonspecialist with the basic scientific principals of nutrition and energy metabolism. Includes an examination of the six nutrient groups (carbohydrates, proteins, fats, vitamins, minerals and water) and their impact on health, disease prevention, and growth and development. Explores current dietary recommendations, nutrition for athletes, dietary supplement use, weight management,



and other current hot topics in nutrition. Students assess their own nutrient intakes and compare them to national standards. Material designed for practical use.

*The Department*

#### **ADBI1128 Sustainability Science (Fall: 4)**

Dynamic and innovative scientific advances and the rediscovery of traditional farming and energy practices are transforming the ways in which we meet basic human needs as well as how we preserve and renew the planet's life support systems. Course examines the essence of sustainability theory and application, agricultural and food production principles and practices, how production impacts local, regional, and global health status, economics and environments, and how sustainable practices benefit poor and wealthy nations. Other topics include: climate and global environments, trends in organic and local food sources, the debate over food crops versus fuel crops and access to safe water. Examines selected strategies and initiatives that promote a sustainable global community.

*The Department*

### **Business Management**

#### **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).

#### **ADBM1052 Introduction to Organizational Behavior (Fall: 4)**

To thrive in constantly transforming organizations, it is important to understand the factors which influence performance and satisfaction, and the dynamics critical to interacting with and managing others effectively. Reviews the major theories of management and considers how personality, motivation, communication, perception, group dynamics, leadership style and organizational culture affect productivity and personal and professional success.

*The Department*

#### **ADBM2235 Principles of Advertising (Fall: 4)**

This course explores advertising as an institution in society, both as a marketing tool and as a communication process. Designed as a comprehensive view of the subject, the course includes such topics as advertising history, regulation, communication theory and practice, the role of advertising in the marketing mix, the organization of the advertising agency, marketing/advertising research, and the creative uses of various advertising media. Students will monitor advertising in various media, assess strategy, and participate in the formulation of an advertising campaign plan.

*The Department*

#### **ADBM3300 Advanced Advertising (Fall: 4)**

*Prerequisite:* ADCO2235

This course explores various advertising and marketing disciplines including account planning/research, brand/message strategy, media planning, social media, online/viral marketing and creative development. Case studies are reviewed and analyzed.

*The Department*

#### **ADBM4300 Business Ethics (Fall: 4)**

**Offered Periodically**

*The Department*

#### **ADBM5001 Conflict Resolution: Negotiation Skills (Fall: 4)**

**Cross listed with ADGR7707**

Negotiation is a central process in decision-making and conflict resolution. This course examines the theory and practice of negotiation in a variety of contexts, including labor-management relations, buying and selling, mergers and acquisitions, civil liability suits, international diplomacy, and intra-organizational bargaining. Topics include target setting, concession making, power and influence, team management and negotiations, strategy and tactics and phases of competitive and cooperative negotiations.

*Richard Nielsen*

#### **ADBM5005 Leadership: Theory and Practice (Fall: 3)**

**Cross listed with ADGR7744**

**Hybrid course**

Have you ever asked: what makes a great leader? If so, you join countless researchers and practitioners who have been trying to answer this for decades. Are leaders born? Are they bred? What distinguishes them? Course examines a number of theories, and provides a bedrock of leadership practice that can be readily transferred to many different organizations. Focus is on practical applications including an introduction to different leadership theories, case analysis, and hands-on experience with leadership instruments for both the individual and organizations. A hybrid course utilizing required classroom attendance on specific dates posted each semester. The other weeks will require monitoring and posting to the virtual classroom on Canvas 2-3 days each of those on-line weeks to submit work and engage in on-line discussion.

*The Department*

### **Communication**

#### **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).

#### **ADCO1005 Introduction to Communications (Fall: 4)**

Introduces the four main divisions in communication studies: interpersonal communication, mass media theory, group and organizational communication. Examines the influence and impact of electronic communication. Practical application of theory focuses the course.

*The Department*

#### **ADCO1020 Survey of Mass Communication (Fall: 4)**

Surveys the political, social, and cultural forces that influenced the development of the media. Topics include media history, governmental regulation issues, media economics, the impact of mass media on society, and the organizational decision-making process within the media institutions.

*The Department*

#### **ADCO1030 Public Speaking (Fall: 4)**

While introducing the theory, composition, delivery and criticism of speeches, course attends to four key communication elements: message, speaker, audience and occasion. Explores various modes and varieties of speaking. This is a performance course.

*The Department*

#### **ADCO1208 Entertainment Media (Spring: 4)**

Focuses on the study of entertainment media from historical, critical and practical perspectives. Topics include film history, broadcast history, video games, the Internet, screenwriting and sports media. Projects include film reviews, short screenplays and analyses of how

television networks make business decisions. In addition to lectures and screenings, the class includes a variety of practical exercises and guest speakers from across the entertainment industries.

*The Department*

**ADCO4901 Readings and Research (Spring: 4)**

**Offered Periodically**

*The Department*

**ADCO5001 Career Strategies (Fall: 2)**

**Cross listed with ADGR7727**

This course examines the critical elements involved in self-assessment, career exploration, goal setting, adult development, decision-making, job search strategies and career progression. Looks at how to integrate career information resources, and explores specific techniques and strategies designed for a competitive job market.

*Amy Flynn*

**ADCO5002 Public Relations (Fall: 4)**

**Cross listed with ADGR7728**

Public Relations is a vital and versatile communication tool. This course explores the techniques and media used to influence special publics, including the news media. It reviews the principles and practices of on-line communications, how electronic media differ from traditional media, reaching new audiences, advantages and limitations. Students study examples of public relations campaigns and design their own. Focuses on non-profit public relations, corporate problems and the relationship between management strategies and promotional objectives.

*Donald Fishman*

### Corporate Systems

#### 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).

**ADSY1140 Research: Techniques and Processes (Fall: 4)**

Recommended as the first course, it examines the logic of research design and explores how data are approached, collected and analyzed in an interactive information age. Practical applications across disciplines introduce both the electronic and traditional tools and techniques necessary to interpret and utilize findings. Cases and presentations prepare students to analyze, evaluate and challenge specific applications and to suggest alternative interpretations. Online databases, the world wide web, and the Internet expand options.

*The Department*

**ADSY1143 Corporate Communication (Fall: 4)**

In a globally competitive and technologically advanced world, the ability to convey ideas and persuade diverse audiences is critical to professional success in every organization. The course provides a learning environment which develops proficient communication skills. Focusing on business writing and oral presentations with particular attention to purpose and audience, the curriculum offers strategies for effective business communication in letters, memos, email, reports, proposals, resumes, meetings, and presentations. Classroom interaction, written assignments, collaborative media design, and team presentations provide multiple opportunities to demonstrate and enhance skills and to receive feedback on your professional communication style.

*The Department*

**ADSY1144 Computer-Mediated Presentations (Fall: 4)**

Computer graphics, presentation software, the World Wide Web, and other emerging technologies change the way we structure and present professional and personal information. Creating, interpreting and revising data are highly desired skills. Competitive environments demand persuasive professional presentations that match medium and message, combine clear and succinct organization and attractive design. Explores the use of color, graphic design, electronic photography, web interactivity digital, and other media. No auditors.

*The Department*

**ADSY5001 Leadership and Innovation (Fall: 4)**

**Cross listed with ADGR7730**

**Offered Periodically**

Positioning organizations and individuals for success amid volatile global financial, economic, technological, and political uncertainty demands principled, insightful leadership as well as imaginative, innovative, and operational expertise. This course examines disruptive sources (including fraud, scandals), the accelerating pace of change which renders past experience and knowledge insufficient, and the need for leaders making decisions about the future to think and behave like innovators. The focus is on creating open optimistic climates that engage employees, develop skills and talents, and promote continuous knowledge sharing, smart work designs, and creative problem solving. The course explores strategies critical to influencing performances and implementing customized responses to motivation, morale, and performance issues.

*Michael Connolly*

### Economics

#### 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).

**ADEC1131 Principles of Economics I/Microeconomics (Fall: 3)**

Course introduces the market system. Topics include the household and the firm, supply and demand, price and output determination, resource allocation, and income distribution. Examines the role of government and alternative economic systems, the changes brought about as the economy moves from a physical to a digital market.

*The Department*

**ADEC1132 Principles of Economics II/Macroeconomics (Fall: 3)**

Course introduces national income determination and government policy. Topics include national income accounting, national income determination, employment, changes in supply and demand, uncertainties in a digital economy, money, interest rates, and inflation, fiscal and monetary policy, international trade, and business cycle.

*The Department*

**ADEC2500 Elementary Economic Statistics (Spring: 4)**

This course equips students with the techniques of analysis and interpretation of quantitative data. Topics considered are descriptive statistics, basic probability, discrete and continuous probability distributions, sampling and estimation, testing statistical hypotheses, correlation and regression, and analysis of variance. No calculus background required.

*Marie Clote*

**ADEC3201 Microeconomic Theory (Fall: 4)**

*Prerequisite:* Principles of Economics

Course develops a theoretical framework to analyze two basic units, the consumer and the producer. This analysis is then employed to investigate the determination of price and output in various market situations, the implications for welfare, and the construct of general economic equilibrium.

*The Department*

**ADEC3500 Social Policy Analysis (Spring: 4)**

**Offered Periodically**

This course introduces the role of social policy analysis in explaining the ideological, institutional and scientific foundations of the modern “social welfare state.” The course covers social policy modeling, normative political theory and distributive theories of justice, rights, opportunities, equality, social equity and poverty. Theories are tested with applications in four major social policy areas: employment, health, housing and welfare.

*Michael Rife*

**ADEC4901 Readings and Research (Summer: 4)**

**Offered Periodically**

In cases where existing courses do not meet the needs of a particular student, a readings and research course may be arranged with a specific faculty member.

*Michael Rife*

**ADEC5002 Behavioral Economics: Emerging Perspective (Fall: 4)**

*Prerequisite:* Principles of Economics

**Cross listed with ADGR7740**

Why do people often behave in ways that are clearly not in their best interest? Integrating an understanding of human behavior into the more traditional economic models offers a fuller explanation of how behavior influences seemingly rational choices and suggests ways to optimize decision-making. This course explores the impact of the current economic crisis, competition, procrastination, certainty/uncertainty, investments, emerging technologies, career flexibility, obesity and divorce to explain outcomes and performance.

*Robert Anzenberger*

**English****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).

**ADEN1052 Introductory College Writing (Fall: 4)**

Course presents the basic techniques that are necessary for successful college writing. It provides the essential tools for clear, organized, effective analytical expression. Opportunities for revisions heighten self-confidence.

*The Department*

**ADEN1053 Introductory College Writing for Non-Native Speakers (Fall: 4)**

Designed for non-native English speakers who for personal/professional interests wish to sharpen their writing skills. In a supportive environment, students study the finer points of grammar and punctuation, patterns for composing sentences, paragraphs, and essays. Analysis of literature enhances critical reading and writing skills. Weekly writing exercises build confidence.

*The Department*

**ADEN1054 College Writing (Spring: 4)**

**Satisfies Woods College Writing Core Requirement**

This course, which introduces flexible strategies for approaching each stage of the writing process, prepares students to succeed in their college-level writing. Students learn from readings that illustrate conventions and techniques of composition and from their own regular practice in drafting, revising, and editing.

*Dustin Rutledge*

**ADEN1060 Literary Works (Fall: 4)**

Concentrated introductory study of a limited number of major authors. Purpose is to develop an ability to read literature with appreciation and to write intelligently.

*The Department*

**ADEN1096 The Craft of Writing (Fall: 4)**

Introductory course addressing frequent problems in writing. Students write short weekly papers that encourage the development of individual strategy and style. Class essays, as well as creative prose works, provide models. Course is an elective or alternative for Introductory College Writing.

*The Department*

**ADEN1161 Crime, Criminals, and the Courts (Fall: 4)**

**Offered Periodically**

Real life crime captivates our sense of intrigue, imagination and our investigative nature. The Whitey Bulger saga, the Lindbergh kidnapping, the Lizzie Borden case, the Boston Strangler murders and the Charles Manson family, and are just some of the fascinating cases that enthrall the public. Analyzing alleged criminals, their suspected motives, and the justice system, students discover how true crime writers master the art of recreating and retelling notorious crimes. Videos and guest lecturers supplement class discussions.

*Andrew McAleer*

**ADEN1203 Social Networking in the Digital Age (Fall: 4)**

Social networking sites like Facebook and Twitter have, for better or worse, changed the nature of friendship. Today people meet, converse and interact online. Networks connect people across continents, enable collaboration from afar, facilitate sharing of news and information, offer group support, and provide a vital means of communication for the elderly and the housebound. Social networking also raises many questions: among the troubling developments, power-users “collect” friends; digital conversations are easily misinterpreted; news is sometimes skewed and traditional news outlets undermined; and conversations, once private, are now visible to entire networks. Readings, discussion, and reflection explore the positive and negative aspects of social networks, providing a rich palette for writing.

*Thomas MacDonald*

**ADEN1218 Post-Modern Literary Laurels (Fall: 3)**

A look at the best in postmodern fiction. Works by recent recipients of prestigious national and global literary awards including the Nobel Prize and National Book Awards. Course explores the social, historical and psychological issues in novels that examine the lessons of the near past, speak to changing times, and look to the future. Readings include *The Feast of the Goat*, Mario Vargas Llosa; *The Fifth Child*, Doris Lessing; *Out Stealing Horses*, Per Petterson; *Beloved*, Toni Morrison; *Mister Pip*, Lloyd Goodson; *Tree of Smoke*, Denis Jonson, and short works by Olga Grushin.

*The Department*

**ADEN1244 Film: Literature and Law (Fall: 4)****Offered Periodically**

Interest in the rapport between film and literature as it relates to the law intrigues us as much today as ever. Literature captures the drama of a legal trial or an investigation into a brutal, racial murder. Film then takes this rich material and shapes it into a compelling form with dynamic visuals and other narrative techniques. The course explores the power of story-telling and the impact of film to embody and inhabit law and its relationship to ideas about inferiority, liberty, citizenry, race, justice, crime, punishment, and social order. Film adaptations from short stories, plays, and novellas will comprise the body of the curriculum.

