BOSTON COLLEGE

2009–2010

EVER TO EXCEL

Boston College
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Boston College Bulletin 2009-2010

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

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

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

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

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

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

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INTRODUCTION

The University

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

The University, now located in the Boston suburb of Chestnut Hill, Massachusetts, enrolls 9,060 full-time undergraduates and 4,843 graduate students, hailing from all 50 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 2.5 million books, periodicals, and government documents, and more than 4.0 million microform units.

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

The 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 and doctoral degrees, civil and ecclesiastical degrees, and a wide variety of continuing education offerings, including online programs through 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
- by committing itself to advance the dialogue between religious belief and other formative elements of culture through the intellectual inquiry, teaching and learning, and the community life that form the University.

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

Brief History of Boston College

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

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

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

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

and geology. In 2002, The Evening College was renamed the Woods College of Advancing Studies, offering the master's as well as the bachelor's degree.

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

In 1927, Boston College conferred one earned bachelor's degree and fifteen master's degrees on women through the Extension Division, the precursor of the Graduate School of Arts and Sciences, the Evening College, and the Summer Session. By 1970 all undergraduate programs had become coeducational. Today women students comprise more than half of the University's enrollment.

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

In recent years, major advances have also occurred in student selectivity. Between 1996 and 2006, freshman applications increased from 16,501 to 26,584, and the average SAT scores of entering freshman increased from 1,248 to 1,325. In 2008, undergraduate applications to Boston College soared past the 30,000 mark, the highest figure in University history. Since 1996, the University's endowment has grown from $590 million to approximately $1.5 billion with the Ever to Excel campaign raising more than $440 million in gifts from approximately 90,000 donors.

In September 2002, Rev. William P. Leahy, S.J., initiated "The Church in the Twenty-First Century" to examine critical issues confronting the Catholic Church. A milestone in the history of the University took place on June 29, 2004, when Boston College acquired 43 acres of land and five buildings in Brighton previously owned by the Archdiocese of Boston. The following November, the University also purchased 78.5 acres of land in Dover from the Dominican Fathers to serve as a retreat and conference center. In August 2007, the University purchased an additional 18 acres of Brighton land from the Archdiocese, including several administrative and academic buildings. These acquisitions make it possible for Boston College to expand its campus well into the foreseeable future. In the fall of 2008, BC's new School of Theology and Ministry opened its doors in the Brighton campus. In 1939 Weston College had been designated a constituent college of BC, but in 1974 changed its name to the Weston Jesuit School of Theology. In June 2008 it re-affiliated with BC, and joined the Institute of Religious Education and Pastoral Ministry and C21 Online to form the new Boston College School of Theology and Ministry.

Accreditation of the University

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

The Campus

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

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

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

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

ACADEMIC RESOURCES

Art and Performance

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

Campus Technology Resource Center (CTRC)

The CTRC, located on the second floor of the O'Neill Library (room 250), is a resource for campus technology support and services. The CTRC provides a productive environment for the creative use of technology to enhance the academic experience. We offer a wide range of services to the Boston College community including Help Desk services for personal computers—troubleshooting, software

configuration, network connectivity, virus protection and removal, and password assistance. Email, printing, scanning, and music technology stations are available. Users also have access to Windows and Macintosh computers to use various standard and specialized software applications for word processing, spreadsheets, statistical analysis, programming, graphics production, database management, and faculty sponsored applications. To learn more, visit http://www.bc.edu/ctrc.

The Help Center (2-HELP)

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

ResNet

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

Language Laboratory

The Boston College Language Laboratory, serving all the language departments, students of English as a foreign language, and the Boston College community at large, is located in Lyons Hall, room 313. In addition to its 26 listening/recording stations and teacher console, the facility includes the following: 23 workstations (16 Macs, 7 PCs), wireless laptops, laser printers, a web server, a materials development workstation, TV/video/DVD viewing rooms, individual carrels for TV/videocassette/DVD viewing, a CD listening station, as well as portable audio and video equipment. The Lab's media collection, computer/multimedia software, other audio-visual learning aids, and print materials including mono- and bilingual dictionaries, as well as language textbooks and activity manuals for elementary through advanced language courses, directly support and/or supplement the curriculum requirements in international language, literature, and music.

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

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

The Libraries

The Boston College Libraries offer a wealth of resources and services, in support of the teaching and research activities of the University. The book collection numbers more than 2 million volumes and over 30,000 print and electronic serials.

Digital Library Services

The Quest Library Catalog, (http://bc.edu/quest) provides convenient 24/7 access to books, electronic titles, periodicals, media resources, government documents, newspapers, and microform titles. Users can recall books checked out or request rush processing for a new book right from their desktop. Users can also initiate and track requests for document delivery and interlibrary loan transactions, and may renew materials that are currently charged to them. The web interface and expanded cataloging capabilities allow unprecedented access to thousands of web accessible scholarly resources, to full text journals, and to digital collections of photographs and other material. Holmes One Search (http://bc.edu/holmes/) is a new discovery and delivery tool that offers more integrated searching to the variety of library collections, a simpler and more visual interface, and the incorporation of 2.0 social networking options.

Digital Resources: The Boston College Libraries offer access to more than 400 databases, a rich collection of citation databases, e-book collections, full-text journals, reference sources, data files, and audio-visual resources.

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

The Libraries also support digital collection of special and rare materials such as the Thomas P. O'Neill, Jr. Photographs, the Liturgy and Life Artifacts collection, and the Boston Gas Company Photographs via the Boston College Libraries Digital Collections page: http://www.bc.edu/libraries/collections/collinfo/digitalcollections.html

Librarians are available for library instruction sessions, individual research consultations, and reference services in a variety of ways, via service desks, email, 24/7 online chat, and other technologies. See the Research Help by Subject page (http://www.bc.edu/libraries/help/subject.html) for the list of Subject Specialists. Use this list to make an appointment for advanced assistance in your discipline.

A list of subject guides is also available to help you begin your research: http://libguides.bc.edu/index.php.

Digital Institutional Repository: The eScholarship@BC Digital Repository is a central online system whose goal is to preserve the University's scholarly output. The repository manages submission, access, distribution and preservation of scholarly information in digital formats. The repository maximizes research visibility, influence, and benefit by encouraging Boston College authors to archive and

distribute online both unpublished work and peer reviewed publications in an open-access environment. eScholarship@BC includes scholarly peer reviewed electronic journals, archived peer reviewed articles, conference proceedings, working papers, dissertations and theses, conference webcasts, and like scholarships. For access and more information about eScholarship@BC, see http://bc.edu/escholarship/.

United State Government Publications: O'Neill Library at Boston College is a member of the Federal Depository Libraries system. As a member of the depository system, O'Neill Library receives government documents in print, microfiche, and electronic formats and makes them available to the general public as well as Boston College students, staff, and faculty. Patrons can locate government documents in Quest, the library catalog, and via specialized indexes.

Many government publications are also available via the internet. Questions about the O'Neill collection and the availability of government documents should be directed to the Reference and Government Documents staff in O'Neill Library.

The **Media Center** on the second floor of the O'Neill Library houses the Library's main collection of DVDs, videocassettes, compact discs, audiocassettes, and LPs. Media materials can be located via Quest. The Media Center has individual viewing stations, a preview room for small groups viewing, a classroom that may be reserved by faculty for classes using Media materials and a scanning station. Contact the Media Center (http://www.bc.edu/libraries/about/services/media.html) in advance to reserve rooms or media materials. A portion of the collection is restricted to BC faculty loan only. A two-day loan of non-restricted videos and DVDs is permitted to members of the BC community.

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

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

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

The Thomas P. O'Neill, Jr. Library is named for the former Speaker of the U.S. House of Representatives, Thomas P. "Tip" O'Neill, Jr., class of 1936. The O'Neill Library is the central research library of the University and is located on the Main Campus in Chestnut Hill. Collections include approximately one and a half million volumes on a broad range of subjects reflecting the University's extensive curriculum and research initiatives. For more information visit: http://www.bc.edu/libraries/collections/oneill.html.

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

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

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

The **Educational Resource Center**, a state-of-the-art-center, serves the specialized resource needs of the Lynch School of Education students and faculty. The collections include children's books, fiction and non-fiction, curriculum and instructional materials, in all formats, educational and psychological tests, educational software intended for elementary and secondary school instruction. and multimedia equipment. 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 http://www.bc.edu/libraries/collections/erc.html.

The Theology and Ministry Library (TML) is the newest Boston College library. Serving the research, teaching, learning, and pastoral formation needs of the School of Theology and Ministry and Saint John's Seminary, the library's collections are centered in Catholic theology, history, canon law, and Jesuitana. In addition, because of its close relationship to the highly respected New Testament Abstracts which are edited and published at the School of Theology and Ministry, the library is a depository of virtually all significant international publications in New Testament and related fields. For more information, visit http://www.bc.edu/libraries/collections/theology.html.

John J. Burns Library of Rare Books and Special Collections: The University's special collections, including the University's Archives, are housed in the Honorable John J. Burns Library, located in the Bapst Library Building, north entrance. These distinguished and varied collections speak eloquently of the University's commitment to the preservation and dissemination of human knowledge. The Burns Library is home to more than 157,000 volumes, some 15,000,000 manuscripts, and important collections of architectural records, maps, art works, photographs, films, prints, artifacts, and ephemera. These materials are housed in the climate-controlled, secure environment of Burns either because of their rarity or because of their importance as part of a special collection. While treated with special care, these resources are available for use at Burns to all qualified students, faculty, and researchers. Indeed, their use is strongly encouraged, and visitors to Burns are always welcome, either simply to browse or to make use of the collections.

Though its collections cover virtually the entire spectrum of human knowledge, the Burns Library has achieved international recognition in several specific areas of research, most notably: Irish studies; British Catholic authors; Jesuitana; Fine Print; Catholic liturgy and life in America, 1925-1975; Boston history; the Caribbean, especially Jamaica; Balkan studies; Nursing; and Congressional archives. It has also won acclaim for significant holdings on American detective fiction, Thomas Merton, Japanese prints, Colonial and early Republic Protestantism, and banking. To learn more about specific holdings in Burns, see http://www.bc.edu/libraries/collections/burns.html.

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

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

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

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

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

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

Media Technology Services

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

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

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

University Research Institutes and Centers

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

Boisi Center for Religion and American Public Life

Through its many campus events, seminars, publications, and visiting fellows program, the Boisi Center creates opportunities for scholars, policy makers, media and religious leaders to connect in conversation and scholarly reflection around issues at the intersection of

religion and American public life. The Center does not seek to advance any ideological or theological agenda, whether conservative or liberal. Rather, it operates on the conviction that rigorous conversation about religion and public life can clarify the moral consequences of public policies in ways that help to maintain the common good while respecting America's increasing religious diversity. For more information, visit http://www.bc.edu/boisi.

Center for Child, Family, and Community Partnerships

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

Center for Christian-Jewish Learning

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

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

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

Center for Corporate Citizenship

The Boston College Center for Corporate Citizenship engages with companies to redefine business success as creating measurable gains for business and society. Our vision is that business will use its assets to help assure economic prosperity and a just and sustainable world. The Center achieves results through the power of research, education and member engagement. The Center offers publications including an electronic newsletter, research reports, and white papers; professional development programs, including three certificate programs; events that include an annual conference, roundtables and regional meetings; and a corporate membership program that includes 400 global companies. Contact the Center for Corporate Citizenship at 617-552-4545; http://www.BCCorporateCitizenship.org, or email ccc@bc.edu.

Center for East Europe, Russia, and Asia

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

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

Center for Human Rights and International Justice

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

Center for Ignatian Spirituality

The Center for Ignatian Spirituality 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, offers retreats, seminars and reflection opportunities for groups, and offers individual spiritual direction. For more information, visit us at Rahner House, 96 College Road, call 617-552-1777 or visit our website at http://www.bc.edu/centers/cis.

Center for International Higher Education

Established in 1995 and housed in the Lynch School of Education, the Center for International Higher Education (CIHE) is a research and service agency providing information, publications, and a sense of community to colleges and universities worldwide. Our focus is conducting research and disseminating knowledge on current issues in higher education worldwide. We are concerned with academic institutions in the Jesuit tradition, as well as with other universities. There is a special concern with the needs of academic institutions in the developing countries of the Third World.

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

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

Center for Retirement Research

The Center for Retirement Research at Boston College was established through a grant from the Social Security Administration in 1998. The goals of the Center are to promote research on retirement issues, to transmit new findings to the policy community and the public, to help train new scholars, and to broaden access to valuable data sources. The Center is the headquarters for researchers and experts in affiliated institutions including MIT, Syracuse University, the Brookings Institution, and the Urban Institute. The Center is structured around an interdisciplinary research team with backgrounds in

actuarial science, demography, economics, economic history, finance, political science, sociology, and social work. This team possesses a breadth of knowledge on retirement issues that is virtually unmatched in the field. As the nation confronts the myriad issues surrounding how best to ensure adequate retirement income for an aging population, the Center's research experts explore trends in Social Security, private pensions, and other sources of retirement income, and labor force issues involving older workers. The Center also employs undergraduate and graduate research assistants and sponsors competitive grant programs for junior faculty and graduate students.

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

Center for Student Formation

The center, whfich is expected to formally open by the 2009-2010 academic year, will sponsor lectures, presentations and workshops for faculty and administrative staff who interact with undergraduate and graduate students. In addition, the center will lead and conduct research on the impact of student formation programs, serve as a resource for identifying and implementing best practices in formation, and fund initiative proposals that support BC's formation goals. Associate Professor Jennie Purnell (Political Science) has been appointed as inaugural director.

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

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

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

Further information on CSTEEP is available on its website at http://www.bc.edu/research/csteep.

Center on Wealth and Philanthropy

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

Center for Work & Family

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

The Center's values are:

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

Institute of Medieval Philosophy and Theology

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

To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the Institute offers graduate student fellowships and assistantships, sponsors speakers programs, runs a faculty-student seminar to investigate new areas of medieval philosophical and theological research, and has set up a research center to assist in the publication of monographs and articles in the diverse areas of medieval philosophy and theology, to encourage the translations of medieval sources, and to stimulate editions of philosophical and theological texts. For more information, visit http://www.bc.edu/schools/cas/theology/graduate/special/med-phil.html.

Institute for Scientific Research

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

Institute for the Study and Promotion of Race and Culture

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

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

Irish Institute

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

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

The Irish Institute's 2009-2010 programming will address, among other issues, crisis and emergency management, community engagement and social change through sport, transnational policing, inclusive politics, trends in higher education administration, philanthropy, and sustaining economic momentum. The Institute receives annual funding from Boston College, the U.S. Congress through the U.S. Department of State, the Bureau of Cultural and Educational Affairs, as well as through external business partnerships. For more information visit our website at http://www.bc.edu/irishinstitute or contact Director, Dr. Niamh Lynch at 617-552-4503.

Jesuit Institute

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

Lonergan Center

Studies related to the work of the Jesuit theologian and philosopher Bernard Lonergan (1904-1984) are fostered and advanced in the Lonergan Center at Boston College. Inaugurated in 1986, the Center houses a growing collection of Lonergan's published and unpublished writings as well as secondary materials and reference works. 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 the Boston College Lonergan website at http://www.bc.edu/lonergan.

Mathematics Institute

The Boston College Mathematics Institute was established in 1957 as a unit separate from the Mathematics Department to assist in the effort to improve the content and instructional practice of mathematics at the precollege level. In the 1960s and 1970s the primary focus

of the Institute was on providing veteran teachers with renewal programs and professional development opportunities to update and deepen their background in mathematics. The National Science Foundation was a major source of funding. Concurrently, Institute staff developed some supplementary instructional materials to use with students in grades K-12.

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

TIMSS & PIRLS International Study Center

The TIMSS & PIRLS International Study Center at the Lynch School of Education is dedicated to conducting comparative studies in educational achievement. Co-directed by Dr. Ina V.S. Mullis and Dr. Michael O. Martin, the Center focuses its primary work on comparative international studies in mathematics, science, and reading—Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS).

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

Weston Observatory

Weston Observatory, formerly Weston College Seismic Station (1928-1949), is the research division of the Department of Geology and Geophysics of Boston College. It is a premier research institute and exceptional science education center. The Boston College Educational Seismology project, currently encompassing grades K-12, delivers Inquiry-Based Science Education in more than 30 New England public school districts and private schools and is based at the Weston Observatory. International invitations from Chile, Lebanon, and Greece have been received to expand the BC-ESP to an international level. The Weston Observatory provides free guided tours of its facilities, led by a geophysicist, to numerous private, public, charter, home-schooled students and teachers as well as parent groups, clubs and the general public. The Weston Observatory also hosts semi-monthly evening public science colloquiums for adults and welcomes a limited number of high school interns through the summer. The Weston Observatory serves as the seismic data resource to the media, MEMA, first responders, and the general public.

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

STUDENT LIFE RESOURCES

AHANA Student Programs

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

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

Options Through Education Program

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

Athletic Association

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

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

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

Career Center

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

The Career Center's Internship Program provides students in all classes with the opportunity to gain practical work experience in a professional capacity, during the summer or school year. As part of a consortium of 21 prestigious universities nationwide, the Boston College Internship Program lists internships in a wide range of professional settings and geographic areas. Students are encouraged to participate in at least two or three internships before they graduate. The Internship Office has drop-in hours every afternoon from 1:00 p.m. to 4:00 p.m.

Students are also encouraged to conduct informational interviews with BC alumni. The Alumni Career Network contains the names of

alumni who have ed to share their career experience and to provide job search strategy tips. Students can access the Network through their Agora Portal accounts, or via the Career Center's home page.

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

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

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

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

Department of Campus Ministry

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

Office of the Dean for Student Development

The Office of the Dean for Student Development (ODSD) exists to affirm the academic and societal mission of Boston College in its Jesuit and Catholic tradition. ODSD's primary responsibility is to enhance student learning and civic engagement within the campus community.

ODSD coordinates the planning, implementation, and evaluation of policies, programs, and services that promote student development. ODSD oversees student life initiatives including Alcohol and Drug Education, Off-Campus and Commuter Student Life, Women's Resource Center, Disability Services, and Community Standards on and off campus.

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

Dining Services

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

The Meal Plan is mandatory for resident students living in Upper Campus, Newton Campus, Walsh Hall, 66 Commonwealth Ave., Greycliff, Vanderslice Hall, St. Ignatius Gate, and 90 St. Thomas More Hall. The cost of the meal plan for 2009-2010 is $2,275.00 per semester or $4,540.00 per year. A dietician is available to those students with special dietary needs or restrictions and can be reached at 617-552-8040.

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

Disability Services Office

Services for undergraduate and graduate students with hearing, visual, mobility, medical, psychiatric, and temporary disabilities are coordinated through the Assistant Dean for Students with Disabilities. Academic support services provided to qualified students are individualized and may include sign language interpreters, electronic textbooks, extended time on exams, alternate testing locations, facilitation of program modification, course under-loads, readers, scribes, and note-takers. The Assistant Dean works with each student individually to determine the appropriate accommodations necessary for the student's full participation in college programs and activities. For more information, contact the Assistant Dean at 617-552-3470 or visit the website at http://www.bc.edu/disability.

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

Graduate Student Association

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

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

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

The Murray Graduate Student Center provides a number of services and amenities including a computer lab (printing, network, and wireless access), study areas, meeting space, dining and lounge areas, billiards, ping pong, and a free DVD lending library for all current graduate students. The Center is located at 292 Hammond Street (just across Beacon Street from McElroy).

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

Student Programs Office

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

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

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

Contact the Student Programs Office at 21 Campanella Way, Suite 242, at 617-552-3480, or at http://www.bc.edu/spo.

University Health Services

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

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

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

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

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

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

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

Immunization

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

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

The College Immunization Law requires proof of the following immunizations:

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

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

Failure to show proof of immunizations within 30 days from the start of classes will result in a block on your registration and an administrative fee of $65.00 will be charged to your student account.

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

University Counseling Services (UCS)

University Counseling Services (UCS) provides counseling, 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 goals. Services available

include individual counseling and psychotherapy, psychiatric services, group counseling, consultation, evaluation, and referral. Students wishing to make an appointment should call 617-552-3310.

Volunteer and Service Learning Center (VSLC)

The mission of the Volunteer and Service Learning Center (VSLC) is to support students and other members of the university community who seek opportunities to serve marginalized persons and communities. This support includes providing information on existing volunteer needs on campus and in the greater Boston community. The VSLC staff offers advisement and resources for new initiatives, and designs training and resources related to individual and group service. The VSLC sponsors a number of programs and offers services which include:

- An online volunteer database available for students to find service placements that fit their interests and schedules.
- Annual volunteer fairs.
- An English Language Learners program for BC employees who practice their language skills with BC student tutors.
- A Post-graduate Volunteer Fair, as well as advisement and support for those who will serve full-time after leaving Boston College.
- Sponsorship and advisement for domestic and international service/immersion trips.
- Support for university departments and student groups on volunteer projects.
- Several annual programs including the Welles R. Crowther Red Bandanna 5k Run, the Fair Trade Holiday Sale, Spread the Bread, and Hoops for Hope.

  For more information visit our website at www.bc.edu/service.

Annual Notification of Rights

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

Student Rights Under FERPA

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

- The right to inspect and review the student's education record within 45 days of the day the University receives a request for access.

  Any student who wishes to inspect and review information contained in an education record maintained by any office of the University may, with proper identification, request access to the record from the office responsible for maintaining that record. In general, the student is to be granted access to the record as soon as possible and, unless the circumstances require the existence of a formal request, an oral request may be honored. Whenever an office responsible for maintaining education records is unable to respond at once, the student may submit to the Office of Student Services, dean, academic department head, or other appropriate official a written request that identifies the record he or she wishes to inspect. The University official is to make arrangements for access, and is to notify the student of the time and place the record may be inspected. If the record is not maintained by the University official to whom the request is submitted, that official is to advise the student of the correct official to whom the request is to be addressed.
- The right to request the amendment of the student's education record if the student believes that information contained in his or her record is inaccurate, misleading or in violation of his or her rights of privacy.

  Any student who believes that information contained in his or her education record is inaccurate, misleading, or in violation of his or her rights of privacy is to write to the University official responsible for the record, clearly identifying the part of the record he or she wants changed, and specifying why it is inaccurate, misleading, or in violation of his or her rights of privacy. If the University decides not to amend the record as requested by the student, the University is to notify the student of the decision and advise the student of his or her right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures is to be provided to the student when notified of the right to a hearing.
- The right to consent to the disclosure of personally identifiable information contained in the student's education record, except to the extent that FERPA or other federal statutes authorize disclosure without consent.

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

  A University official has a legitimate educational interest if the official requires access to an education record in order to fulfill his or her professional responsibility. Upon request, the University may disclose education records without consent to officials of another educational institution in which a student seeks or intends to enroll.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA.

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

Confidentiality of Student Records

Certain personally identifiable information from a student's education record, designated by Boston College as directory information, may be released without the student's prior consent. This information includes name; term, home, local, and electronic mail addresses; telephone listing; date and place of birth; photograph; major field of study; enrollment status; grade level; participation in officially recognized activities and sports; weight and height of members of athletic teams; dates of attendance; school/college of enrollment; anticipated date of graduation; degrees and awards received; the most recent previous educational agency or institution attended; and other similar information.

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

Non-directory information is considered confidential and may only be disclosed under the limited circumstances permissible under the Family Educational Rights and Privacy Act (FERPA) and University policy

Disclosures to Parents of Students

When a student reaches the age of 18 or begins attending a post-secondary institution regardless of age, FERPA rights transfer to the student.

- Parents may obtain directory information at the discretion of the institution.
- Parents may obtain non-directory information (grades, GPA, etc.) at the discretion of the institution AND after it has been determined that their student is legally their dependent.
- Parents may also obtain non-directory information by obtaining a signed consent from the student. It is generally the University's practice not to make disclosures from a student's education records involving academic matters to parents without the student's written consent.

Enrollment Statistics and Graduation Rate

During the fall of 2008, Boston College enrolled 9,060 undergraduates, 720 Woods College of Advancing Studies students, and 4,843 graduate students.

Of the freshmen who first enrolled at Boston College in the fall of 2001, ninety-one percent had completed their degree by 2007 and seven percent had chosen to continue their studies elsewhere. The combined retention rate for this entering class is ninety-eight percent. Of the graduates, ninety-seven percent earned their degrees within four years.

Notice of Information Disclosures

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

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

- **Financial assistance information,** including a description of the following: the federal, state, local, private, and institutional student financial assistance programs available to students who enroll at the University; application forms and procedures; eligibility requirements; criteria for selection; criteria for determining the amount of the award; satisfactory academic progress standards; methods of disbursement; loan terms; conditions and terms for employment provided as part of a student's financial assistance package; and conditions for deferral of federal loan repayments for volunteer service.
- **Institutional information,** including the cost of attendance; refund policies; requirements and procedures for officially withdrawing from the University; requirements for the return of Title IV assistance; academic program,faculty, and facilities; accreditation and licensure; special facilities and services for students with disabilities; and a statement that a student's enrollment in a study abroad program approved for credit by the University may be considered enrollment at the University for the purpose of applying for Title IV assistance.
- **Boston College's graduation rates**

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

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

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

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

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

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

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

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

NOTICE OF NON-DISCRIMINATION

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

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

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

RESIDENCE ACCOMMODATIONS

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

Lower Campus

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

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

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

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

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

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

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

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

Upper Campus

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

Newton Campus

The six residence halls on the Newton Campus are similar to the Upper Campus halls and are furnished in the same manner. They house approximately 880 students. Free daily shuttle service is provided to the Chestnut Hill campus, which is located one mile from the Newton Campus. The Newton Campus offers a unique environment and special academic and social programs that make it attractive to many freshman students. The University Meal Plan is mandatory for Newton Campus residents and a cafeteria is located on the campus, as well as a library, chapel, and laundry facilities.

Special Interest

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

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

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

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

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

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

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

Off-Campus Housing

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

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

TUITION AND FEES

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

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

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

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

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

Undergraduate Tuition

- First semester tuition and fees are due by August 10, 2009.
- Tuition first semester—$19,265.00
- Second semester tuition and fees are due by December 10, 2009.
- Tuition second semester—$19,265.00

*Undergraduate General Fees**

Application Fee (not refundable): 70.00
Acceptance Fee: 500.00

This fee will be applied towards students' tuition in the second semester of their senior year. Students forfeit this fee if they withdraw prior to completing their degree.

Health Fee: 410.00
Identification Card (required for all new students): 30.00
Late Payment Fee: 150.00
Freshman Orientation Fee (mandatory for all freshman): ..400.00

*Undergraduate Special Fees**

Extra Course—per credit hour: 1,284.00
Laboratory Fee—per semester: 85.00-310.00
Massachusetts Medical Insurance: .....1,741.00 per year
(766.00 fall semester, 975.00 spring semester)
Nursing Laboratory Fee: .....up to 220.00
NCLEX Assessment Test: 70.00
Special Students—per credit hour: 1,284.00

Student Activity Fee: .....190.00 per year

Resident Student Expenses

Board—per semester: 2,270.00
Room Fee (includes Mail Service) per semester
(varies depending on room): 3,650.00-4,905.00
*All fees are proposed and subject to change.

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

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

Graduate Tuition

Graduate School of Arts and Sciences**
Tuition per credit hour: 1,182.00
Auditor's fee***—per credit hour: 591.00

Lynch School of Education and Connell Graduate School of Nursing**
Tuition per credit hour: 1,050.00
Auditor's fee***—per credit hour: 525.00

Carroll School of Management, Graduate Division**
Tuition per credit hour: 1,220.00
Auditor's fee***—per credit hour: 610.00

Graduate School of Social Work**
Tuition per credit hour: 932.00
Auditor's fee***—per credit hour: 466.00

Law School**
Tuition per credit hour: 19,745.00

School of Theology and Ministry**
Tuition per credit hour: 804.00
Auditor's fee***—per credit hour: 402.00

Summer Session**
Tuition per credit hour: 608.00
Auditor's fee***—per credit hour: 304.00

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

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

*Graduate General Fees**

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

***Initial deposit due by April 22 with an additional $500.00 due by June 1.

Activity fee—per semester***
(Grad A&S, LSOE, CGSON, GSSW, STM)
7 credits or more per semester: 45.00
Fewer than 7 credits per semester: 30.00

Activity fee—per semester* (CGSOM)**
7 credits or more per semester: 55.00
Fewer than 7 credits per semester: 30.00

Application fee (non-refundable)
Grad A&S: 70.00
LSOE: 60.00
GSSW: 40.00
CGSON: 50.00
CGSOM 100.00
Law School: 75.00
STM: 70.00

Doctoral Comprehensive/Continuation Fee (Ph.D. candidate) and Master's Thesis Direction (per semester)
Grad A&S 1,182.00
CGSON and LSOE: 1,050.00
CGSOM: 1,220.00
GSSW: 932.00
Interim Study: 30.00
Laboratory fee (per semester): 220.00- 900.00
Late Payment fee: 150.00
Massachusetts Medical Insurance (per year): 1,741.00
(766.00 fall semester, 975.00 spring semester)

Microfilm and Binding
Doctoral Dissertation: 125.00
Master's thesis: 90.00
Copyright fee (optional): 45.00

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

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

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

Massachusetts Medical Insurance

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

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

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

Boston College will offer all students (graduate and undergraduate) who are required to enroll in the BC insurance plan the option of participating in the plan offered at the University or submitting a waiver if they have other comparable insurance. The details of the University's Insurance plan are available on the U-View system or on

the web at portal.bc.edu. Students may waive the BC insurance plan by completing the electronic waiver form on U-View or on the web. Students under the age of 18 are required to submit a written waiver form with the signature of their parent/guardian. This form is available for download on the web. The waiver must be completed and submitted by September 18, 2009, for the fall semester and by January 29, 2010, for spring semester. Students who do not complete a waiver by the due dates will be enrolled and billed for the BC plan.

Returned Checks

Returned checks will be fined in the following manner:

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

Withdrawals and Refunds

Fees are not refundable.

Tuition is cancelled subject to the following conditions:

- Notice of withdrawal must be made in writing to the dean of the student's school.
- The date of receipt of written notice of withdrawal by the Dean's Office determines the amount of tuition cancelled.

The cancellation schedule that follows will apply to students withdrawing voluntarily, as well as to students who are dismissed from the University for academic or disciplinary reasons.

Undergraduate Refund Schedule

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

First Semester

- by Sept. 4, 2009: 100% of tuition charged is cancelled
- by Sept. 18, 2009: 80% of tuition charged is cancelled
- by Sept. 25, 2009: 60% of tuition charged is cancelled
- by Oct. 2, 2009: 40% of tuition charged is cancelled
- by Oct. 9, 2009: 20% of tuition charged is cancelled

Second Semester

- by Jan. 15, 2010: 100% of tuition charged is cancelled
- by Jan. 29, 2010: 80% of tuition charged is cancelled
- by Feb. 5, 2010: 60% of tuition charged is cancelled
- by Feb. 12, 2010: 40% of tuition charged is cancelled
- by Feb. 19, 2010: 20% of tuition charged is cancelled

No cancellations are made after the 5th week of classes.

Graduate Refund Schedule (Excluding Law)

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

First Semester

- by Sept. 16, 2009: 100% of tuition charged is cancelled
- by Sept. 18, 2009: 80% of tuition charged is cancelled
- by Sept. 25, 2009: 60% of tuition charged is cancelled
- by Oct. 2, 2009: 40% of tuition charged is cancelled
- by Oct. 9, 2009: 20% of tuition charged is cancelled

Second Semester

- by Jan. 27, 2010: 100% of tuition charged is cancelled
- by Jan. 29, 2010: 80% of tuition charged is cancelled
- by Feb. 5, 2010: 60% of tuition charged is cancelled
- by Feb. 12, 2010: 40% of tuition charged is cancelled
- by Feb. 19, 2010: 20% of tuition charged is cancelled

No cancellations are made after the 5th week of classes.

Law Refund Schedule

Law students are subject to the refund schedule outlined below.

First Semester

- by Aug. 28, 2009: 100% of tuition charged is cancelled
- by Sept. 9, 2009: 80% of tuition charged is cancelled
- by Sept. 18, 2009: 60% of tuition charged is cancelled
- by Sept. 25, 2009: 40% of tuition charged is cancelled
- by Oct. 2, 2009: 20% of tuition charged is cancelled

Second Semester

- by Jan. 8, 2010: 100% of tuition charged is cancelled
- by Jan. 22, 2010: 80% of tuition charged is cancelled
- by Jan. 29, 2010: 60% of tuition charged is cancelled
- by Feb. 5, 2010: 40% of tuition charged is cancelled
- by Feb. 12, 2010: 20% of tuition charged is cancelled

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

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

National Student Clearinghouse

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

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

Boston College has also authorized the National Student Clearing-house to provide degree and enrollment verifications.

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

Boston College Majors and Degree Programs

College of Arts and Sciences

Art History: B.A.

Biochemistry: B.S.

Biology: B.A., B.S., M.S.T., Ph.D.
Chemistry: * B.S., M.S., M.S.T., Ph.D.
Classics: B.A., M.A., M.A.T.
Communication: B.A.
Computer Science: B.A., B.S.
Economics: B.A., M.A., Ph.D.
English: B.A., M.A., M.A.T., Ph.D.
Environmental Geosciences: B.S.
Film Studies: B.A.
Fine Arts: B.A.
French: B.A., M.A., M.A.T., Ph.D.
Geology: B.S., M.S., M.S.T.
Geophysics: B.S., M.S., M.S.T.
Geology and Geophysics: B.S.
German Studies: B.A.
Greek: M.A.
Hispanic Literature: Ph.D.
Hispanic Studies: B.A., M.A.
History: B.A., M.A., M.A.T., Ph.D.
International Studies: B.A.
Irish Literature and Culture: English, M.A.
Islamic Civilizations and Societies: B.A.
Italian: B.A., M.A., M.A.T.
Latin: M.A.
Latin and Classical Humanities: M.A.T.
Linguistics, B.A., M.A., M.A.T.
Mathematics, B.A., M.A., M.S.T.
Music: B.A.
Philosophy: B.A., M.A., Ph.D.
Physics:* B.S., M.S., M.S.T., Ph.D.
Political Science: B.A., M.A., Ph.D.
Psychology: B.A., M.A., Ph.D.
Romance Languages and Literatures: Medieval Romance Literatures, Ph.D.
Russian: B.A., M.A., M.A.T.
Slavic Studies: B.A., M.A., M.A.T.
Sociology: B.A., M.A., Ph.D.
Spanish: M.A.T.
Studio Art: B.A.
Theater: B.A.
Theology, B.A., Ph.D.
*Ph.D. programs in accordance with departmental policy may grant Master's degrees.

Dual Degree Programs—Graduate School of Arts and Sciences
Biology: B.S./M.S.
Biology/Management: M.S./M.B.A.
French/Management: M.A./M.B.A.
Geology/Management: M.S./M.B.A.
Geophysics/Management: M.S./M.B.A.
Hispanic Studies/Management: M.A./M.B.A.
Italian/Management: M.A./M.B.A.
Linguistics: B.A./M.A.
Linguistics/Management: M.A./M.B.A.
Mathematics/Management: M.A./M.B.A.
Philosophy: B.A./M.A., M.A./J.D., Ph.D./J.D.
Political Science/Management: M.A./M.B.A.
Psychology: B.A./M.A.
Psychology/Social Work: B.A./M.S.W.
Russian: B.A./M.A.
Russian/Management: M.A./M.B.A.
Slavic Studies: B.A./M.A.
Slavic and Eastern Languages: M.A./J.D.
Slavic Studies/Management: M.B.A./M.A.
Sociology: B.A./M.A.
Sociology/Management: M.A./M.B.A., Ph.D./M.B.A.
Sociology/Social Work: B.A./M.S.W.
Theology: B.A./M.A.

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

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

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

Dual Degree Programs—Lynch School Graduate Programs
Applied Developmental and Educational Psychology: B.A./M.Ed.

Counseling/Pastoral Ministry: M.A./M.A.
Curriculum and Instruction: B.A./M.Ed.
Curriculum and Instruction/Law: M.Ed./J.D.
Developmental and Educational Psychology: B.A./M.Ed.
Elementary Education: B.A./M.Ed.
Educational Administration/Pastoral Ministry: M.Ed./M.A.
Educational Administration/Law: M.Ed./J.D.
Educational Research, Measurement and Evaluation: B.A./M.Ed.
Higher Education: B.A./M.Ed.
Higher Education/Law: M.A./J.D.
Higher Education/Management: M.A./M.B.A.
Human Development/Social Work: B.A./M.S.W.
Secondary Education: B.A./M.Ed.
Severe Special Needs: B.A./M.Ed.
Special Education (Moderate Special Needs): B.A./M.Ed.

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

Dual Degree Programs—Law School
Law/Education: J.D. /M.Ed., J.D./M.A.
Law/Management: J.D./M.B.A.
Law/Philosophy: J.D./M.A., J.D./Ph.D.
Law and Slavic and Eastern Languages and Literatures: J.D./M.A.
Law/Social Work: J.D./M.S.W.

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

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

Connell School of Nursing
Nursing: B.S., M.S., Ph.D.

Dual Degree Programs—Connell School of Nursing
Nursing: B.S./M.S., M.S./Ph.D.
Nursing/Management: M.S./M.B.A.
Nursing/Pastoral Ministry: M.S./M.A.

School of Social Work
Social Work: M.S.W, Ph.D., M.S.W./Ph.D.

Dual Degree Programs—School of Social Work
Social Work/Human Development: B.A./M.S.W.
Social Work/Law: M.S.W./J.D.
Social Work/Management: M.S.W./M.B.A.
Social Work/Pastoral Ministry: M.S.W./M.A.
Social Work/Psychology: B.A./M.S.W.
Social Work/Sociology: B.A./M.S.W.

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

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

UNDERGRADUATE ADMISSION

Admission Information

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

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

Admission from Secondary School

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

Standardized Testing

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

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

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

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

Application Procedures

Regular Freshman Admission

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

Early Action

Academically outstanding candidates who view Boston College as a top choice for their undergraduate education and who wish to learn of their admission early in their senior year may consider applying Early Action. Because it is impossible to gauge the size and quality of the applicant pool at this early stage, admission is more selective at Early Action than during Regular Decision. Students must submit the Supplemental Application and the Common Application postmarked on or before November 1. At early action students may be admitted, deferred for consideration later or denied admission. Candidates will learn of the Admission Committee decision prior to December 25. Candidates admitted to Boston College under Early Action have until May 1 to reserve their places in the next freshman class.

AHANA Student Information

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

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

Options Through Education Program

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

International Student Admission

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

Admission-In-Transfer

Transfer admission applications are available` to students who have successfully completed three or more transferable courses at a regionally accredited college or university. Transfer students must have a minimum cumulative 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 2008, the average cumulative grade point average for admitted students was 3.5. Students are encouraged to finish one full year of studies before seeking admission-in-transfer.

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

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

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

Transfer students must also submit: an official high school transcript, official reports of standardized test scores, and official transcript(s) of all courses taken at other colleges and universities. Transcripts must be sent directly to Boston College by the sending institution. Transcripts issued to students and **photocopies will not be accepted.** The deadline for submitting applications is 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.

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

Transfer of Credit

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

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

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

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

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

Date of Graduation

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

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

A transfer student's date of graduation is determined by the number of courses accepted in transfer and the number of Boston College semesters these courses satisfy. The normal academic load for undergraduates is five courses per semester (four for seniors). Thus, students are expected to have completed ten courses at the end of one year, twenty at the end of two years, etc. In determining a transfer student's date of graduation, leeway of two courses is allowed without loss of status. For example, students completing eight to ten transferable courses are accepted as first semester sophomores.

Residency Requirements

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

Special Students

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

Advanced Placement Units

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

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

College Board Advanced Placement (AP)

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

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

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

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

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

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

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

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

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

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

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

Social Science: Social Science: Students receiving a 4 or 5 on the A.P. exam in either U.S. Government and Politics, Comparative Government and Politics, Microeconomics, or Macroeconomics are considered to have fulfilled half the Social Science requirement. Students who have received a 4 or 5 on two of the preceding exams are considered to have fulfilled the Core requirement in Social Science for Arts and Sciences and Nursing. Students receiving a 4 or a 5 on the Psychology AP exam are considered to have fulfilled half the Social Science Core requirement and may, if they wish, take either PS 110 or PS 111 to fulfill the second required semester of Social Science Core. Only Microeconomics and Macroeconomics with 4 or 5 can fulfill the Carroll School of Management requirement. The Social Science Core for the Lynch School of Education cannot be fulfilled with these courses. (3 advanced placement units each)

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

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

International Baccalaureate

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

British A Levels

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

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

French Baccalaureate

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

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

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

College Courses Taken during High School

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

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

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

Foreign Language Proficiency Requirement:

Arts and Sciences and CSOM

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

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

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

Carroll School of Management students may demonstrate proficiency as follows:

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

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

FINANCIAL AID

Boston College offers a variety of assistance programs to help students finance their education. The Office of Student Services administers federal Title IV financial aid programs that include Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Federal Academic Competitive Grants, SMART Grants, Teach Grants, Federal Stafford Loans, Federal Perkins Loans, Federal PLUS 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 (http://www.bc.edu/finaid) each December for the following academic year. Students wishing to be considered for assistance from federal, state, or institutional sources must complete all required forms.

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

For more complete information on financial aid at Boston College, visit 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, part-time, half-time, enrollment in the Woods College of Advancing Studies) has not changed. Any change in the student's status must be reported, in writing, to the Office of Student Services as it can affect the financial aid award. Students receiving Federal Title IV funds are subject to the following withdrawal/refund process 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 Stafford Loans, Federal Subsidized Stafford Loans, Federal Perkins Loans, Federal PLUS, Federal Pell Grants, Federal Academic Competitiveness Grants, Federal National SMART Grants, Federal Supplemental Educational Opportunity Grants, Federal TEACH Grants. **Returning funds to these programs could result in balance coming due to the University on the student's account.**

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

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

Financial aid recipients have the right to appeal their financial aid award. However, the student should understand that Boston College has already awarded the best financial aid package possible based on the information supplied. Therefore, any appeal made should be based on new, additional information not already included in the student's original application material. An appeal should be made by letter to the student's Financial 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 Stafford Loan) of any change in name, address, or school status.
- complete the Entrance Interview process if he or she is a new loan borrower.
- complete the Exit Interview process prior to withdrawal or graduation.

First Year Experience

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

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

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

The parent/guardian program presents themes surrounding the issues of transition and adjustment which families will experience as a member enters college. Likewise, the issues of community standards surrounding academic performance, the use of alcohol, sex, and diversity.

Once the academic year begins, First Year Experience has organized programs aimed at continuing support for first year students as they negotiate the beginning of their college career. *"Conversations in the First Year,"* was created in 2004 to welcome students to the intellectual life of Boston College and the University's commitment to making a difference in our world. Each year a book is chosen for the incoming class to read during the summer in preparation for the academic year. Past selections have included *Mountains Beyond Mountains* by Tracy Kidder, *Dreams of My Father* by President Barack Obama, and *The Glass Castle* by Jeannette Walls. In September of each year, The Office of First Year Experience gathers the incoming class for the ceremonial First Flight Procession through campus and the Annual First Year Academic Convocation for which the author of the chosen book is the speaker. The guiding principal of this event is the charge that Ignatius of Loyola (founder of the Jesuit Order) gave to his followers to "Go set the world aflame" (Ite, inflammate omnia).

48HOURS is a weekend experience open to all first year students who are interested in finding ways to take advantage of BC's intellectual, social, and spiritual resources. Participants of this program hear senior student leaders speak personally and honestly about their own college experiences, focusing particularly on their first year ups and downs in

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

The Courage to Know: Exploring the Intellectual, Social, and Spiritual Landscapes of the College Experience (UN 201) is a Cornerstone Initiative seminar in which each instructor of the course serves as the academic advisor for the students in their section. In this seminar course, students are asked to examine various types of literature and media in order to reflect on how the course themes apply to society, college life, and students' experiences.

The Freshman Leadership Project is an immersion experience occurring over the spring break. This volunteer opportunity incorporates the process and practice of leadership with a generous heart. First Year students will explore what it means to serve, to be a leader, and to have a vocation in life.

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

SPECIAL PROGRAMS

Capstone Seminar Program

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

Office of International Programs (OIP)

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

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

Argentina

Pontificia Universidad Catolica Argentina

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

Universidad Torcuato Di Tella (Buenos Aires)

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

Murdoch University

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

Notre Dame University

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

University of Melbourne

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

University of New South Wales

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

Brazil

Pontifical Catholic University of Rio de Janeiro

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

Bulgaria

University of Veliko Turnovo

Semester or full-year program designed for international students, including regular course offerings in Bulgarian. Intermediate language proficiency required.

Chile

Pontificia Universidad Catolica de Chile

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

Universidad Alberto Hurtado

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

China

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

Hong Kong University of Science and Technology

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

Denmark

Copenhagen Business School

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

Copenhagen University

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

Ecuador

Universidad San Francisco de Quito

Semester or full-year program with course offerings across the disciplines, including Latin American environmental studies. Biology course offered as well.

England

Advanced Studies in England

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

Durham University

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

King's College

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

Lancaster University

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

London School of Economics

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

Queen Mary, University of London

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

Royal Holloway, University of London

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

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

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

University College London

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

University of Liverpool

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

France

BC in Paris

Semester or full-year program based at the University of Paris, Centre Sevres, or the Institut Catholique de Paris (ICP). Offers a wide range of disciplines.

Sciences Po

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

University of Strasbourg

Semester or full-year exchanges with the University of Strasbourg. Students can study political science, international studies, the humanities, management, and the sciences.

Germany

Eichstatt Catholic University

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

WHU Otto Beisheim School of Management

Semester or full-year program at Germany's top business school, centrally located within Germany. Many courses are taught in English. Students take a German language class (beginner to advanced), may take a history class, and have an option of doing an internship in English or German.

Greece

American College of Thessaloniki (ACT)

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

Ireland

National University of Ireland Galway

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

National University of Ireland Maynooth

Semester or full-year program in a small campus environment outside of Dublin. Voted Ireland's Outstanding University for 2008. A&S students must take an Irish Studies course at BC prior to departure.

Queen's University Belfast

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

Trinity College Dublin

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

University College Cork

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

University College Dublin

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

Italy

Bocconi University

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

BC in Parma: University of Parma and Istituto Dante Alighieri

Semester or full-year program with courses in English.

Venice International University

Semester or full-year program with courses in English.

Japan

Sophia University

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

Waseda University

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

Mexico

Iberoamericana University

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

Morocco

Al Akhawayn University

Semester or full-year program in Ifrane, with course offerings in English. Excellent opportunity for business students and those looking to study in a unique tri-lingual environment. Recommended for Islamic Studies and intensive Arabic language study.

Nepal

Center for Buddhist Studies

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

The Netherlands

Leiden University

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

University of Amsterdam

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

Norway

University of Bergen

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

The Philippines

Anteneo de Manila University

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

Poland

Jagiellonian University

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

Scotland

University of Glasgow

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

South Africa

Rhodes University

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

University of Cape Town

Semester or full-year program in Cape Town for students across the disciplines. Recommended for students majoring in the sciences, business, and humanities.

South Korea

Sogang University

Semester or full-year program in Seoul with a range of courses offered in English. Opportunity for intensive language study. Recommended for International Studies and business.

Spain

BC in Madrid: Compultense, Carlos III, and Pontificia Comillas Universities

Semester or full-year program for students in all disciplines. New International Relations major offered at Comillas.

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.

Universidad de Deusto

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

Universidad Pompeu Fabra

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

ESADE

Spring semester program in Barcelona offering courses in business and law.

Sweden

Uppsala University

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

Summer Programs

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

Africa

Ethiopia

Christianity in Africa: Ancient and Modern

Course traces the remarkable history of Christianity in Africa, including the importance of Africa in the first thousand years of Christianity and the impact of the missionary movements of the modern period.

Ghana

Ghana, Diaspora, and African Americans: Historical and Cultural Connections

Course focuses on four broadly-drawn areas—slavery, immigration, arts and culture, and civil rights—as lenses to consider intersections of African American and Ghanaian history and their meaning regarding diaspora, root exploration, and considerations of a "homeland."

Senegal

Immersion in Literature and Culture

Seminar introduces students to Senegalese culture and society through an examination of modern Senegalese literature.

Asia

China, South Korea, and Japan

Exploring the New Silk Road through Global Citizenship

Seminar explores the rapidly emerging business environment in East Asia and introduces key concepts in corporate social responsibility, corporate ethics, and global corporate strategy.

India

Religion and Spirituality in India Today

Course explores the various religions in India (Hinduism, Buddhism, Christianity, Islam, and tribal religions) and their adaptations to the modern Indian context.

Ecology and Economy in South India, c.600 to the Present

Exploring the links between ecology and economic life, this course examines early medieval to present-day South India. It specifically explores the region's agriculture, the place of temples in the medieval social order, the trading system of the Indian Ocean, modernity, British colonialism, and the impact of environmental change in contemporary times.

South Korea

Korean-American Literature and Culture

This course's goal is to consider contemporary Korean diasporic identity as one caught between the racial formations of the U.S. and Korea's troubled past.

Europe

England

Emergence of Classical Physics: the British Connection

Course follows the development of classical physics until the late nineteenth century. Presented as a development of ideas, it connects philosophical, political, and social conditions in Britain and includes a mathematical component using algebra and trigonometry (no calculus).

Law, Culture, and Society: Focus on Family Law in England and the U.S.

Course introduces the law, culture, and political structure of England through comparison with the U.S. Family Law is the focus.

France

Intensive Intermediate French

A five-week course which earns the equivalent of a full year of Intermediate French. Final week is spent in Paris.

Post-Intermediate Independent Study

Students who have completed the intermediate level of French can apply for independent study.

Germany

Elementary German Language

Course earns the equivalent of a full year of Elementary German. Designed for students with little or no knowledge of German.

Roots of Nazism in German Philosophy

Nazism claimed to be not merely a pragmatic power play but a philosophical ideology. Course explores the philosophical sources of Nazi ideology, including anti-Semitism.

Ireland

Contemporary Irish Culture

Course consists of lectures, visits to Irish sites, and a series of talks by leading figures in Irish culture, politics, and business. Site visits include Dublin, Galway, and Belfast.

Internship Program

Eight-week independent internship program offers students the opportunity to experience Ireland's work culture firsthand. Unpaid internships are in local businesses, law firms, museums, and other institutions.

James Joyce's Ireland

Students gain a unique perspective on Ireland through the writings of its greatest twentieth century author. Participants become familiar with Joyce's Dublin and other Irish locations through excursions to cultural, historical, and contemporary landmarks.

Religion and Politics: Irish and European Perspectives

Course explores a wide array of issues at the intersection of religion and politics in contemporary Europe, with special attention to Ireland.

Italy

Italian Migrations

Course focuses on the history of Italian migration from a multidisciplinary perspective. It examines film, literature, and folk music, as well as historical texts.

Intermediate Italian

Five-week course is taught by native speakers in cooperation with the BC Department of Romance Languages and Literatures. Its goal is to assist students to improve reading and writing skills, continue building oral proficiency, and gain exposure to the lively and current cultural background of contemporary Italy.

Art and Patronage in Renaissance and Baroque Rome

Course introduces students to the fundamental work of formal analysis and iconographic analysis. It also examines art within its historical, social, and cultural contexts to explore why art was made and what it meant to its creators and contemporaries.

Catholics in Rome and America: Current Ethical Issues

Introductory survey of the evolution of the church in Rome and America. Investigates major architectural sites, artistic monuments, and significant traditions in the history of moral theology.

Drawing from the Venetian Masters

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

Practicing Mortality: Art, Philosophy, and Contemplative Seeing

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

The City as Metaphor: Why Writers Love Venice

Course investigates some of the important ways modern writers have discovered an opportunity to challenge and unsettle the traditional definition, meaning, and value of beauty for human existence.

The Netherlands

Controversy, Skepticism, and Belief: Faith and Reason at the Birth of the Modern World

Course explores the intersection of faith and reason at the origin of modernity in Leiden. It examines the relationship of faith and reason during an era of skepticism and upheaval, as well as in the context of an emergent culture of tolerance, liberty, and freedom of conscience.

Spain

Spanish Language and Culture

Communication-based course is intended to raise proficiency in spoken Spanish by using small group work and interactive exercises.

Spanish Art History in Madrid: from Atapuerca to Picasso

Students gain a comprehensive understanding of Spanish art history from prehistoric manifestations to avant garde artistic movements.

Present-Day Spanish Theater

Investigates present-day Spanish theater through seminars, readings, viewing of Spanish productions, theater tours and discussions with those in the Madrid theater world. Conducted in Spanish.

Turkey

Exploring the Religious Worlds of Istanbul and Anatolia

Course introduces students to the central features of Islamic religious and devotional life, and provides an introduction to key sites and institutions of Eastern Orthodox Christianity.

Latin America

Argentina

History and Culture

Introductory course offers an overview of the historical and cultural trajectory of the country through essays, literature, and film.

Costa Rica

Introductory Tropical Science

In conjunction with the Monteverde Institute, this course provides students with an interdisciplinary overview of tropical biology, law, culture, policy, and language as well as the interactions among them.

Middle East

Jordan

The Jordan Connection: History and Culture of the Middle East from Ancient to Modern Times

Taking advantage of an abundance of important historical and archeological sites, this course offers a sweeping "eyes-on" multi-century history tour of the Middle East.

Kuwait

Politics and Oil

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

Other Opportunities

Overseas Teaching Program

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

Presidential Scholars European Program

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

Exchange Program

Washington Semester Abroad

The university offers semester-long internship programs in cooperation with universities in Washington, D.C. These programs combine academic courses with internship placements in legislative, executive, and interest-group offices in the nation's capital. Students sometimes do a Washington internship semester as an alternative to study abroad. The academic requirements for participation are the same as those for study abroad (i.e., a 3.2 GPA overall and in the major). Students interested in the Washington Semester Abroad programs should schedule an appointment with Christina Dimitrova (dimitroc@bc.edu) at OIP: http://www.bc.edu/international.

Faculty and Staff Children Exchange Program (FACHEX)

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

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

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

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

Pre-Professional Programs

Pre-Law Program

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

Pre-Medical/Pre-Dental Program

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

Health professions schools expect every serious applicant to be well grounded in the basic sciences and to be familiar, through practical experience, with laboratory techniques. For these reasons, most medical,

dental, or veterinary schools require one year of the following: General Chemistry with lab, Organic Chemistry with lab, Introductory Biology with lab, Physics with lab, and English.

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

Three Year or Four Year Sequencing:

Three Year Program: Undergraduates who plan to enter medical/dental/veterinary school the fall after they graduate will need to complete all required courses (see above) by the end of their junior year. They, then, can file applications the summer before senior year. While simultaneously taking junior year course work, we recommend that students study for, and take the Medical College Admissions Test (MCAT) at the end of spring semester (late April/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, research) in a more leisurely fashion, thus potentially making them more attractive candidates. This is an option for students who have performed modestly during freshman year, since it may allow them to bring their grades into a more competitive range. The four year option also allows for more flexibility in terms of deciding when to take the entrance exams (MCAT, DAT). The average age for students beginning graduate schools in the health professions is approximately 25, and therefore, the majority of students do not enroll directly after graduating from college.

Non-Science Majors: Program Options

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

Option A: Non-Science Majors—Three Year Option

Freshman Year

- Molecules and Cells (BI 200-Fall)*
- Organisms and Populations (BI 202-Spring)
- General Biology Lab (BI 210-Fall)
- General Biology Lab (BI 211-Spring)
- General Chemistry (CH 109 Fall; CH 110 Spring)**
- General Chemistry Lab (CH 111 Fall, CH 112 Spring)
- Calculus (MT 100 Fall; MT 101 Spring)***
- English Core Requirement
- Electives/Core Courses

*Chemistry 109 or equivalent or permission of department is a prerequisite or corequisite of BI 200

**or the honors chemistry courses, Principles of Modern Chemistry (CH 117-118), and Modern Chemistry Laboratory (CH 119-120)—both by invitation of the instructor only

***or, if supported by AP exam or Mathematics Department's recommendation, Calculus II/Biostatistics (MT 101 and BI 330)

Sophomore Year

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

Junior Year

- Introduction to Physics (PH 211-212)****
- Physics Lab (PH 203-204)
- Possible Biology Elective
- Major Requirements
- Electives/Core Courses

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

Option B: Non-Science Majors—Three Year Option

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

Option C: Non-Science Majors—Three Year Option

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

Option D: Non-Science Majors—Four Year Option

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

Option E: Non-Science Majors—Four Year Option

This option is especially appropriate for students who feel that their high school science/mathematics background is weak. Following this option, students take one required science course each year (see Option A above for course listings). Mathematics should generally be

taken either freshman or sophomore year. Though this option allows students to ease into and spread out their premedical/predental course work, the potential disadvantages are the following: (1) Students may not know whether their grades are competitive until their third or fourth year at BC or (2) once enrolled in medical or dental school, students must take many challenging science courses simultaneously each semester, so even a solid performance in Option E may not prepare them effectively for a rigorous graduate school curriculum.

Science Majors: Program Options

Biology Majors

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

B.A. Program: The B.A. program in Biology does not fulfill all of the premedical/predental requirements listed above. The B.A. in Biology only requires one semester of mathematics. In addition, the B.A. does not require Organic Chemistry (with lab) or Physics (with lab). To fulfill premedical/predental requirements, the B.A. Biology major must therefore take one full year of Organic Chemistry (with lab), Physics (with lab), and mathematics. The premedical/predental biology laboratory requirement is fulfilled by completing BI 310 Molecular Cell Biology Lab and BI 311 Genetics Lab during sophomore year. Therefore, BI 210-211 General Biology Lab is optional for Biology majors.