*John Michalczyk*

**ADEN1287 Popular Fiction: Action Thrillers (Fall: 4)**

James Patterson has defined action thrillers by the “intensity of emotions they create ... of apprehension and exhilaration, of excitement and breathlessness. ... By definition, if a thriller doesn’t thrill, it’s not doing its job.” John Grisham, Dan Brown, Stieg Larson, Michael Crichton, Tess Gerritsen, Thomas Harris—whether legal, political, military, medical, psychological or sci-fi writers—nonstop action, precarious situations, hair-raising suspense, and heroic characters all exemplify the best thrillers. Course examines the various thriller genres, the control of pacing, the treatment of time, the use of language, and the manipulation of event. Students come to understand and work with the ways authors tell a story and sense what is essential for making fiction.

*The Department*

**ADEN1295 Survivals (Fall: 4)**

Various American writers portray the survival of individuals faced with emotional, cultural, economic and social stress in a rapidly changing world. Course examines how changes in the workplace, society and family affect the psychological and spiritual growth of characters who must cope with conflicting demands and envision new solutions. Works include Wharton, *Ethan Frome*; Cather, *O Pioneers!*; Guest, *Ordinary People*; Tyler, *Saint Maybe*; and short fiction by Kate Chopin, Theodore Dreiser, and others.

*Robert Farrell*

**ADEN1300 Youth in Twenty-First Century (Fall: 4)**

As national and international boundaries evaporate in this interconnected always “on” world, our understanding of young people as a force in the twenty-first century changes continuously. Topics include the relationship between youth and mass culture, youth as consumers and producers. Examines growing up without a childhood, the impact of dislocation, instability, youth’s political activism, the emergence of “teenage,” “student,” “young adult” as social constructs and how these interact with categories of race, gender, and identity. Readings include *A Thousand Splendid Suns*, Khaled Hosseini; *Life of Pi*, Yann Martel; *Secret Life of Bees*, Sue Monk Kidd; *Coming of Age in Mississippi*, Anne Moody; *The Next Better Place: A Father and Son on the Road*, Michael Keith; and *Twilight*, Stephanie Meyer.

*The Department*

**ADEN1390 Global Literature (Fall: 4)****Offered Periodically**

Global literature goes beyond the notion of the globe as a physical geographic entity and transcends national boundaries to comment on the most prevailing aspects of the human condition. This course

will attempt to redefine the borders of the world we live in through narratives that recognize the many conflicting issues of race, language, economy, gender and ethnicity, which separate and limit us, while also recognizing that regardless of the differences in our stories, we are united by our humanity. Through literature, students will journey across continents, countries, cultures and landscapes, to reflect on various renditions on the human experience. Writers will include Aravind Adiga (India), NoViolet Bulawayo (Zimbabwe), Edwidge Danticat (Haiti), Yu Hua (China), Dinaw Mengestu (Ethiopia), and Marjane Satrapi (Iran).

*Akua Sarr*

**ADEN1413 New World Classics (Fall: 3)**

Course explores six classics of American fiction and the distinctive American form and style which emerges.

*The Department*

**ADEN1572 Techniques of Precise Expression (Fall: 4)**

With instant communication, delivering the message fast sometimes seems to trump getting it right. Yet, whether communicating in business, disseminating information online or blogging for pleasure, writing clearly, with precision, economy and style, is more important than ever. Course expands powers of expression, develops a large and vital vocabulary, and enables learners to write and speak with precision. Sharpens writing skills through exercises and brief assignments, with special attention paid to writing for the web.

*The Department*

**ADEN3500 Writers and the Catholic Imagination (Spring: 4)****Offered Biennially**

Boston College’s Jesuit Catholic tradition encourages students to “find God in all things.” This course examines spiritual expression in a sample of modern and contemporary Catholic literature: short stories (1955-1965) by Flannery O’Connor, *Redeemed* (2008) by Heather King, *Good People* (2011) by David Lindsay-Abaire, and *The Thorny Grace of It* (2013) by Brian Doyle. What is Catholic literature? How does it provide unique opportunities for reflection, even inspiration? How do art, spirituality, and human experience intersect? As students learn about Catholicism to better understand Catholic literature, they explore the themes, questions, and formal and linguistic literary techniques that inform the Catholic imagination.

*Dustin Rutledge*

**Finance****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).

**ADFN1045 Investments: Stocks, Bonds, Securities Market (Fall: 4)**

Course explores tools to better understand the complex financial investment which all investors have access to and must now use to meet their long term financial objectives. In periods of economic and financial uncertainty, financial knowledge is critical to achieving greater financial security. Focus is on two key elements of the investment process—security analysis and portfolio management. Security analysis involves understanding the characteristics of various securities such as stocks, bonds, options, and futures contracts in the marketplace. Portfolio management is the process of combining individual securities into an optimal portfolio tailored to the investor’s objectives and constraints.

*The Department*



**ADFN3041 Principles of Financial Management (Fall: 4)**

*Prerequisite:* Financial Accounting or equivalent.

Introduces financial markets and how they work or crash (as in 2008). Examines how corporations raise capital in the financial markets and decide upon its deployment in the enterprise. Topics treated extensively include the time value of money, valuing bonds, valuing stocks, risk/return/risk management, capital budgeting, financial analysis of corporations, working capital management, and international financial management.

*The Department*

**Fine Arts****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).

**ADFA1265 History of American Architecture (Fall: 4)**

Introductory course investigates American Architecture from the first European settlement to the present. Within the context of cultural, political and technological change, students investigate the process whereby society leaves its legacy to posterity through its buildings. Attention focuses on the influence of such factors as tradition, environment, stylistic change, the inventiveness of individual architects, and the impact of technology.

*The Department*

**ADFA1800 Introduction to Theater (Fall: 4)**

This course examines the form and meaning of theatre in civilizations from the ancient Greeks to modern times and is designed to expose the student to the live performance experience through the study of various elements of theatre and performance, the history of theatre, and dramatic literature. Attention is paid to the relationship between live performance and other mediated forms, like film and television, with which the student likely will already be familiar. Students will be required to read and analyze various plays and films of plays, to view two live productions, take walking tour of Boston College theatre spaces, and to explore the process of theatrical production.

*The Department*

**Geology****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).

**ADGE2500 Natural Disasters and Catastrophes (Fall: 4)****Offered Periodically**

This course is a global treatment of environmental history and science of natural and man-made disasters. The class presents basic science, along with detailed case studies of past and present events. The course examines a range of disasters including volcanoes, earthquakes, floods, tsunami, fire, landslides, hurricanes, famines, pandemic diseases, meteorite impacts, and hurricanes. Class lectures and discussions will highlight the role of science in studying natural disasters and will describe the mechanisms responsible for these phenomena. Nightly readings will expand upon, and galvanize students' newfound knowledge using a range of case studies. This course traces the transition of our understanding of disasters from religious and superstitious explanations to contemporary scientific accounts.

*The Department*

**ADGE2505 Wetlands (Fall: 4)****Offered Periodically**

This course is intended for students interested in wetland environments. You will learn classification systems, origins, and natural processes of wetland environments. We will discuss wetlands across the globe, including boreal, temperate, and tropical climates. We investigate hydrology, soils, and vegetation and their relationship to ecosystem processes, societal values, and management. We examine human use, modification, exploitation, jurisdictional delineation, and management options, along with legal and political aspects of wetlands. This is a broad course, also encompassing forestry, coastal management, energy, climate change, agriculture, history, and ecosystem succession.

*The Department*

**History****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).

**ADHS1081 Modern History I (Fall: 4)**

Survey of the great ideas of the western tradition from the Renaissance to the French Revolution. The focus is on the rise of the modern state in Germany (Holy Roman Empire, Treaty of Westphalia), England (Glorious Revolution and the roots of constitutional rule), and France (Divine Right Absolutism), the relationship of religion and politics (which suffers more, religion or politics?), and early modern European culture (Renaissance, Baroque, Rococo, Classicism) as well as Europe's interactions with Asia, Africa, and the Americas. Each class consists of a slide lecture and primary source-based discussion.

*The Department*

**ADHS1092 Modern History II (Fall: 4)**

Survey of European history in global context from the revolutionary movements of the late enlightenment in Europe and in the Americas to the revolutions in Europe, Africa, and elsewhere at the end of the twentieth century. The focus will be on the post enlightenment responses to the fundamental questions of human existence as well as economic social and political organization from conservatism and capitalism to Marxism and fascism, as well as the relationship between Westerners and peoples all over the globe.

*Martin Menke*

**ADHS1125 Diplomatic U.S. History (Fall: 4)**

An overview of the main developments of United States diplomatic history from its earliest beginnings to the present day. A look at how United States foreign relations emerged from revolutionary impulses to become a significant feature of American life. Uncovers the underlying trends during this period to see how the U.S. transformed itself from a collection of thirteen colonies into a major superpower. Issues of class, gender, and race are at the fore as we discover how the United States came to integrate itself into the world community of nations.

*The Department*

**ADHS1127 America Between the Wars (Spring: 4)****Offered Periodically**

A survey of the years 1918–1945, covering the roaring 20s, the Stock Market Crash, the Depression, the New Deal and the American involvement in World War II. Course investigates the political events of these years, the changing patterns of American life, the social and cultural trends, and the emergence of America as an international power.

*The Department*

### ADHS1130 History of Boston: Puritans to Patriots (Spring: 4)

#### Offered Periodically

Course covers the history of Boston from its founding through the momentous events of the seventeenth and eighteenth centuries when Boston became the second most important city in the British Empire. During the tumultuous 18th century, Boston significantly expanded financially and geographically, becoming the capital of New England before facing a number of difficulties in the mid-1700's. Course traces Boston's central role in the American Revolution, with an emphasis on Adams, Revere and others, as well as the Boston Massacre, the Tea Party and the Battle of Bunker Hill. We will then focus on how Boston reinvented itself after independence to become by the 1820's, the "Hub of the Universe."

*The Department*

### ADHS1133 Modern America 1945-Present (Fall: 3)

An investigation of America since World War II. Topics include the Cold War, McCarthyism, Civil Rights, Vietnam, the women's movement, the Reagan years and life in the 1980's, 1990's to the present.

*The Department*

### ADHS1142 An Emerging World (Fall: 4)

Focuses on events in Europe to view how the world community of nations defined their role in and came to terms with the twenty-first century. Novels, memoirs, essays and documentaries reveal the events and decisions that forced or allowed nations to define themselves in the modern world. Topics include Europe and World War I; the Great Depression; World War II; decolonization and the Cold War; and resurgent nationalism and the "new world order, globalization and terrorism." Books include *Regeneration*, Pat Barker; *The Road to Wigan Pier*, George Orwell; *The European Home Fronts*, Earl Beck; *Blood and Belonging*, Michael Ignatieff; and brief readings.

*The Department*

### ADHS1177 Resistance: Call to Action (Fall: 4)

Course explores the lives, motivations, and outcomes of individuals who for a myriad of reasons responded to the emerging Nazi catastrophe. Course defines resistance from religious, ethical, moral, political as well as military perspectives identifying the main protagonists, their moral or ethical dilemmas and final composite failure. What makes resistance permissible, legitimate, or even mandatory? Do the gospels encourage resistance? Looks at religious organizations, political groups, and student movements during this tumultuous period in history. Analyzing confrontation, adaptation, and alternative strategies enriches class insight. Guest speakers.

*The Department*

### ADHS1185 A Half-Century of American Film (Fall: 4)

A brief history of American film from the days of the silent nickelodeon through the end of the Romantic years of the 50s. Films are viewed, analyzed, and discussed.

*The Department*

### ADHS1209 Sports in America (Fall: 4)

*The Department*

### ADHS2210 For God and Country (Spring: 4)

#### Offered Periodically

This is an online course.

"For God and Country" seems self-evident, but what if obeying God requires disobeying the country's government? Can a person of

faith endorse the slogan "my country, right or wrong?" In this course, historical examples serve to achieve a greater understanding of the tension between religious and civic imperatives. Historical examples will range from Christian martyrdom in the Roman Empire or the Jewish uprising at Masada to Christians resisting the Nazi regime. Examples from the three monotheistic religions of the West will be analyzed. Required readings consist of historical documents. This course is fully online and class discussions will occur synchronously and asynchronously.

*The Department*

## Information Technology

### 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).

### ADIT1300 Coding Boot Camp (Summer: 3)

#### Offered Periodically

During this two-week summer coding boot camp students are taught the fundamentals of coding using HTML, the markup language that every website and many mobile phone apps are built with, and the industry-standard JavaScript programming language. Designed specifically for individuals who have never programmed before (or have very little prior experience), this camp teaches participants how to create their own websites from scratch and how to bring them to life with JavaScript.

*The Department*

### ADIT1340 Exploring the Internet (Fall: 4)

This course takes a tour of the essential technologies that have shaped today's Internet. Along the way, students acquire the fundamental knowledge and skills needed to make the best use of this vast repository of information. Course focuses on website development using the core dynamic html technologies such as HTML5 and Cascading Stylesheets (CSS). Students gain a clearer understanding of just what exactly the Internet is through the study of its history and underlying protocols. No prior web-development experience and no prerequisites are required. Course is a prerequisite for all programming courses. No auditors.

*The Department*

### ADIT1341 Social Media: To the Web and Beyond (Fall: 4)

This course addresses current and forthcoming Social Media technologies, websites, software programs and mobile apps (iPhone and Android apps) with a special focus on privacy and security. Rich and interactive forms of communication, collaboration, and socialization are the heart of Social Media, but come at a price: privacy breaches, identity theft, cyber-stalkers and "online addictions" are among the many issues that we must grapple with. In this unique course students learn how to harness the power of Social Media while protecting themselves and guarding their privacy. Technologies covered in this course include Social Networking (Facebook, Google+, LinkedIn, Tinder, Snapchat, etc.); video and photo sharing (YouTube, Vimeo, Twitch, Instagram, Imgur, etc.); video games and virtual worlds (Minecraft, World of Warcraft, League of Legends, Second Life, etc.), as well as a forthcoming generation of Social Media technologies.