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

Freshman Year

- Molecules and Cells (BI 200-Fall)*
- Organisms and Populations (BI 202-Spring)
- General Chemistry (CH 109-110)**
- General Chemistry Lab (CH 111-112)
- Calculus (MT 100-101)***
- English Core Requirement
- Electives/Core Courses

*Chemistry 109 or equivalent or permission of department is a prerequisite or corequisite of BI 200

**or the honors chemistry courses Principles of Modern Chemistry (CH 117-118), and Modern Chemistry Laboratory (CH 119-120) both by invitation of the instructor only

***or, if supported by AP exam or the Mathematics Departments recommendation, Calculus II/Biostatistics (MT 101 and BI 330)

Sophomore Year

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

Junior Year

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

Biochemistry Majors

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

Chemistry Majors

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

Advanced Placement

For specific information regarding advanced placement, contact the Premedical programs office at premed@bc.edu.

Further Information

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

Presidential Scholars Program

The Presidential Scholars Program is a university-wide, 4-year co-curricular honors program that uniquely expresses the Jesuit heritage of Boston College. Approximately fifteen incoming freshmen are chosen each year from the top one to two percent of the national pool of students applying for Early Action admission to Boston College. Students are selected on the basis of superior academic achievement and promise, leadership potential, and a demonstrated commitment to service to society. The Program offers these extraordinary individuals the richest academic experience available at Boston College, one that encourages the pursuit of excellence both within and beyond the University walls. Presidential Scholars receive a full-tuition merit scholarship.

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

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

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

PULSE Program

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

Reserve Officers' Training Corps

Air Force Reserve Officers' Training Corps

Through a cross-enrolled program with Boston University, interested Boston College students may participate in the Air Force Reserve Officers' Training Corps program. Scholarships (full and partial) are available to qualified students for four, three, or two years and include tuition (full or partial), books, fees, and a monthly stipend. Freshmen and sophomores can compete for two- and three-year scholarships, some of which would cover full tuition, others which cover $15,000 per academic year. Academic specialties for scholarships include any majors. All training, drills, and classes are held at the BU campus. Service obligations are one year for each scholarship year (active duty) while pilots are obligated for eight years active duty after completion of flight school. To obtain further information, contact the Department of Aerospace Studies, Boston University, 617-353-4705.

Army Reserve Officers' Training Corps

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

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

Navy Reserve Officers' Training Corps

Qualified BC students may cross enroll in Navy Reserve Officers' Training Corps (and the Marine Corps Option) at Boston University. Three and 4-year programs exist with possible scholarships (full tuition, some books/fees expenses, monthly stipend, but no room and board). All classes and drills are held at Boston University. Scholarship students incur an active duty service obligation. For further information, contact the Department of Naval Sciences, Boston University, 617-353-4232.

Marine Corps Platoon Leaders' Class (PLC)

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

Undergraduate Faculty Research Fellows Program

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

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

ACADEMIC INTEGRITY

Policy and Procedures

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

Standards

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

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

- the use or attempted use of unauthorized aids in examinations or other academic exercises submitted for evaluation;
- fabrication, falsification, or misrepresentation of data, results, sources for papers or reports, or in clinical practice, as in reporting experiments, measurements, statistical analyses, tests, or other studies never performed; manipulating or altering data or other manifestations of research to achieve a desired result; selective reporting, including the deliberate suppression of conflicting or unwanted data;
- falsification of papers, official records, or reports;
- copying from another student's work;
- actions that destroy or alter the work of another student;

- unauthorized cooperation in completing assignments or during an examination;
- the use of purchased essays or term papers, or of purchased preparatory research for such papers;
- submission of the same written work in more than one course without prior written approval from the instructors involved;
- dishonesty in requests for make-up exams, for extensions of deadlines for submitting papers, and in any other matter relating to a course.

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

Other breaches of academic integrity include:

- the misrepresentation of one's own or another's identity for academic purposes;
- the misrepresentation of material facts or circumstances in relation to examinations, papers, or other evaluative activities;
- the sale of papers, essays, or research for fraudulent use;
- the alteration or falsification of official University records;
- the unauthorized use of University academic facilities or equipment, including computer accounts and files;
- the unauthorized recording, sale, purchase, or use of academic lectures, academic computer software, or other instructional materials;
- the expropriation or abuse of ideas and preliminary data obtained during the process of editorial or peer review of work submitted to journals, or in proposals for funding by agency panels or by internal University committees;
- the expropriation and/or inappropriate dissemination of personally-identifying human subject data;
- the unauthorized removal, mutilation, or deliberate concealment of materials in University libraries, media, or academic resource centers.

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

Promoting Academic Integrity: Roles of Community Members

Student Roles in Maintaining Academic Integrity

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

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

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

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

Faculty Roles in Fostering Academic Integrity

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

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

Faculty should promote academic integrity in the following specific ways:

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

Academic Deans

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

- promoting an environment where academic integrity is a priority for both students and faculty,

- ensuring that students who are honest are not placed at an unfair disadvantage, and
- establishing procedures to adjudicate charges of academic dishonesty and to protect the rights of all parties.

Procedures

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

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

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

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

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

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

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

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

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

ACADEMIC REGULATIONS

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

Academic Grievances

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

Academic Record

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

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

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

Attendance

Students are expected to attend classes regularly, take tests, and submit papers and other work at the times specified by the professor on the course syllabus. Students who are absent repeatedly from class or 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

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

Graduate

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

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

Candidacy: Doctoral

A student attains the status of a doctoral candidate by passing the doctoral comprehensive or the oral defense of the publishable paper and by satisfying all departmental requirements except the dissertation. Doctoral candidates are required to register each semester and to pay for doctoral continuation until completion of the dissertation. Students in Nursing, Education, and Graduate School of Social Work register for Doctoral Continuation after completing all courses including the required two or more semesters of dissertation-related course work.

Comprehensive Examination: Doctoral

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

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

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

Comprehensive Examination: Master's

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

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

Core Curriculum—Undergraduate University Core Requirements

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

- 1 course in Writing
- 1 course in Literature—Classics, English, German Studies, Romance Languages and Literatures, Slavic and Eastern Languages and Literatures
- 1 course in the Arts—Fine Arts, Music, Theatre
- 1 course in Mathematics—For CSOM students, one semester of Calculus (MT 100 or higher) and one semester of Statistics (EC 151) are required. For CSON students beginning with the class of 2010, MT 180 Principles of Statistics for Health Sciences is the required Mathematics Core course.
- 2 courses in History—Modern History I and II
- 2 courses in Philosophy
- 2 courses in Social Sciences—Economics (EC 131 and EC 132 for CSOM), Political Science, Psychology, Psychology in Education (PY 030 and PY 031 are required for LSOE and acceptable in all schools), or Sociology
- 2 courses in Natural Science—Biology, Chemistry, Geology/Geophysics, Physics
- 2 courses in Theology
- 1 course in Cultural Diversity (PY 031 for LSOE)

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

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

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

Cross Registration

Woods College of Advancing Studies

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

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

Boston Theological Institute

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

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

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

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

The Consortium

Under a program of cross registration, sophomores, juniors, and seniors may take one elective course during each semester at Boston University, Brandeis University, Hebrew College, Hellenic College, Pine Manor College, Regis College, or Tufts University if a similar course is not available at Boston College. Cross registration forms are available in the Office of Student Services, Lyons Hall.

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

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

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

Graduate School of Social Work

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

Dean's List

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

Degree Audit

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

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

Doctoral Continuation

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

Enrollment Status

Undergraduate Full-Time Enrollment Status

The usual program for freshmen, sophomores, and juniors is five courses worth a minimum of three credits each per semester and four or five courses each semester for seniors. Lynch School of Education freshmen take a 1-credit Professional Development Seminar during the first semester of freshman year. University policy states that undergraduate

students must be registered for at least four 3-credit courses per semester. Woods College of Advancing Studies students must be enrolled in 12 credits to be considered full-time.

Undergraduate Part-Time Enrollment Status

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

Graduate Full-Time Enrollment Status

Graduate full-time enrollment is as follows:

- Carroll Graduate School of Management—9 or more credits
- Connell Graduate School of Nursing—9 or more credits
- Graduate School of Arts and Sciences—9 or more credits
- Graduate School of Social Work—9 or more credits
- Law School—12 or more credits
- Lynch School of Education—9 or more credits
- Woods College of Advancing Studies—9 credits

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

All students are considered half-time with six credits.

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

All enrolled doctoral students in the Graduate School of Arts and Sciences and in the Carroll Graduate School of Management are considered full-time. Graduate students, excluding Graduate School of Social Work and Law School students, registered for less than a full-time course load may be considered full-time if they are Graduate Assistants for academic departments, Teaching Fellows, or Research Assistants. Graduate students are considered full-time if they are enrolled in a full-time Nursing Clinical Practica, Student Teaching Practica, or Internship. Graduate students registered for Interim Study, Thesis Direction, Doctoral Comprehensives, Publishable Paper Project (Graduate School of Social Work), or Doctoral Continuation are considered full-time.

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

External Courses—Undergraduate

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

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

Final Examinations

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

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

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

Foreign Language Requirement—Undergraduate

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

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

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

Carroll School of Management students may demonstrate proficiency as follows:

- By successful completion of the course work for second semester intermediate level in a modern or classical foreign language, or one course beyond the intermediate level.
- By achieving a score of 3 or above on the AP test or a score of 550 or better on the SAT II reading exam in a modern foreign language. Students who entered prior to the fall of 2005 can demonstrate proficiency with a score of 3 or better on the AP exam or a score of 500 or better on the SAT II reading exam in a modern language.
- By achieving a score of 4 or above on the AP text or a score of 600 or better on the SAT II in a classical language.

- By having a native language other than English. The student should provide documentation of this native proficiency, or be tested by the appropriate department.
- By passing one of the language tests given by the Boston College language departments (for languages other than Romance Languages).
- By passing four years of high school language study (which need not be the same language, e.g., two years of Latin and two years of French would fulfill the language requirement).
- By taking one year of a new language or by completing two semesters of an intermediate level language if the Carroll School of Management student enters Boston College with three years of a foreign language.

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

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

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

Foreign Language Requirement—Graduate

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

Good Standing

Undergraduate

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

Students in the Lynch School of Education must complete all methods courses, at least eight courses in their other major, and must have at least a 2.5 GPA to be eligible for a practicum (full-time student teaching senior year). Students in the Connell School of Nursing must achieve a minimum GPA of 2.0 in the following courses: BI 130, 131, 132, 133 (anatomy & physiology lectures and labs), CH 161, 163 (Life Science Chemistry with lab), and MT 180 (statistics) in order to progress to the clinical nursing courses. CSON students must complete all nursing courses successfully (minimum grade of C-) and have a cumulative grade point average of 2.0 or higher in science and nursing courses.

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

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

Graduate

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

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

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

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

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

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

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

Grading

Undergraduate

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

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

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

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

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

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

Graduate

In each graduate course, in which a student is registered for graduate credit, with the exception of those noted below, the student will receive one of the following grades at the end of the semester: A, A-, B+, B, B-, C, F, W, J, U, P, or I. The high passing grade of A is awarded for superior work. The passing grade of B is awarded for work that clearly is satisfactory at the graduate level. The low passing grade of C is awarded for work that is minimally acceptable at the graduate level. The failing grade of F is awarded for work that is unsatisfactory.

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

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

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

Grading Scale

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

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

Incomplete and Deferred Grades

Undergraduate/Graduate

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

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

Graduate

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

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

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

Pass/Fail Electives—Undergraduate

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

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

Departments may designate some courses as not available in general for pass/fail enrollment. Courses in the Carroll School of Management may not be taken on a pass/fail basis. Courses in the Woods College also may not be taken on a pass/fail basis. Students in the Carroll School of Management may not take university core, management core, or management concentration courses on a pass/fail basis.

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

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

Pass/Fail Electives—Graduate

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

Grade Change

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

Graduation

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

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

Internal Transfers

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

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

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

Leave of Absence—Undergraduate

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

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

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

Leave of Absence—Graduate

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

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

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

Students requesting readmission to the Graduate School of Social Work must contact the Associate Dean of Academic and Student Services at least one semester before their intended return to insure appropriate class and field placement. The readmission decision will include a review of the student's prior academic and field performance, the length of his or her absence, current admission policies, enrollment

and changes in the program or degree requirements that may have taken place during the period of absence. The decision will be based on a consideration of the best interests of both the student and the University.

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

Majors, Minors, and Concentrations

Majors

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

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

An Independent or Interdisciplinary major, involving courses from several departments, is also available under certain conditions for students whose needs cannot be satisfied by the offerings of a single department. A student may choose more than one major, but in each must fulfill the minimum requirements set by the department and the school. A student may count no more than one course toward both majors, or one course toward a major and a minor.

Minors

College of Arts and Sciences

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

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

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

Students carrying a double major are advised not to minor. A student may count no more than one course toward a major and a minor.

Lynch School of Education

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

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

Connell School of Nursing

CSON students may pursue a Hispanic Studies minor specifically for Nursing students by contacting the Associate Dean, Undergraduate Nursing Program. Six courses are required for the CSON Hispanic Studies 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—Human Development, offered in conjunction with the Lynch School of Education, is available to CSOM students who have interests in developmental or educational psychology or in the social service professions.

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

Concentrations

Undergraduate Carroll School of Management (CSOM)

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

Graduate

Concentrations are also offered in selected graduate programs.

Overloads

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

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

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

Students in a Woods College of Advancing Studies degree program take a maximum course load of three courses per semester. Authorization for one additional course will be given only if a student

has completed these courses in the previous semester, each with a grade of B- or better. One course may be taken during each Summer Session; additional ones require authorization. Courses taken without reference to this regulation do not advance a student's degree program.

Readmission

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

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

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

Study Abroad—Office of International Programs (OIP)

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

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

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

Summer Courses—Undergraduate

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

Summer Courses—Graduate

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

Time-to-Degree—Graduate

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

Transcripts

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

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

Transcript/Diploma Holds

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

Transfer of Credit—Undergraduate

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

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

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

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.

Transfer of Credit—Graduate

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

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

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

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

University Degree Requirements—Undergraduate

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

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

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

Withdrawal from a Course

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

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

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

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

Withdrawal from Boston College

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

University (Senior) Awards and Honors

College of Arts and Sciences

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

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

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

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

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

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

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

Wendy Berson Language Award: An award, the gift of Mrs. Solomon Berson in memory of her daughter, Wendy Berson, given to the senior who demonstrates excellence in the area of Romance Languages in general and, specifically, the ability to speak one or more languages with great expertise.

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

Alice E. Bourneuf Award: In honor of Alice E. Bourneuf, Professor of Economics at Boston College (1959-1977), this award is given to an

outstanding senior in Economics based on achievement in both major and non-major courses, strength of curriculum, quality of written and creative work, and attitude toward the study of Economics.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

John McCarthy, S.J., Award: An award established in memory of Rev. John McCarthy, S.J., a most beloved scholar, faculty member, and Dean in the College of Arts and Sciences, for those whose Scholar of the College projects are deemed most distinguished in the Humanities, the Social Sciences, the Natural Sciences and in History.

Gail A. McGrath Award: An award presented in memory of Dr. Gail A. McGrath, a beloved professor of Communication at Boston College (1966-1997), to a member of the senior class pursuing a graduate degree in Communication.

Albert McGuinn, S.J., Award: This award is in memory of the late Albert McGuinn, S.J., long-time Chairman of the Chemistry Department at Boston College, and presented to the senior candidate for the Bachelor of Science degree. The recipient has most successfully combined proficiency in a major field of study with achievements, either academic, extracurricular, or a combination of both, in the social sciences or humanities.

Henry J. McMahon Award: In memory of Henry J. McMahon, faculty member and Associate Dean at Boston College (1946-1984). This award is given annually to the graduating senior of the College of Arts and Sciences who has been accepted at a law school and who has been distinguished by scholarship, loyalty, and service to the College.

John F. Norton Award: An award in honor of John F. Norton '22, Boston College professor (1926-1965), given to the student who best personifies the tradition of humanistic scholarship.

Cardinal O'Connell Theology Medal: A gold medal, the gift of the late William Cardinal O'Connell, given to the student whose overall performance in theology courses has been outstanding.

Princess Grace of Monaco Award: An award offered by Dr. Helene Day, Consul of Monaco, and Dr. Paul William Garber and Dr. Philip C. Garber, Consuls of Chile in Boston, given to a senior who has excelled in French.

John H. Randall, III, Award: This award honors John Herman Randall III, a member of the Boston College English Department (1962-1989), and is a gift from his colleagues in that department. The award is presented annually to the undergraduate student judged to have written the best essay on some aspect of American literature or culture during the academic year.

Mary Werner Roberts Award for Art: An award in honor of Mrs. Vincent P. Roberts, benefactress of the University, for the best art work published in the Stylus each year.

Paul J. Sally, Jr. Award: A cash award, in honor of Paul J. Sally, Jr., '54, '56, Professor of Mathematics at the University of Chicago, a highly esteemed mathematician well known for his many contributions to mathematical endeavors at all levels. This award is bestowed on senior mathematics majors who demonstrate excellence in mathematics coursework of a particularly demanding nature.

Secondary Education Minor Award: This award is conferred on a student in the College of Arts and Sciences who has completed the Secondary Education Program within the School of Education and has achieved distinguished success as a student teacher.

Harry W. Smith Award: An award, the gift of the Smith Family, in memory of Harry W. Smith, a leader in corporate and community philanthropic work, to honor a member of the senior class who has used personal talents to an exceptional degree in the service of others.

Dr. Joseph R. Stanton, M. D.,'42 Award: This award is a gift from Stanton Medical Associates in memory of Joseph Stanton, M.D. '42. The award is intended for a graduating senior who has been accepted by a medical school and who has been outstanding in character, loyalty, leadership, and scholarship at Boston College.

Dr. Joseph S. Stanton Award: An award, the gift of Doctors Richard Stanton '38 and Joseph R. Stanton '42 in memory of their father, Joseph Stanton who was also a doctor. The award is given to the student who has been accepted to a medical school and who has been outstanding in character, loyalty, leadership, and scholarship at Boston College.

Stotsky Holocaust Essay Prize: An award presented by Bernard Stotsky in memory of his parents, to a student for the best essay written on the Holocaust.

Tully Theology Award: An award given in memory of the late Dennis H. Tully, given to the student who has written the best paper on a theological subject.

Max Wainer Award: A gold medal, the gift of Anneliese K. Wainer, Ph.D., '72, in honor of her husband, Max Wainer, given annually to the senior who is deemed the outstanding student in Classics.

Lynch School of Education

Charles F. Donovan, S.J., Award: Presented to a member of the senior class in honor of Father Donovan, founding Dean of the School. The recipient exhibits superior leadership, academic, and innovative qualities, and demonstrates excellence in professional and personal commitment, with a genuine concern for the needs and values of others.

General Excellence Award: Presented to a senior who has at the same time manifested outstanding achievement in all courses of study during four academic years and qualifies for teaching licensure.

Saint Edmund Campion Award: Presented for excellence in an academic major.

Saint Richard Gwyn Award: Presented to a member of the senior class for outstanding promise as a secondary teacher.

Gretchen A. Bussard Award: Presented to a member of the senior class in the Human Development Program who has used what he or she has learned in the classroom to improve the lives of others.

Patricia M. Coyle Award: Given to the graduating senior in Early Childhood Education who is a clear thinker in the field, able to translate the theories of child development and learning into the practice of teaching young children with enthusiasm and love, and a person who is a thoughtful, reflective teacher, perceptive and sensitive to the needs of children.

Reverend Edward H. Finnegan, S.J., Nominee Award: Presented to the Lynch School nominee for the top undergraduate prize given to the graduating senior who best exemplifies the qualities of excellence, humility, and service to others and who best epitomizes the University's motto—*Ever to Excel*

Dr. Marie M. Gearan Award: Presented in honor of Professor Gearan, a member of the original faculty and first Director of Student Teaching, to a member of the senior class for outstanding academic achievement, campus leadership, and distinguished success as a student teacher.

Mary T. Kinnane Award for Excellence in Higher Education: Given annually to master's or doctoral degree students in Higher Education. The award, named for Professor Kinnane, is given for both academic excellence and the embodiment of the Jesuit ideal of service to others.

Christine Martin '96 Memorial Award: Gift of Robert J. Martin '66, Martha Tilley Martin '66, and Bradley C. Martin in memory of Christine Martin '96. Presented to a fifth-year student who has demonstrated creativity, patience, and curiosity in developing special

relationships with children with disabilities while engaged in volunteer service; a person who has shown leadership through quiet competence, organization skills, and enthusiasm inspiring others.

James F. Moynihan, S.J., Award: Presented in honor of Father Moynihan, first chair of the Psychology Department and Professor of Psychology in Education for many years, to a student in the Human Development Program, who has shown superior scholarship, contributed creatively to the well-being of others, and has manifested dedication and commitment to the enhancement of the human development process.

Karen E. Noonan Award: Given to the graduating senior in Early Childhood Education who has the qualities of a "natural" teacher of young children; a person who can communicate warmth and a sense of excitement for learning; a person who loves the exhilaration of working with challenging students, and making each child in the classroom feel important and unique.

Mr. and Mrs. Vincent P. Roberts Award: Presented to a member of the senior class who is distinguished for loyalty to the ideals and purposes of the Lynch School.

John A. Schmitt Award: Presented to a member of the senior class who, as Professor Schmitt did, has consistently demonstrated compassion for fellow human beings, integrity in dealings with others, diligence in his or her profession, and courage in the pursuit of what he or she believes to be right.

Bernard A. Stotsky/Thomas H. Browne Prize: Awarded to a student who has demonstrated excellence in the area of special education at the graduate level.

Bernard A. Stotsky/Professor John Eichorn Prize: Awarded to a student who has demonstrated excellence in the area of special education at the undergraduate level and does a practicum or pre-practicum at the Campus School as part of an academic program of study in the Lynch School.

Cynthia J. Sullivan '79 Memorial Achievement Award: Presented to members of the junior class who have achieved outstanding academic achievement; demonstrated qualities of loyalty, generosity of self, and integrity; and show an appreciation for the arts.

John Christopher Sullivan, S.J., Award: Presented in honor of Father Sullivan, first Associate Dean in the School, to a member of the senior class who, as Father Sullivan did, exhibits cheerfulness, creativity, enthusiasm, and high energy.

Henry P. Wennerberg, S.J., Award: Presented in honor of Father Wennerberg, first spiritual counselor in the School, to a member of the senior class who is outstanding for participation and leadership in school and campus activities.

John J. Cardinal Wright Award: Presented in honor of Cardinal Wright to that senior who has shown expert use of creativity and imagination in the area of motivation, and at the same time is dedicated to high educational ideals.

Nancy E. Segal Award: Presented to a member of the graduating class for exhibiting great courage in overcoming a physical challenge to excel academically.

Secondary Education Award: Given to the student in the College of Arts and Sciences who has completed the Secondary Education Program and has achieved distinguished success as a student teacher.

Lynch School Awards: Presented to graduating seniors for academic excellence and outstanding performance in a variety of areas.

Carroll School of Management

Thomas I. Gasson, S.J., Award: Founded by Boston College for general excellence in all courses of study during the four years in the Carroll School of Management.

The Accenture Award: Awarded to the student who, by the vote of the department faculty, has demonstrated outstanding achievement in the major field of Information Systems.

The John B. Atkinson Award: Founded by John B. Atkinson for excellence in all courses studied in the major field of Operations and Strategic Management.

Dean's Letter of Commendation: For service to the University and the community.

Finance Department Outstanding Student Award: Awarded annually to an outstanding senior majoring in Finance.

The Edgar F. Huse Memorial Award: An award presented annually by the faculty for excellence in Management and Leadership.

The Hutchinson Memorial Award: Presented by the Boston chapter of the American Marketing Association to a Marketing student.

The Raymond F. Keyes Service Award: Awarded to a senior Marketing major who has demonstrated a desire to provide service to the nonprofit community.

Charles W. Lyons, S.J., Award: Founded by Boston College for general excellence in all courses studied in the major field of Accounting.

The Patrick A. O'Connell Finance Award: Founded by Patrick A. O'Connell for excellence in all courses studied in the major field of Finance.

The Patrick A. O'Connell Marketing Award: Founded by Patrick A. O'Connell for excellence in all courses studied in the major field of Marketing.

The Eric Allen Serra Award: Established in 1993 by the friends of Eric Allen Serra and awarded to a graduating senior who is actively involved in the BC community and best represents the attributes for which Eric is remembered by his friends.

The James E. Shaw Memorial Award: An award given to seniors in the Carroll School of Management who have been accepted to a recognized law school.

Stephen Shea, S.J., Award: Awarded to the senior who has attained the highest average in all courses in Philosophy during four years in the Carroll School of Management.

The James D. Sullivan, S.J., Award: Awarded to a senior judged outstanding in character and achievement by a faculty committee.

The Matthew J. Toomey Award: Founded by Mr. Knowles L. Toomey to honor the outstanding student in the Carroll School of Management Honors Program.

The Wall Street Journal Award: An award given to the senior who, in the opinion of the faculty committee, has demonstrated outstanding achievement in his or her major field of study.

Connell School of Nursing

The Alumni Award: Established by the Connell School of Nursing alumni to honor a nursing student for general excellence in the four years of study in the baccalaureate nursing program.

The Marie S. Andrews Clinical Performance Award: Established by the faculty of the Connell School of Nursing to honor the student who has demonstrated, through clinical performance, sensitivity to the needs of patients, respect for the dignity and "wholeness" of the patient, and outstanding ability to deliver quality nursing care.

The William F. Connell Award: Established by the faculty of the Connell School of Nursing to honor one graduating student (baccalaureate, master's, or doctoral) who the faculty determine best demonstrates the attributes of leadership, loyalty, service, achievement, humility and goodwill.

The Susan Donelan Award: Established by the faculty of the Connell School of Nursing to honor the undergraduate student who is distinguished in his/her dedication to CSON, organization and interpersonal skills, thoughtful, careful attention to details large and small, ability to find humor no matter how difficult the situation, and graceful, elegant presence, even in the most demanding circumstances.

Edward J. Gorman, S.J., Leadership Award: Given to the student who, in the judgment of classmates, best exemplifies leadership and who has contributed to the Connell School of Nursing through dedication, service, and sincerity.

The Cathy Jean Malek Award: Established by the faculty of the Connell School of Nursing to honor the student whose presence conveys the essence of caring and a loving spirit.

The Jean A. O'Neil Achievement Award: Established by the faculty of the Connell School of Nursing to honor the graduating senior who maximized potential through qualities of conscientiousness, persistence and giving of self beyond expectations.

Certificates of Recognition for Leadership: Established by the faculty of the Connell School of Nursing to recognize seniors who have demonstrated leadership by holding elected office or sustained leadership in a voluntary organization.

Certificates of Recognition for Volunteer Service: Established by the faculty of the Connell School of Nursing to recognize seniors who have demonstrated a substantial commitment to others in voluntary service over time.

Connell Graduate School of Nursing

The Patricia Ibert Award: Established by the Graduate Nurses' Association in memory of master's degree student Patricia Ibert, who passed away in 1991 after a battle with cancer. It is awarded annually to a master's or doctoral student. The criteria for nomination include: active in coordination of CSON and University activities; promotes the image of professional nursing; dedicated to CSON goals; demonstrates leadership and responsibility for their actions; and insightful, friendly, dependable, and caring person with high personal aspirations who is professionally committed.

The William F. Connell Award: Established by the faculty of the Connell School of Nursing to honor one graduating student (baccalaureate, master's, or doctoral) who the faculty determine best demonstrates the attributes of leadership, loyalty, service, achievement, humility and goodwill.

The Dorothy A. Jones Becoming Award: Established in 1998 to recognize the tenth anniversary of the Graduate Nurses' Association. This award is given to honor a graduate student who represents the attributes used to describe the efforts of Dr. Dorothy Jones, a key founder of this Association. The criteria for nomination include: demonstrates visionary thinking, expands the discipline by stimulating opportunities for nursing knowledge development, actively encourages and mentors peer development, is committed to Jesuit mission and service to others, and is committed to articulating the values and beliefs of professional nursing.

The Ann Wolbert Burgess Dissertation Award: is given to honor a doctoral candidate whose research best addresses an issue related to trauma, victimology, violence or mental health. The criteria for nomination includes demonstrating knowledge of the impact of trauma on individuals, families and/or the community. The award was established in 2007 to advance the work of Ann Wolbert Burgess that first began at the Connell School of Nursing in 1972.

Graduate Nurses' Association Volunteer Service and Community Service Recognition Awards: Established to recognize graduate students who have demonstrated a substantial commitment to others in voluntary service over time.

The College of Arts and Sciences

UNDERGRADUATE COLLEGE OF ARTS AND SCIENCES

The College of Arts and Sciences is the oldest and largest of the undergraduate colleges of the University. It offers either a Bachelor of Arts (B.A.) or Bachelor of Science (B.S.) degree, depending upon the major discipline, and prepares its graduates for careers in a broad range of fields as well as graduate training in both professional and academic disciplines.