*The Department*

### ADIT1345 Understanding Computing Devices (Fall: 4)

Ubiquitous in today's society and able to run multiple applications simultaneously, computing devices—smart phones, tablets, laptops, desktops, servers—become ever more sophisticated with each new product release. The volume of data produced and consumed by these

devices and their applications will continue to grow exponentially. This course introduces and explores the fundamental concepts that form the foundation of how these devices operate, in terms of running applications and managing the data that makes those applications useful: the appointments in your calendar app; your list of Facebook friends; the deposits and withdrawals in your online bank account. Students will write a paper and make a brief presentation on a topic of interest from those covered during the semester.

*The Department*

#### **ADIT1348 Information Systems Applications (Fall: 4)**

**Comfortable using Microsoft Windows or Macintosh operating system**

This immersive education course covers the fundamentals of operating the Windows and Macintosh OS and a variety of desktop productivity applications. Includes basic concepts: terminology, word processing, spreadsheet, presentation applications, portable document format, webpage browsing, Internet safety, network terminology, blogging and authoring tools. Students taught to utilize virtual world environments and blogs as well as online discussion groups (via the Internet) for course work conducted outside of class. Familiarity with Windows and Macintosh operating systems a plus. No auditors.

*The Department*

#### **ADIT1349 Collaborative Computing (Fall/Spring: 4)**

**Offered Biennially**

**Comfortable using Microsoft Windows or Macintosh operating system, including being fully experienced with the process of installing new software on your own computer. A desktop or laptop computer is required.**

This Immersive Education course explores collaborative computing principles using fun and familiar social media tools (such as Google docs, Google Hangouts, Facebook, Twitter, Snapchat, Instagram, Minecraft, and more), distributed computing technologies such as Bitcoin (and related crypto-currencies), peer-to-peer file sharing (such as BitTorrent), brute-force hacking “robot networks” and “zombie networks,” and standard business software. Students explore the collaborative use of versatile and powerful state-of-the-art desktop, mobile and Web applications. Topics covered include: collaborative social media apps and tools, collaborative coding (programming), crypto-currencies, zombie networks, BitTorrent and peer-to-peer file sharing, operating systems, word processing, spreadsheets, presentation applications, network applications and protocols, client/server applications, network architectures, web publishing, compression utilities, and collaborative document concepts.

*The Department*

#### **ADIT1358 Video Games and Virtual Reality (Fall: 4)**

*Prerequisite:* Familiarity using any type of graphics program, such as Photoshop, Paintshop, Flash, or similar.

Video games are a cultural phenomenon and very big business. This exploding industry rivals Hollywood as video games and virtual reality (VR) turn the real world upside down. This exciting entry level graphics course introduces students to the unreal world of video games and VR. Topics include: games and entertainment, Virtual Worlds, World of Warcraft, 3D graphics, Virtual Reality, Immersive Education, Hollywood blockbuster movies, special effects, synthetic humans and more. Skills learned can be applied to a variety of jobs and industries including: Hollywood and film production; television; music videos;

video game design and development; virtual reality; medical and military simulation; scientific visualization, and more. Hands-on experience using video game and VR content authoring tools. No auditors.

*The Department*

#### **ADIT1360 Database Management (Fall: 4)**

If organizations run on knowledge, effective organizations depend on data management and analysis to integrate their systems with their strategies and their operations. This course analyzes the structure of database management systems, guides you through techniques for querying and analyzing an organization’s data, and teaches you how to build a well-structured relational database. Database management systems are studied, databases are compared to other technologies for storing and using data, and students develop extensive hands-on skills in exploring and querying databases. Students also analyze a set of information requirements, and then design and build a database. Oracle and the SQL language will be used extensively. By learning database management, the diligent student will make herself or himself more useful at work and more valuable to her or his employer.

*The Department*

#### **ADIT2000 Computer Security (Fall: 4)**

**Offered Biennially**

This course provides a strong starting foundation for understanding the complex threats system managers face today and what they need to do to harden their systems against attack. Today’s business system managers need to understand these threats and know how to protect their digital assets. Students in this course will look at computer security through a variety of lenses. Specific topics will include: protecting the physical infrastructure, computer system design considerations, identity and access management functions and how they fit in, the role of network security tools, the importance of audits and having the right security processes and policies in place, business continuity and disaster recover planning, managing vendor contracts and special consideration for cloud-based systems, and ethical considerations.

*The Department*

#### **ADIT5001 Geographic Information Systems (Fall: 4)**

**Cross listed with ADGR7750**

Geographic Information Systems (GIS) is an information technology used for the management, analysis, and display of geographic or spatial data, and is represented by information sets such as common maps and more sophisticated data models. This course introduces the fundamental concepts of spatial technology and the increasing application of GIS in academic research, government, and business. The course provides an overview of spatial analysis as a decision support tool, the use and management of spatial data, an introduction to GIS applications, and the unique demands GIS places on IT. Requires no programming experience.

*Donald Brady*

### **Journalism**

#### *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).

#### **ADJO2230 News Writing: Techniques of Precise Expression**

**(Summer: 3)**

Since the art of communication prospers only when we fully realize the power of words, this course is designed to expand your powers of expression, both written and verbal. We will explore what some great

communicators (Lincoln, Churchill, William Faulkner, Martin Luther King, Joan Didion, John Updike, others) have to teach us about precise expression. We will also glean lessons from such contemporary sources as journalism (the daily newspaper), narrative nonfiction (magazines and books), arts criticism (movies, music, theater), the advertising industry, and the blogosphere. A further goal of the course is to help students develop a large and vital vocabulary and an understanding of usage, that will enable them to write and speak with precision.

*Don Aucoin*

### ADJO2290 Investigative Journalism (Fall: 4)

Whether your interest lies in the human interest story, breaking news, the expose or in honing your critical thinking and writing skills, this course offers the practical skills necessary for mastering journalistic form, drawing on credible sources, reporting the facts and sharpening your inquiry and interpretive skills. This course introduces the public documents on which investigative reporters depend and the various locales—City Hall, State House, courthouses—where such records reside. Students learn how to access, read, and interpret records which inform decision making.

*Stephen Kurkjian*

### ADJO3349 Politics and the Media (Summer: 3)

An analysis of mass media's impact on the workings of the American system. The media's interaction and influence on political institutions, on the presidential selection process, on national and international events, on office holders, politicians, heads of state, and the treatment of economic upheaval and violence are analyzed. Considers the media's role in the coverage of war, especially in a terrorist world.

*Marie Natoli*

## Law

### 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).

### ADLA1101 Law for the Layperson (Fall: 4)

It is often said we are a society of law and not people. This course examines how the law affects individual lives. After an introduction to the legal system, the class deals with citizen's rights and responsibilities under the U.S. Constitution. Topics include constitutional law, basic contract problems, criminal law, issues of fraud and privacy in an electronic age, developments in simplifying legal concepts, property, tort as well as family, juvenile, and business law.

*The Department*

### ADLA1141 Family Law (Fall: 4)

The family as we know it is not simply the result of chance. Its existence is defined and reinforced by law. Examines the civil laws applicable to husband-wife and parent-child relationships, and current challenges to traditional laws. Socio-economic as well as legal aspects of marriage, adoption, abortion, divorce, and child custody are considered.

*The Department*

### ADLA5001 Labor Relations and Human Resources (Fall: 4)

Cross listed with ADGR7729

Workplaces are dynamic and fluid environments that are impacted by internal and external forces. This course examines the economic, social, psychological, and political factors that influence employee relations systems. Through case studies and role playing, the course examines basic rights under federal and state statutes, the negotiation

and administration of collective bargaining agreements, and the utilization of alternative dispute resolution methods to resolve conflict in the workplace.

*Richard Zaiger*

## Marketing

### 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).

### ADMK1150 Marketing: An Overview of Principles and Practices (Fall: 4)

An introductory course detailing the fundamental concepts of marketing and the impact of electronic and global activity on traditional and emerging marketing practices. Current examples illustrate marketing principles. Topics include marketing management, psychology of consumer marketing in an electronic environment, product planning and development, product identification and packaging, industrial, retail and wholesale marketing, creating channels of distribution, pricing, promotion and advertising.

*The Department*

### ADMK1168 International Marketing (Fall: 4)

Course explores marketing strategies in developed and emerging international markets. It examines the similarities and differences in marketing functions with respect to cultural, economic, ethical, political and social dimensions. Looks at the opportunities and challenges facing access to new markets, the availability of resources, supplies, and innovative ideas.

*The Department*

## Mathematics

### 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).

### ADMT1040 Introductory College Mathematics (Fall: 4)

This course is designed to easily and comfortably re-introduce students to learn basic math skills as well as gain knowledge of important concepts in College Algebra and problem solving. It is also intended to strengthen students' abilities to move on to other algebraic disciplines in business, social sciences, and physical sciences. Topics covered will be introduction to integers, equation solving, polynomials factoring, and rational expressions.

*The Department*

### ADMT1041 Intermediate College Mathematics (Fall: 4)

This continuing course will complete the remaining College Algebra topics and then familiarize students to additional branches of mathematics in the fields of elementary probability and statistics. Topics covered will be linear and systems equations, inequalities, radical expressions, quadratic equations, union and intersection, and probability and statistics. Additional topics may be introduced if time permits.

*Kenneth St. Martin*

### ADMT1054 Precalculus (Fall: 4)

This one semester course treats the algebra and analytic geometry necessary for calculus and other college mathematics courses. Topics include a review of algebra, polynomial and rational functions, exponential and logarithmic functions, and trigonometry. Modeling and problem solving are emphasized throughout.

*The Department*



**ADMT1064 Elementary Probability (Fall: 4)**

This one semester course studies finite counting problems and the associated calculation of likelihood. Topics include finite sets, permutations and combinations, sample spaces, conditional probability and Bayes's Theorem, and random variables.

*The Department*

**ADMT1100 Calculus I (Fall: 4)**

*Prerequisite:* ADMT1054

*The Department*

**ADMT2530 Statistics (Fall: 4)**

Introduction to inferential statistics covering the description of sample data, probability, binomial and normal distribution, random sampling, estimation, and hypothesis-testing.

*Daniel Chambers*

**Philosophy****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).

**ADPL1005 Introduction to Basic Problems of Philosophy (Fall: 4)**

This course introduces students to the problems and procedures of the Western philosophical tradition. Examines selected works of such key thinkers as Plato, Aristotle, St. Augustine, Descartes, Locke and Rousseau.

*The Department*

**ADPL1252 Practical Logic (Fall: 4)**

Basic principles and practice of classical Aristotelian (common-sense, ordinary-language, not mathematical) logic. One of the most practical courses any learner can take; on the very structure of rational thought itself and how to put this order and clarity into individual thinking.

*The Department*

**ADPL1309 Marriage and the Family (Spring: 4)**

**This course is a hybrid course, which combines some in-person and some online class meetings.**

This course explores the significance of the most fundamental and intimate relationships, marriage and family. Through analysis of film, popular literature, social science research, philosophical sources, and theological texts, the course will survey the philosophies of personhood and relationality that function as the foundations for how we understand the historical and modern institutions of marriage. The course will consider how contemporary political, economic, ideological, and technological pressures have altered the condition of the family system and intimate relationships in the context of twenty-first century American life.

*The Department*

**ADPL1483 Philosophy of Human Sexuality (Fall: 4)**

This topic generates more talk and less light than almost any other subject. Course considers what is sexuality? Why is it so mysterious? How important is it to self-identity, self-knowledge and relationships? How can we think clearly and fairly about current controversies such as surrogate parenting, AIDS, contraception, gender identity and roles, relation between sex and family, marriage, religion and society? Philosophers, novelists, scientists, theologians, psychologists and even mystics shed light on this issue.

*The Department*

**ADPL1498 Philosophy of Cinema (Spring: 4)**

*Prerequisite:* Philosophy Core courses completed.

Just as some of the world's greatest philosophy is to be found in novels, some is to be found in cinema, both films of philosophical novels or plays or original screenplays. This course will be much more than "philosophical discussion of movies." It will raise and debate fundamental issues in the history of Western philosophy in and through selected films. We will also read the books or screenplays on which the films are based and compare the written texts with the film version.

*Peter J. Kreeft*

**ADPL1500 Ethics (Fall: 4)**

**Satisfies Philosophy Core Requirement**

**Offered Biennially**

This course introduces students to the main schools of ethical thought in the Western philosophical tradition. We examine works by philosophers such as Aristotle, Kant, and Mill, and we ask how the ethical systems developed by these figures can help us to think through issues like economic inequality, the treatment of animals, and euthanasia.

*Evan Clarke*

**ADPL3500 Philosophy of Science (Spring: 4)**

**Offered Biennially**

What is science? How does science work? What is the nature of progress in science? Where does science stand in a broader social and cultural context? In this course, we take up these and other philosophical questions concerning the nature of science. We draw on a wide range of writings, from the works of early modern figures like Francis Bacon and Descartes to those of more recent thinkers like Thomas Kuhn and Karl Popper.

*Evan Clarke*

**ADPL3540 Law and Morality (Fall: 4)**

What is the relationship between man-made law created by the courts and the legislature and religious values? Is there a religious and moral foundation to our civil law in the United States? What do we do when confronted by a "wrong" law such as segregation? How do we determine if a law is wrong? Should religious and moral codes be part of the fabric of decisional case law? This course will compare the classic moral thinking of such authors as Plato, Aquinas, Mill and Locke to actual Constitutional decisions on such issues as the war on terror, capital punishment, gay marriage, sexual privacy, immigration, freedom of religion, abortion and the right to refuse medical treatment.

*James Menno*

**Political Science****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).

**ADPO1313 Executive Politics and Policy Making (Fall: 4)**

The political environment in any organization influences how power, control, and conflict are used to affect change and develop policy. Course explores the dynamics among executive branch personnel in making public policy in American national government, focusing on the president, White House staff, senior presidential appointees in the agencies, and career civil servants. Attention is given to the sources and uses of political power in the executive branch; the various con-

figurations of political conflict found across policy areas; the constraints imposed by the larger political environment; the impact of uncertain international tensions; and competing centers of power.

*The Department*

### **ADPO1320 Election Decisions: The American Politician (Fall: 4)**

The November 2008 elections posed critical choices as the essentials of a democratic society—liberty, equality, justice, and openness—are increasingly endangered. Course explores the new global reality, fighting terrorism while maintaining civil liberties at home, the impact of the war, and the evolving national and international policies. Political biographies and theories of ambition consider the individual politician—what impact an individual can have on public policy; what motives inspire individuals to seek public life; and what motives inspire followers to follow. Probes Ronald Reagan, Jesse Jackson, George Bush, the Kennedys, John Kerry, Howard Dean, John Edwards, Ralph Nader as well as voter turnout, media bias, and technology as electoral variables.

*The Department*

## **Psychology**

### **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).

### **ADPS1100 Introductory Psychology (Fall: 4)**

An introduction to the science of human behavior examining such areas as child development, social psychology, personality, psychological disorders, neuroscience, sensation, perception, cognition, and states of consciousness, and psychotherapy.

*The Department*

### **ADPS1101 Theories of Personality (Fall: 4)**

New developments and increasingly sophisticated technology inform and expand our understanding of the brain and human nature, personality and individual differences. The course takes a fresh look at the similarities and differences that key figures and key research have attributed to human nature. How do genetic inheritance, environment and social factors interact to affect personality? Is personality stable or changing? How can modern psychology reconcile individual needs with those of the community? Readings consider theories of key figures and such factors as temperament, resilience, parenting, education, psychotherapy, gender, and attachment.

*Donnah Canavan*

### **ADPS1126 Dynamics of Success (Fall: 4)**

This course traces the origin of success in family dynamics and cultural heritages. It presents three major personal orientations to success: Fear of Success, Healthy or Integrative Success, and Conventional Success. We explore the effects of these Orientations to Success on individuals' behavior in interpersonal, group, organizational, and private settings. The concept of success is discussed in the broader contexts of well-being, happiness, and effects in society

*The Department*

### **ADPS1129 Psychological Trauma (Fall: 4)**

All of us learned on 9/11 about the impact of psychological trauma in the aftermath of terrorists events. Similarly, combat, physical and sexual abuse, family violence, family alcoholism, family breakup, sudden major illness, and other stressful life events may also result in psychological trauma. If left untreated, this acute state of psychological disorganization can evolve into a lifetime pattern of constricted

behavior and social isolation known as Posttraumatic Stress Disorder (PTSD). This course focuses on the causes and treatments of such traumatic states. Empirical research as well as clinical data are presented.

*The Department*

### **ADPS1139 Abnormal Psychology (Fall: 4)**

How do we decide when human behavior is “abnormal” rather than “normal.” To answer this and related questions course views a variety of emotional disturbances present in our culture. Includes definition of mental illness, disorders of mood, anxiety, personality and eating, major types of disturbances, theories of psychopathology and the more severe forms of mental illness. Clinical and research data examined with respect to theory and to the most prevalent forms of treatment both traditional and nontraditional.

*The Department*

### **ADPS1145 Social Psychology of Health and Illness (Fall: 4)**

What happens to the personality, thinking process, value system, the mind body when sickness strikes? What is disease and how does it impact the core of who we are, what we believe and how we act? How and why do people consider their health, change health practices and accept or reject new information. Class explores how classic and contemporary theory and research in social psychology apply to how people think about health and illness and its impact on the whole person.

*The Department*

### **ADPS1153 Research Methods for the Social Sciences (Fall: 4)**

This introductory course in research methodology examines issues underlying research from a theoretical and practical point of view. It explores the basic concepts and problems encountered in designing and conducting research and develops the practice of critically thinking about resources located in the research process. Focus is on the tenets of sound research practice to enable students to make reasonable judgments about research read and undertaken.

*The Department*

### **ADPS1155 Health Psychology (Fall: 4)**

Today's age is one of intense stress. Health psychology acknowledges the mutual influence of the mind and body in the environmental context. Evidence suggests that rapid technological and social change may compromise physical and mental health. This course explores the nature of these stresses and the range of psychological means available to cope with them. Special areas of inquiry include stress arising from work, family, mobility, leisure and cultural lifestyles. Emphasis is on self-assessment and informed choice of improving the quality of one's life.

*The Department*

### **ADPS1160 Psychology of Emotions (Fall: 4)**

Understanding the nature of human emotions, particularly how attachments and relationships develop and dissolve, suggests a closer look at concepts such as human needs, fear, aggression, love, guilt, family influence, and friendship. Course examines these and related issues in the context of various literary accounts to develop a sense of the universal and changing questions of emotional development.

*The Department*

### **ADPS1202 Violence: Crimes without Boundaries (Fall: 4)**

Violence, including terrorism, is increasing in frequency and severity in homes, worksites and communities. Offices, courts, schools, healthcare settings, and public areas are no longer guarantors of safety.

Course examines the nature and causes of violence; presents a range of risk management strategies to reduce the potential for violent acts; and reviews ways for dealing with psychological aftermath of aggressive acts.

*The Department*

**ADPS1218 Social Psychology: Behavioral Influences (Fall: 4)**

*The Department*

**ADPS1261 Developmental Psychology (Spring: 4)  
Offered Biennially**

A look at general psychological issues as they relate to the developing child. Topics within the areas of personality, social, and cognitive development are considered along with the theoretical and practical implications of studying age differences in behavior.

*Michael Moore*

**ADPS1365 Adolescent Development (Fall/Spring: 4)**

*Prerequisite:* PSYC2260

This course explores the physical, cognitive, social, and emotional changes that occur during adolescence. The role of family, peers, and school will be addressed. The course will also examine employment and career development and growth during the college years. Attention will be given to cohort effects and to the role of gender, socioeconomic status, and ethnic background.

*Karen Rosen*

**ADPS1390 Psychology in Law (Fall/Spring: 4)**

*Prerequisite:* PSYC2234 or PSYC2241

Understanding the relationship between law and psychology in the U.S. is integral to both disciplines. Both the law and psychology affect, and are affected by, each other as well as other disciplines. The relationship has been and continues to be an evolutionary one. This course shall explore the law-psychology relationship through readings and cases. Complex issues with no easy solutions will challenge students. Just some of the topics to be covered will be jury selection and psychology, expert witnesses, eyewitnesses, and the use of scientific evidence.

*Marie D. Natoli*

**ADPS4200 Psychology and Politics (Fall: 4)**

*The Department*

## Romance Languages and Literatures

### 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).

**ADRL1161 French Literature in English I: Exile and the Kingdom (Fall: 4)**

The pain of exile and the desire to belong are concerns poignantly expressed by writers of the French-speaking world. Themes of place and displacement, solidarity and solitude, kingdom and exile are examined in the fictional works of Gustave Flaubert (France), Marcel Proust (France), Albert Camus (Algeria/France), and Mariama Ba (Senegal). All in English.

*The Department*

**ADRL1162 French Literature in English II: Literary Testimonies (Fall: 4)**

From the Second World War to the struggle for independence of France's colonies to present-day attempts to come to grips with issues of post-colonialism and racism, writers of France and the French-speaking world beyond France's borders have borne witness to the

historical events of their time. We will study these literary testimonies in the writings of Albert Camus (Algeria/France), Jean-Paul Sartre (France), Simone de Beauvoir (France), Frantz Fanon (Martinique), Samuel Beckett (Ireland and France), and Marguerite Duras (Vietnam/France). All in English.

*James Flagg*

**ADRL1166 Spanish and Latin American Literature (Fall: 4)**

Short stories, novellas, and film will be used to investigate how Spanish and Latin American writers and directors have understood, represented, and responded to the violence of civil war and dictatorship. All writing assignments, class discussions, and readings are in English.

*The Department*

**ADRL1175 Inventing Modern Literature: Dante, Boccaccio, Petrarch and Medieval Florence (Fall: 4)**

During the period from 1265, Dante's date of birth, to 1375, when Boccaccio died, one civilization ended and another began. Dante is the last great voice of Medieval Italy. Boccaccio links the medieval way of life to the age of humanism, and Petrarch, torn by unresolved inner conflicts, stands as the first "modern man." Excerpts from Dante's *Inferno*, Boccaccio's *Decameron*, and Petrarch's *Canzoniere* will be read. All writing assignments, class discussions and readings are in English.

*The Department*

## Sociology

### 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).

**ADSO1001 Introductory Sociology (Fall/Spring: 4)**

**Satisfies the Woods College Social Science Core Requirement  
Offered Biennially**

This course introduces students to historic and current topics in sociology. Sociology is the study of the development, structure, function, collective behavior and collective problems of human society. The course introduces essential concepts, theories and methods of the discipline. Special topics include group interaction in everyday life, altruism and morality in social contexts, evolving conceptions of the family and other social groups, societal facets of economics, and how group conduct is shaped by conceptions of gender, race, ethnicity and class.

*The Department*

**ADSO1121 Professional Criminals (Fall: 4)**

Wall Street executives, corporate and government officials, high tech computer wizards give a new focus to white collar crime. Course identifies the various frauds and swindles utilized by professional criminals as well as the rackets and methods of operation conducted by organized crime. Critical readings of Sutherland, Cressey, Ianni and others are contrasted with the more recent perspectives which focus on illegal developments and corporate violations such as corporate dumping and insider trading.

*The Department*

**ADSO1130 Deviant Behavior and Social Control (Fall: 4)**

A look at patterns of deviant behavior such as crime, drug abuse, unconventional sexual behavior, suicide and mental illness. The course examines how people define and respond to deviant behavior, issues of punishment and victim compensation; theories of social control and power; implications for social policy and change.

*The Department*

**ADSO1151 Class, Power and Social Change (Fall/Spring/Summer: 4)**

Examines the dynamic changes now crafting new definitions of the “elite” social class, the disappearing middle class, and the increasing visible, disenfranchised “other” class. Changing social systems and power shifts are analyzed in such cities as Boston, Dallas, Chicago, New York, and Miami. Explores the cultural, medical, commercial and financial worlds as well as reactions to the power system with respect to ethics, race and gender, and economic opportunities.

*The Department*

**ADSO1365 Law and Society (Fall: 4)**

Radical changes in the basic social fabric that dictate how people live, interact, communicate and work with one another create new demands for a legal system obligated to interpret and establish law. Examines emerging challenges to freedom of expression, public and private communications, including cyberspace, bullying, the disparity of access to resources, family protection, national security and individual rights, and different ways of representing justice. It also explores how the balance of emotion and reason in our idea of justice “shifts” over time, corporate responsibility/irresponsibility, new definition of guilt and innocence, what is just/unjust social behavior, can citizens depend on the legal system, what holds society together.

*The Department*

**ADSO2501 Sociological Theories (Spring: 4)****Offered Periodically**

Sociological theory explores many complex questions that people have pondered for centuries, including the nature of human interdependence and how it evolves, inequality and why it is tolerated, social change and how it occurs, and social order and how it is maintained. This course introduces students to the major thinkers, classic texts, and relevant theoretical questions that have been and continue to be central perspectives within sociology. Through examining both classic and contemporary schools of sociological thought, we explore the basis for many of the core questions, debates, and methodological approaches within the discipline of sociology. Attention is paid to social and intellectual contexts, conceptual frameworks and methods, and contributions to contemporary social analysis. Throughout this course, we will also consider the application of theory and how these emergent ideas are relevant for contemporary society and current sociological research.

*Rebekah Zincavage*

**Spanish****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).

**ADSP1035 Beginning Conversational Spanish (Fall: 4)**

A practical course for those working in or visiting a Spanish-speaking environment who have had no Spanish. Introduction to Spanish pronunciation and grammar necessary for beginning oral communication. Development of the four language skills—listening, speaking, reading and writing—with emphasis on speaking. Short readings and dialogues chosen according to student interests.

*The Department*

**ADSP1036 Intermediate Conversational Spanish (Fall: 4)**

This semester provides further development of skills necessary for Spanish oral communication. Practice in small conversation groups, interviews and role-playing.

*The Department*

**Theology****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).

**ADTH1001 Biblical Heritage I: Old Testament (Spring: 4)****Satisfies Woods College Theology Core Requirement**

An introduction to the literature, religious ideas, and historical setting of the Hebrew Bible. The focus is on major biblical concepts such as creation, election and covenant in the Pentateuch, historical and prophetic books.

*John Darr*

**ADTH1016 Introduction to Christian Theology I: Christian Life and Spirituality (Fall: 4)**

This course 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.

*James Weiss*

**ADTH1017 Introduction to Christian Theology II: Shaping Cultural Traditions (Spring: 4)****Satisfies Woods College Theology Core Requirement****Offered Biennially**

What does it mean to be good? Is it possible to be both good and happy, both good and successful? Is morality subjective or are there clear ways to regulate it? How can we balance the individual and the community in our moral struggles? This course examines eight traditions of morality and ethics: existentialist, utilitarian, Catholic, Protestant, Christian feminist, Black theology, rights theories, and Aristotle. Students apply classic and modern thinkers to contemporary ethical problems emphasizing current events and movies. Interactive discussion is emphasized, so students discover the sources of values that formed their lives and develop a perspective for themselves and their futures.

*James Weiss*

**ADTH3000 Catholic Crisis Points I: Twelve Events that Transformed the Church (Fall: 4)****Offered Biennially**

This course is the first in a two-course sequence, which offers a comprehensive introduction to the conciliar tradition of the Roman Catholic Church. This first course covers the period beginning with the first-century Council of Jerusalem and ending with the sixteenth-century Council of Trent, offering an historically-schematized overview of the ecumenical and Catholic councils of the period in question. This course attends to the evolution of councils as a means for church governance, decision-making, and conflict resolution. It also attends to the central doctrinal developments which the councils generated, including such doctrines as the Trinity, Christology, Eucharist, Church, papacy, sin-grace. Finally, the course situates these conciliar traditions within their wider historical, political, and cultural contexts. In this way, the course provides a comprehensive introduction to the history of the Catholic church and its central theological tenets.

*Boyd Coolman*



**ADTH3002 Catholic Crisis Points II: Twelve Events that Transformed the Church (Spring; 4)**

This course is the second in a two-course sequence, which offers a comprehensive introduction to the conciliar traditions of the Roman Catholic Church. This second course covers the period beginning with the Council of Trent and ending with the Second Vatican Council, with an extended exploration of Vatican II's interpretation and reception, offering an historically-schematized overview of the councils of this period. This course attends to the evolution of the place of councils within the modern Catholic Church and it situates these conciliar traditions within their wider historical, political, and cultural contexts. In this way, the course completes a comprehensive introduction to the history of the Catholic Church and its central theological tenets.