In the College of Arts and Sciences a student's program consists of required Core courses, intensive study in a major field, and a choice of individual electives reflecting a student's personal interests.

Core—A modern version of the traditional Jesuit *Ratio Studiorum,* the Core in the College of Arts and Sciences provides an introductory exposure to the various disciplines that define a liberally educated individual in today's world as well as to the philosophical and theological ideas that help integrate these different areas of knowledge into a student's own intellectual perspective. All Arts and Science students must complete the University Core requirements in the Arts, Cultural Diversity, History, Literature, Mathematics, Natural Sciences, Philosophy, Social Sciences, Theology, Writing, as well as a Foreign Language Proficiency Requirement.

Major—All students in the College of Arts and Sciences must select a major field of study from the 36 majors offered in the college. Work in the major is not necessarily directly related to career training, but it is meant to develop critical and analytical thinking, professional and presentational skills, and an appreciation for the complexity of an area of study beyond the introductory level. A major generally consists of ten to twelve focused courses in a field, some of which are sequentially organized required courses. Some of the courses are more narrowly focused major electives.

Electives—Electives in the College of Arts and Sciences are designed to challenge students to help define their own individual educations. Students may use electives to pursue intensive work in another field with a second major or minor; to study fields that bridge traditional disciplines through organized interdisciplinary minors; to pursue professional interests in management, education, or nursing; or to explore their own individualized personal, intellectual, and artistic interests.

Thus, the purpose of the College of Arts and Sciences is to produce broadly-educated, as well as highly-skilled graduates.

To ensure a coherent, well-developed program, students must meet with their faculty advisor before registration for each semester. They should also consult with other faculty, students, the Deans, the Premedical and Prelaw advisors, the Counseling Office, and the Career Center.

Special Academic Programs

The Honors Program

All Boston College undergraduates are required to complete the Core curriculum in the humanities and the natural and social sciences. The Honors Program provides students with the opportunity to complete much of this Core in a 4-year sequence of courses that provides an integrated liberal arts education of a kind one can find in few colleges or universities. On this solid foundation, a student can then build a major concentration in one or more specialized disciplines or add one of the interdisciplinary or departmental minors available to all students in the College.

The program offers small classes (no larger than 15 students), the give and take of seminar discussion, the close personal attention of instructors, and the companionship of bright and eager classmates on the journey through the history of ideas. It also offers students a set of challenges matched to each level of their development—in first and second years an overview of the whole Western cultural tradition, in the third year a course focused on the twentieth century's reinterpretation of the tradition, and in their final year the chance to bring together what they have learned in a thesis, creative project, or in an integrative seminar.

Scholar of the College

Scholar of the College is a designation given at Commencement to exceptional students (those with overall GPAs of 3.67 or better) who have done independent work of the highest quality for a significant part of their senior year under the supervision of scholars in their major fields. The program is administered by the Dean's Office. Students apply through their major departments and ordinarily do Advanced Independent Research projects within that department. Interdisciplinary projects require the approval of all of the relevant departments, one of which must be the student's major department.

Normally, the Advanced Independent Research that qualifies for Scholar of the College recognition will consist of twelve (12) academic credits, six (6) each in the fall and spring of senior year, although occasionally a 3-credit senior thesis in the fall may develop into a 6-credit Advanced Independent Research in the spring. Students who successfully complete Advanced Independent Research projects with grades of A- or better and maintain cumulative GPAs of 3.67 or higher may be nominated for Scholar of the College recognition at Commencement.

To be considered for Scholar of the College recognition, finished projects, along with the evaluations of the faculty advisor and a department-appointed second and independent reader, must be submitted to the Office of the Dean by April 15. All projects nominated for the McCarthy Prize will be reviewed by a faculty committee appointed by the Dean. The Scholars of the College will be selected from among the nominated student authors.

Departmental Honors

The designation of departmental honors is reserved for above average students who have demonstrated academic achievement in additional or more difficult courses, or by successfully undertaking an approved research project, as determined by each department.

Departmental Minors

A departmental minor consists of six or seven courses. These must include one introductory-level course and at least one upper-level course or seminar. Students choose courses for the minor in consultation with the director of the department's minor program. The following restrictions apply:

- No more than two Core courses may be used toward a minor.
- Core courses that do not count toward a departmental major will not count toward a departmental minor.
- Students may not major and minor in the same department unless that department offers more than one major.

Minors are available in Arabic Studies, Art History, Chemistry, Chinese, Computer Science, Economics, Film Studies, French, Geology and Geophysics, German Studies, Hispanic Studies, History, Linguistics, Mathematics, Music, Philosophy, Physics, Russian, Sociology, Studio Art, and Theology. Information regarding specific requirements is available in the departments.

Interdisciplinary Programs

In addition to the areas of major study offered by individual departments, a variety of special programs are available. While no one of these is a major, it is possible, in some of them, to develop a major or minor program. All of them are designed to provide a coherent grouping of courses drawn from various disciplines and focused around a specific theme. Through such programs, a student can integrate or enrich an academic program through completing a minor or developing an independent major.

Independent Major

Under usual circumstances, students are advised to follow the formal educational programs offered by departments. In rare instances, for students with special interests that cannot be satisfied in a regular major, double major, or a combined major and minor, the Educational Policy Committee will approve an interdisciplinary Independent Major. Students who wish to apply for an Independent Major must normally have achieved a minimum 3.5 GPA. The student must plan, with the aid of a faculty advisor, a program of twelve (12) courses, ten (10) of which must be upper-division courses. These will extend over no more than three departments and will be selected in accordance with a clearly defined unifying principle. This program should be equal in depth and coherence to a typical departmental major and should include a plan for a final project or paper that demonstrates the intellectual coherence of the Independent Major and for ongoing assessment of the program by the student and the advisor. Each proposed major should be submitted to the Dean's Office before March 1 of the student's sophomore year. The Dean will then present it to the Educational Policy Committee for approval. An Independent Major will ordinarily be the student's only major.

Interdisciplinary Minors

An interdisciplinary minor in the College of Arts and Sciences must consist of six courses and must include either a required introductory course or a concluding seminar or project. (Note: some programs require both.) The minor should aim for a coherent shape appropriate to the subject matter and offer courses that give students a definite sense of movement—from a beginning to a middle and an end, from introductory to advanced levels, or from general to specialized treatments.

Students must select at least three of the courses from three different Arts and Sciences departments. With the approval of the program, students may use one Core course or one course from their major toward the minor. For specific program requirements see the individual program descriptions below. Students carrying a double major are advised not to minor.

Each minor will be administered by a coordinating committee, consisting of a Director appointed by the Dean and at least two additional members who represent departments included in the minor. One important function of this committee is the advising of students enrolled in the minor.

Minors are open to all undergraduate students. Courses prescribed by the requirements of the minor must be accessible to the students. Further information can be found in the individual program descriptions.

African and African Diaspora Studies

The African and African Diaspora Studies Program (AADS) considers the history, culture, and politics of Africans on the subcontinent and African-descended peoples in the U.S., the Caribbean, South America, Europe, Asia, and the Middle East. Covering a vast historical period and geographical expanse, African and African Diaspora Studies acquaints students with the multiplicity and diversity of the African diaspora and the world in which we all live. Using an interdisciplinary and comparative approach, the program draws on a broad range of methodologies in English, History, Sociology, Philosophy, Theology, Communications, and Theatre. A minor in African and African Diaspora Studies includes completion of the following courses: BK 110 Introduction to African Diaspora Studies and BK 600 Senior Seminar (or the equivalent, completion of a minor's thesis). Students must also complete four additional courses clustered under a theme. Some possible themes are: Cities and Urban Life, Economics of Inequality, Gender and Sexuality, Globalization and Development, Intellectual and Philosophical Traditions, Migration and Immigration, Music and the Performing Arts, Political Systems and Grassroots Protest, Popular Culture and New Media, and Spirituality and Social Protest.

However, students are not required to use any one of these themes. They may also devise a course cluster theme on their own or in consultation with the program's Director or Associate Director.

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

American Studies

American Studies is an interdisciplinary program that brings together faculty from several departments to expose students to a wide range of approaches to American culture past and present. Thematic emphases include: race and ethnicity; gender, sexuality, and culture; the cultures of cities; society and subcultures; popular culture and media; law, politics, and culture; and America and the world. Participating faculty come from English, History, Art History, Psychology, and Communications, among other departments. The American Studies Program also supports a special concentration in Asian American Studies.

Courses used for fulfilling the minor must come from outside the student's major and from at least two different departments. Six courses are required for the minor. Three of five courses must be clustered in a common area of concentration chosen by the student in consultation with the director of American Studies. In the fall of the senior year, each student must take the elective designated in the previous year as the American Studies seminar.

For further information on the American Studies minor, contact Professor Carlo Rotella in the English Department, rotellca@bc.edu, 617-552-3191, or visit the American Studies website at http://bc.edu/amstudies.

Ancient Civilization

The minor in Ancient Civilization aims at providing students from various majors the opportunity to study those aspects of the ancient Greek and Roman world that relate to their fields and their other interests without the requirement of learning the Latin and Greek languages. Each student will design his/her own program in consultation with the faculty. A program will consist of a coherent blend of six courses chosen from two groups:

- Greek Civilization and Roman Civilization. These general courses, which the department now offers every second year, serve as a general overview of the field and an introduction to the minor.
- Four other courses, chosen after consultation with the director, from available offerings in Classics and other departments in the areas of literature, philosophy, religion, art and archaeology, history, and linguistics.

A list of the courses that are available each semester from the various departments and that can count for the minor will be published at registration time. Interested students should contact Professor Meredith Monaghan of the Classical Studies Department, Carney 120, 617-552-2827, or visit the Classical Studies website at http://fmwww.bc.edu/CL.

Asian Studies

The Asian Studies minor enables a student to study the language, history, and culture of Asia from a number of disciplinary perspectives. Requirements are as follows: an introductory course, usually SL 263 Far Eastern Civilizations, one course in Asian history or political structure or diplomacy, two courses in an Asian language beyond the elementary level, and two approved elective courses in Asian Studies from related areas. One of these electives may be a directed senior research paper on an approved topic.

Further information is available from the Director, Professor Prasannan Parthasarathi, Department of History, 21 Campanella Way, 617-552-1579.

Catholic Studies

The interdisciplinary minor in Catholic Studies at Boston College seeks to develop an intellectual and academic approach to Catholicism which does justice to the full human reality, integrity and pluralism within this major world religious tradition. Since Catholicism comprises more than a religious institution, a set of moral or ritual practices, a body of doctrines, or individual and communal experiences, no one discipline or several disciplines functioning separately can properly understand it from the vantage point of its lived experience as a culture.

The Catholic Studies 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 courses.

- Five approved courses selected from the three Catholic Studies clusters: The Catholic Imagination, Catholicism in Time and Space, and Catholic Social Thought.
- Students are strongly encouraged to take Exploring Catholicism I and II to fulfill their Theology Core and count them as two of the six courses.
- A concluding research seminar which will focus on a series of common texts dealing either with the enculturation of Catholicism in different geographical/regional locations (i.e., Asia, Latin America, Africa, Oceania, Irish-American, Italian-American, Latino/a, Black, Amerindian), or a Catholic theme that is approached from several disciplinary perspectives and across historical periods (i.e., Catholic practices of asceticism in art, music, literature, and theology). This seminar will offer the student the opportunity to research, write, and present a senior project that thematically integrates what has been learned in the minor. The seminar is facilitated by a member of the Catholic Studies advisory committee. It is envisioned that the seminar presentations will become an occasion for creating intellectual community among Catholic Studies minors and faculty advisors.

Further information is available from the Co-Directors, Professor Mary Ann Hinsdale, IHM, Department of Theology, 21 Campanella Way, 617-552-8603, and Professor Virginia Reinburg, Department of History, 21 Campanella Way, 617-552-8207, or visit http://www.bc.edu/schools/cas/catholic/minor.html.

East European Studies

The East European Studies minor requires six approved courses, distributed as follows:

- One introductory course (either SL 284 Russian Civilization, SL 231 Slavic Civilizations, or SL 280/SC 280 Society and National Identity in the Balkans)
- One additional course in Russian or East European history or politics
- Two courses in Russian, Bulgarian, or another East European language at or above the intermediate level
- Two approved elective courses from related areas such as Art History, Economics, Film Studies, literature or language, Philosophy, Sociology, or Theology. One of these electives may be a directed senior research paper on an approved topic.

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

Environmental Studies

Environmental Studies provides an interdisciplinary approach to better prepare students for careers in the expanding field of the environmental professions; and to provide preparation for further study at the graduate or professional school level. These goals are achieved through a dynamic curriculum as well as research opportunities both on- and off-campus.

All Environmental Studies minors must take two foundation courses chosen from a specified list of environmental science and policy courses, three advanced courses to be chosen from upper-level offerings in various departments, and a senior seminar. Extensive opportunities are available for supervised internships in science and policy including the Environmental Scholars Program.

For further information or to register for this program, see the Director, Professor Eric Strauss, or the program assistant, Jessica Schmierer, in Higgins 644B, 617-552-2477, or visit the program website at http://www.bc.edu/envstudies.

Faith, Peace, and Justice

The Faith, Peace, and Justice minor offers students the opportunity to explore, in an interdisciplinary manner, how their own serious questions about faith, peace, and justice are related to concrete work for peace and justice in our world. The goals of the Faith, Peace, and Justice Program are to help undergraduate students acquire and develop skills in empirical, social scientific analysis of concrete issues for justice and peace, gaining a solid grasp of the ethical and justice principles which arise from these issues, learning how to formulate public policy or to initiate social change that would help to solve these problems, and implementing creative methods for conflict resolution, appropriate for the level of problem solving their particular issues require.

To achieve these goals, each student is required to take the introductory course for the minor UN 160 The Challenge of Justice and in their senior year UN 590 Faith, Peace, and Justice Senior Project Seminar. In addition, the students design, with the advice and approval of the Faith,

Peace, and Justice Director, a cluster of four elective courses, which aims at an interdisciplinary course of study focused on a theme or concern for justice and peace which they have identified. This cluster is the foundation for the student's written thesis in the Senior Seminar. For further information or to register for the Faith, Peace, and Justice minor, see the Director, Professor Matthew Mullane, 21 Campanella Way, or visit the program website at http://www.bc.edu/fpj.

German Studies

The interdisciplinary minor in German Studies offers students an introduction to the language and cultures of Germany, Austria, and Switzerland. The foremost goal of the program is to provide participants with an understanding of the history of German-speaking civilization but also to acquaint them with Germany's place in today's world.

The interdisciplinary minor in German Studies consists of six upper division courses—GM 242 Germany Divided and Reunited, two additional courses from the Department of German Studies, and three courses from other departments. All students minoring in German Studies are strongly encouraged to spend one semester abroad.

Interested students should contact the Director of the Minor, Professor Rachel Freudenburg, Department of German Studies, Lyons 201F, 617-552-3745, freudenr@bc.edu, or consult the website at http://www.bc.edu/schools/cas/german/english/programs/minorgs.html.

International Studies

The minor in International Studies offers students the opportunity to combine insights from different disciplines so as to develop a broad understanding of international affairs. Students may earn a minor in International Studies by completing six courses from at least three different academic departments, selected from among courses approved for the program. Working with the program's academic advisor, students structure their courses around a thematic concentration (International Cooperation and Conflict, International Political Economy, Development Studies, Ethics and International Social Justice, or Global Cultural Studies). They must complete a required introductory course, IN 510 Globalization, and five additional courses.

The program strongly encourages foreign study and advanced study of a foreign language. It provides a foundation for careers in government, business, non-profit organizations, international institutions, or journalism, as well as, preparation for graduate study. Guidelines for the International Studies minor and an enrollment form are available at the International Studies Program Office located in Carney 214, or on the International Studies website at http://www.bc.edu/isp. Students may also consult the Director, Professor Robert Murphy, Economics Department, 21 Campanella Way, 617-552-3688, or the academic advisor, Linda Gray MacKay, Carney Hall, room 214, 617-552-0740.

Irish Studies

Irish Studies at Boston College is part of the Center for Irish Programs. Founded in 1978, BC's Irish Studies program provides an interdisciplinary approach to the study of Irish culture and society. The program offers an undergraduate minor in Irish Studies and over thirty courses a year in history, literature, drama, music, art, and the Irish language. Irish Studies courses are posted on its website and is also available at Connolly House, the home of the Irish Studies Program. Irish Studies also hosts an extensive annual film series and a renowned concert program developed by Sullivan Artist in Residence, Seamus Connolly.

The minor in Irish Studies requires students to complete six courses drawn from more than one discipline and designated as appropriate by the Directors of Irish Studies. Students should contact Irish Studies at 617-552-3938 to arrange a meeting with one of the Co-Directors for assistance planning their courses. Those completing the Irish Studies minor are eligible for the Maeve O'Reilly Finley Fellowship for graduate study in Ireland.

Students pursuing the minor are encouraged to take advantage of the partnership programs that Irish Studies and the Center for International Partnerships and Programs have developed with the National Universities of Ireland at Galway and Maynooth, University College Cork, University College Dublin, Trinity College Dublin, the University of Ulster, and Queen's University, Belfast.

Students interested in Irish Studies should contact Professor Marjorie Howes or Professor Robert Savage, 617-552-3938. Students may also consult the Irish Studies website at http://www.bc.edu/irish.

Islamic Civilization and Societies

This program emphasizes the interdisciplinary study of the Middle East and Muslim world from the rise of Islam in the seventh century to the present. Through a sequence of courses it offers preparation in Middle Eastern and Islamic Studies useful for careers such as journalism, diplomacy, business, and social service as well as graduate programs of academic and professional training. Courses cover the social, economic, political, cultural, and religious heritage as well as contemporary developments in their regional and world settings.

Students interested in the program should contact Professor Kathy Bailey, Political Science Department, McGuinn 528, 617-552-4170, or Professor Ali Banuazizi, Political Science Department, McGuinn 324, 617-552-4124, or visit http://www.bc.edu/meis.

Jewish Studies

The Jewish Studies Program seeks to examine the multiple dimensions and complexities of Jewish civilization throughout its broad chronological and geographical range. In so doing, the program contributes to Boston College's efforts to internationalize and enrich its curriculum by creating a space for reflection on an ethnically and religiously diverse campus. Far from being a parochial field, Jewish Studies is a well-established academic discipline, drawing upon almost every area in the Humanities and Social Sciences in order to understand the myriad expressions of Jewish civilization over the course of thousands of years and in every corner of the globe.

The minor in Jewish Studies consists of a total of six 3-credit courses, including one foundation course, four electives selected from at least three departments within the College of Arts and Sciences, and a concluding seminar/Capstone course.

Although the Minor in Jewish Studies has no specific language requirement, students are encouraged to take as many courses as possible in biblical and modern Hebrew. However, a maximum of six credits in Hebrew language may be applied to the minor. Students may participate in Boston College's study-abroad program at The Hebrew University in Jerusalem. They may also avail themselves of summer programs in Yiddish and Judeo-Spanish.

For additional information or to sign up for the Minor in Jewish Studies, contact the program co-director, Professor Dwayne E. Carpenter, in the Department of Romance Languages and Literatures, Lyons 311E, 617-552-3835, carpendw@bc.edu. or see the other

program co-director, Professor Donald Fishman, Department of Communications, 21 Campanella Way, room 541. The Jewish Studies Program Office is located in Lyons 308D.

Latin American Studies

The Latin American Studies program encompasses faculty and courses from across the University. With academic advisement from participating faculty, students can shape the Latin American Studies minor to fit usefully with their academic major and with the ambitions they hope to pursue after graduation. Students may earn a minor in Latin American Studies by completing six courses from at least three different academic departments, selected from among courses approved for the program. Proficiency in Spanish or Portuguese that is equivalent to successful completion of a third-year college language course is required for the minor.

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

For further information contact the Director, Professor Harry Rosser, Department of Romance Languages and Literatures, Lyons 307D, 617-552-3828, or visit http://www.bc.edu/schools/cas/latinam.

Psychoanalytic Studies

The "unconscious" dimension of human experience has been with us for a long time in art, literature, social studies, and even philosophy, but Freud was the first to give it a clinical status and to propose a method of investigating it. This conception was first presented to the world at large with *Interpretation of Dreams* in 1900 and soon became a challenge to every discipline that proposes to reflect on the nature of the human in all of its dimensions. The Minor in Psychoanalytic Studies offers students the opportunity to broaden their understanding of one of the major cultural and intellectual trends of the twentieth century. The minor consists of six courses, including one or two introductory courses, and representing a minimum of three departments within the College of Arts and Sciences.

For further information on the minor, consult the Director, Professor Vanessa Rumble, Philosophy Department, 617-552-3865, or visit the program website at http://www.bc.edu/schools/cas/psychoan/minor.html.

Scientific Computation

The minor in Scientific Computation is an interdisciplinary program drawing on faculty in several departments, which complements students' training in the natural and social sciences. The minor focuses on applications of the computational methodologies developed in physics, chemistry, mathematics, economics, and finance for empirical research. Students selecting the minor will be exposed to a wide range of computational techniques of practical value in solving empirical and modeling problems.

Six courses are required for the minor: two mathematics courses (MT 202 and MT 210), one course in scientific programming (CS 127), one course in numerical methods and scientific computation (PH 430), and two elective courses from an approved list.

For further information on the Scientific Computation minor, contact Professor Jan Engelbrecht, Physics Department, jan@physics.bc.edu, or Professor Christopher Baum, Economics Department, baum@bc.edu, co-directors of the minor, or visit http://physics.bc.edu/MSC.

Women's Studies

The Women's Studies Program is an interdisciplinary forum for the study of women's past and present position in society. Women's Studies analyzes the similarities and differences among women as a result of such factors as race, class, religion, and sexuality. The concept of gender relations is considered a primary factor in our understanding of women's roles in various institutions and societies. The Women's Studies Program offers an interdisciplinary minor that consists of two required courses: Introduction to Feminisms (EN 125, HS 148, PS 125, SC 225) and Advanced Topics in Women's Studies (CO 593), plus four additional courses (selected from a range of disciplines).

For more information consult the Director of the minor, Professor Sharlene Hesse-Biber, Sociology Department, 617-552-4139, or visit http://www.bc.edu/ws.

Fifth Year B.A./M.A.

The College of Arts and Sciences and the Graduate School of Arts and Sciences offer a 5-year B.A./M.A. program in some departments. Application to the program normally takes place early in the second semester of the junior year. The applicant must complete an application to the Master's degree program in the Graduate School of Arts and Sciences, McGuinn 221. Admission to the B.A./M.A. program normally requires an overall GPA of 3.333 and a GPA of 3.5 in the major. Although specific B.A./M.A. program requirements will vary across departments, the program limits the number of courses to **two** credited towards the Master's degree that may also be counted towards the thirty-eight (38) courses required for the undergraduate degree. The undergraduate degree will be conferred upon completion of undergraduate requirements. The Master's degree will be conferred upon completion of degree requirements specified by the department.

Accelerated Bachelor of Arts-Master of Social Work Program

The College of Arts and Sciences and the Graduate School of Social Work offer an Accelerated B.A./M.S.W. Program whereby a limited number of Psychology and Sociology Majors may begin the Social Work foundation courses during their junior and senior years and receive the B.A. at the end of four years and the M.S.W. after the fifth year. Students must meet all standard requirements for admission to the Graduate School of Social Work and enroll as final-year M.S.W. candidates for their fifth year. Interested students should contact the Director of Admissions of the Graduate School of Social Work by spring semester of the sophomore year at the latest. For prerequisites and application information, consult the Graduate School of Social Work, McGuinn 118, 617-552-4024.

The School also offers an upper-division introductory course that is not applicable to the M.S.W. degree—SW 600 Introduction to Social Work which is cross-listed with the Departments of Psychology and Sociology in the College of Arts and Sciences.

Minors in the Lynch School of Education for Arts and Sciences Students

Arts and Sciences students completing minors in the Lynch School of Education must fulfill all major, Core, and elective requirements in the College of Arts and Sciences and have credit in at least 32 Arts and Sciences courses.

Secondary Education

Students majoring in Biology, Chemistry, Classical Studies, English, a foreign language, Geology, History, Mathematics, Physics, or Theology (not for certification) in the College of Arts and Sciences may apply to minor in Education. This program begins in the sophomore year and interested students should contact the Coordinator of Secondary Education or the Associate Dean in the Lynch School of Education during the sophomore year. Only those students majoring in the disciplines listed above may apply for a minor in Secondary Education.

N.B. Students majoring in English have additional requirements. Consult the Secondary Handbook and the advisor for these requirements.

General Education

Students who have an interest in Education may follow a minor of five or six courses with their advisors' approval. This program does not lead to certification, but does offer students an introduction to programs that could be pursued on the graduate level. The following courses constitute a minor in Education: Child Growth and Development; Family, School, and Society; Psychology of Learning; Classroom Assessment; Working with Special Needs Children; and one Education elective as an optional sixth course.

International Study

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 a 3.2 average in the major and approximately the same cumulative average, have completed a significant number of courses in the major and have made substantial progress on Core requirements, have the approval of the Chairperson of the major department, and have adequate proficiency in the language of the country in which he/she plans to study. For students who have not passed the language proficiency requirement, a minimum of one year of college-level language study is required.

Students should begin the application process by contacting the Office of International Programs early in their sophomore year.

Academic Regulations

Procedure of Appeal

Students with questions of interpretation or petitions for exception from the College of Arts and Sciences Regulations, apart from those specified in the University's academic integrity policy, may submit them to the Appeals Subcommittee of the Educational Policy Committee of the College.

A student should always attempt to resolve problems concerning the manner in which grades have been awarded or the academic practices of an instructor by direct contact with the instructor. In the rare case of an unresolved question the student should first refer the matter to the Chairperson or Director of the relevant department or program.

A formal appeal of a course grade, which ought not be entered lightly by a student nor lightly dismissed by an instructor, should be made no later than the sixth week of the following semester. In making a formal appeal, a student files a written statement with the Dean for his or her class. The Dean will then request written responses from both the instructor and Chairperson and submit the case to the Appeals Committee of the Educational Policy Committee. The committee will review the case thoroughly and make a recommendation on resolution to the Dean of the College. The Dean's decision will be final.

Language Proficiency

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

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

GRADUATE SCHOOL OF ARTS AND SCIENCES

The Graduate School of Arts and Sciences offers programs of study leading to the degrees of Doctor of Philosophy (Ph.D.), Master of Arts (M.A.), and Master of Science (M.S.). In addition, the Graduate School also may admit as Special Students those students not seeking a degree who are interested in pursuing course work for personal enrichment.

The Graduate School of Arts and Sciences also offers several dual degree options. The Master of Arts in Teaching (M.A.T.) and Master of Science in Teaching (M.S.T.) are offered in cooperation with the Lynch School of Education Graduate Programs. The Master of Arts or Master of Business Administration (M.A./M.B.A.), and the Doctor of Philosophy/Master of Business Administration (Ph.D./M.B.A.) are offered in cooperation with the Carroll Graduate School of Management. The Graduate School also offers, through select departments, a Fifth Year Master of Arts (M.A.) and Master of Science (M.S.) program for high-achieving BC undergraduates wishing to pursue an accelerated graduate program.

General Information

The Graduate School of Arts and Sciences Admissions Office, McGuinn Hall 221, is open from 9:00 a.m. to 5:00 p.m., Monday through Friday, to assist prospective students with general admissions inquiries. Application materials may be obtained either from the department in which students hope to study or from the Graduate Admissions Office.

The *Schedule of Courses* is published by the Office of Student Services prior to each semester's registration period. The International Student Office, the Office of the Dean for Student Development, and the Graduate Student Association provide non-academic services for students.

Master's Degree Programs

Requirements for the Degrees of Master of Arts and Master of Science

Acceptance

Candidates for the Master's degree must be graduates of an accredited college with generally at least 18 semester hours of upper division work in the proposed area of study. In case of deficiencies, prerequisites may be earned in the graduate school by achieving a minimum grade of B in courses approved for this purpose. Where there is some doubt about a scholastic record, acceptance may be conditional. The candidate will then be evaluated by the department and recommended to the Dean for approval after the first semester of course work or after earning a minimum of six credits.

Course Credits

The number of graduate credits required for the degree varies by department. No formal minor is required, but, with the approval of his or her major department, a student may take a limited number of credits in a closely related area. No more than six graduate credits will be accepted in transfer toward fulfillment of course requirements, as described more fully under "Transfer of Credit" under Academic Regulations.

Fifth Year B.A./M.A. and B.S./M.S.

In cooperation with the College of Arts and Sciences, the Graduate School of Arts and Sciences offers five year B.A./M.A. and B.S./M.S. programs in some disciplines. Students in the 2-year M.A. program cannot be retroactively considered for the 5-year B.A./M.A. program. That is, students who begin the 2-year M.A. program cannot switch to the B.A./M.A. program. See the Undergraduate College of Arts and Sciences for further information.