*Boyd Coolman*

## ***BOARD OF TRUSTEES, ADMINISTRATION, AND OFFICERS***

---

### **THE BOARD OF TRUSTEES**

#### **Officers**

##### **Chair**

**John F. Fish \***

Chairman and Chief Executive Officer

Suffolk Construction Company

Boston, Massachusetts

##### **Vice Chair**

**Peter K. Markell '77 \***

Executive Vice President of Administration and

Finance, CFO and Treasurer

Partners HealthCare System, Inc.

Boston, Massachusetts

##### **Secretary**

**Susan Martinelli Shea '76\***

Founder and President

Dancing with the Students

Philadelphia, Pennsylvania

#### **Trustees**

**Steven M. Barry '85\***

Managing Director, Chief Investment Officer

of Fundamental Equity

Goldman Sachs Asset Management

New York, New York

**Drake G. Behrakis '86**

President and Chief Executive Officer

Marwick Associates

Lexington, Massachusetts

**Patricia Lynott Bonan '79**

Managing Director (Ret.)

JPMorgan Chase & Co.

Potomac, Maryland

**Matthew J. Botica, Esq. '72**

Partner

Winston & Strawn LLP

Chicago, Illinois

**Cathy M. Brienza NC '71**

Partner (Ret.)

WallerSutton 2000, LP and

Waller-Sutton Media Partners, LP

New York, New York

**Karen Izzi Bristing '84**

Owner

Equinox Equestrian Center

Sun Valley, California

**John E. Buehler, Jr. '69**

Senior Advisor

Ares Management, LLC

Mill Valley, California

**Patrick Carney '70**

Chairman Emeritus

Claremont Companies

Bridgewater, Massachusetts

**Charles I. Clough, Jr. '64\***

Chairman and Chief Executive Officer

Clough Capital Partners, LP

Boston, Massachusetts

**Margot C. Connell DBA '09 (Hon.)**

Chair and Member of the Advisory Board

Connell Limited Partnership

Boston, Massachusetts

**Robert J. Cooney, Esq. '74**

Partner

Cooney & Conway

Chicago, Illinois

**Leo J. Corcoran, Esq. '81\***

President

Autumn Development Company, Inc.

Boston, Massachusetts

**Paul R. Coulson**

President and Chairman

Ardagh Group

London, U.K.

**Claudia Henao de la Cruz '85**

Past Chair

Centro Mater Foundation

Key Biscayne, Florida

**Michael H. Devlin, II '88**

Managing Director

Curragh Capital Partners, LLC

New York, New York

**John R. Egan '79**

Managing Partner

Carruth Management, LLC

Westborough, Massachusetts

**Michael E. Engh, S.J.**

President

Santa Clara University

Santa Clara, California

**Mario J. Gabelli**

Chairman and Chief Executive Officer

GAMCO Investors, Inc.

Rye, New York

**William J. Geary '80**

General Partner

Flare Capital Partners

Boston, Massachusetts

**Susan McManama Gianinno '70**

NA Chairman, Publicis Worldwide

Advanced Leadership Fellow, Harvard University

New York, New York

**Janice Gipson '77**

Beverly Hills, California

**David T. Griffith '68**

President and CEO

M. Griffith Investment Services, Inc.

New Hartford, New York

## BOARD OF TRUSTEES, ADMINISTRATION, AND OFFICERS

**Kathleen Powers Haley '76**  
Manager  
Snows Hill Management, LLC  
Wellesley, Massachusetts

**Christian W. E. Haub**  
President and Chairman  
Emil Capital Partners, LLC  
Greenwich, Connecticut

**Daniel S. Hendrickson, S.J.**  
President  
Creighton University  
Omaha, Nebraska

**Joseph L. Hooley, III '79\***  
Chairman and Chief Executive Officer  
State Street Corporation  
Boston, Massachusetts

**Kathleen Flatley Ix '88, GA&S '92**  
Wellesley, Massachusetts

**Robert L. Keane, S.J. '71, STM '78**  
Rector  
Boston College Jesuit Community  
Chestnut Hill, Massachusetts

**William P. Leahy, S.J.\***  
President  
Boston College

Chestnut Hill, Massachusetts  
**Peter S. Lynch '65, LLD '95 (Hon)**  
Vice Chairman

Fidelity Management & Research Company  
Boston, Massachusetts

**Matthew F. Malone, S.J.**  
President and Editor-in-Chief  
America Media  
New York, New York

**T. J. Maloney '75**  
Chairman and Chief Executive Officer  
Lincolnshire Management, Inc.  
New York, New York

**Carmine A. Martignetti '76**  
President & Co-Owner  
Martignetti Companies  
Norwood, Massachusetts

**David M. McAuliffe '71**  
Managing Director of Asset Management (Ret.)  
J.P. Morgan  
Jupiter, Florida

**William S. McKiernan '78**  
President  
WSM Capital, LLC  
Los Gatos, California

**John C. Morrissey, III**  
Managing Director  
Shea Ventures  
Walnut, California

**John V. Murphy '71**  
Chairman, President and CEO (Ret.)  
Oppenheimer Funds, Inc.  
Boston, Massachusetts

**Brien M. O'Brien '80**  
Chairman and CEO  
Port Capital, LLC  
Chicago, Illinois

**Frank E. Previte '65**  
Founder, President, and Chief Executive Officer  
EBI Consulting  
Burlington, Massachusetts

**Navyn Dattoo Salem '94, DSS '12 (Hon.)**  
Founder  
Edesia Global Nutrition Solutions  
Providence, Rhode Island

**Nicholas A. Sannella '67**  
Pastor  
Immaculate Conception Parish  
Lowell, Massachusetts

**Philip W. Schiller '82**  
Sr. Vice President of Worldwide Marketing  
Apple Computer, Inc.  
Cupertino, California

**Marianne D. Short, Esq. NC '73, JD '76\***  
Executive Vice President and Chief Legal Officer  
UnitedHealth Group  
Minnetonka, Minnesota

**Ralph C. Stayer**  
Chairman and Chief Executive Officer (Ret.)  
Johnsonville Sausage, LLC  
Sheboygan Falls, Wisconsin

**Patrick T. Stokes '64\***  
Chairman of the Board & Chief Executive Officer (Ret.)  
Anheuser-Busch Companies, Inc.  
Maryland Heights, Missouri

**Elizabeth W. Vanderslice '86**  
New York, New York  
**David C. Weinstein, Esq. JD '75**  
Chief of Administration (Ret.)

Fidelity Investments  
Newton, Massachusetts  
**Michael D. White '74**  
Chairman, President, Chief Executive Officer (Ret.)

DIRECTV  
Osterville, Massachusetts

\*Executive Committee Member

Note: Only Boston College degrees listed

Source: President's Office

The Corporate Title of Boston College is Trustees of Boston College

## ***BOARD OF TRUSTEES, ADMINISTRATION, AND OFFICERS***

---

### **THE OFFICERS OF THE UNIVERSITY**

**Rev. William P. Leahy, S.J., Ph.D.**, Stanford University

*President*

**Rev. J. Donald Monan, S.J., Ph.D.**, University of Louvain

*University Chancellor*

**Michael J. Lochhead, M.B.A.**, Boston College

*Executive Vice President*

**David Quigley, Ph.D.**, New York University

*Provost and Dean of Faculties*

**Kelli J. Armstrong, Ph.D.**, Boston College

*Vice President for Planning and Assessment*

**Daniel F. Bourque, M.S.**, Northeastern University

*Vice President for Facilities Management*

**Michael J. Bourque, M.S.**, University of Iowa

*Vice President for Information Technology*

**John D. Burke, M.B.A.**, Suffolk University

*Financial Vice President and Treasurer*

**Rev. John T. Butler, S.J., Ph.D.**, Loyola University Maryland

*Vice President for University Mission and Ministry*

**Rev. Terrence P. Devino, S.J., M.Div.**, Seton Hall University

*Vice President and University Secretary*

**James J. Husson, M.B.A.**, University of Rochester

*Senior Vice President for University Advancement*

**Barbara Jones, Ph.D.**, University of Minnesota

*Vice President for Student Affairs*

**Thomas J. Keady, B.A.**, University of Massachusetts–Boston

*Vice President for Governmental & Community Affairs*

**David P. Trainor, J.D.**, New England School of Law

*Vice President, Human Resources*

### **CHIEF ACADEMIC OFFICERS**

**Andrew C. Boynton, Ph.D.**, Kenan-Flager Business School,

University of North Carolina at Chapel Hill

*Dean, Carroll School of Management*

**James P. Burns, I.V.D., Ph.D.**, Northeastern University

*Dean, The Woods College of Advancing Studies;*

*Dean, The Summer Session*

**Thomas Chiles, Ph.D.**, University of Florida

*Vice Provost for Research and Academic Planning*

**Susan Gennaro, Ph.D.**, University of Alabama at Birmingham

*Dean, Connell School of Nursing*

**Rev. Gregory Kalscheur, S.J., L.L.M.**, Columbia University

*Dean, Morrissey College of Arts and Sciences and Graduate School of the*

*Morrissey College of Arts and Sciences*

**Robert S. Lay, M.S.**, University of Wisconsin–Madison

*Dean of Enrollment Management*

**Vincent D. Rougeau, J.D.**, Harvard University

*Dean, Boston College Law School*

**Akua Sarr, Ph.D.**, University of Wisconsin–Madison

*Vice Provost for Undergraduate Academic Affairs*

**Nanci Tessier, M.Ed.**, Colorado State University

*Vice Provost for Enrollment Management*

**Thomas B. Wall, Ph.D.**, University of Pittsburgh

*University Librarian*

### **ACADEMIC ADMINISTRATION**

**Maris Abbene, J.D.**, Boston College

*Associate Dean, Academic, Career and Student Services,*

*Boston College Law School*

**Filippa Anzalone, J.D.**, Suffolk University Law School

*Associate Dean, Library and Technology Services,*

*Boston College Law School*

**Jennifer Bader, Ph.D.**, The Catholic University of America

*Associate Dean, Academic Affairs,*

*School of Theology and Ministry*

**Rev. James W. Bernauer, S.J., Ph.D.**, SUNY Stony Brook

*Director, Center for Christian-Jewish Learning*

**Stephanie Berzin, Ph.D.**, University of California, Berkeley

*Co-Director, Center for Social Innovation*

**Henry I. Braun, Ph.D.**, Stanford University

*Director, Center for the Study of Testing, Evaluation and*

*Educational Policy*

**Stephen F. Brown, Ph.D.**, Universite de Louvain

*Director, Institute of Medieval Philosophy and Theology*

**Rory Browne, D.Phil.**, University of Oxford

*Interim Director, Academic Advising Center*

**John J. Burns, Ph.D.**, Yale University

*Associate Vice Provost, Undergraduate Academic Affairs*

**Patrick H. Byrne, Ph.D.**, SUNY Stony Brook

*Director, Lonergan Institute*

**Joseph M. Carroll, M.B.A.**, Suffolk University

*Associate Vice Provost, Finance & Administration*

**Jessica Cashdan, M.A.**, Georgetown University

*Executive Director, Advancement and Associate Dean,*

*Boston College Law School*

**Sean Clarke, Ph.D.**, McGill University

*Associate Dean, Undergraduate Programs,*

*Connell School of Nursing*

**Susan Coleman, M.S.W.**, Boston College

*Director, Field Education, Boston College School of Social Work*

**Maura Colleary, M.Ed.**, Boston College

*Interim Associate Dean, Finance and Administration,*

*School of Theology and Ministry*

**Sharon Comvalius-Goddard, M.P.H.**, Hunter College

*Director, Office for Sponsored Programs*

**Mary T. Crane, Ph.D.**, Harvard University

*Director, Institute for the Liberal Arts*

**Tiziana Dearing, M.P.P.**, Harvard University

*Co-Director, Center for Social Innovation*

**Hans de Wit, Ph.D.**, University of Amsterdam

*Director, Center for International Higher Education*

**Patricia H. Doherty, M.S.**, Boston College

*Director, Institute for Scientific Research*

**Kathleen Duggan, Ph.D.**, Boston College

*Interim Director, Connors Family Learning Center*

**Clare M. Dunsford, Ph.D.**, Boston University

*Associate Dean (Undergraduate),*

*Morrissey College of Arts and Sciences*

**Svetlana Emery, M.B.A.**, Manchester Business School, England

*Associate Dean, Finance, Research and Administration,*

*Boston College School of Social Work*



## BOARD OF TRUSTEES, ADMINISTRATION, AND OFFICERS

**Stephen Erickson**, Ph.D., Tufts University

*Director, Research Integrity and Compliance*

**Audrey Friedman**, Ph.D., Boston College

*Assistant Dean, Undergraduate Student Services,  
Lynch School of Education*

**Mary Ellen Fulton**, M.B.A., Boston College

*Associate Dean, Finance, Research and Administration,  
Lynch School of Education*

**Mary Ann T. Glynn**, Ph.D., Columbia University

*Co-Director, Winston Center for Leadership and Ethics*

**David Goodman**, Ph.D., Fuller Theological Seminary

*Interim Associate Dean, Academic and Student Services,  
Woods College of Advancing Studies*