Doctoral Degree Programs

Requirements for the Degree of Doctor of Philosophy

The Ph.D. degree is granted only for distinction attained in a special field of concentration and demonstrated ability to modify or enlarge a significant subject in a dissertation based upon original research meeting high standards of scholarship.

The minimum requirement for the Ph.D. is that the doctoral student follows a unified and organized program of study. Additional information regarding specific programs of study at the doctoral level will be found under departmental listings. Detailed statements of requirements and procedures should be requested directly from the department in which the student has an interest.

Residence

The philosophy of the residence requirement is that a doctoral student should experience the total environment of the University. Residence for at least two consecutive semesters of one academic year, during which the student is registered as a full-time student in the University, is required. A plan of studies that meets this requirement must be arranged by the student with the department. Registration in two courses per semester is considered to fulfill the residency requirement for students holding full-year fellowships and assistantships. The residence requirement may not be satisfied, in whole or in part, by summer session attendance.

Interdisciplinary Doctoral Program

Where departmental doctoral programs are unable to satisfy the interests of the student, an interdisciplinary doctoral program remains a possibility. However, students must first be admitted to a departmental program. A student interested in exploring such a possibility should first make an inquiry to the Graduate School Office.

Traveling Scholar's Program

The Inter-Institutional Academic Collaborative (IAC) Traveling Scholar Program enables doctoral-level students at participating Atlantic Coast Conference (ACC) universities to take advantage of distinctive educational opportunities—specialized courses, unique library collections, unusual laboratories—at any other participating ACC university without change in registration or increase in tuition. Visits may be as short as two weeks or as long as two semesters (or three quarters). Any regularly admitted graduate student in good standing in a doctoral degree program is eligible to apply. A limited number of partial relocation stipends are available upon application. It is not necessary, however, to win a stipend in order to participate in the program.

Special Students (Non-Degree)

Non-degree seeking students who are interested in pursuing course work at the graduate level, may apply for admission as special students. Many individuals enter departments of the Graduate School as special students—either to explore the seriousness of their interest in studying for an advanced degree or to strengthen their credentials for possible later application for degree study. Others are simply interested in taking graduate course work for interest's sake or for other purposes. Admission as a special student does not guarantee subsequent admission for degree candidacy. Individuals who are admitted as special students and who subsequently wish to apply for admission as degree candidates must file additional application documents and be accepted for degree study. The number of credits one has earned as a special student that may be applied toward the requirements of a degree is determined by the appropriate department in concert with Graduate School regulations.

Those admitted as special students may take courses only in the department that has recommended their admission. Special students cannot take two classes in different departments at the same time. Permission to continue to take courses as a special student beyond the semester for which admission was originally gained must be obtained from the admitting department's Graduate Program Director. While required, gaining such permission is not considered to be the same as an original application for admission. Consequently, a second application fee is not required.

Admission

Eligibility and Application Information

The Boston College Graduate School of Arts and Sciences is an academic community whose doors are open to all students without regard to race, ethnic or national origin, religion, color, age, gender, marital or parental status, veteran status, disabilities, or sexual orientation. Opportunities and experiences are offered to all students on an equal basis and in such a way as to recognize and appreciate their individual and cultural differences.

Applicants for admission to the Graduate School ordinarily must possess at least a bachelor's degree from an accredited institution and give evidence of the ability and preparation necessary for the satisfactory pursuit of graduate studies. This evidence consists primarily, but not

exclusively, in the distribution of undergraduate courses and the grades received in them. Consult the appropriate departmental descriptions for additional specific requirements.

Individuals lacking a bachelor's degree generally are not admitted to Graduate School classes. In order to attend graduate classes, persons lacking the bachelor's degree should apply for authorization either through the Dean of the Woods College of Advancing Studies or, in the case of Boston College undergraduates, through their appropriate dean and with the approval of the chairperson of the given department. Such students will receive only undergraduate credit for the course taken in the Graduate School, and the course credit will be entered only on their undergraduate record. For regulations governing the simultaneous master's/bachelor's degree, students should consult his or her own department.

The Graduate School accepts two classes of applicants—degree students (degree-seeking) and special students (non-degree-seeking).

A completed application to the Graduate School includes forms that provide biographical information and official transcripts. All of these documents will be found in the *Graduate School of Arts and Sciences Application,* along with complete instructions for their submission. For possible additional required credentials, e.g., GRE scores, statement of purpose, writing sample, references, etc., consult the requirements of the department to which admission is being sought. *All application materials should be sent to the Graduate Admissions Office, McGuinn Hall 221.*

Applicants for special student status are only required to submit an application form, statement of purpose, and official transcripts. *All application materials should be sent to the Graduate School Admissions Office, McGuinn Hall 221.*

Degree and special students are not admitted officially until the completed application form with a positive department recommendation has been approved by the Associate Dean of Admissions and Administration. Admission should not be presumed without receipt of official notification from the Associate Dean.

Degree-seeking applicants should consult the department of specialization regarding the specific requirements for the various departmental master's and doctoral programs.

For the necessary application forms and information, students may either address their requests to the department of interest or to the Graduate Admissions Office, McGuinn Hall 221.

Information on the GRE and TOEFL tests may be obtained from the Educational Testing Service, Box 955, Princeton, New Jersey 08540 or at http://www.gre.org.

All documents submitted by applicants for admission become the property of the Graduate School and are not returnable. Applicants who are accepted by the Graduate School, but do not register for course work at the indicated time will have their documents kept on file for twelve months after the date of submission. After that time, the documents will be destroyed and the applicants must provide new ones if they later decide to begin graduate study.

Acceptance

Announcements of acceptance or rejection are usually mailed no later than April 15 for September admissions, but may vary by department. Decisions are made on the basis of departmental recommendations and the fulfillment of prerequisites. No student should presume admission until he or she has been notified officially of acceptance by the Associate Dean.

Financial Aid

Academic Awards

Stipends and scholarships are available to aid promising students in the pursuit of theirstudies, including: Graduate Assistantships, Research Assistantships, Teaching Assistantships, Teaching Fellowships, Tuition Scholarships, University Fellowships

Individuals whose applications are complete will routinely be considered for financial aid by the department in which they hope to study. No separate application is necessary. The scholastic requirements for obtaining these stipend awards or scholarship awards are necessarily more exacting than those for simply securing admission to the Graduate School.

Fellowships

University Fellowships

University Fellowships are available in some departments offering the Ph.D. degree. These awards, which provide a stipend, and may include up to a full tuition scholarship, do not require specific services.

- Graduate students may not receive University financial aid(stipend and/or tuition scholarships) from two schools ordepartments simultaneously.
- Graduate students who hold fellowships or assistantships may not be employed full-time without Dean's approval.

Diversity Fellowships

Diversity Fellowships are awarded to promote the educational benefits of diversity in the Graduate School of Arts and Sciences, the Lynch School of Education, the Graduate School of Social Work, and the Connell School of Nursing. Diversity Fellowships are available on a competitive basis to students whose academic and life experiences (including such aspects as economic background, race, and ethnicity among others) in the opinion of the relevant Admissions Committee will best contribute to the diversity of the student community.

Teaching Fellowships

The Graduate School has available a limited number of Teaching Fellowships. These provide for a stipend that varies among departments. The Teaching Fellow, in addition to his or her program of studies, is usually responsible for six hours of teaching in the undergraduate colleges.

Assistantships

Graduate Assistantships and Teaching Assistantships

Assistantships are available in most departments. Generally, the Assistants in the natural science departments assist in laboratory activities. In these and other departments the Assistants may be otherwise involved in the academic activities of the department. The nature and number of hours involved are determined by the department chairperson.

Assistantships provide a stipend that varies among departments.

Research Assistantships

Research Assistantships are available in some departments. The stipends are similar, but not uniform among the departments. Summer research opportunities are also available on some research projects. For further information, contact the chairperson of the department.

Tuition Scholarships

Tuition scholarships are awarded to a limited number of students based on academic achievement and promise.

Procedures for Financial Aid Recipients

At the opening of each school year, or at whatever other time financial aid may be awarded, recipients of fellowships and assistantships must report to the Graduate Admissions Office to fill out personnel and tax information forms.

An aid recipient who relinquishes a fellowship, assistantship, or a tuition scholarship must report this matter in writing to the department chairperson and to the dean. These awards may be discontinued at any time during an academic year if either the academic performance or in-service assistance is of an unsatisfactory character. They may also be discontinued for conduct injurious to the reputation of the University.

Other Sources of Financial Aid

Students interested in other sources of financial aid, such as work-study funds and various loan programs, should inquire in the Office of Student Services where all such aid is administered. Refer to the earlier section on financial aid in this catalog and to the *Graduate School Bulletin.*

African and African Diaspora Studies

Contacts

- Director: Cynthia Young, 617-552-9196
- Associate Director: Sandra Sandiford Young, 617-552-3238
- http://www.bc.edu/schools/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 a vast historical period and geographical expanse, African and African Diaspora Studies acquaints students with the multiplicity and diversity of the African diaspora and the world in which we all live. Using an interdisciplinary and comparative approach, the program draws on a broad range of methodologies in the Humanities and Social Sciences including those in English, History, Sociology, Philosophy, Theology, and Communications. These diverse methodologies help reveal the deep roots and diverse routes that have shaped African and African-descended peoples and continue to inform their lives today.

Minor Requirements

The minor offers students flexibility in choosing courses that closely match their interests. However, all students are required to take two courses: BK 110 Introduction to African Diaspora Studies, which introduces students to the major issues and methodologies involved in studying the African diaspora, and in their senior year BK 600 Senior Seminar, which helps synthesize the minor course of study through intensive reading and critical writing in the context of a small seminar. The remaining four courses should be clustered under a particular thematic focus.

- BK 110 Introduction to African Diaspora Studies
- BK 600 Senior Seminar
- Four additional courses clustered under a theme.

Some suggested themes drawn from our list of courses are:

- cities and urban life
- the economics of inequality
- gender and sexuality
- globalization and development
- intellectual and philosophical traditions
- migration and immigration
- music and the performing arts
- political systems and grassroots protest
- popular culture and new media
- religion and social protest

However, students are not required to use any one of these themes; they may also devise their own course cluster theme on their own or in consultation with the program's Director or Associate Director.

Core Offerings

The Program offers several courses that satisfy the Core requirement in Cultural Diversity and one course that satisfies the requirement in Social Sciences.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

BK 104-105 African-American History I and II (Fall/Spring: 3)
Corequisites: Any two semesters of HS 001 through HS 094
Cross Listed with HS 189-190
Satisfies Cultural Diversity Core Requirement
See course description in the History Department.
Karen Miller

BK 110 Introduction to African Diaspora Studies (Fall: 3)
Satisfies Cultural Diversity Core Requirement
Cross Listed with HS 120
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.
Cynthia Young

BK 120 Religion in Africa (Fall: 3)
Cross Listed with TH 107
Satisfies Cultural Diversity Core Requirement
See course description in the Theology Department.
Aloysius Lugira

BK 121 Christianity in Africa (Spring: 3)
Cross Listed with TH 108
Satisfies Cultural Diversity Core Requirement
See course description in the Theology Department.
Aloysius Lugira

BK 137 Managing Diversity (Spring: 3)
Cross Listed with MB 137
Satisfies Cultural Diversity Core Requirement
Students in this course will learn about contemporary empirical and theoretical research on the dynamics of international culture, gender, race and other special differences in the workplace. They can also increase skills in diagnosing and solving diversity-related conflicts and dilemmas, and develop a capacity to distinguish a monolithic organization from one that treats diversity as a competitive advantage.
Judith Clair

BK 138 Race, Class, and Gender (Fall: 3)
Cross Listed with SC 038
Satisfies Cultural Diversity Core Requirement
Offered Periodically

See course description in the Sociology Department.
C. Shawn McGuffey

BK 139 African World Perspectives (Fall: 3)
Cross Listed with SC 039
Satisfies Cultural Diversity Core Requirement
Satisfies Social Sciences Core Requirement

See course description in the Sociology Department.
Zine Magubane

BK 155 Introduction to African-American Society (Spring: 3)
Cross Listed with SC 043
Satisfies Cultural Diversity Core Requirement
Satisfies Social Sciences Core Requirement
Offered Periodically

See course description in the Sociology Department.
C. Shawn McGuffey

BK 199 Introduction to Caribbean Literature (Fall: 3)
Cross Listed with EN 199
Offered Periodically

See course description in the English Department.
Rhonda Frederick

BK 208 Contemporary Francophone Women Writers (Spring: 3)
Cross Listed with RL 454

See course description in the Romance Languages and Literatures Department.
Régine Jean-Charles

BK 209 Ethnic Theatre Studies (Fall: 3)
Cross Listed with CT 209
Satisfies Cultural Diversity Core Requirement
Offered Periodically

See course description in the Theatre Department.
Robbie McCauley

BK 222 Black Education Movements (Spring: 3)
Cross Listed with HS 192
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 resegregation.
Lyda Peters

BK 223 Jamaican Culture and Globalization (Fall: 3)
Cross Listed with EN 209
Offered Periodically

See course description in the English Department.
Rhonda Frederick

BK 226 African American Life Stories (Fall: 3)
Cross Listed with HS 285
Satisfies Cultural Diversity Core Requirement
Offered Periodically

See course description in the History Department.
Karen Miller

BK 239 Francophone African Cinema (Fall: 3)
Cross Listed with RL 476
Offered Periodically

See course description in the Romance Languages and Literatures Department.
Régine Jean-Charles

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

The 2008 race for the Democratic presidential nomination has brought the idea of race vs. gender into the public discourse. However Black feminists have long explored the question of race vs. 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

BK 243 Gender and Slavery (Fall: 3)
Satisfies Cultural Diversity Core Requirement

Discussions of slavery have focused upon the enslaved males' roles and responses. To gain a more complete picture of the complex social interactions and political and social consequences of slavery, we will examine it from the enslaved female's perspective as well. This course focuses upon women's labor, their roles in family life, the plantation community, and how gender informed the style and types of resistance in which men and women engaged. We will also discuss the effects of white paternalism upon gender roles in the slave communities and white female responses to the effects of slavery upon their lives.
Sandra Sandiford Young

BK 253 The Modern Black Freedom Movement (Fall: 3)
Satisfies Cultural Diversity Core Requirement
Offered Periodically

This course is a comprehensive history of the people, the stories, the events, and the issues of the civil rights struggle in America. The course focuses on the stories of the little-known men and women who made this social movement and presents the material so that both those who lived through these turbulent years and those too young to remember them will come to know their importance in our lives.
Lyda Peters

BK 255 Afro Latin America Since Abolition (Spring: 3)
Cross Listed with HS 255
Offered Periodically

The study of race in Latin America has been too closely linked to the study of slavery. While slavery is central to the development of the culture and economy of the Americas, it is too easy to overlook the role of free blacks in the development of the independent nations of Latin America. We will examine the role of the Afro-Latin American community throughout the Americas as it struggled with issues of manumission,

abolition, national independence, and industrialization. The newly independent states of Latin America struggled with ideas of race and modernity, and those struggles continue until today.
Zachary Morgan

BK 263 Hip Hop and Rap: Language of Protest (Spring: 3)
Offered Periodically
Sandra Sandiford Young

BK 285 Jazz in America (Spring: 3)

This course provides a thorough and detailed study and examination of the Black music that has come to be known as jazz. The socio-political nature of Black music in America, Black music in education, and the relationship between Black music and the mass media are considered.
Hubert Walters

BK 274 Race, Film, and Violence After 911 (Spring: 3)
Cynthia Young

BK 290 Gospel Workshop (Fall: 1)
Prerequisite: Performance Course
Corequisite: No experience is required for membership, but a voice placement test is given to each student.
Cross Listed with MU 096

This course emphasizes study and performance of the religious music of the Black experience known as Spirituals and Gospels. One major performance is given each semester. Concerts and performances at local Black churches also occur with the Voices of Imani Gospel Choir. The Gospel Workshop will provide the lab experience for MU 321 (BK 266) and MU 322 (BK 285). Members of these classes will be required to attend a number of rehearsals and performances of the Gospel Workshop. Members of the classes may sing in the choir but it is not required for the course.
The Department

BK 291 Voices of Imani (Spring: 1)

This course emphasizes study and performance of the religious music of the Black experience known as Spirituals and Gospels. One major performance is given each semester. Concerts and performances at local Black churches also occur with the Voices of Imani Gospel Choir. The Gospel Workshop will provide the lab experience for MU 321 (BK 266) and MU 322 (BK 285). Members of these classes will be required to attend a number of rehearsals and performances of the Gospel Workshop. Members of the classes may sing in the choir but it is not required for the course.
Hubert Walters

BK 292 African Music (Fall: 3)
Cross Listed with MU 306
Satisfies Cultural Diversity Core Requirement

See course description in the Music Department.
The Department

BK 299 Readings and Research (Fall/Spring: 3)
The Department

BK 316 Racism: French and American Perspectives (Spring: 3)
Prerequisites: Four years of high school French or RL 210
Cross Listed with RL 302
Satisfies Cultural Diversity Core Requirement

See course description in the Romance Languages and Literatures Department.
Jeff Flagg

BK 318 Post-Slavery History of Caribbean (Spring: 3)
Cross Listed with HS 172
Satisfies Cultural Diversity Core Requirement
Offered Periodically
Frank Taylor

BK 325 Revolutionary Cuba: History and Politics (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with HS 325
Satisfies Cultural Diversity Core Requirement
Offered Periodically

See course description in the History Department.
Frank Taylor

BK 329 The Caribbean During the Cold War 1962-1989 (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with HS 329
Offered Periodically

See course description in the History Department.
Frank Taylor

BK 340 Gender and Sexuality in African American History (Fall: 3)
Cross Listed with HS 547
Offered Periodically

This course examines the intersections of gender and sexuality as both categories of identity and modes of power in the shaping of the historical experiences of African Americans. Through readings and lecture, we will explore three broad and interconnecting themes: how cultural understandings of race have impacted cultural understandings of gender and sexuality (and vice versa); how dominant cultural notions of gender and sexuality have underpinned relations of power between blacks and whites; and how gender and sexuality have shaped relationships within African American communities.
Martin Summers

BK 343 Introduction to Black Philosophy (Spring: 3)
Cross Listed with PL 343
Offered Periodically

This course introduces students to writings by and about persons of African descent. Readings will be drawn from works by G. Yancey, H. McGary, W. Lawson, W.E.B. DuBois, H.L. Gates, C. West, L. Outlaw, and B. Boxill.
Jorge Garcia

BK 365 U.S. Foreign Policy and South Africa (Spring: 3)
Offered Periodically
The Department

BK 368 Bermuda and Caribbean Business (Fall: 3)
Cross Listed with MJ 600
Offered Periodically

This course in international law and business practice uses an island 600 miles from the American shoreline as a study example of the interrelationship of all sectors of Bermuda with the United States. Bermuda is a nation currently 70% non-white in racial composition. The international business, international banking, and tourism sectors will be studied as well Caribbean integration.
Frank J. Parker, S.J.

BK 385 Health and Disease in the African-American Experience (Spring: 3)
Cross Listed with HS 528
Offered Periodically

See course description in the History Department.
Martin Summers

BK 405 American Masculinities (Spring: 3)
Cross Listed with HS 544
Offered Periodically

This course surveys the history of masculinity in the United States from the colonial era to the late twentieth century. It explores how men and women have constructed ideas of manhood; how those ideas have been shaped by other categories of identity—such as race, ethnicity, class, sexuality, and region; and how men have performed their identities as gendered beings. This course will examine the ways in which masculinity has been historically constituted in the United States and how men and women of varying backgrounds have affirmed, contested, and/or disrupted these historically-constituted meanings of manhood.
Martin Summers

BK 442 Intercultural and International Communications (Fall/Spring: 3)
Cross Listed with CO 442
Satisfies Cultural Diversity Core Requirement

See course description in the Communication Department.
The Department

BK 460 New Orleans: Justice in the City (Spring: 3)
Cross Listed with TH 458
Offered Periodically

This course investigates, analyzes, and grapples with the history, problems, and prospects of New Orleans in the wake of Hurricane Katrina. One of the objectives of the course is to spend Spring Break in New Orleans engaged in some form of service towards its recovery.
M. Shawn Copeland

BK 462 Popular Music and Identity (Fall/Spring: 3)
Cross Listed with CO 462
Offered Biennially

See course description in the Communication Department.
Roberto Avant-Mier

BK 470 Popular Fictions in the Americas (Spring: 3)
Cross Listed with EN 470
Offered Periodically

"Popular Fictions in the Americas" asks: what do contemporary discussions of race look like when depicted in popular literature written by African Diaspora writers? Students address this question by examining horror, science fiction, mystery literatures, and urban romances to determine how each form represents concerns of twentieth/twenty-first century black peoples in the U.S., Canada, and the Caribbean. Our focus on these literatures' explorations of race is complemented by historical and sociological studies of these countries. Writers central to this examination are: Octavia Butler, Patrick Chamoiseau, Colin Channer, E. Lynn Harris, Terry McMillan, and Walter Mosley.
Rhonda Frederick

BK 512 History of Black Nationalism (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with HS 280
Offered Periodically
Students must have taken one African-American History course.

This course examines the evolution and diversity of Black Nationalism and nationalist ideologies in the United States from the early nineteenth century through the present. Detailed study of several distinct nationalist strategies, including emigrationist, separatist, cultural, and accommodationist, and their proponents will allow students to analyze and compare the forces influencing the evolution, proliferation, retrenchment, and resurgence of nationalist constructs at various points in African-American history.
Karen Miller

BK 600 Senior Seminar (Spring: 3)
Prerequisite: BK 110
Corequisite: Department Permission Required

As the capstone course for the African and African Diaspora Studies minor, this course draws upon the work of sociologists, philosophers, feminists and critical theorists to critically examine the concept of race and the phenomenon of racism in the United States. Topics will include the social construction of race and gender, white privilege, race and identity.
M. Shawn Copeland

Undergraduate and Graduate Course Offerings

BK 360 History of Racism (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with HS 360
Satisfies Cultural Diversity Core Requirement
Offered Periodically

See course description in the History Department.
Benjamin Braude

BK 370 African Business (Fall: 3)
Cross Listed with MJ 631
Offered Periodically

A survey of political, economic, physical, legal, cultural, and religious influences that affect the ability of foreign corporations to do business in Africa. North-South dialogue, development questions, nationalization, strategic concerns, economic treaties, and import-export regulations will be examined.
Frank J. Parker, S.J.

BK 373 Slave Societies in the Caribbean and Latin America (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with HS 373
Satisfies Cultural Diversity Core Requirement
Offered Periodically

See course description in the History Department.
Frank Taylor

BK 408 Varieties of Black Religious Experience (Fall: 3)
Cross Listed with TH 408
Offered Periodically

This course draws on interdisciplinary methods and content to interrogate religious consciousness, experiences and expressions emerging from the black lifeworld.
M. Shawn Copeland

BK 465 Francophone African and Caribbean Literature (Fall: 3)
Cross Listed with RL 465
Offered Periodically
Conducted in French

This course will cover several countries in two major regions of the francophone world: the Caribbean and sub-Saharan Africa. Taking on multiple literary genres including poetry, manifestos, theater, short stories and novels, we will examine francophone literature's evolution, variety, and historical context. To this end we will address dominant themes such as the role of language, identity and subject formation, racial and gender "difference," colonization and decolonization, and the politics of writing. We will also explore different conceptual approaches to examining francophone literature ranging from postcolonial theory to the use of anthropological studies in literary analysis.
Regine Jean-Charles

BK 493 Diversity and Cross-Cultural Issues (Fall/Spring: 3)
Prerequisite: Permission of Graduate School of Social Work
Cross Listed with SW 723

The course provides a critical perspective on current issues and problems in American racism, sexism, heterosexism, ablism, and ageism. These issues and problems are studied in the context of the dynamics of social process, historical and anthropological perspectives, and theories of prejudice and social change. Social work's responsibility to contribute to solutions is emphasized. Different models for examining the issues of race, sex, sexual orientation, age and ability are presented.
The Department

BK 514 American Civil War and Reconstruction (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with HS 514
Offered Periodically

This course will study the Civil War and the Age of Reconstruction, paying special attention to the transformation of American politics in the second half of the nineteenth century. We will examine the conflict between North and South from a number of perspectives: military, social, and cultural. In addition, the course will consider the struggles of Reconstruction and the legacies of emancipation.
Christian Samito

Biochemistry

Program Description

This interdisciplinary major in Biochemistry, administered jointly by the Chemistry and Biology Departments, provides the student with a broad background in biochemistry and related courses in chemistry and biology. This major is intended for those interested in the more chemical and molecular aspects of the life sciences.

If Biochemistry Majors do not take Introductory Biology (because of advanced placement, for example), then they are required to take two additional Biology electives. These may be selected from any upper division Biology elective (400 or 500 level).

The minimum requirements for the Biochemistry major are as follows:

- Two semesters of General Chemistry and laboratory
  CH 109-110 (or CH 117-118) lecture
  CH 111-112 (or CH 119-120) laboratory
- Two semesters of Introductory Biology
  BI 200-202 lecture
- Two semesters of Organic Chemistry and laboratory
  CH 231-232 (or CH 241-242) lecture
  CH 233-234 (or CH 243-244) laboratory
- One semester of Molecular Cell Biology
  BI 304 Molecular Cell Biology lecture
- One semester of Genetics
  BI 305 Genetics lecture
- Two semesters of Biology laboratory
  BI 310 Molecular Cell Biology Laboratory
  BI 311 Genetics Laboratory
- One semester of Analytical Chemistry and laboratory
  CH 351 lecture and laboratory
- One semester of Physical Chemistry
  CH 473 lecture
- Two semesters of Biochemistry/Molecular Biology
  CH 561-562 Biochemistry I and II lecture or
  BI 435 Biological Chemistry lecture and BI 440 Molecular Biology lecture
- One semester of Biochemistry Laboratory
  BI 480 or CH 563 laboratory
- Two advanced electives from the following list:
  BI 429 Medical Biochemistry and Metabolism
  BI 454 Introduction to the Literature of Biochemistry
  BI 506 Recombinant DNA Technology
  BI 509 Vertebrate Cell Biology
  BI 535 Structural Biochemistry of Neurological Diseases
  BI 540 Immunology
  BI 556 Developmental Biology
  BI 557 Neurochemical Genetics
  BI 570 Biology of the Nucleus
  CH 564 Physical Methods in Biochemistry
  CH 565 Chemical Biology: Nucleic Acids
  CH 566 Bioinorganic Chemistry
  CH 567 Chemical Biology: Structure and Function
  CH 569 Chemical Biology: Enzyme Mechanisms
  CH 570 Introduction to Biological Membranes
  CH 582 Advanced Topics in Biochemistry
  CH 588 Computational Biochemistry

In addition to the above, the following courses are also required:

- Two semesters of Physics with laboratory
  PH 211-212 lecture and laboratory
- Two semesters of Calculus
  MT 100-101 lecture

Students are also strongly urged to engage in a Senior Research project under the direction of a faculty member involved in biochemical research. With approval, this year-long project in the senior year may replace the requirement for Biochemistry Laboratory (BI 480 or CH 563).

- BI 463-464 Research in Biochemistry*
- BI 498 Advanced Independent Biochemical Research
- CH 497-498 Advanced Research in Biochemistry
- CH 593-594 Introduction to Biochemical Research*

*With approval of Professor Kantrowitz (Merkert 239) or Professor Annunziato (Higgins 401A)

Course Sequence

First Year
- Introductory Biology (BI 200-202)
- General Chemistry (CH 109-110 or CH 117-118) with laboratory
- Calculus (MT 100-101)

Second Year (Fall)
- Physics (PH 211) with laboratory
- Organic Chemistry (CH 231 or CH 241) with laboratory
- Molecular Cell Biology (BI 304)
- Molecular Cell Biology Laboratory I (BI 310)

Second Year (Spring)
- Physics (PH 212) with laboratory
- Organic Chemistry (CH 232 or CH 242) with laboratory
- Genetics (BI 305)
- Genetics Laboratory II (BI 311)

Third Year (Fall)
- Biological Chemistry (BI 435) or Biochemistry I (CH 561)
- Analytical Chemistry (CH 351)

Third Year (Spring)
- Molecular Biology (BI 440) or Biochemistry II (CH 562)
- Physical Chemistry (CH 473)

Fourth Year
- Biochemistry Laboratory (BI 480 or CH 563)
- Two advanced electives

For additional information, contact either Professor Kantrowitz (Merkert 239) or Professor Annunziato (Higgins 422).

Biology

Faculty

Joseph Orlando, *Associate Professor Emeritus;* B.S., Merrimack College; M.S., North Carolina State College; Ph.D., University of California, Berkeley

Anthony T. Annunziato, *Professor;* B.S., Boston College; M.S., Ph.D., Universityof Massachusetts, Amherst

David Burgess, *Professor;* B.S., M.S., California State Polytechnic University; Ph.D., University of California, Davis

Thomas Chiles, *Professor;* Chairperson of the Department; B.S., Ph.D., University of Florida

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

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

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

Marc A.T. Muskavitch, *Professor;* B.S., University of Wisconsin, Madison; Ph.D., Stanford University

Thomas N. Seyfried, *Professor;* B.A., St. Francis College; M.S., Illinois State University; Ph.D., University of Illinois

Eric G. Strauss, *Research Professor;* B.S., Emerson College; Ph.D., Tufts University

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

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

Junona F. Moroianu, *Associate Professor;* B.S., Ion Creanga University; M.S., University of Bucharest; Ph.D., Rockefeller University

Clare O'Connor, *Associate Professor;* B.S., Ph.D., Purdue University

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Donald J. Plocke, S.J., *Associate Professor;* B.S., Yale University; A.M., Boston College; Ph.D., Massachusetts Institute of Technology

Kenneth C. Williams, *Associate Professor;* Ph.D., McGill University

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

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

Gabor T. Marth, *Assistant Professor;* D.Sc., Washington University, St. Louis

Robert J. Wolff, *Senior Lecturer;* B.A., Lafayette College; Ph.D. Tufts University

Contacts
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- Department Telephone: 617-552-3540
- http://www.bc.edu/biology

Undergraduate Program Description

The Biology Department considers a basic understanding of biological systems to be an essential skill in our increasingly technological society and offers a range of courses for both biology majors and non-majors. Courses are designed to promote scientific literacy and a sophisticated understanding of complex biological systems. Our courses introduce students to life at various levels of organization, with topics ranging from the molecular basis of cellular function, to the coordination of organ systems in the physiology of organisms, to the interactions of organisms with each other and the environment. The importance of research and experimentation in biology is stressed throughout the curriculum, which includes both lab courses and research experiences.

The Biology Department offers both Bachelor of Science (B.S.) and Bachelor of Arts (B.A.) degree programs. Both degree options familiarize students with the broad range of issues that characterize contemporary biology, while also allowing students the opportunity to select an individualized course of study that focuses on a particular aspect of biology in greater depth. As such, a student can select the degree program that is best suited to his or her personal strengths, interests, and career goals.

The B.S. program is well-suited for biology majors who are interested in pursuing those aspects of the field that require a strong background knowledge in physics, chemistry, and mathematics and for students who want to fulfill premedical/predental requirements.

The B.A. degree program also provides a solid foundation in biology, but allows more room in a student's schedule for additional elective courses by removing the specific requirements for organic chemistry and calculus-based physics that characterize the B.S. program. The B.A. program is well-suited to biology majors interested in integrating their study of biology with other areas, including law, ethics, history, sociology, computer science, and management. Students should note that, unlike the B.S. program, the B.A. program does not fulfill medical school admission requirements. Information about the premedical program at Boston College can be found at http://www.bc.edu/premed. Advanced placement options are available for both the B.A. and B.S. degrees (see below).

The Biology Department also co-sponsors Bachelor of Science degree in Biochemistry together with the Chemistry Department. The Biochemistry degree is described separately in this Catalog.

Requirements for the Bachelor of Science (B.S.) Program

- Introductory Biology I: Molecules and Cells (BI 200)
- Introductory Biology II: Organisms and Populations (BI 202)
- Molecular Cell Biology (BI 304) with Laboratory (BI 310)
- Genetics (BI 305) with Laboratory (BI 311)
- Five upper-division electives in biology taken from at least two of the three categories of biology electives (listed below)
- Upper-Division Laboratory Requirement (listed below)
- Eight corequisite courses in math, chemistry, and physics

Corequisites for the Bachelor of Science (B.S.) Program

- General Chemistry I and II with Labs (CH 109-110, CH 111-112)
- Organic Chemistry I and II with Labs (CH 231-232, CH 233-234)
- Physics (calculus based) I and II with Labs (PH 211-212, 203-204)
- Calculus through the level of Calculus II (MT 100-101)

Requirements for the Bachelor of Arts (B.A.) Program

- Introductory Biology I: Molecules and Cells (BI 200)
- Introductory Biology II: Organisms and Populations (BI 202)
- Molecular Cell Biology (BI 304) with Laboratory (BI 310)
- Genetics (BI 305) with Laboratory (BI 311)
- Six upper-division electives, comprised of the following: three biology electives taken from at least two of the three categories of electives listed below; three electives from the list of "Approved Biology B.A. Electives"
- Upper-Division Laboratory Requirement
- Three corequisite courses and labs in math and chemistry

Corequisites for the Bachelor of Arts (B.A.) Program

- General Chemistry I and II with Labs (CH 109-110, CH 111-112)
- Calculus through the level of Calculus I (MT 100 or 101)

Courses routinely used to fulfill these corequisites are indicated in parentheses. However, some higher level courses and alternatives are acceptable. Students interested in these alternatives should consult the departmental website, publications, and advisors.

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

Students who have received a score of 5 on the AP exam in their senior year of high school may wish to consider the advanced placement program in Biology. Students in the advanced placement program do not enroll in BI 200/202 Introductory Biology sequence, but instead enroll as freshmen in BI 304-305 Molecular Cell Biology and Genetics and the BI 310-311 Laboratory classes.

Later in their academic career, these students take two additional upper-division elective courses to replace Introductory Biology. Thus, Biology B.S. majors are required to take at least seven upper-division electives from the list below, including one course from each of the three categories of upper-division electives. Biology B.A. majors in the A.P. program must complete a total of 8 electives; five of these electives must be biology electives and should be taken from all three categories, the remaining three electives may come from the list of "Approved Biology B.A. Electives."

Upper-Division Laboratory Requirement

Since research is an integral part of the biology major, one of the elective courses that a student selects must be a course that is designated as an "Upper-Division Laboratory Course." Students may satisfy the upper-division laboratory requirement in one of three ways: (1) enroll in a 3-credit laboratory course; (2) enroll in a 1-credit laboratory course designed to accompany a 3-credit upper division lecture course; (3) enroll in a 3-credit undergraduate research course for at least one semester. Students should consult the biology website for more information and for an updated list of courses satisfying the lab requirement.

Upper Division Elective Courses

Upper-division elective courses are divided into three categories, reflecting different levels of biological organization. B.S. program majors must enroll in at least five elective courses, selecting at least one from each of two different categories. Advanced Placement B.S. majors must enroll in seven elective courses, selecting at least one from each of all three categories.

Biology B.A. majors must enroll in a total of six electives, comprised of the following: three electives from within the Biology Department and that also cover two of the three categories; the remaining three electives may come from the list of "Approved Biology B.A. Electives" (see below). Advanced Placement B.A. majors must complete a total of 8 electives, comprised of the following: at least five biology elective courses, selecting at least one from each of the three categories. The remaining three electives may come from the list of "Approved Biology B.A. Electives."

Upper-division elective courses used to satisfy degree requirements must be exclusive of seminars and tutorials. Typically, undergraduate research courses (BI 461-476 and BI 499), and graduate courses at the 600 level or higher do not count as upper division biology electives. With the recommendation of the faculty advisor; however, two or more semesters of undergraduate research may be allowed to substitute for one upper-division elective.

The list of electives below is subject to change, and students are advised to check the department website for updated information.

Category One: Molecular Biology, Genetics, Biochemistry, and Bioinformatics

- BI 404 Frontiers in Biotechnology
- BI 420 Introduction to Bioinformatics
- BI 424 Computational Foundations of Bioinformatics

- BI 429 Medical Biochemistry and Metabolism
- BI 435 Biological Chemistry
- BI 440 Molecular Biology
- BI 454 Literature of Biochemistry
- BI 480 Biochemistry Lab (satisfies lab requirement)
- BI 483 Molecular Biology Lab (satisfies lab requirement)
- BI 503 Current Topics in Cancer Research
- BI 506 Recombinant DNA Technology
- BI 557 Neurochemical Genetics
- BI 561 Molecular Evolution
- BI 570 Biology of the Nucleus

Category Two: Cellular, Developmental, and Organismal Biology

- BI 409 Virology
- BI 412 Bacteriology
  (satisfies lab requirement together with BI 413)
- BI 414 Microbiology
  (satisfies lab requirement together with BI 415)
- BI 426 Vertebrate Anatomy
  (satisfies lab requirement together with BI 427)
- BI 430 Functional Histology
- BI 437 Developmental Psychobiology
- BI 439 Literature of Cell Biology
- BI 451 Cancer Biology
- BI 453 Bacteriophages and their Therapeutic Uses
- BI 481 Introduction to Neuroscience
- BI 482 Cell Biology Lab (satisfies lab requirement)
- BI 509 Vertebrate Cell Biology
- BI 510 General Endocrinology
- BI 517 Human Parasitology
- BI 533 Cellular Transport and Disease
- BI 540 Immunology
- BI 551 Cell Biology of the Nervous System
- BI 554 Physiology
  (satisfies lab requirement together with BI 555)
- BI 556 Developmental Biology

Category Three: Population and Environmental Biology

- BI 401 Environmental Biology
- BI 405 Aquatic Ecology
- BI 407 Plant Biology
- BI 426 Vertebrate Anatomy
  (satisfies lab requirement together with BI 427)
- BI 442 Principles of Ecology
  (satisfies lab requirement together with BI 441)
- BI 443 Coastal Field Ecology
  (satisfies lab requirement together with BI 448)
- BI 445 Animal Behavior
- BI 446 Marine Biology
- BI 458 Evolution

Biology Honors Program

Students apply for the Biology Honors Program during the spring semester of their junior year. To be eligible for the honors program, students must have a minimum science GPA of 3.5 and be working on an independent research project under the mentorship of a biology faculty member. Applications for the program include a description of the research project and a letter of support from the student's faculty mentor. During senior year, students in the honors program are expected to continue their research project, to write a thesis describing their research and to participate in a 1-credit honors seminar.

Information for First Year Majors

Biology majors in the regular B.A. and B.S programs are advised to enroll in BI 200 Molecules and Cells and BI 202 Organisms and Populations in their freshman year. These courses are an introduction to living systems at the molecular, cellular, organismal, and population levels. Freshmen are also advised to enroll in CH 109/CH 110 General Chemistry (with corequisite labs) and Calculus I or II, depending on their advanced placement scores.

First-term advanced placement students enroll directly in BI 304 Molecular Cell Biology and the corequisite BI 310 laboratory class in place of BI 200. During the second semester of freshman year, advanced placement students will enroll in BI 305 Genetics and the corequisite BI 311 laboratory in the place of BI 202. Biology majors in the regular program will take BI 304 and BI 305 during their sophomore year.

Information for Non-Majors

Non-majors interested in fulfilling their natural science core requirements may enroll in one of several university core courses offered by the department. Non-majors interested in pursuing careers in the allied health professions should enroll in BI 200-202 Introductory Biology with the BI 210-211 General Biology Laboratory. Additional information about preparation for the allied health professions is available online at http://www.bc.edu/premed.

Information for Study Abroad

Students may apply for department approval to take one upper-division biology or B.A. elective for each semester that they are abroad. To be considered as a possible substitute for a biology elective, a course must be a second level course; that is, it must have published biology prerequisites and not be an introductory level course or a course intended for students without college-level biology experience. Courses taken abroad must be pre-approved by the biology department. To obtain course approval, students need to complete an approval application form and submit this with a course description to the undergraduate program administrator. If a student substitutes a course taken abroad for an upper-division elective, no other substitutions will be allowed for the remaining upper-division elective requirements.

Research Opportunities for Undergraduates

Research is a fundamental aspect of undergraduate training in the sciences, and the Biology Department actively encourages interested majors to take advantage of the undergraduate research programs that are available. In most cases, students do research in the laboratory of a Biology Department faculty member, although students are allowed to conduct their research at an off-site laboratory under the co-mentorship of that lab's director and a Biology Department faculty member. Students may begin projects as early as freshman year, although most students begin research in late sophomore or junior year.

Usually, students are advised to spend at least two semesters on a research project. During their senior year, students are encouraged to write a senior thesis describing their research. A variety of research courses (BI 461-476) are available to students. Students typically enroll in one 3-credit research course each semester. Exceptional students who are interested in devoting a major portion of their senior year to scholarly, publication-quality research, may apply to enroll in BI 499

Advanced Independent Research, a 12-credit commitment over the two semesters of their senior year. If the research is of sufficient quality, these students advance to Scholar of the College status during the spring semester of senior year, and this designation appears on the student's official transcript.

Graduate Program Description

The Biology Department offers courses leading to the degree of Doctor of Philosophy as well as a joint B.S./M.S degree. The Master of Science in Teaching (M.S.T.) degree is administered through the Lynch School of Education in cooperation with the Biology Department.

Those seeking admission to the graduate program should have a strong background in biology, chemistry, and mathematics with grades of B or better in these subjects. Deficiencies in preparation as noted by the Admissions Committee may be made up in the graduate school.

The Ph.D. program does not require a specific number of graduate credits. The minimum curriculum for Ph.D. students consists of five core courses in genetics, biochemistry, molecular biology, cell biology, and bioinformatics (BI 611, BI 612, BI 614, BI 615, BI 616); two additional graduate level (500 or higher) biology courses; three graduate seminars (800 or higher). Students may petition the graduate program committee to substitute courses when appropriate for their course of study. Ph.D. students are required to do three 10-week research rotations in their first year in the program. In addition, to advance to candidacy for the doctoral degree, students must pass a comprehensive examination and defend a research proposal during their second year.

Both Ph.D. and B.S./M.S. students are expected to attend departmental colloquia (usually Tuesday afternoons). The degree requires the presentation and oral defense of a thesis based on original research conducted under the guidance of a Biology Department faculty member. Ph.D. students are also expected to participate in teaching undergraduate courses during their course of studies.

For the M.S.T. degree, course requirements vary depending upon the candidate's prior teaching experience; however, all master's programs leading to certification in secondary education include practical experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. For further information on the M.S.T., please refer to the Lynch School of Education section, Master's Programs in Secondary Teaching, or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

BI 130-132 Anatomy and Physiology I (Fall/Spring: 3)
Corequisites: BI 131-133
Does not satisfy the Natural Sciences Core requirement.This course is restricted to School of Nursing students. Other students may be admitted only during the course drop/add period on a seat-available basis.

This course lays the foundation for the understanding of human anatomy and physiology. The first portion of the course covers cellular and molecular aspects of eukaryotic cell function: basic chemistry, macromolecules, cell structure, membrane transport, metabolism, gene expression, cell cycle control, and genetics.
Carol Chaia Halpern

BI 131-133 Anatomy and Physiology Laboratory I and II (Fall/Spring: 1)
Corequisites: BI 130-131
Required of Nursing students taking BI 130. Lab fee required. This course is restricted to School of Nursing students. Other students may be admitted only during the drop/add period on a seat-available basis.

Laboratory exercises intended to familiarize students with the various structures and principles discussed in BI 130 through the use of anatomical models, physiological experiments and limited dissection.
Carol Chaia Halpern

BI 142 The Genetic Century (Fall/Spring: 3)
Satisfies Natural Science Core Requirement
Offered Biennially

Genetics is transforming life in the twenty-first century, from health care to the foods we eat to our understanding of evolution and biodiversity. The course will provide students with a basic understanding of how information is encoded in genes and how that information is transmitted between generations and expressed during development and disease. Topics covered in the course include the genetic bases of disease and behavior, forensic uses of DNA, evolution, genetic engineering, genetically-modified crops and personalized medicine.
Clare O'Connor

BI 145 Ecology of A Dynamic Planet (Fall/Spring: 3)
Satisfies Natural Science Core Requirement

At no time in history has the impact of humanity been more forceful on the biology of the earth. In a climate of global change, we are challenged to understand the dynamics of the living planet across all geospatial scales. In this course, we will investigate the ecological models that attempt to explain the forces that govern the interactions among individuals all the way to those that shape entire ecosystems. From the historical roots of ecology to the cutting edge, we will explore trophic dynamics, biodiversity, co-evolution and molecular ecology. Special discussion sections will be available to LSOE students.
Eric Strauss

BI 200 Introductory Biology I: Molecules and Cells (Fall: 3)
Prerequisite: CH 109 or equivalent or permission of department
Corequisite: CH 109 or equivalent or permission of department
Satisfies Natural Science Core Requirement

The first of a 2-course sequence that introduces students to living systems at the molecular, cellular, organismal and population levels of organization. Topics introduced in this course include basic cellular biochemistry, gene regulation, cellular organization, cell signaling and growth control, genetics and developmental biology.
Laura Hake
John Wing

BI 202 Introductory Biology II: Organisms and Populations (Spring: 3)
Prerequisite: BI 200 or equivalent and permission of department
Corequisite: BI 200 or equivalent and permission of department
Satisfies Natural Science Core Requirement

A continuation of the introduction to living systems begun in BI 200, with a focus on the organismal and population levels of organization. Topics introduced in this course include evolution, plant biology, animal physiology, ecology and population biology.
Robert R. Wolff
Eric Strauss

BI 210-211 General Biology Laboratory I and II (Fall/Spring: 1)
Prerequisite: One semester of college-level biology and BI 210
Corequisite: One semester of college-level biology and BI 202
This course does not satisfy departmental requirements for biology majors. Lab fee required.

The first semester of a 2-semester introductory biology laboratory course designed for non-biology majors preparing for graduate programs in health professions. This course teaches basic laboratory skills, including microscopy, spectrophotometry, analytical electrophoresis and molecular cloning. 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.
Michael Piatelli

BI 214 Capstone Science and Religion: Contemporary Issues (Fall: 3)
Cross Listed with UN 521
Restricted to seniors and second semester juniors.Some knowledge of science, particularly familiarity with some basic concepts of physics, will be assumed.

Is it possible for a contemporary scientist to be a believer in God and, in particular, a Christian believer? This course will explore the interaction between religion and science from early modern times (Galileo and Newton) to the present (Hawking, Peacocke, Teilhard de Chardin). The origin of the universe and the origin and evolution of life on earth will be explored. The influence of contemporary physics and biology on the believer's understanding of God's interaction with the world will be considered.
Donald J. Plocke, S.J.

BI 220 Microbiology for Health Professionals (Fall: 3)
Prerequisites: BI 130-133
Does not satisfy the Natural Sciences Core Requirement.
Intended only for nursing students.

This course is a study of the basic physiological and biochemical activities of bacteria, viruses and fungi. Emphasis will be placed on virulence factors and the mechanism by which a variety of microorganisms and viruses establish an infection. The use of anti-viral drugs and antibiotics, the host immune response to microbial infection, and the effectiveness of various vaccination strategies will also be discussed.
Kathleen Dunn

BI 221 Microbiology for Health Professionals Laboratory (Fall: 1)
Corequisite: BI 220.
One 2-hour laboratory period per week.
Lab fee required.

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

BI 224 Health and Science Education Disparities (Spring: 3)
Prerequisite: One course in biology
Satisfies Cultural Diversity Core Requirement
Does not satisfy the Natural Sciences Core Requirement.
This course is limited to 20 students.

This is a policy course on the current status of African-Americans, Chicanos/Latinos and Native Americans in science. Topics such as health disparities, disparities in science education, Indigenous Peoples health, and the genome project will be discussed. The roles of historically Black colleges and universities, Hispanic serving universities, and tribal colleges in addressing these topics will be covered.
David Burgess

BI 304 Molecular Cell Biology (Fall: 3)
Prerequisites: BI 200-202 or permission of department
Corequisite: BI 310
Required for biology and biochemistry majors and recommended for premedical students. Advanced placement students begin their biology major with this course.

This course is designed to provide students with a strong foundation in the molecular biology of the cell.Topics covered in the course include cellular biochemistry, regulation of gene expression, subcellular organization, regulation of the cell cycle and chemical signaling. It serves as excellent preparation for more advanced courses in cell biology, molecular biology, developmental biology and genetics.
Clare O'Connor

BI 305 Genetics (Spring: 3)
Prerequisite: BI 200 or permission of the department
Corequisite: BI 311
Required for biology and biochemistry majors and recommended for premedical students.

This course focuses on genetics of microbial and eukaryotic organisms. Topics covered in the course include transmission genetics, chromosome structure, regulation of gene expression, population genetics, multifactorial inheritance and an introduction to genomics.

BI 310 Molecular Cell Biology Laboratory (Fall: 1)
Corequisite: BI 304
Lab meets once a week. Lab fee required.

A laboratory course designed to introduce students to the core techniques and experimental strategies of modern cell biology and molecular biology. Students learn to construct hypotheses, design experiments, and critically analyze experimental results. Inquiry-based activities introduce students to the basics of sterile transfer, bacterial cell culture, molecular cloning, DNA amplification, protein overexpression and protein characterization.
Michael Piatelli

BI 311 Genetics Laboratory (Spring: 1)
Prerequisite: BI 310
Corequisite: BI 305
Lab meets once a week. Lab fee required.

A laboratory course designed to introduce students to the principles and experimental strategies of genetic analysis. The yeast Saccharomyces cerevisiae is used as the model organism. Inquiry-based experiments are designed to teach students the principles of phenotypic analysis, genetic complementation, recombination mapping, and gene replacement.
Jeffrey Chuang
Michael Piatelli
Anne Stellwagen

BI 330 Biostatistics (Fall: 3)
Prerequisites: MT 100 and MT 101

This course trains students to comprehend, critique, and communicate research findings from biomedical literature. Topics from statistics include elementary probability theory, standard distributions

(binomial, geometric, normal, exponential, Poisson), random variable, expectation, variance, hypothesis testing, significance tests, confidence intervals, regression, correlation, and statistical learning theory.
Peter Clote

BI 390-391 Environmental Scholar I and II (Fall/Spring 3)
Departmental permission required.
This course does not count as a bio-elective for biology majors.
By application only. Applications available in the Environmental Studies program office.

A research and internship program with the Environmental Studies Program and the Urban Ecology Institute at Boston College. Year-long projects measure the impacts of human development on urban and suburban ecosystems. Scholars are divided into three teams focusing on field biology, environmental education, and environmental policy. Environmental Scholars participate in the program 10 hours per week and complete a final project each semester for review by the team's faculty mentor.
Eric Strauss

BI 404 Biotechnology Research Topics (Fall: 3)
Prerequisites: BI 304, BI 305, and BI 435 or equivalent

Biotechnology and pharmaceutical companies have rich and diverse research programs that are used to develop novel therapeutics, diagnostics and technologies. We will use both scientific literature and other web-based materials, as well as the principles of cell biology, molecular biology and biochemistry, to explore and understand the applications of these research programs and technologies.
John Wing

BI 405 Aquatic Ecology (Spring: 3)
Prerequisite: BI 202

The fundamental concepts of ecology will be introduced through an exploration of aquatic ecosystems. Topics in ecology of particular importance to aquatic systems will be emphasized to understand how physical, chemical, biological and anthropogenic factors influence population dynamics and community structure. While this course will cover coastal systems and estuaries, there will be an emphasis on freshwater streams, wetlands, and lakes.
Brian Frappier

BI 407 Plant Biology (Spring: 3)
Prerequisite: BI 202
Corequisite: BI 408

This course will introduce students to the structure, physiology, reproduction, ecology, and evolution of the plants, attempting to integrate these broad topics. Students will learn about the major groups of the Plant Kingdom, including green algae, mosses, liverworts, ferns, and conifers, although emphasis will be given to the flowering plants (angiosperms). This course will also briefly explore plant-animal interactions, biomes, and plant biogeography. as well as the uses and relevance of plant biology to current controversies and challenges facing humans (e.g. agriculture, ethnobotany and medicine, biofuels, and horticulture).
Brian Frappier

BI 409 Virology (Fall: 3)
Prerequisite: BI 304 or permission of the instructor

This course will consider eukaryotic DNA and RNA viruses that are important in human disease. Basic principles of virus structure, host cell entry and the molecular biology of virus life cycles will be considered in the context of infectious disease. Viruses to be examined include Influenza, cancer-related viruses such as the Human Pappiloma Virus, HIV, and emerging viruses such as Ebola and the hantaviruses. The host immune response to viral infection and the effectiveness of various vaccination strategies will also be discussed.
Kathleen Dunn

BI 414 Microbiology (Fall: 3)
Prerequisites: BI 304 and BI 305

This course will provide a foundation in microbiology for biology majors, focusing on bacteria, viruses , immunology and pathogenesis. Bacterial structure and function will be addressed in terms of physiology, genetics and biochemistry. Virus infection, replication and transmission will be examined in several representative viruses, including polio, influenza, HPV, and HIV. A review of the innate and adaptive phases of the immune response will be discussed, with emphasis on similarities and differences in clearing extracellular or intracellular pathogens. The course will be completed with a comprehensive look at several major/emerging diseases, including TB, AIDS, Plague, Lyme Disease and the Flu.
Kathleen Dunn

BI 420 Introduction to Bioinformatics (Fall: 3)
Prerequisite: BI 304
Corequisite: BI 304 or consent of instructor
This course will normally count as an upper division bio-elective. With departmental approval, it can instead count as a mathematics substitute. It cannot count for both.

Bioinformatics is an emerging field at the confluence of biology, mathematics and computer science. It strives to better understand life by harnessing the power and speed of computers. Students will learn to use bioinformatic tools from the public domain, including sequence databases, alignment programs, protein structure databases, and disease databases, such as GenBank, PDB, and OMIM. Students will also be introduced to bioinformatics programming in the PERL programming language. Students should have a basic understanding of molecular biology, genetics, and the Internet, but extensive experience in mathematics or programming is not required.
Jeffrey Chuang

BI 426 Vertebrate Anatomy (Spring: 3)
Prerequisites: BI 200 and BI 202
Corequisite: BI 427

In this course, students will explore and compare the form and function of representative members of the five vertebrate classes. Evolutionary similarities and differences in form and function will be investigated, as will both the selective pressures, and non-selective constraints, that have contributed to vertebrate structure. The course will conceptually integrate vertebrate anatomy with developmental biology, evolutionary biology, and ecology, and will provide skills valuable to careers in a range of biological disciplines, including molecular cell biology, medicine, evolutionary biology, and ecology.
The Department

BI 427 Vertebrate Anatomy Lab (Spring: 1)
Prerequisites: BI 200 and BI 202
Corequisite: BI 426
Lab meets once per week. Lab fee required.

Laboratory to accompany BI 426. This course provides hands-on experience with the form and function of major vertebrate groups, including cartilaginous fishes, bony fishes, amphibians, reptiles, birds, and mammals. The focus will be on understanding evolutionary

relationships and origins in different vertebrate groups. 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.
The Department

BI 429 Medical Biochemistry and Metabolism (Spring: 3)
Prerequisites: BI 435, CH 561, or equivalent

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

BI 435 Biological Chemistry (Fall/Spring: 3)
Prerequisites: BI 304 and CH 231, or permission of the instructor
This course, together with BI 440, satisfies the one year requirement of basic biochemistry for the biochemistry major.

This course is designed to introduce biology and biochemistry majors to the subject with an emphasis on understanding the biochemical principals that are crucial to biological function at the molecular, cellular, and organismal levels. The material includes: (1) the structure and chemistry of biomolecules, including amino acids, proteins, lipids, carbohydrates, and nucleic acids; (2) the key metabolic pathways and enzymology involved in the synthesis/degradation of carbohydrates; and (3) the cycling of energy through biological systems. Reference will be made to alterations in biochemical structures, processes, and pathways that relate to specific diseases.
Daniel Kirschner

BI 437 Developmental Neuroscience and Behavior (Fall: 3)
Prerequisites: BI 200-202, BI 304, PS 285, or BI 481
Cross Listed with PS 387

This course will examine the interaction among genetic and environmental influences on the development of the nervous system and behavior. A multi-level analysis will be emphasized, ranging from cellular control of gene expression during development to complex behavioral phenomena.
Marilee Ogren

BI 439 Literature of Cell Biology (Spring: 3)
Prerequisite: BI 304
Offered Periodically

This is a seminar-style course which focuses on the original literature in cell biology, with emphasis on the cytoskeleton and cell motility. Students will discuss and analyze original research papers in order to gain an in-depth understanding of the experimental methodologies and research strategies utilized to elucidate cellular and molecular aspects of microtubules, actin microfilaments, and intermediate filaments. Analysis of some key papers from the older literature will be followed by discussions of more recent works, focusing on the regulation of the cytoskeleton during normal cellular functioning, as well as on cytoskeletal changes associated with pathological states and disease.
Robert Zakaroff

BI 440 Molecular Biology (Spring: 3)
Prerequisites: BI 304, CH 231-232
This course, together with BI 435, satisfies the one year requirement of basic biochemistry for the biochemistry major.

This course is an intermediate-level course in molecular biology with emphasis on the relationship between three-dimensional structure and function of proteins and nucleic acids. Topics will include the following: physical methods for the study of macromolecules, protein folding motifs and mechanisms of folding, molecular recognition, DNA topology, replication, repair and recombination, RNA synthesis and processing, genetic code and translation, and molecular mechanisms for regulation of gene expression.
Donald Plocke, S.J.

BI 441 Ecology Laboratory (Fall: 1)
Prerequisites: BI 200 and BI 202
Lab meets once per week. Lab fee required.