**Nick J. Gozik**, Ph.D., New York University

*Director, Office of International Programs*

*Director, McGillicuddy-Logue Center for Undergraduate Global Studies*

**Christopher Grillo**, M.B.A., Boston College

*Associate Dean, Finance and Administration,  
Connell School of Nursing*

**J. Bradley Harrington**, Ed.D., Boston University

*Executive Director, Center for Work and Family*

**Janet E. Helms**, Ph.D., Iowa State University

*Director, Institute for the Study and Promotion of Race and Culture*

**Candace Hetzner**, Ph.D., Boston College

*Associate Dean, Academic Affairs,*

*Graduate School of the Morrissey College of Arts and Sciences*

**Rev. David Hollenbach**, S.J., Ph.D., Yale University

*Director, Center for Human Rights and International Justice*

**William C. Howard**, Ph.D., Brandeis University

*Director, Admissions,*

*Boston College School of Social Work*

**Robert Howe**, M.B.A., Boston College

*Associate Dean, Admission and Administration,*

*Graduate School of the Morrissey College of Arts and Sciences*

**M. Katherine Hutchinson**, Ph.D., University of Delaware

*Associate Dean (Graduate), Connell School of Nursing*

**Susan J. Hynes**

*Executive Director, Finance and Administration,*

*Carroll School of Management*

**Alan L. Kafka**, Ph.D., Stony Brook University

*Director, Weston Observatory*

**Richard C. Keeley**, M.A., Boston College

*Associate Dean (Undergraduate),*

*Carroll School of Management*

*Co-Director, Winston Center for Leadership and Ethics*

**Rev. James Keenan**, S.J., S.T.L., S.T.D., Gregorian University

*Director, Jesuit Institute*

**Louise Lonabocker**, Ph.D., Boston College

*Executive Director, Student Services*

**James E. Lubben**, M.P.H., University of California, Berkeley

*Director, Institute on Aging*

**Vincent J. Lynch**, D.S.W., Boston College

*Director, Continuing Education,*

*Boston College School of Social Work*

**James R. Mahalik**, Ph.D., University of Maryland

*Associate Dean, Faculty and Academic Affairs,*

*Lynch School of Education*

**John L. Mahoney, Jr.**, M.A.T., Boston College

*Director, Undergraduate Admission*

**Kevin Mahoney**, Ph.D., University of Wisconsin, Madison

*Director, National Resource Center for Participant-Directed Services*

**Michael C. Martin**, Ph.D., University of Michigan

*Associate Dean (Undergraduate),*

*Morrissey College of Arts and Sciences*

**Michael O. Martin**, Ph.D., University College, Dublin

*Co-Director, TIMSS/PIRLS International Study Center*

**Eugene F. McMahon**, M.B.A., Boston College

*Associate Dean, Finance and Administration,*

*Morrissey College of Arts and Sciences*

**Cristina Mirshekari**, M.A., Boston College

*Director, Teaching and Learning Technology*

**Ina V. Mullis**, Ph.D., University of Colorado

*Co-Director, TIMSS/PIRLS International Study Center*

**Alicia H. Munnell**, Ph.D., Harvard University

*Director, Center for Retirement Research*

**Nancy D. Netzer**, Ph.D., Harvard University

*Director, McMullen Museum of Art*

**Guillermo Nunez**, B.A., Texas A&M

*Executive Director, Research Administration*

**Vlad Perju**, L.L.M., Harvard University

*Director, Clough Center for the Study of Constitutional Democracy*

**William Petri**, Ph.D., University of California, Berkeley

*Associate Dean (Undergraduate),*

*Morrissey College of Arts and Sciences*

**Adam Poluzzi**, Ph.D., Boston College

*Associate Dean, Enrollment Management,*

*School of Theology and Ministry*

**Oliver Rafferty**, S.J., Ph.D., Oxford University

*Executive Director, Center for Irish Programs*

**John Rakestraw**, Ph.D., Southern Methodist University

*Executive Director, Center for Teaching Excellence*

**Jacqueline Regan**, M.Div., Weston Jesuit School of Theology

*Associate Dean, Student Affairs,*

*School of Theology and Ministry*

**Donald Ricciato**, Ph.D., Boston College

*Director, Campus School*

**Elizabeth A. Rosselot**, M.S., American University

*Registrar and Assistant Dean, Academic Affairs,*

*Boston College Law School*

**Meredith Ryan**, B.A., University of Vermont

*Director, Finance and Administration,*

*Boston College Law School*

**Teresa Schirmer**, M.S.W., Boston University

*Associate Dean, Academic and Student Services,*

*Boston College School of Social Work*

**Anne Severo**, B.S., California State University, Fresno

*Associate Dean, Administration and Finance,*

*Woods College of Advancing Studies*

**Rita Simpson**, B.A., University of Toledo

*Assistant Dean, Admissions and Financial Aid,*

*Boston College Law School*

**Katherine V. Smith**, M.F.A., Rhode Island School of Design

*Executive Director, Center for Corporate Citizenship*

## ***BOARD OF TRUSTEES, ADMINISTRATION, AND OFFICERS***

---

**Elizabeth Sparks**, Ph.D., Boston College

*Associate Dean, Student Services,*

*Lynch School of Education*

**John Stachniewicz**, M.A., Tufts University

*Associate Dean, Finance and Administration,*

*Boston College Law School*

**Martin Summers**, Ph.D., Rutgers University

*Director, African and African Diaspora Studies Program*

**Meghan T. Sweeney**, Ph.D., Emory University

*Director, PULSE Program*

**David T. Takeuchi**, Ph.D., University of Hawaii, Honolulu

*Associate Dean, Research,*

*Boston College School of Social Work*

**Mary E. Walsh**, Ph.D., Clark University

*Director, Center for Optimized Student Support*

**Thomas Walsh**, Ph.D., Boston College

*Associate Dean and M.S.W. Program Director,*

*Boston College School of Social Work*

**Patricia Weitzel-O'Neill**, Ph.D., St. Louis University

*Executive Director, Barbara and Patrick Roche Center for*

*Catholic Education*

**Tracey A. West**, J.D., Georgetown University

*Associate Dean, External Relations, Diversity and Inclusion,*

*Boston College Law School*

**W. Jean Weyman**, Ph.D., Boston College

*Assistant Dean, Continuing Education,*

*Connell School of Nursing*

**Alan Wolfe**, Ph.D., University of Pennsylvania

*Director, Boisi Center for Religion and American Public Life*

**Alfred Yen**, J.D., Harvard University

*Associate Dean, Faculty,*

*Boston College Law School*

### **DIRECTORS IN UNIVERSITY AREAS**

**George A. Arey**, M.A.

*Associate Vice President for Student Affairs, Residential Life*

**Patricia A. Bando**, M.A.

*Associate Vice President for Auxiliary Services*

**Bradley Bates**, Ph.D.

*Director of Athletics*

**John A. Berardi**, B.S.

*Technology Director for Applications Services*

**Ben Birnbaum**, M.Ed.

*Executive Director for Office of Marketing Communications and Special*

*Assistant to the President*

**John Bogdan**, M.B.A.

*Director of Employment*

**Elizabeth Bracher**, Ph.D.

*Interim Director of First Year Experience*

**John R. Burke**, B.A.

*Director of Benefits*

**Gustavo Burkett**, M.Ed.

*Director for the Office of Student Involvement*

**Craig D. Burns**, Ph.D.

*Interim Director of University Counseling Services*

**Kier Byrnes**, M.B.A., L.P.D.

*Director of the Robsham Theater Arts Center*

**Scott Cann**, B.A.

*Technology Director for Information Technology Support Services*

**Leo K. Chaharyn**, B.A.

*Technology Director for Systems, Operations Management, and*

*Architecture Services*

**Katherine Dalton**, M.A.

*Director of the Women's Center*

**Maria S. DiChiappari**, B.A.

*Director of the Boston College Neighborhood Center*

**Martin J. Dugal**, M.B.A.

*Associate Vice President for Facilities Services*

**John B. Dunn**, M.S.

*Director for the Office of News & Public Affairs*

**Joseph DuPont**, M.A., J.D.

*Associate Vice President for Student Affairs, Career Center*

**Elizabeth B. Emery**, B.S.

*Director of Dining Services*

**David J. Escalante**, B.A.

*Director of Computer Security and Policy*

**Jessica A. Greene**, Ph.D.

*Director of Institutional Research and Assessment*

**Thomas Groome**, Ed.D.

*Director of The Church in the 21st Century Center*

**N. Gail Hall**, M.S.

*Director of Environmental Health and Safety*

**Joseph E. Harrington**

*Director of Network Services*

**Ann V. Harte**, M.Ed.

*Director of Internal Audit*

**Gina M. Harvey**, B.F.A.

*Director of Space Planning*

**Joseph Herlihy**, J.D.

*University General Counsel*

**Burton Howell**, M.Ed.

*Director of the Intersections Office*

**John M. King**, M.P.A.

*Executive Director of Public Safety and Chief of Boston College Police*

**Joyce King**, B.A.

*University Controller*

**Barbara A. Krakowsky**, M.Ed.

*Director of The Children's Center*

**Terrence P. Leahy**, M.S.

*Director of Engineering and Energy Management*

**Jeanne Levesque**, J.D.

*Director of Governmental Relations*

**Patricia Lowe**, J.D.

*Interim Executive Director for the Office of Institutional Diversity*

**Linda McCarthy**, M.B.A.

*Technology Director for Student and Academic Application Services*

**Beth E. McDermott**, M.F.A.

*Associate Vice President for Development*

**Paul McGowan**, M.B.A.

*Director of Procurement Services*

**Halley McLain**, B.A.

*Director of Compensation*

**William R. Mills, Jr., B.S.**  
*Director of Community Affairs*

**Thomas A. Mogan, Ph.D.**  
*Associate Vice President/Dean of Students*

**Joy Moore, B.A., Hon. Ph.D.**  
*Associate Vice President for Alumni Relations*

**Mary S. Nardone, Ph.D.**  
*Associate Vice President for Long-Range Capital Projects*

**Thomas I. Nary, M.D.**  
*Director of Health Services*

**Katherine O'Dair, M.Ed.**  
*Associate Vice President for Student Affairs*

**Bernard R. O'Kane, M.Ed.**  
*Director of Employee Development*

**Joseph M. O'Keefe, S.J., Ed.D.**  
*Director of the Center for Ignatian Spirituality*

**Julia Parker, B. Arch.**  
*Director of Annual Capital Projects*

**Anthony Penna, M.Ed., M.Div.**  
*Director of Campus Ministry*

**Darrell R. Peterson, Ph.D.**  
*Director of Graduate Student Life*

**Elise T. Phillips, M.Ed.**  
*Director of Health Promotion*

**Michael V. Pimental, M.B.A.**  
*Executive Director, Strategic Services*

**Daniel Ponsetto, M.Div.**  
*Director of the Volunteer and Service Learning Center*

**Thomas Rezendes, M.B.A.**  
*Executive Director of Business, Planning and Project Services*

**Brenda S. Ricard, Ph.D.**  
*Associate Vice President for Advancement Operations and Planning*

**Linda J. Riley, B.S.**  
*Executive Director of Auxiliary Operations*

**Michael A. Sacco, M.S.**  
*Director of the Center for Student Formation*

**Ines M. Maturana Sendoya, M.Ed.**  
*Director of the Thea Bowman AHANA and Intercultural Center*

**Brian Smith, M.B.A.**  
*Director of University Budgets*

**John O. Tommaney, B.A.**  
*Director of Emergency Preparedness and Management*

**Patricia A. Touzin, M.S.W.**  
*Director of Faculty/Staff Assistance Program*

**Robin Trainor, M.A.**  
*Director of the Human Resources Service Center*

**John J. Zona, Ph.D.**  
*Chief Investment Officer and Associate Treasurer*

## ACADEMIC CALENDAR 2016–2017

### FALL SEMESTER 2016

August 29	Monday	Classes begin
September 5	Monday	Labor Day—No classes
September 7	Wednesday	Last date for undergraduate students to drop/add or to declare a course pass/fail in UIS
September 7	Wednesday	Last date for undergraduate students to add a course or drop a course or to declare a course pass/fail online
September 8	Thursday	Mass of the Holy Spirit
September 30 to October 2	Friday to Sunday	Parents' Weekend
October 3	Monday	Last date for undergraduates only to drop a course in the Associate Deans' office
October 10	Monday	Columbus Day—No classes
October 17	Monday	Last date for undergraduates only to declare a course pass/fail in their Associate Deans' offices
October 20	Thursday	Undergraduate Academic Advising period begins for spring registration
November 11	Friday	Undergraduate registration period for spring 2017 begins
November 23 to November 25	Wednesday to Friday	Thanksgiving Holidays
November 28	Monday	Last date for official withdrawal from a course or from the university
December 12 to December 13	Monday to Tuesday	Study days—No classes for undergraduate day students only
December 14 to December 21	Wednesday to Wednesday	Term examinations

### SPRING SEMESTER 2017

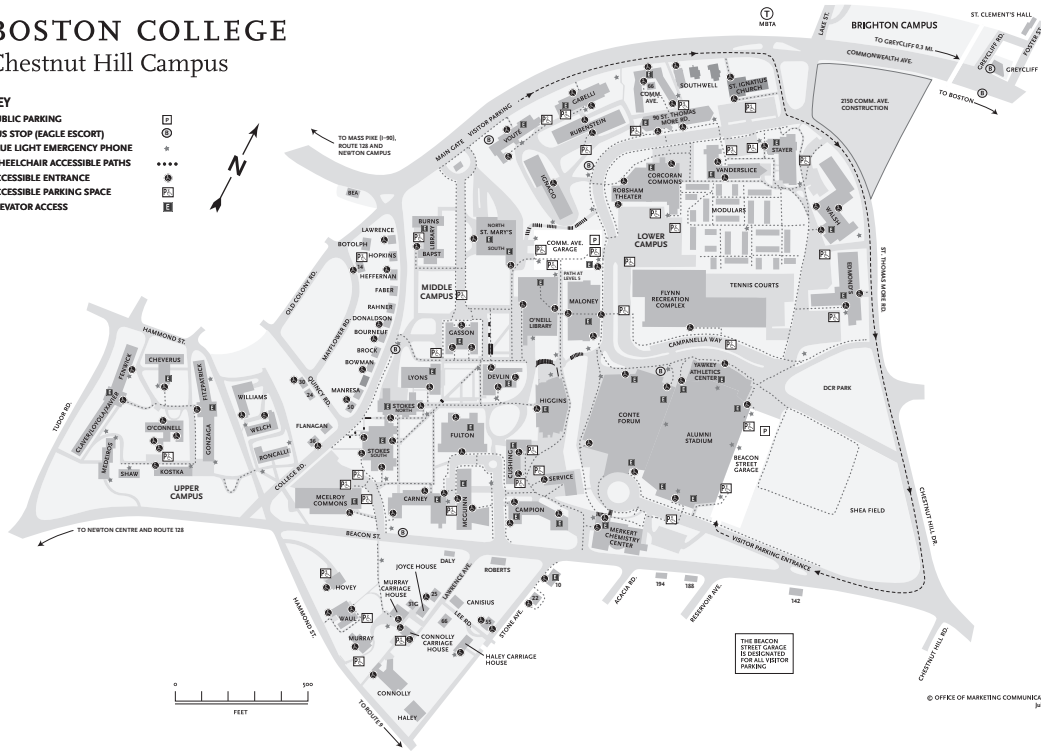
January 16	Monday	Martin Luther King, Jr. Day —No classes
January 17	Tuesday	Classes begin
January 25	Wednesday	Last date for undergraduate students to add a course or drop a course or to declare a course pass/fail online
January 25	Wednesday	Last date for all students who plan to graduate in May 2017 to verify their diploma names online
February 15	Wednesday	Last date for undergraduates only to drop a course in their Associate Deans' offices.
March 1	Wednesday	Last date for undergraduates only to drop a course or to declare a course pass/fail in the Associate Deans' office
March 6 to March 10	Monday to Friday	Spring Vacation
March 16	Thursday	Undergraduate Academic Advising period begins for fall registration
April 4	Tuesday	Undergraduate registration period for fall 2017 begins
April 13 to April 17	Thursday to Monday	Easter Weekend—No classes on Holy Thursday and Good Friday. No classes on Patriot's Day (Monday).
April 20	Tuesday	Last date for official withdrawal from a course or from the university
May 1	Monday	Last date for all students who plan to graduate in August 2017 to verify their diploma names online
May 5 to May 8	Friday to Monday	Study days—No classes for undergraduate day students only
May 9 to May 16	Tuesday to Tuesday	Term examinations
May 22	Monday	Commencement



<b>Academic Advising Center</b>	
Rory Browne, Interim Director .....	Stokes S140
<b>Accounting</b> .....	Fulton 520
<b>Admission</b>	
Undergraduate .....	Devlin 208
Woods College of	
Advancing Studies.....	St. Mary's Hall South, Ground Floor
<b>Advancing Studies</b>	
Fr. James P. Burns, I.V.D.,	
Dean .....	St. Mary's Hall South, Ground Floor
<b>African and African Diaspora Studies</b> .....	Lyons 301
<b>Thea Bowman AHANA and Intercultural Center</b>	
Inés Maturana Sendoya, Director .....	Maloney, Fourth Floor
<b>American Studies</b> .....	Stokes S491
<b>Athletics, Information, and Tickets</b> .....	Conte Forum 245
<b>Biology</b> .....	Higgins 355
<b>Bookstores</b>	
Chestnut Hill.....	McElroy Commons and Hillside Shops
<b>Business Law</b> .....	Fulton 420
<b>Campus Ministry</b>	
Fr. Anthony Penna, Director.....	McElroy 233
<b>Campus Police</b>	
Emergency .....	617-552-4444
Eagle Transport.....	617-552-8888
Non-Emergency.....	617-552-4440
<b>Career Center</b> .....	Southwell Hall, 38 Commonwealth Avenue
<b>Chemistry</b> .....	Merkert 125
<b>Classical Studies</b> .....	Stokes S260
<b>Communication</b> .....	St. Mary's Hall South, Fourth Floor
<b>Computer Science</b> .....	St. Mary's Hall South, Second Floor
<b>Connors Family Learning Center</b>	
Kathy Duggan, Director.....	O'Neill 200
<b>Counseling Services</b> .....	Gasson 001
<b>Dean of Students, Office of</b> .....	Maloney, Fourth Floor
<b>Disabilities Services Office</b> .....	Maloney, Fourth Floor
<b>Earth and Environmental Sciences</b> .....	Devlin 213
<b>Economics</b> .....	Maloney, Third Floor
<b>Education, Lynch School of</b>	
Maureen Kenny, Dean .....	Campion 101
Audrey Friedman, Assistant Dean,	
Undergraduate Student Services.....	Campion 118
Mary Ellen Fulton, Associate Dean for Finance,	
Research, and Administration.....	Campion 101
James Mahalik, Associate Dean of Faculty	
and Academics .....	Campion 312
Office of Undergraduate Student Services .....	Campion 104
Counseling, Developmental, and	
Educational Psychology .....	Campion 309
Educational Leadership and	
Higher Education .....	Campion 205
Educational Research, Measurement,	
and Evaluation .....	Campion 336
Teacher Education/Special Education,	
Curriculum & Instruction .....	Campion 211
<b>English</b> .....	Stokes S400
<b>Finance</b> .....	Fulton 330
<b>Fine Arts</b> .....	Devlin 434
<b>First Year Experience Programs</b> .....	Stokes S140
<b>German Studies</b> .....	Lyons 201
<b>History</b> .....	Stokes S300
<b>Honors Program</b>	
Arts and Sciences: Michael Martin .....	Gasson 109
Education: Audrey Friedman .....	Campion 104
Management: Ethan Sullivan .....	Fulton 315
Nursing: Sean Clarke .....	Maloney 218
<b>Information Systems</b> .....	Fulton 460
<b>International Programs</b>	
Nick Gozik, Director .....	Hovey House 106,
.....	258 Hammond Street
<b>International Students and Scholars, Office of</b>	
Adrienne Nussbaum, Director .....	Thea Bowman House
.....	72 College Road
<b>International Studies</b> .....	Gasson 109
<b>Islamic Civilization and Societies</b> .....	McGuinn 528
<b>Learning Resources for Student Athletes</b>	
Dard Miller, Director.....	Yawkey Athletic Center 409
<b>Management, Carroll School of</b>	
Andrew Boynton, Dean .....	Fulton 510
Richard Keeley, Undergraduate Associate Dean ....	Fulton 315
<b>Management and Organization</b> .....	Fulton 430
<b>Marketing</b> .....	Fulton 450
<b>Mathematics</b> .....	Maloney, Fifth Floor
<b>Morrissey College of Arts and Sciences</b>	
Fr. Gregory Kalscheur, S.J., Dean .....	Gasson 103
Rory Browne, Interim Associate Dean—Freshmen	Stokes S140
Clare Dunsford, Associate Dean—Sophomores ....	Gasson 109
Michael Martin, Associate Dean—Juniors .....	Gasson 109
William Petri, Associate Dean—Seniors.....	Gasson 109
<b>Music</b> .....	Lyons 416
<b>Nursing, Connell School of</b>	
Susan Gennaro, Dean .....	Maloney 292
Sean Clarke, Associate Dean,	
Undergraduate Programs.....	Maloney 292
<b>Operations Management</b> .....	Fulton 350
<b>Philosophy</b> .....	Stokes N310
<b>Physics</b> .....	Higgins 335
<b>Political Science</b> .....	McGuinn 201
<b>Psychology</b> .....	McGuinn 300
<b>Residential Life</b> .....	Maloney, Fourth Floor
<b>Romance Languages and Literatures</b> .....	Lyons 304
<b>Slavic and Eastern Languages and Literatures</b> .....	Lyons 210
<b>Sociology</b> .....	McGuinn 426
<b>Student Involvement</b>	
Gustavo Burkett, Director .....	Carney 147
<b>Student Services</b>	
Louise Lonabocker, Executive Director .....	Lyons 101
<b>Summer Session</b>	
Fr. James P. Burns, I.V.D.,	
Dean .....	Saint Mary's Hall South, Ground Floor
<b>Theatre</b> .....	Robsham Theater
<b>Theology</b> .....	Stokes N310
<b>University Librarian</b>	
Thomas Wall .....	O'Neill 410
<b>Volunteer and Service Learning Center</b>	
Daniel Ponsetto, Director .....	McElroy Commons 114

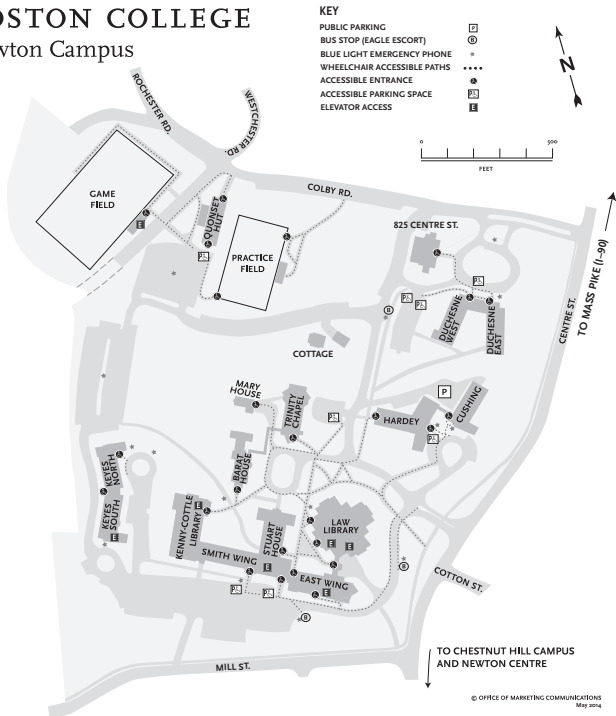
## BOSTON COLLEGE Chestnut Hill Campus

- KEY**  
 PUBLIC PARKING  
 BUS STOP (EAGLE ESCORT)  
 BLUE LIGHT EMERGENCY PHONE  
 WHEELCHAIR ACCESSIBLE PATHS  
 ACCESSIBLE ENTRANCE  
 ACCESSIBLE PARKING SPACE  
 ELEVATOR ACCESS



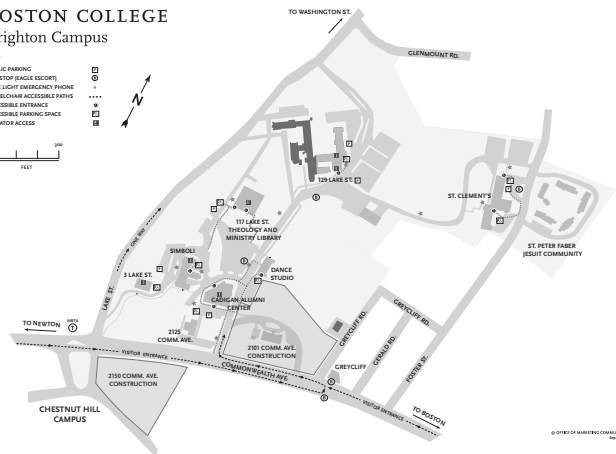
## BOSTON COLLEGE Newton Campus

- KEY**  
 PUBLIC PARKING  
 BUS STOP (EAGLE ESCORT)  
 BLUE LIGHT EMERGENCY PHONE  
 WHEELCHAIR ACCESSIBLE PATHS  
 ACCESSIBLE ENTRANCE  
 ACCESSIBLE PARKING SPACE  
 ELEVATOR ACCESS



## BOSTON COLLEGE Brighton Campus

- KEY**  
 PUBLIC PARKING  
 BUS STOP (EAGLE ESCORT)  
 BLUE LIGHT EMERGENCY PHONE  
 WHEELCHAIR ACCESSIBLE PATHS  
 ACCESSIBLE ENTRANCE  
 ACCESSIBLE PARKING SPACE  
 ELEVATOR ACCESS



A

About Boston College.....	4	International Student Admission.....	22
Academic Administration.....	334	Regular Freshman Admission.....	22
Academic Calendar.....	338	Residency Requirement.....	23
Academic Integrity.....	33	Special Students.....	23
Promoting Academic Integrity:		Standardized Testing.....	22
Roles of Community Members.....	34	Transfer of Credit.....	22
Students.....	34	Advanced Placement Units.....	23
Faculty.....	34	Advanced Standing.....	25
Academic Deans.....	34	Advancing Studies, Woods College of.....	317
Procedures.....	34	AHANA and Intercultural Center, Thea Bowman.....	12
Academic Regulations.....	35	American Studies.....	50
Academic Grievances.....	35	Ancient Civilization.....	50
Academic Record.....	35	Application Procedures.....	22
Attendance.....	35	Applied Psychology and Human Development, Major in.....	263
Audits.....	35	Art and Performance.....	5
Core Curriculum—Undergraduate University		Arts and Sciences, Morrissey College of.....	48
Core Requirements.....	35	African and African Diaspora Studies.....	49
Cross Registration.....	36	American Studies.....	50
Woods College of Advancing Studies.....	36	Ancient Civilization.....	50
Boston Theological Institute.....	36	Asian Studies.....	50
The Consortium.....	36	Accelerated Bachelor of Arts—Master of Social Work Program.....	54
Dean’s List.....	36	Catholic Studies.....	50
Degree Audit.....	36	Departmental Honors.....	48
Degree with Honors.....	37	Departmental Minors.....	48
Enrollment Status.....	37	Environmental Studies.....	51
Undergraduate Full-Time.....	37	Faith, Peace, and Justice.....	51
Undergraduate Part-Time.....	37	Fifth Year B.A./M.A.....	54
External Courses.....	37	German Studies.....	51
Final Examinations.....	37	Independent Major.....	49
Language Proficiency Requirement.....	37	Interdisciplinary Programs.....	49
Grading.....	38	Interdisciplinary Minors.....	49
Incomplete and Deferred Grades.....	38	International Studies.....	51
Pass/Fail Electives.....	38	Irish Studies.....	52
Grade Change.....	39	Islamic Civilization and Societies.....	52
Graduation.....	39	Jewish Studies.....	52
Internal Transfers.....	39	Latin American Studies.....	52
Leave of Absence.....	39	Minors in the Lynch School of Education for	
Majors, Minors, and Concentrations.....	39, 40	Arts and Sciences Students.....	54
Overloads.....	40	Minor in the Carroll School of Management for	
Readmission.....	40	Arts and Sciences Students.....	54
Satisfactory Academic Progress.....	40	Psychoanalytic Studies.....	53
Study Abroad—Office of International Programs (OIP).....	40	Scientific Computation.....	53
Summer Courses.....	41	Special Academic Programs.....	48
Transcripts.....	41	Women’s and Gender Studies.....	53
Transfer of Credit.....	41	Arts and Sciences, Departments and Programs.....	56
University Communication Policies and Student Responsibilities.....	41	African and African Diaspora Studies.....	56
University Degree Requirements.....	42	Biochemistry.....	59
Withdrawal from a Course.....	42	Biology.....	60
Withdrawal from Boston College.....	42	Chemistry.....	69
University (Senior) Awards and Honors.....	43	Classical Studies.....	75
Academic Resources.....	5	Communication.....	78
Accreditation of the University.....	5	Computer Science.....	84
Accounting.....	281	Earth and Environmental Sciences.....	90
Admission, Undergraduate.....	22	Economics.....	98
Admission-in-Transfer.....	22	English.....	105
Admission from Secondary School.....	22	Environmental Studies.....	120
Advanced Placement Units.....	23	Fine Arts.....	122
Advanced Standing.....	25	Art History.....	125
Application Procedures.....	22	Film Studies.....	128
Date of Graduation.....	23	Studio Art.....	130
Early Action.....	22	German Studies.....	134
International Baccalaureate.....	24	History.....	136
		Honors Program, The.....	150