Laboratory course to accompany BI 442 Principles of Ecology.
The Department

BI 442 Principles of Ecology (Fall: 3)
Prerequisites: BI 200-202, or permission of instructor
Students are encouraged to enroll in the optional Ecology Laboratory, BI 441.

Students in Ecology will investigate interrelationships among organisms, and between organisms and their physical environments. Students will become familiar with looking at ecological processes on a hierarchy of interconnected levels, including those of the molecule, individual, population, community, and ecosystem. The class will discuss classic experiments in ecology, as well as unresolved ecological questions of special current relevance. There will be an emphasis on developing a conceptual understanding of ecological relationships, on exploring the analytical tools with which ecological hypotheses are generated and tested, and on appreciating the dynamic nature of populations and ecosystems.
The Department

BI 445 Animal Behavior (Spring: 3)
Prerequisites: BI 100-102, or BI 200-202, or permission of the instructor

This course will investigate the evolution, development, and adaptive significance of the observed behavior of animals across a broad taxonomic distribution. The course will be structured around major theoretical and research topics in the field including communication, social behavior, reproductive strategies, territoriality, animal cognition, and the role of behavioral studies in the management of endangered species.
Eric Strauss

BI 448 Coastal Field Ecology Laboratory (Fall/Spring: 1)
Prerequisite: Permission of the instructor
Corequisite: BI 443
Offered Biennially

This course provides students with the firsthand opportunity to visit, study, and otherwise experience the natural field conditions that are discussed in their Coastal Field Ecology course (BI 443), which is taken concurrently.
Peter Auger

BI 451 Cancer Biology (Fall: 3)
Prerequisite: BI 304

The onset of cancer occurs through a multi-step process that is accompanied by the deregulation of fundamental cellular processes, including cell cycle control, apoptosis and angiogenesis. This course will provide an overview of the molecular and cellular changes associated with these processes and with the initiation, progression and metastasis of tumors.

Danielle Taghian

BI 458 Evolution (Fall: 3)
Prerequisites: BI 200-202

Students will explore major ideas in modern evolutionary biology, including natural selection, mutation and genetic variation, population genetics, architectural constraints on structure, speciation and adaptive radiation, the history of life, and the evolution of sociality. The emphasis will be on learning conceptual tools that can be applied to specific questions and on an integrative understanding of the complexity of evolutionary change. For example, students will combine thinking from population genetics and developmental biology with ideas from phylogenetics and ecology. Important practical implications of evolution, such as the evolution of infectious diseases and the evolution of agricultural pests, will be explored.

The Department

BI 461-462 Undergraduate Research I and II (Fall/Spring: 3)
Prerequisite: Permission of the instructor
Lab fee per semester required.

Undergraduate students of advanced standing may participate in research projects in the laboratory of a faculty member. Students completing two semesters of undergraduate research within courses BI 461, 462, 465, 466 and 467 can, with departmental approval, substitute these two semesters for one bio-elective. One of these undergraduate research courses can also be used to fulfill the upper-division lab requirement.

The Department

BI 463-464 Research in Biochemistry I and II (Fall/Spring: 3)
Prerequisite: BI 463 or permission of the instructor
Lab fee per semester required.

Undergraduate students majoring in biochemistry may participate in research projects in the laboratory of a faculty member during their senior year. With permission, BI 463-464 can be used to fulfill the laboratory requirement for biochemistry majors.

The Department

BI 465 Advanced Undergraduate Research I (Fall: 3)
Prerequisites: BI 461 and/or BI 462 and permission of the instructor
Lab fee per semester required.

Designed for students who have completed one or two semesters of undergraduate research under course numbers BI 461 and BI 462 and who desire to continue independent research projects under the guidance of department faculty.

The Department

BI 466 Advanced Undergraduate Research II (Spring: 3)
Prerequisite: Permission of the instructor
Lab fee per semester required.

Designed for students who have completed two or three semesters of undergraduate research under course numbers BI 461, BI 462 and BI 465 and who desire to continue independent research projects under the guidance of department faculty.

The Department

BI 470 Undergraduate Research Investigations (Fall/Spring: 3)
Prerequisites: Permission of the instructor
No lab fee required.

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

The Department

BI 480 Biochemistry Laboratory (Fall: 3)
Prerequisites: BI 435, CH 561, or equivalent
Corequisites: BI 435, CH 561, or equivalent
Lab fee required.

This is an advanced-project laboratory for students interested in hands-on training in modern biochemical techniques under close faculty supervision in a new, dedicated laboratory designed for this purpose. In addition to formal lab training and discussion sections, students will have access to the lab outside class hours to work on projects intended to produce publication-quality data. Ideal for students interested in solid grounding for and exposure to academic research in biochemistry.

Arlene Wyman

BI 481 Introduction to Neuroscience (Fall: 3)
Prerequisites: BI 304 , BI 305, or equivalents

This introductory course in neuroscience covers historical foundations of neuroscience, neurophysiology, neurochemistry, neural development, various sensory and motor systems, and the neurological basis of behavior and memory.

Marilee Ogren

BI 482 Research in Cell Biology (Fall: 3)
Prerequisites: BI 304, BI 305, BI 310, BI 311

This course introduces students to original research in cell biology. Students learn how to use the scientific literature and online databases to design and conduct experiments on an original research question involving the stress responses of model organisms.

BI 483 Molecular Biology Laboratory (Spring: 3)
Prerequisites: BI 304, BI 305, BI 310, BI 311
Lab fee required.

This course is an advanced project laboratory for hands-on training in the experimental techniques of molecular biology under faculty supervision. In addition to formal lab training and discussions, students will have access to the lab outside class hours to work on projects intended to produce publication quality data. Methods taught include: macromolecular purification, electrophoretic analysis, recombinant DNA and cloning techniques, DNA sequencing, polymerase chain reaction, and the use of computers and national databases for the analysis of DNA and protein sequences. It is ideal for students who desire a solid introduction to the methods of molecular biology through practical training.

John Wing

BI 490 Tutorial in Biology (Fall/Spring: 3)
Prerequisite: Permission of the instructor

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

BI 498 Advanced Independent Biochemistry Research (Fall/Spring: 6)
Prerequisite: Permission of the Chairperson required.

See the College of Arts and Sciences section of this Catalog for a description of the Scholar of the College program. 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

BI 499 Advanced Independent Research (Fall/Spring: 6)
Prerequisite: Permission of the Chairperson required.

See the College of Arts and Sciences section of this Catalog for a description of the Scholar of the College program. 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

BI 509 Vertebrate Cell Biology (Spring: 3)
Prerequisite: BI 304

This is an advanced cell biology course focusing on the differentiation of vertebrate cell types from each of the three germ layers and their morphogenesis into multicellular arrangements, such as tissues and organs. The factors and environmental signals that influence these processes will be examined together with structure/function relationships of the cells within the organ systems.
Debra Mullikin-Kilpatrick

BI 510 General Endocrinology (Spring: 3)
Prerequisites: BI 200-202 or permission of instructor
Offered Biennially

Many tissues (e.g., the brain, heart, kidney) as well as the classical endocrine organs (e.g., adrenal, thyroid) secrete hormones. This course is concerned with normal and clinical aspects of hormone action. The effects of hormones (and neurohormones) on intermediary metabolism, somatic and skeletal growth, neural development and behavior, development of the gonads and sexual identity, mineral regulation and water balance, and mechanisms of hormone action will be considered.
Carol Chaia Halpern

BI 540 Immunology (Spring: 3)
Prerequisites: BI 304-305

This course focuses on the regulation of immune responses at the molecular level. Topics include: regulation of B and T cell development, functions of B and T lymphocytes in the development of immune responses, generation of antibody and T cell receptor diversity, and antigen processing via MHC I and MHC II pathways. The course emphasizes modern experimental approaches, including the generation of transgenic mice, CRE-mediated conditional deletion, adoptive transfer strategies, and multiparameter FACS. Research literature is used extensively to cover current trends and advances in lymphocyte tolerance, T-regulatory cell function, Th1/Th2 cells, immune therapy, TLRs, and innate immune responses.
Thomas C. Chiles
Kenneth Williams

BI 555 Laboratory in Physiology (Fall: 1)
Prerequisite: BI 200
This course is intended to complement BI 554, and although it is not a required corequisite of BI 554, it is strongly recommended.
Lab fee required.

The mechanisms that underlie homeostasis in the healthy human are varied and complex. In this computer-based physiology laboratory, we will emphasize the processes that regulate important properties of living systems as we explore the intricacies of some of the major organ systems in the human body. We will investigate the functions of the intact, living organism through real-time, hands-on data acquisition and analysis of the cardiovascular, respiratory and neuromuscular systems. Several labs will focus on sensory and motor systems because of their clinical relevance.
The Department

Undergraduate and Graduate Course Offerings

BI 502 Literature of Neurochemistry (Fall: 3)
Prerequisites: BI 304, BI 435, or equivalent

This seminar course will address current topics in the neurochemistry of the mammalian brain. The topics will include energy metabolism, epilepsy, Alzheimer's disease, and brain cancer. The brain is uniquely dependent on glucose for energy, but can transition to ketone bodies when glucose becomes limiting as would occur during prolonged fasting. The transition from glucose to ketone bodies for brain energy produces remarkable neurochemical transitions, which ultimately lead to improved brain health. Students will gain an understanding of how therapeutic fasting and caloric restriction changes brain energy metabolism to manage incurable neurological diseases.
Thomas Seyfried

BI 503 Current Topics in Cancer Research (Spring: 3)
Prerequisites: BI 304, BI 435, or equivalent

This course will address current and previous ideas on the origin of cancer to include the somatic mutation theory, the viral theory, the morphogenetic field theory, and the Warburg theory. A goal will be to integrate the different theories into a common concept on the origin of cancer. In addition, the concept of metastasis as a characteristic of tumor progression will be addressed. Metastasis is the leading cause of cancer death, but receives the least amount research. Also addressed will be evidence for and against the epithelial-mesenchymal transition as the origin of metastatic cancer.

BI 506 Recombinant DNA Technology (Spring: 3)
Prerequisites: BI 304-305

This course will describe the theory and practice of recombinant DNA technology and its application within molecular biology research. Topics will include the cloning of genes from various organisms, plasmid construction, transcriptional and translational gene fusions, nucleic acid probes, site-directed mutagenesis, polymerase chain reaction, and transgenic animals. The goal of the course is to make the research-oriented student aware of the wealth of experimental approaches available through this technology.
Charles S. Hoffman

BI 517 Human Parasitology (Fall: 3)
Prerequisite: BI 304

This course is an introduction into the biology and biochemistry of parasites, organisms that live at the expense of other organisms. Parasitology covers a wide range of organisms ranging from protozoa

like malaria to roundworms, tapeworms, fleas and ticks. Parasites have an important impact on human health, and global public health efforts toward control will be highlighted. The course will study the adaptations of parasites to their ecological niches in their infected hosts and the pathology resulting from parasitic infections.
Marc Jan Gubbels

BI 551 Cell Biology of the Nervous System (Spring: 3)
Prerequisite: BI 304

This course will focus primarily on central nervous system (CNS) glial cells. These cells make up approximately 90% of the human brain, but are less well studied than neurons. The course will be split into three parts. Part I covers neuroglial cells morphology and physiology. Part II covers functions of glial cells including myelin, immune functions, the blood brain barrier (BBB), and influence of glial cells on neurons. Part III focuses on disease and neuroglial cells, including mechanisms of glial cell injury and recovery of neural function. Autoimmune, infectious diseases, glial cell derived tumors, stroke and Alzheimer's disease are covered.
Kenneth Williams

BI 554 Physiology (Spring: 3)
Prerequisites: BI 200-202

This is a study of the fundamental principles and physicochemical mechanisms underlying cellular and organismal function. Mammalian organ-systems are examined, with an emphasis on neurophysiology, |cardiovascular function, respiratory function, renal function, and gastro-intestinal function. An optional laboratory (BI 555) is also offered.
The Department

BI 556 Developmental Biology (Spring: 3)
Prerequisites: BI 304-305, or permission of the instructor

Developmental biology is in the midst of a far-reaching revolution that profoundly affects many related disciplines including evolutionary biology, morphology, and genetics. The new tools and strategies of molecular biology have begun to link genetics and embryology and to reveal an incredible picture of how cells, tissues, and organisms differentiate and develop. This course describes both organismal and molecular approaches which lead to a detailed understanding of (1) how it is that cells containing the same genetic complement can reproducibly develop into drastically different tissues and organs, and (2) the basis and role of pattern information in this process.
Danielle Taghian

BI 561 Molecular Evolution (Spring: 3)
Prerequisites: BI 420 and math proficiency at the level of MT 210, or by permission of instructor

The amount of available genomic sequence data has increased exponentially in the last decade, revolutionizing our ability to study evolution at the DNA level. This course will provide an introduction to the molecular evolution of genes and genomes, as well as related topics in population genetics. Topics will include genetic variation within and between species, methods for reconstructing the evolutionary history of sequences, and molecular signatures of natural selection. These will be explored through both computational and mathematical methods.
Jeffrey Chuang

Graduate Course Offerings

BI 611 Advanced Genetics (Fall: 2)

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

BI 612 Graduate Biochemistry (Fall: 2)

This course, which is designed for graduate students who have successfully completed an undergraduate biochemistry course, will cover the biochemistry of biologically significant macromolecules and macromolecular assemblies. Topics will include the elements of protein structure and folding, principles of protein purification and analysis, enzymology, nucleic acid biochemistry, and the structure and function of biological membranes. The first half of the course will review selected topics in biochemistry, with the objective of bringing all students to a certain level of competency in the field. The second half of the course will focus on original papers from the biochemical literature.
Daniel Kirschner

BI 614 Graduate Molecular Biology (Spring: 2)

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

BI 615 Advanced Cell Biology (Spring: 2)

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

BI 616 Graduate Bioinformatics (Fall: 2)
Gabor Marth

BI 799 Readings and Research (Fall/Spring: 3)
The Department

BI 801 Thesis Seminar (Fall/Spring: 3)
By arrangement only.
The Department

BI 805-806 Biology Department Seminar I and II (Fall/Spring: 1)
Thomas Chiles

BI 837 Environmental Influence on Development (Spring: 2)
Offered Periodically

More than 100,000 chemicals are manufactured and many 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 (i) induce subtle changes in developmental programs regulated by steroid hormones, (ii) increase the risk of reproductive, immune, metabolic or cognitive disorders, and (iii) increase the risk of adult-onset disorders (breast cancer, prostate cancer, diabetes, reduced fertility). This

course will examine key experiments regarding Environmental Endocrine Disruptors and consider how this work is impacting the development of regulatory policy.
Laura Hake

BI 848 Nuclear Import and Export Pathways During Viral Infections (Spring: 2)
Offered Periodically

This graduate Seminar will analyze how different major human viruses exploit the nuclear import and export pathways of host cells during their viral life cycles leading to human infectious diseases. Also, deficiencies in traffic into and out of the nucleus in some cancers will be analyzed.
Junona Moroianu

BI 888 Interim Study (Fall/Spring: 0)

Required for Master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for Master's students (only) who have taken up to six credits of Thesis Seminar, but have not yet finished writing their thesis.
The Department

BI 998 Doctoral Comprehensive (Fall/Spring: 1)

Required for Doctoral students who have completed all course requirements, but are preparing for comprehensive examinations.
The Department

BI 999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and to pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.
The Department

Chemistry

Faculty

Joseph Bornstein, *Professor Emeritus;* B.S., Boston College; Ph.D., Massachusetts Institute of Technology
Andre J. de Bethune, *Professor Emeritus;* B.S., St. Peter's College; Ph.D., Columbia University
Michael J. Clarke, *Professor;* A.B., Catholic University; M.S., Ph.D., Stanford University
Paul Davidovits, *Professor;* B.S., M.S., Ph.D., Columbia University
Amir H. Hoveyda, *Joseph T. and Patricia Vanderslice Millennuim Professor;* Chairperson of the Department; B.A., Columbia University; Ph.D., Harvard University
Evan R. Kantrowitz, *Professor;* A.B., Boston University; A.M., Ph.D., Harvard University
T. Ross Kelly, *Thomas A. and Margaret Vanderslice Professor;* B.S., Holy Cross College; Ph.D., University of California at Berkeley
David L. McFadden, *Professor;* A.B., Occidental College; Ph.D., Massachusetts Institute of Technology
Larry W. McLaughlin, *Professor;* B.Sc., University of California at Riverside; Ph.D., University of Alberta
Udayan Mohanty, *Professor;* B.Sc., Cornell University; Ph.D., Brown University
James P. Morken, *Professor;* B.S., University of California at Santa Barbara; Ph.D., Boston College
Mary F. Roberts, *Professor;* A.B., Bryn Mawr College; Ph.D., Stanford University
Dennis J. Sardella, *Professor;* B.S., Boston College; Ph.D., Illinois Institute of Technology
Lawrence T. Scott, *Louise and James Vanderslice Professor;* A.B., Princeton University; Ph.D., Harvard University
Marc L. Snapper, *Professor;* B.S., Union College; Ph.D., Stanford University
William H. Armstrong, *Associate Professor;* B.S., Bucknell University; Ph.D., Stanford University
Steven D. Bruner, *Assistant Professor;* B.S., Boston College; Ph.D., Harvard University
Torsten Fiebig, *Assistant Professor;* Ph.D., University of Gottingen
Jianmin Gao, *Assistant Professor;* B.S., University of Science and Technology of China, Ph.D., Stanford University
Jason S. Kingsbury, *Assistant Professor;* B.S. Hamilton College; Ph.D., Boston College
Kian Tan, *Assistant Professor;* B.S., University of Virginia; Ph.D., University of California at Berkeley
Dunwei Wang, *Assistant Professor;* B.S., University of Science and Technology of China, Ph.D., Stanford University
Kenneth Metz, *Adjunct Associate Professor;* B.S., Emporia State University; Ph.D., University of Arkansas
Lynne O' Connell, *Adjunct Associate Professor;* B.S., McGill University; Ph.D., Massachusetts Institute of Technology

Contacts

- Director Administration: Donna Ticchi, ticchi@bc.edu, 617-552-2934
- Undergraduate Programs Information: Professor Lynne O'Connell, oconnell@bc.edu, 617-552-3626
- Graduate Programs Information: Dale Mahoney, mahonedf@bc.edu, 617-552-1735
- Department Reception: Terri Wallace, wallactb@bc.edu, 617-552-3605
- http://www.bc.edu/chemistry

Undergraduate Program Description

The Chemistry Department offers a comprehensive curriculum to students in the College of Arts and Sciences who wish to acquire a knowledge of chemistry. The Chemistry Department is approved by the American Chemical Society (ACS) Committee on Professional Training. By electing to supplement the degree requirements for the chemistry major with a year of independent research under the direction of a faculty member, the student qualifies for degree certification by the ACS.

Major Requirements

The major in chemistry consists of ten 1-semester courses as follows: two semesters of general chemistry with laboratory (CH 109-110 and CH 111-112 or CH 117-118 and CH 119-120), two semesters of organic chemistry with laboratory (CH 231-232 and CH 233-234 or CH 241-242 and CH 243 and 234), one semester of analytical chemistry with laboratory (CH 351 and CH 353), one semester of inorganic chemistry with laboratory (CH 222 and CH 224), two semesters of physical chemistry (CH 575-576), one semester of advanced laboratory (CH 556), and one semester of biochemistry (CH 461). In addition, the following are required: two semesters of physics with laboratory (PH 211-212 and PH 203-204), and two or three semesters of calculus (MT 102-103 or MT 105, and MT 202).

The preceding fulfills the Boston College requirements for a B.S. degree in chemistry. For this degree to be certified by the American Chemical Society, two additional chemistry laboratory electives are required, usually CH 591-592.

The recommended sequence for the Chemistry major is as follows:

First year: CH 109-110 General Chemistry with Laboratory or CH 117-118 Principles of Modern Chemistry with Laboratory; two semesters of Physics with Laboratory (PH 209-210 or 211-212 with PH 203-204); Calculus (MT 102-103 or MT 105); four Core courses.

Second year: CH 231-232 Organic Chemistry or CH 241-242 Honors Organic Chemistry with Laboratory; CH 351 Analytical Chemistry with Laboratory; CH 222 Introduction to Inorganic Chemistry with Laboratory; MT 202 Calculus (MT 305 in second semester is recommended); four elective or Core courses.

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

Fourth year: CH 461 Biochemistry (chemistry majors); seven elective or Core courses.

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

Information for First Year Majors and Non-Majors

Students who intend to be Chemistry or Biochemistry majors must enroll in CH 109 General Chemistry and CH 111 General Chemistry Laboratory, or CH 117 Principles of Modern Chemistry and CH 119 Modern Chemistry Laboratory. The choice of chemistry or biochemistry as a major requires that certain courses in other disciplines be taken as soon as possible.

Minor Requirements

The minor in chemistry consists of six courses. Two semesters of general chemistry (CH 109-110 or CH 117-118, with associated laboratories) are required as the introductory courses for the minor. Four additional chemistry courses are chosen in consultation with a faculty advisor and approved by the Director of the departmental minor, Professor Lynne O'Connell (Merkert 107, 617-552-3626). Normally, two of the four additional courses would be Organic Chemistry I and II, but other selections might be better choices, depending on the student's objective in attaining the minor.

The following courses for non-science majors cannot be used to complete the minor: CH 102 Intersection of Science and Painting, CH 105 Chemistry and Society I, CH 106 Chemistry and Society II, CH 107 Frontiers in the Life Sciences, CH 170 The Ethical Scientist, or CH 163 Life Science Chemistry. The following research courses cannot be used to complete the minor: CH 391-392 Undergraduate Research I and II, or CH 591-592 Introduction to Chemistry Research I and II.

Information for Study Abroad

Before going abroad, Chemistry majors must have completed the following prerequisites: General Chemistry, CH 109-110 or CH 117-118 and lab; Organic Chemistry, CH 231-232 or CH 241-242 and lab; Analytical Chemistry, CH 351 and lab; Inorganic Chemistry, CH 222 and lab; Calculus, MT 102-103 and MT 202; Physics, PH 209-210 and lab. Exceptions must be approved by the department.

In order for a course studied abroad to count for major credit, prior department approval is required for each course. Students must meet with the department study abroad advisor for course approval, advisement, and planning.

Fulfilling the Core Science Requirement

The requirement of two courses in natural science may be fulfilled by any of the following courses: CH 102, CH 105, CH 106, CH 107, CH 109 with CH 111, or CH 110 with CH 112. The courses specifically intended for students who are not science majors are CH 102, CH 105, CH 106, and CH 107.

Biochemistry Major

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

Graduate Program Description

The Department of Chemistry offers programs leading to: (1) the Doctor of Philosophy (Ph.D.) degree in organic chemistry, chemical biology, physical chemistry, and inorganic chemistry and to (2) the Master of Science in Teaching (M.S.T.) degree in education. The latter is in conjunction with the Lynch School of Education.

Ph.D. Degree Requirements

Every student is expected to attain a GPA of at least 2.50 at the end of his or her second semester in the Graduate School and to maintain it thereafter. If this standard is not met, the student may be required to withdraw from the graduate program. There is no total credit requirement for the Ph.D. degree.

At the end of the second year, Ph.D. candidates must pass an oral exam that stresses material from their own research specialty and other related areas. Members of the student's thesis committee comprise the exam committee. Students who do not pass this exam will be asked to do one of the following: repeat the oral exam (for a final time), complete the requirements for a Master of Science (M.S.) degree, or withdraw from the program. Students choosing to complete the requirements for an M.S. degree must complete a minimum of 18 graduate credits of coursework and a thesis. Students typically accumulate 12 to 15 credits of coursework during the first year of study. The Comprehensive Examination for the M.S. degree is a private, oral defense of the student's research thesis.

In the second year, the course(s) selected will depend on the student's research areas and should be chosen in consultation with their research advisor. Students are encouraged to start taking cumulative examinations in their first year, but must start taking them in the beginning of their second year. These exams test the student's development in his or her major field of interest and critical awareness and understanding of the current literature. Ph.D. candidates must pass eight cumulative exams in their area from 20 possible.

The M.S. and Ph.D. degrees require a thesis based upon original research, either experimental or theoretical. For the Ph.D. candidate, a thesis project involving a sustained research effort (typically requiring 4-6 years) will begin usually during the first semester of study. An oral defense of the dissertation before a faculty thesis committee completes the degree requirements. A public presentation of the thesis is also required.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as a teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his/her overall program of studies. Waivers of teaching requirements may be granted under special circumstances with the approval of the Director of Graduate Studies or Chairperson.

M.S.T. Degree

The Master of Science in Teaching degree program is administered through the Lynch School of Education in cooperation with the Department of Chemistry and requires admission to graduate programs in both the Lynch School of Education and the Department of Chemistry. Although, course requirements may vary depending upon the candidate's prior teaching experience, all master's programs leading to certification in secondary education include practical experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. For further information on the M.S.T. degree, please refer to the Lynch School of Education Graduate Programs section, Master's Programs in Secondary Teaching, or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

CH 102 Intersection of Science and Painting (Spring: 3)
Cross Listed with FA 130
Offered Periodically

In this course, material is drawn from physics, chemistry, and mineralogy to give the non-science student a scientific understanding of light, color and colorants used in painting, as well as an introduction to the methods of scientific analysis that can be brought to bear on conservation and restoration of paintings, on investigating hypotheses in art history and on establishing authenticity of artwork.
David McFadden

CH 105-106 Chemistry and Society I and II (Fall/Spring: 3)
Satisfies Natural Science Core Requirement
For non-science majors or for those who do not require a lab science course

This is a 2-semester sequence with the emphasis during the first semester placed on basic chemical principles and their application to environmental issues. Topics covered include air and water pollution, global warming, ozone depletion, hazardous waste, energy use and alternative energy sources. The goal of the course is to develop a knowledge base from which one can make intelligent decisions about local global environmental issues as well as formulate solutions to the ever-increasingly complex problems of today's technological society.
William H. Armstrong

CH 107 Frontiers in the Life Sciences (Spring: 3)
Satisfies Natural Science Core Requirement

Frontiers in Life Sciences, which serves as a Core chemistry course, will introduce students to basic concepts in chemistry (elements, molecules, bonding, states of matter, chemical reactions, etc.) and use these to explore current topics such as acid rain, recombinant DNA technology (e.g., the Human Genome Project, DNA fingerprinting, disease detection), medical techniques (CAT scans, MRI) and therapies.
Mary F. Roberts

CH 109-110 General Chemistry I and II (Fall/Spring: 3)
Prerequisites: One year of high school chemistry
Corequisites: CH 111, CH 112, CH 113, CH 114
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, chemical equilibrium, and the structures of atoms, molecules, and crystals. The properties of the more common elements and compounds are considered against a background of these principles and the periodic table.
Michael Clarke
Paul Davidovits
David McFadden
Udayan Mohanty

CH 111-112 General Chemistry Laboratory I and II (Fall/Spring: 1)
Corequisites: CH 109 and CH 110
Lab fee required.

Laboratory required of all students enrolled in CH 109. One 3-hour period per week. Experiments reflect and apply the principles learned in the lecture course. Computers are used to both acquire and analyze data.
The Department

CH 117-118 Principles of Modern Chemistry I and II (Fall/Spring: 3)
Prerequisite: Permission of instructor
Corequisites: CH 119-122
Satisfies Natural Science Core Requirement

This course is intended for students from any major (including undecided) with a strong foundation and interest in chemistry. CH 117 begins with the theoretical description of atomic and molecular structure and with examples of modern experimental techniques for visualizing and manipulating individual atoms and molecules. The laws of thermodynamics and kinetic are studied to understand why chemical reactions occur at all, why it is that once reactions start they can't go all the way to completion, and how molecules act as catalysts to speed up reactions without being consumed themselves.
Jason Kingsbury
Kian Tan

CH 119-120 Modern Chemistry Laboratory I and II (Fall/Spring: 1)
Corequisites: CH 117 and CH 118
Lab fee required.

Laboratory required for all students enrolled in CH 117. This laboratory course stresses discovery-based experiments. It uses state-of-the-art instrumentation to illustrate the principles discussed in CH 117-118, and introduces students to techniques used in modern chemical research.
Christine Goldman

CH 161 Life Science Chemistry (Fall: 3)
Corequisites: CH 163

This course first introduces basic chemical principles, in preparation for a discussion of the chemistry of living systems that forms the major part of the course. Organic chemical concepts will be introduced as necessary, and applications will be made wherever possible to physiological processes and disease states that can be understood in terms of their underlying chemistry.
Dennis Sardella

CH 163 Life Science Chemistry Laboratory (Fall: 1)
Corequisites: CH 161
Lab fee required.