# INDEX

International Studies.....	152
Islamic Civilization and Societies.....	158
Mathematics.....	160
Music.....	166
Philosophy.....	174
Physics.....	184
Political Science.....	188
Psychology.....	199
Romance Languages and Literatures.....	210
French.....	213
Hispanic Studies.....	215
Italian.....	218
Romance Languages and Literatures.....	219
Slavic and Eastern Languages and Literatures.....	220
East Asia Languages and Culture.....	222
Linguistics.....	223
Near Eastern Languages and Culture.....	224
Slavic Languages.....	226
Sociology.....	228
Theatre.....	235
Theology.....	241
University Courses.....	251
Capstone.....	255
Cornerstone.....	258
Journalism.....	258
Asian Studies.....	50
Academic Administration.....	334
Athletics Department.....	12
Awards and Honors, University (Senior).....	43

## B

Biochemistry.....	59
Biology.....	60
Boisi Center for Religion and American Public Life.....	8
Board of Trustees, The.....	332
Boston College Degree and Interdisciplinary Programs.....	20
Boston Theological Institute.....	36
Business Law.....	285

## C

Campus, The.....	5
Campus Maps.....	340
Campus Ministry, Office of.....	13
Capstone Courses, University.....	255
Career Center.....	12
Center for Christian-Jewish Learning.....	8
Center for Corporate Citizenship.....	9
Center for Human Rights and International Justice.....	9
Center for Ignatian Spirituality.....	9
Center for International Higher Education.....	9
Center for Optimized Student Support.....	9
Center for Retirement Research.....	9
Center for Student Formation.....	9
Center for the Study of Testing, Evaluation, and Educational Policy (CSTEPP).....	9
Center for Work & Family.....	9
Chemistry.....	69
Chief Academic Officers.....	334
Classical Studies.....	75
Communication.....	78
Computer Science.....	84
Confidentiality of Student Records.....	15
Connors Family Learning Center (CFLC), The.....	8
Consortium, The.....	36

Core Curriculum—Undergraduate University Core Requirements.....	35
Cornerstone, University.....	258
Counseling Services (UCS), University.....	14
Cross Registration.....	36

## D

Dean of Students, Office of the.....	13
Dean's List.....	36
Degree and Interdisciplinary Programs, Undergraduate.....	20
Degree Requirements, University.....	42
Degree with Honors.....	37
Dining Services.....	13
Directors in University Areas.....	336
Directory and Office Locations.....	339
Disability Services Office.....	13

## E

Earth and Environmental Sciences.....	90
Economics.....	98
Education, Lynch School of.....	260
Concentration in Special Education.....	264
Course Offerings.....	268
Faculty.....	266
Fifth Year and Early Admit Programs.....	266
Foundation in Education Minor.....	265
Interdisciplinary Majors.....	264
International and Special Practicum Placement Program for Undergraduate Studies.....	262
Major in Applied Psychology and Human Development.....	263
Major in Elementary Education.....	262
Major in Secondary Education.....	263
Majors in Education.....	262
Middle School Licensure.....	263
Minor in General Education.....	265
Minor in Middle School Mathematics Teaching.....	264
Minor in Secondary Education.....	265
Practicum Experiences Leading to Teacher Licensure.....	261
Second Majors and Interdisciplinary Majors for Lynch School Students.....	263
American Heritages.....	264
General Science.....	264
Mathematics/Computer Science.....	264
Perspectives on Spanish America.....	264
English.....	105
Enrollment Status.....	37
Environmental Studies.....	120
Exchange Program (FACHEX), Faculty and Staff Children.....	28

## F

FACHEX, Faculty and Staff Children Exchange Program.....	28
Faith, Peace, and Justice.....	51
Fellows Program, Undergraduate Faculty Research.....	33
FERPA Rights.....	15
Fifth Year B.A./M.A.....	54
Film Studies.....	128
Financial Aid.....	25
Finance.....	287
Fine Arts.....	122
First Year Experience.....	26
First Year Students.....	
Academic Regulations.....	35
Academic Resources.....	5
Art and Performance.....	5
Athletics Department.....	12



Confidentiality of Student Records..... 15  
 Core Curriculum—Undergraduate University Core Requirements .... 35  
 Dining Services..... 13  
 Financial Aid ..... 25  
 First Year Experience ..... 26  
 Health Services, University ..... 14  
 International Programs (OIP), Office of..... 27  
 Introduction ..... 4  
 Libraries, The ..... 6  
 Notices and Disclosures (HEOA), Consumer ..... 15  
 PULSE Program..... 33, 177  
 Residence Accommodations ..... 16  
 Student Life Resources ..... 12  
 Tuition and Fees ..... 18  
 Arts and Sciences, Morrissey College of..... 48  
     African and African Diaspora Studies..... 56  
     Biochemistry ..... 59  
     Biology..... 60  
     Chemistry ..... 69  
     Classical Studies ..... 75  
     Communication..... 78  
     Computer Science ..... 84  
     Earth and Environmental Sciences ..... 90  
     Economics..... 98  
     English ..... 105  
     Environmental Studies ..... 120  
     Fine Arts ..... 122  
         Art History ..... 125  
         Film Studies..... 128  
         Studio Art..... 130  
     German Studies..... 134  
     History..... 136  
     Honors Program, The..... 150  
     International Studies ..... 152  
     Islamic Civilization and Societies ..... 158  
     Mathematics..... 160  
     Music ..... 166  
     Philosophy ..... 174  
     Physics ..... 184  
     Political Science..... 188  
     Psychology ..... 199  
     Romance Languages and Literatures..... 210  
     Slavic and Eastern Languages and Literatures..... 220  
     Sociology..... 228  
     Theatre..... 235  
     Theology ..... 241  
     University Courses, Capstone..... 251  
 Carroll School of Management..... 277  
 Connell School of Nursing..... 307  
 Lynch School of Education ..... 260

**G**

Gabelli Presidential Scholars Program..... 27  
 General Science (Lynch School of Education) ..... 264  
 German Studies ..... 134  
 German Studies Minor..... 51  
 Global Leadership Institute..... 10

**H**

Health Services, University ..... 14  
 History ..... 136  
 History of Boston College, A Brief ..... 4  
 Honors Program, The..... 48, 150

**I**

Immunization ..... 14  
 Incomplete and Deferred Grades ..... 38  
 Interdisciplinary Majors (Lynch School of Education)..... 263  
 Interdisciplinary Minors ..... 49  
 International Baccalaureate ..... 24  
 International Programs (OIP), Office of..... 28  
 International Student Admission ..... 22  
 International Studies..... 51, 152  
 Institute of Medieval Philosophy and Theology..... 10  
 Institute for Scientific Research ..... 10  
 Institute for the Study and Promotion of Race and Culture (ISPRC)..... 11  
 Irish Institute ..... 11  
 Irish Studies..... 52  
 Islamic Civilization and Societies ..... 158

**J**

Jesuit Institute..... 11  
 Journalism, University ..... 258

**L**

Language Laboratory ..... 6  
 Latin American Studies..... 52  
 Libraries, The ..... 6  
     Bapst Art Library..... 7  
     Educational Resource Center (ERC), The..... 7  
     John J. Burns Library of Rare Books and Special Collections ..... 7  
     Law School Library, The ..... 7  
     Catherine B. O'Connor Geophysics Library, The ..... 8  
     Thomas P. O'Neill, Jr. Library, The ..... 7  
     Social Work Library, The..... 7  
     Theology and Ministry Library (TML), The ..... 7  
     University Archives, The ..... 7  
 Linguistics..... 223  
 Lonergan Center..... 11

**M**

Management, Carroll School of ..... 277  
     Accounting ..... 281  
     Arts and Sciences Majors ..... 278  
     Business Law ..... 285  
     Co-Concentration in Business Analytics..... 279  
     Economics ..... 287  
     Entrepreneurship Co-Concentration ..... 280  
     Ethics Initiative, The..... 279  
     Finance..... 287  
     First Year Students, Information for ..... 277  
     General Management ..... 291  
     International Study..... 278  
     Information Systems..... 292  
     Management Honors Program ..... 278, 292  
     Management Core Courses, The ..... 277  
     Managing for Social Impact and Public Good..... 280  
     Marketing..... 296  
     Operations Management ..... 299  
     Management and Organization ..... 302  
     Pre-professional Studies for Law ..... 278  
     Special Programs ..... 278  
     Summer Management Catalyst Program ..... 279  
 Management and Organization ..... 302  
 Marketing..... 296  
 Mathematics ..... 160  
 Media Technology Services..... 8  
 Medical Insurance, Massachusetts..... 19

# INDEX

Middle School Licensure .....	263	Institute for Scientific Research .....	10	
Mission of Boston College, The.....	4	Institute for the Study and Promotion of Race and Culture (ISPRC) .....	11	
Minor in Applied Psychology and Human Development .....	265	Irish Institute.....	11	
Music.....	166	Jesuit Institute .....	11	
<b>N</b>				
National Student Clearinghouse.....	20	Lonergan Center.....	11	
Notices and Disclosures (HEOA), Consumer.....	15	TIMM & PIRLS International Study Center.....	11	
Notice of Non-Discrimination .....	16	Religion and American Public Life, Boisi Center for.....	8	
Nursing, Connell School of.....	307	Weston Observatory of the Department of Earth and Environmental Sciences .....	11	
Academic Honors.....	308	Reserve Officers' Training Corps.....	33	
B.S./M.S. Program .....	308	Air Force Reserve Officers' Training Corps.....	33	
Career Opportunities.....	309	Army Reserve Officers' Training Corps.....	33	
College Credit for Transfer Students.....	309	Marine Corps Platoon Leaders' Class (PLC) .....	33	
Course Offerings .....	310	Navy Reserve Officers' Corps .....	33	
Faculty.....	309	Residence Accommodations.....	16	
Fees .....	309	Living and Learning Program .....	16	
Health Requirements.....	309	Lower Campus .....	17	
Honors Program, The University .....	308	Newton Campus .....	18	
Information for First Year Students.....	308	Off-Campus Housing.....	18	
Minor in Hispanic Studies .....	308	Upper Campus.....	18	
Minor in Psychology .....	308	Romance Languages and Literatures .....	210	
Minors in the Connell School of Nursing.....	308	French .....	213	
Special Opportunities.....	308	Hispanic Studies.....	215	
Independent Study (NURS4911).....	308	Italian .....	218	
Nursing Synthesis Course.....	308	Romance Languages and Literatures.....	219	
Study Abroad .....	308	<b>S</b>		
Undergraduate Research Fellows Program.....	308	Scientific Computation.....	53	
Special Requirements for Connell School of Nursing Students .....	309	Scholar of the College.....	48	
Typical Plan of Study.....	307	Secondary Education, Major in .....	263	
<b>O</b>				
Officers of the University, The .....	334	Slavic and Eastern Languages and Literatures .....	220	
Operations Management .....	299	East Asia Languages and Culture.....	222	
Options Through Education Transition Summer Program (OTE) .....	12	Linguistics .....	223	
<b>P</b>				
Perspectives on Spanish America.....	264	Near Eastern Languages and Culture.....	224	
Philosophy.....	174	Slavic Languages.....	226	
Physics .....	184	Sociology .....	228	
Policies and Procedures, The University: .....	22	Special Programs.....	27	
Political Science.....	188	Capstone Seminar Program .....	27	
Pre-Health Programs (Premedical/Pre dental).....	32	Faculty and Staff Children Exchange Program (FACHEX).....	28	
Pre-Law Advising.....	32	Gabelli Presidential Scholars Program .....	27	
Pre-Professional Programs.....	32	International Programs (OIP), Office of.....	28	
Psychology .....	199	Pre-Professional Programs .....	32	
Psychology, Minor in (Connell School of Nursing).....	308	PULSE Program.....	33, 177	
PULSE Program .....	33, 177	Reserve Officers' Training Corps.....	33	
<b>R</b>				
Research Institutes and Centers, University.....	8	SEA Education Association Program .....	32	
Center for Christian-Jewish Learning.....	8	Undergraduate Faculty Research Fellows Program .....	33	
Center for Corporate Citizenship .....	9	Washington Semester Program.....	32	
Center for Human Rights and International Justice .....	9	Student Life Resources.....	12	
Center for Ignatian Spirituality.....	9	Summer Session.....	318	
Center for International Higher Education .....	9	<b>T</b>		
Center for Optimized Student Support.....	9	Theatre .....	235	
Center for Retirement Research.....	9	Theology.....	241	
Center for Student Formation.....	9	TIMSS & PIRLS International Study Center.....	11	
Center for the Study of Testing, Evaluation, and Educational Policy (CSTEEP).....	9	Transcripts.....	41	
Center for Work & Family.....	9	Transfer of Credit.....	41	
Global Leadership Institute .....	10	Tuition and Fees.....	18	
Institute of Medieval Philosophy and Theology .....	10	<b>U</b>		
Undergraduate Degree and Interdisciplinary Programs.....				20
Undergraduate Faculty Research Fellows Program.....				33
University Counseling Services (UCS) .....				14

---

University: Policies and Procedures.....	22
University Research Institutes and Centers .....	8
University, The.....	4
University Courses.....	251
Capstone .....	255
Cornerstone.....	258
Journalism .....	258

**V**

---

Volunteer and Service Learning Center (VSLC) .....	14
--	----

**W**

---

Weston Observatory of the Department of Earth and Environmental Sciences.....	11
Withdrawals and Refunds.....	19
Women's and Gender Studies.....	53
Woods College of Advancing Studies .....	317