A laboratory course that includes experiments illustrating chemical principles and the properties of compounds consistent with CH 161.
The Department

CH 170 The Ethical Scientist (Spring: 3)

Integrity, truthfulness, and honesty are assumed to be the pillars on which the edifice of science rests, and the virtues that characterize those who practice it. Yet, despite their importance, scientists receive little or no training in the foundations of ethics. What does it mean to be an ethical scientist, and more specifically, to live a life of integrity in science? This course will employ a combination of case studies, news stories, fiction, biography, memoir, and journal-keeping to help students become aware of, and think critically about, the ethical decisions facing scientists across the full range of their career trajectories.
Dennis Sardella

CH 222 Introduction to Inorganic Chemistry (Spring: 3)
Prerequisite: CH 109-110
Corequisites: CH 224

This course offers an introduction to inorganic chemistry. Topics include the following: principles of structure and bonding, ionic and covalent bonding, acid-base concepts, coordination chemistry, organometallic chemistry, and inorganic chemistry in biological systems.
Michael Clarke

CH 224 Inorganic Chemistry Laboratory (Spring: 1)
Corequisites: CH 222
Lab fee required.

Laboratory required of all students enrolled in CH 222. One four-hour period per week.
The Department

CH 231-232 Organic Chemistry I and II (Fall/Spring: 3)
Prerequisites: CH 109-110, CH 111-112
Corequisites: CH 233-CH 236

An introduction to the chemistry, properties, and uses of organic compounds. The correlation of structure with properties, reaction mechanisms, and the modern approach to structural and synthetic problems are stressed throughout. In the laboratory, the aim is acquisition of sound experimental techniques through the synthesis of selected compounds.
T. Ross Kelly

CH 233-234 Organic Chemistry Laboratory I and II (Fall/Spring: 1)
Corequisites: CH 231 and CH 232
Lab fee required.

Laboratory required of all students enrolled in CH 231. One four-hour period per week. Students acquire fundamental organic lab techniques in the context of principles learned in the lecture course.
The Department

CH 241-242 Honors Organic Chemistry I and II (Fall/Spring: 3)
Prerequisites: CH 117-118, CH 119-120
Corequisites: CH 243, CH 245
Registration with instructor's approval only.

This course is a continuation of the CH 117-118 honors sequence and will concentrate on the structure, bonding and reactivity of organic compounds. Particular emphasis will be placed on stereochemistry, conformational analysis, reaction mechanisms, principles of organic synthesis, and modern spectroscopic methods.
Steven Bruner
Lawrence Scott

CH 243 Honors Organic Chemistry I Laboratory (Fall: 1)
Corequisites: CH 241
Lab fee required.

Laboratory course required for students enrolled in Honors Organic Chemistry (CH 241). Students will be instructed in experimental techniques relevant to research in contemporary organic chemistry.
Christine Goldman
Marc Snapper

CH 247 Honors Organic Pre-Lab (Fall: 0)
Corequisites: CH 243

This 50 minute lecture will discuss the principles and theories behind the experiments performed in the laboratory course.
Marc Snapper

CH 351 Analytical Chemistry (Fall: 4)
Prerequisites: CH 109-110
Corequisites: CH 353 and CH 355

Designed primarily for sophomore and junior students, this course is an introduction to the principles and practice of analytical chemistry, including the statistical analysis of data, widely-used chemical methods and instrumental approaches such as chromatography, spectrophotometry and electrochemistry.
Kenneth R. Metz

CH 353 Analytical Chemistry Laboratory (Fall: 0)
Corequisites: CH 351
Lab fee required.

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

CH 391-392 Undergraduate Research I and II (Fall/Spring: 3)
Prerequisites: CH 109 and CH 110
Arrangement with an individual faculty member and departmental permission are required. CH 591-592 or CH 593-594 cannot be taken concurrently.

Sophomores or juniors who show exceptional ability may engage in an independent research project under the supervision of a faculty member. The experimental work will be preceded by library research on the project and training in essential laboratory techniques.
The Department

CH 461 Biochemistry (Chemistry Majors) (Fall: 3)
Prerequisites: CH 231 and CH 232

This course will provide chemistry majors with an introduction to biological molecules. The emphasis will be on basic chemical and physical properties of biomolecules (proteins, nucleic acids, carbohydrates, lipids), enzyme mechanisms, natural products and drug design, and biotechnological uses of biopolymers.
Larry McLaughlin

CH 473 Physical Chemistry (Biochemistry Majors) (Spring: 3)
Prerequisites: CH 231-232, MT 100-101
Corequisites: PH 211 and PH 212 (or equivalent)

This course is an introduction to physical chemistry. Topics covered are the following: thermodynamics, transport properties, chemical kinetic, quantum mechanics, and spectroscopy.
Jianmin Gao

CH 495-496 Advanced Research in Chemistry I (Fall/Spring: 6)
Seniors only. A minimum GPA of 3.67, arrangement with an individual faculty member. and department permission are required. Students must submit a written proposal to Professor Lynne O'Connell by April 15 (November 1 for December graduates). This is a 2-semester course and may not be taken for only one semester.

An independent research project performed under the supervision of a faculty member. Seniors whose projects are judged by the department to be of the highest quality will be nominated for Scholar of the College recognition at Commencement. (See "Scholar of the College" in the College of Arts and Sciences section of this catalog for more details.)
The Department

CH 497-498 Advanced Research in Biochemistry I and II (Fall/Spring: 6)
Seniors only. A minimum GPA of 3.67. Arrangement with an individual faculty member and department permission are required. Students must submit a written proposal to Professor Evan Kantrowitz by April 15 (November 1 for December graduates). This is a 2-semester course and may not be taken for only one semester.

An independent research project performed under the supervision of a faculty member. Seniors whose projects are judged by the department to be of the highest quality will be nominated for Scholar of the College recognition at Commencement. (See "Scholar of the College" in the College of Arts and Sciences section of this catalog for more details.)
The Department

CH 554-555 Advanced Methods in Chemistry Laboratory I and II (Fall/Spring: 0)
Corequisites: CH 557 and CH 558

Laboratory required of all students enrolled in CH 557. Two four-hour periods per week.
Kenneth R. Metz

CH 557 Advanced Methods in Chemistry I (Spring: 4)
Prerequisites: CH 351 and CH 575
Corequisites: CH 554

This course discusses the principles, methods, and applications of instrumental techniques such as calorimetry, chromatography, electrochemistry, lasers, and optical spectroscopy in modern chemistry, along with techniques for the analysis and interpretation of experimental data. It is intended mainly for third year students.
Kenneth R. Metz

CH 558 Advanced Methods in Chemistry II (Fall: 3)
Prerequisite: CH 557
Corequisites: CH 555
Offered Periodically

Designed for senior-level students, this course includes discussions of the principles, methods, and applications of sophisticated techniques in modern chemistry, such as magnetic resonance, mass spectrometry, x-ray diffraction, computer interfacing, and molecular modeling.
Kenneth R. Metz

CH 575-576 Physical Chemistry I and II (Fall/Spring: 3)
Prerequisite: MT 202
Corequisites: PH 209 and PH 210 (or equivalent)

This course deals with the foundations and applications of thermodynamics and reaction kinetic. Topics include: 1) classical thermodynamics, including the Laws of Thermodynamics, Helmholtz and Gibbs energies, chemical potential, thermodynamic descriptions of phase equilibria and chemical equilibrium; 2) kinetic theory of gases; 3) chemical reaction rate laws and mechanisms.
Torsten Fiebig

CH 591-592 Introduction to Chemical Research I and II (Fall/Spring: 3)
Seniors only. Arrangement with an individual faculty member and department permission are required. This is a 2-semester course and may not be taken for only one semester.

The essential feature of this course is an independent research project performed under the supervision of a faculty member. The individual work will be preceded by a series of lectures and demonstrations on the use of the library and several essential laboratory techniques.
The Department

CH 593-594 Introduction to Biochemical Research I and II (Fall/Spring: 3)
Seniors only. Arrangement with an individual faculty member and department permission are required. This is a 2-semester course and may not be taken for only one semester.

Independent research in biochemistry to be carried out under the supervision of a faculty member.
The Department

Undergraduate and Graduate Course Offerings

CH 523 Organometallic Chemistry (Spring: 3)
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, i.e., the chemistry of compounds that have bonds between metals and carbon. Organotransition metal chemistry will be emphasized. Among the areas to be covered will be: structure and bonding in organotransition metal complexes, ligand systems, catalysis, polymerizations, common reactions, and applications in organic synthesis.
Kian Tan

CH 525 Small Molecule X-Ray Crystallography (Fall: 3)
Prerequisite: CH 222
Offered Periodically
This course is open to advanced undergraduate and graduate students.

The objective of the course is to provide detailed theoretical and practical instructions on small molecule X-ray crystallography. Topics include geometry and structure of crystalline solids, internal and external symmetry properties as a consequence of atomic types and bonding possibilities: lattice types and space groups, x-ray diffraction, and optical techniques. Students will get practical experience on sample preparation, operation of the instrumentation, data acquisition, structure solution and refinement.
Bo Li

CH 531 Modern Methods in Organic Synthesis I (Fall/Spring: 3)

Survey and analysis of reactions employed in the synthesis of medicinally significant compounds. An in-depth understanding of the mechanistic details for each transformation will be emphasized. Topics will relate fundamental structural and electronic properties to issues of chemical reactivity. An emphasis will be placed on carbon-carbon bond and ring forming reactions.
James Morken

CH 537 Mechanistic Organic Chemistry (Fall: 3)

This course will explore factors influencing organic reaction mechanisms and methods for their determination. A partial list of the topics to be covered includes chemical bonding and consequences for structure and reactivity; steric, electronic and stereoelectronic effects; conformational analysis; thermodynamic and kinetic principles; applications of molecular orbital theory; and reactive intermediates.
Jason Kinsgbury

CH 539 Principles and Applications of NMR Spectroscopy (Fall: 3)
Offered Periodically

This course will provide a detailed understanding of the principles and applications of NMR spectroscopy. The course is intended for chemistry and biochemistry students who will use NMR in their research. Four general aspects of NMR will be considered: theoretical, instrumental, experimental, and applied. Emphasis will be placed on understanding the theoretical concepts and experimental parameters necessary to acquire, process, and interpret NMR spectra. The course will include a practical component on departmental NMR spectrometers.
John Boylan

CH 544 Modern Methods in Organic Synthesis II (Spring: 3)
Prerequisite: CH 531

Survey and analysis of contemporary strategies employed in the synthesis of medicinally significant natural and unnatural products. Examine the creativity and logic of approaches toward medicinally important compounds.
Marc Snapper

CH 561-562 Biochemistry I and II (Fall/Spring: 3)
Prerequisites: CH 231-232 or equivalent
Corequisites: CH 515 and CH 516

This course is a 2-semester introductory-level course in biochemistry. Topics in the first semester concentrate on protein structure and function; bioenergetics; kinetic and mechanisms of enzyme reactions; intermediary metabolism; control of metabolic pathways; and photosynthesis. Topics in the second semester concentrate on the structure of nucleic acids; recombinant DNA technology; mechanisms of gene rearrangements; DNA replication; RNA synthesis and splicing; protein synthesis; control of gene expression; membrane transport; and hormone action.
Evan R. Kantrowitz
Larry McLaughlin

CH 566 Metallopharmaceuticals (Fall: 3)
Prerequisite: CH 222
Offered Periodically

Discussion of the role of metals in biological systems, including behavior of metal ions in aqueous solution, metal-requiring enzymes, interaction of metal ions with nucleic acids, transport systems involving inorganic ions, and inorganic pharmaceuticals.
Michael J. Clarke

CH 570 Introduction to Biological Membranes (Fall/Spring: 3)
Prerequisite: CH 561

Course designed to cover (1) basic molecular aspects of structure and surface chemistry of lipids, including the organization and dynamics of lipid bilayers and biological membranes and the state of proteins in the membrane, and (2) functional aspects of biomembranes including diffusion and facilitated or active transport across a bilayer (and the bioenergetic consequences), biogenesis of membranes, and receptor-mediated interactions.
Mary F. Roberts

CH 581 Solid State Chemistry (Spring: 3)
Prerequisite: CH 222
Offered Periodically

An introduction to solid state chemistry, a branch of chemistry that is concerned with the synthesis, structure, properties and applications of solid materials. We will cover concepts such as crystal structures and defects, lattice energy, bonding in solids and solid electrolyte. Emerging directions in solid state chemistry including nanoscience will be discussed as well.
Dunwei Wang

CH 589 NMR in Macromolecular Structure Determination (Spring: 3)
The course is intended for advanced undergraduate and graduate students with a working knowledge of NMR.

This course will explore methods for structure determination in macromolecules including peptides, proteins, and nucleic acids. The course will focus on NMR methods currently available to the department, but other complementary methods, such as x-ray, ESR, and molecular modeling (energy minimization and molecular dynamics) will be considered also. It will include a practical component in the NMR laboratory (tailored to address the specific research interests of the students, when possible) and case studies (e.g., gramicidin-S and lysozyme) will be used for illustration.
John Boylan

CH 772 Advanced Physical Chemistry/Electronics and Optics (Fall: 3)
Prerequisite: Permission of instructor
Offered Periodically

Most people working in a laboratory encounter electronics and optics in one form or another. The aim of the course is to provide a basic and intuitive understanding of the subjects both from theoretical and experimental points of view. Electronics: The operation of electrical circuits will be described, and the effect of the electronic processing on the measured parameters will be discussed. Operation of various electronic devices will be covered. Optics: The optics part of the course will cover wave motion, geometric optics, Maxwell's equations, diffraction, interaction of light with matter and applications such as fiber optics, lasers and microscopy.
Paul Davidovits

Graduate Course Offerings

CH 560 Principles of Chemical Biology (Fall: 3)
Prerequisite: CH 231-232 or equivalent

An introduction to the chemistry of biological macromolecules including proteins, nucleic acids and carbohydrates. Students will learn the structure and nomenclature of the monomer building blocks as well as the macromolecules. Chemical principles that define secondary and tertiary biomolecular structure as well as state-of-the-art chemical (or chemical-biological) synthetic procedures will be presented. Examples of specific types of binding interactions, catalysis or recognition processes as viewed from a chemical perspective will be discussed.
Steven Bruner
Jianmin Gao

CH 676 Physical Chemistry:Principles and Applications (Fall: 3)

New development and directions of physical chemistry will be discussed. We will focus on the emerging field of nanotechnology and talk about the novel synthesis, unique properties and promising applications of nanoscale materials, all within the context of broadly defined physical chemistry. Concepts such as nucleation and phase transitions will be embedded in specific examples and various advanced tools for material chemistry characterizations will be introduced toward the end of the class.

Dunwei Wang

CH 765 Chemical Biology: Literature Workshop (Fall: 0)
Offered Periodically

This course focuses on developing oral presentation skills and increasing knowledge of the the chemical literature.

Steven D. Bruner
Jianmin Gao

CH 772 Advanced Physical Chemistry/Electronics and Optics (Fall: 3)

By arrangement only.

Paul Davidovits

CH 799-800 Reading and Research I and II (Fall/Spring: 3)
Lab fee required.

A course required of Ph.D. matriculants for each semester of research.

The Department

CH 801 Thesis Seminar (Fall/Spring: 3)
Lab fee required.

This course is designed for M.S. candidates and includes a research problem requiring a thorough literature search and an original investigation under the guidance of a faculty member.

The Department

CH 802 Thesis Direction (Fall/Spring: 1)

A non-credit course for those who have received six credits for Thesis Seminar, but who have not finished their thesis. This course must be registered for and the continuation fee paid each semester until the thesis is completed.

The Department

CH 805-806 Departmental Seminar I and II (Fall/Spring: 1)

This is a series of research seminars by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

The Department

CH 821-822 Inorganic Chemistry Seminar I and II (Fall/Spring: 3)

This is a series of research seminars by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

The Department

CH 831-832 Organic Chemistry Seminar I and II (Fall/Spring: 3)

This is a series of research seminars by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

The Department

CH 861-862 Biochemistry Seminar I and II (Fall/Spring: 3)

This is a series of research seminars by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

The Department

CH 871-872 Physical Chemistry Seminar I and II (Fall/Spring: 3)

This is a series of research seminars by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.

The Department

CH 888 Interim Study (Fall: 0)

The Department

CH 998 Doctoral Cumulative Examinations (Fall/Spring: 1)

This course consists of a series of cumulative written examinations that test the student's development in his or her major field of interest (organic, inorganic, analytical, physical, biochemistry), and critical awareness and understanding of the current literature. Six of sixteen exams must be passed over a two-year period.

The Department

CH 999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

Classical Studies

Faculty

Dia M.L. Philippides, *Professor;* B.A., Radcliffe College; M.A., Boston College;M.A., Ph.D., Princeton University

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

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

Meredith E. Monaghan, *Assistant Professor;* A.B., Bowdoin College; M.A., University of Wisconsin-Madison; Ph.D., Stanford University

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

Contacts

- Secretary: Lillian Reisman, 617-552-3661, lillian.reisman@bc.edu
- http://fmwww.bc.edu/CL

Undergraduate Program Description

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

The department offers courses under four headings, including (1) elementary and intermediate courses in Latin and Greek, designed to teach a student to read the languages, (2) courses in Greek and Roman literature, society, and culture, including Core Literature courses, taught in English and designed to acquaint a student broadly with the world of classical antiquity, (3) advanced reading courses in ancient authors and genres taught in the original languages, and (4) courses in Modern Greek language, literature, and culture. Courses related to antiquity are also available in other departments.

Major Requirements

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

- Three courses (minimum) in Latin and/or Greek at the advanced level.
- Three courses (minimum) in the area of ancient civilization and culture.
- Four other courses, either in Latin and/or Greek language at any level (excluding only Elementary Latin) or in ancient civilization and culture, in any combination.
- Students who may think of going on in Classics are strongly advised to study both languages and to take as many advanced courses as possible. They should also discuss their interest with a faculty member at the earliest opportunity.
- Courses in Modern Greek language and culture are also taught within the department, but cannot be counted towards the major.

The Minor in Ancient Civilization

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

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

Information for First Year Majors and Non-Majors

"Classics" as outlined above is a broad, interdisciplinary field of study. For a first-year student, courses of two types are likely to be of most immediate interest: (1) Core literature courses, in which the reading is entirely in English, and (2) elementary and intermediate language courses in Latin and Greek.

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

Completion of two semesters of Latin or Greek at the intermediate level will fulfill the College of Arts and Sciences and Carroll School of Management language proficiency requirement. In addition, the Department offers elective courses in ancient civilization and in Greek and Roman authors. Those in ancient civilization are taught entirely in English. They make excellent choices for freshmen interested in antiquity. Those in Greek and Roman authors require a background in the appropriate language. If a student has studied Latin or Greek for three or four years in high school, he or she may wish to try courses in Greek and Roman authors. For further information consult the Chairperson of the Department.

Information for Study Abroad

The Classics Department does not have a general set of requirements for study abroad. Students are advised individually and, based on their academic records and the specific program, recommendations are made. Students should arrange to meet with the Chairperson of the Department when planning to study abroad.

Core Offerings

The Department offers several courses that satisfy the Core requirement in Literature. In 2009-10, for example, Heroic Verse: Homer, Virgil and Beyond (CL 217) and Modern Greek Drama in Translation (CL 166) will be offered.

Licensure for Teachers

The Undergraduate Initial License as Teacher of Latin and Classical Humanities 5-12 may be gained by pursuing one of the majors in addition to the Secondary Education major or the minor in Secondary Education. For further information, contact the Chairperson of the Department.

Graduate Program Description

The department grants M.A. degrees in Latin, Greek, and in Latin and Greek together (Classics). The Master of Arts in Teaching (M.A.T.) degree in Latin and Classical Humanities is administered through the Lynch School of Education in cooperation with the Department of Classics.

Requirements for the M.A. Degree

Candidates must complete 30 credits of course work at the graduate level, of which six may, with departmental permission, consist of a thesis tutorial. In addition, candidates must complete a departmental reading list of Latin and/or Greek authors, must demonstrate the ability to read a modern foreign language (usually French or German), and must pass comprehensive examinations. The examinations will be written and oral. The written portion consisting of translation from the authors on the reading list and an essay on one of the passages translated. The oral consists of discussion with the faculty of a candidate's course work in the history of Latin and/or Greek literature and of a thesis (if offered in partial fulfillment of the requirements).

Requirements for the M.A.T. Degree

The M.A.T. degree in Latin and Classical Humanities requires admission to both the Lynch School of Education and to the Department of Classics. All master's programs leading tocertification in

secondary education include practica experiences in addition to course work.Students seeking certification in Massachusetts are required to pass the Massachusetts EducatorsCertification Test.

Requirements vary according to a candidate's preparation in both classics and education. The normal expectation in Classics is that a candidate will complete 15 credits of course work in Latin, will demonstrate the ability to read a modern foreign language (usually French or German), and will take written and oral examinations in Latin literature.

For further information on the M.A.T., contact the Department Chairperson and refer to the Master's Programs in Secondary Teaching in the Lynch School of Education section of the University Catalog, or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

Incoming students can expect to find major Greek and Latin authors and genres taught on a regular basis. In Greek these include Homer, lyric poets, fifth-century dramatists (Aeschylus, Sophocles, Euripides, Aristophanes), the historians Herodotus and Thucydides, Plato, and fourth-century orators. In Latin they include Plautus and Terence, the late republican poets Catullus and Lucretius, Cicero, Augustan poetry (Virgil, Horace, Elegy, and Ovid), the historians Livy and Tacitus, and the novel.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

CL 010-011 Elementary Latin I and II (Fall/Spring: 3)

These courses will introduce the fundementals of Latin grammar and vocabulary. The aim is to prepare students to read simple Latin prose
Maria Kakavas
The Department

CL 020-021 Elementary Ancient Greek I and II (Fall/Spring: 3)

These courses will introduce the fundamentals of ancient Greek grammar and vocabulary. The aim is to prepare students to read something like Plato's *Apology* after a year of study.
Gail Hoffman

CL 052-053 Intermediate Ancient Greek I and II (Fall/Spring: 3)

This course is a review of the essentials of Classical Attic grammar and a reading of selections from Greek literature.
The Department

CL 056-057 Intermediate Latin I and II (Fall/Spring: 3)

These courses gives a thorough review of essential grammatical forms presented in Elementary Latin along with a close reading of an introductory selection of Roman prose and poetry.
Maria Kakavas
The Department

CL 060-061 Elementary Modern Greek I and II (Fall/Spring: 3)
Offered Biennially

This course is an introduction to the study of Demotic Greek. It will introduce the fundamentals of grammar and will focus on reading ability, oral comprehension, and oral expression.
Maria Kakavas

CL 205 Greek History (Fall: 3)
Cross Listed with HS 162

A study of the history of Greece from the Bronze Age in the second millennium BCE to the preeminence of Alexander of Macedon in the fourth century. The course will focus on such broad topics as the development of Greek social and political institutions, notions of justice, freedom, and Greek identity, relations among Greek city-states and with foreign nations, imperialism, the golden age of Greek literature, and the rise of Macedonian monarchy. Emphasis will be on the study of the ancient sources: literary, historiographic, archaeological and epigraphic.
Kendra Eshleman

CL 208 Art and Myth in Ancient Greece (Spring: 3)
Cross Listed with FA 206
Satisfies Fine Arts Core Requirement

An introduction to the visual representation of the Greek gods and goddesses and to the artistic depiction of the primary cycles of Greek legends (e.g., the Trojan War and heroes such as Herakles, Perseus, and Theseus). This course focuses on how specific visual attributes serve to identify mythological characters and how the development of narrative in Greek art helped to relate their stories. Inquiring into the use of mythological imagery to decorate temples, cult statues, and vases used primarily for the symposium (male drinking parties), we will consider the functions of mythological imagery within Greek society.
Gail Hoffman

CL 216 Art and Archaeology of Homer and Troy (Fall: 3)
Cross Listed with FA 216

Homer's *Iliad* describes a "Trojan War." Until Schliemann's excavations of a fortified site in Turkey suggested a real Troy and further work in Greece revealed a brilliant Bronze Age civilization, most thought Homer's story pure fiction. This class investigates archaeological sites such as Troy and Mycenae, Bronze Age shipwrecks, a Late Bronze Age "Pompeii," and the artistic evidence for objects and practices described by Homer in order to separate historical truth from elements either invented by the poet or adopted from his own time and reinvented by Hollywood.
Gail L. Hoffman

CL 217 Heroic Poetry: Homer, Virgil and Beyond (Fall: 3)
Cross Listed with EN 084.06
Satisfies Literature Core Requirement

This course has two fundamental aims: (1) to explore the process of reading literary texts closely and analytically and (2) to explore the tradition of heroic or epic poetry. Readings will range from as far back as 3,000 B.C.E. (the earliest parts of the Near Eastern story of Gilgamesh), through the poems of Homer and Virgil (set in the age of the Trojan War, but composed much later and against quite different cultural backgrounds), to the adaptation of epic grandeur, to Christian theology by Milton, and the parody of epic grandeur in the satire of Alexander Pope.
Charles F Ahern, Jr.

CL 230 Classical Mythology (Fall: 3)
Cross Listed with EN 220

The goal of this course is to introduce the gods and goddesses and the chief cycles of legend in the Greek and Roman story-telling traditions. The focus will be the "facts" of myth (the names and places involved) and discussion of the interpretation of specific literary works. The origins of traditional stories in early Greece, their relation to religious beliefs and practice, and the evolution of their use in ancient art and literature will also be studied. Readings include Homer, Hesiod, the Homeric hymns, Greek tragedy, Ovid's *Metamorphoses*.
The Department

Undergraduate and Graduate Course Offerings

CL 063 Intensive Reading in Latin (Summer: 1)

This course meets for twelve weeks. It is divided into two sections (6 weeks each section). The first section provides a comprehensive and intensive introduction to the grammar and syntax of the Latin language. Wheelock's Latin textbook is used. The second half of the course focuses on readings in Classical Latin from Cicereo, Caesar, selected poems of Horace/and or Jerome's *De Vita Pauli.*

Seth Holm
Maria Kakavas

CL 166 Modern Greek Drama in English (Fall: 3)
Cross Listed with EN 084.02 and CT 261
Satisfies Literature Core Requirement

The Greeks' love of theater did not end with the classical age. The course presents a survey of highlights of Modern Greek drama centering mainly on the twentieth century, with plays such as, *Tragedy-Comedy* (N. Kazantzakis), *The Courtyard of Miracles* (I. Kambanellis), *The City* (L. Anagnostaki), *The Wedding Band* (D. Kehaides), and *The Match* (G. Maniotes). The discontinuity from the ancient Greek theater may be discussed and a reading performance may be planned. The course is offered entirely in English, but provision may be made for reading the plays in Greek.

Dia M. L. Philippides

CL 190 Ancient Tyranny (Spring: 3)
Cross Listed with HS 136

This course on tyranny in ancient Greece and Rome explores both mythological and historical figures as well as the concept of absolute power itself, and how it is dealt with in historical, literary, and philosophical texts. In addition to studying names, dates, locations of particular tyrannies, we will also explore the sociological and economic reasons behind the emergence of these tyrants, as well as the nature of our sources, in an attempt to learn something about the nature of power itself that reaches beyond the boundaries of the ancient world.

Meredith Monaghan

CL 254 The Culture of Athenian Democracy (Spring: 3)
Cross Listed with HS 476

A political and cultural history of Athens during the creation and height of its democracy (circa 480-400 B.C.E.). The course will consider the Persian Wars and their effect on political and constitutional developments in Athens, the workings of the Athenian Democracy under Pericles and the eventual collapse following the Peloponnesian War. Readings in translation include Thucydides, Plutarch, Aristotle, Xenophon, Plato, and the Greek playwrights (Aeschylus, Sophocles, Euripides and Aristophanes).

Gail Hoffman

CL 262 Roman Civilization (Spring: 3)

This course is a broad-scale inquiry into Roman historical experience, understanding Roman to include not only citizens of Rome, but the various peoples who came to live under Roman rule, and understanding historical experience to include art, literature, and religion as well as political development and social and economic life.

Charles F. Ahern, Jr.

CL 268 The Christian East: Orientale Lumen (Spring: 3)
Cross Listed with SL 283 and TH 383
Satisfies the Cultural Diversity Requirement

See course description in the Slavic and Eastern Languages and Literatures Department.

M.J. Connolly

CL 286 History and Structure of Latin (Fall: 3)

Prerequisite: Prior study of Latin
Cross Listed with SL 324
Offered Periodically

See course description in the Slavic and Eastern Languages and Literatures Department.

Michael J.Connolly

CL 307 Aeschylus: *Agamemnon* (Spring: 3)

Aeschylus's tragedy *Agamemnon* will be read in its original form. Topics for discussion will include: the nature of families, fate, the gods, sacrifice, the function of the chorus, language, and style. Secondary scholarship will be consulted.

Dia M.L. Philippides

CL 329 Ovid's *Metamorphoses* (Fall: 3)

This course is reading (in Latin) and discussion (in English) of selected stories from Ovid's long poem about bodily transformations in the world of ancient myth, taking into consideration the poem in both its literary and its historical contexts.

Charles F. Ahern, Jr.

CL 342 Livy (Spring: 3)

Readings, for this course will come from Livy, Books I-V. Study of Livy's method of reconstructing and narrating early Roman history will also be discussed.

Charles F. Ahern, Jr.

CL 385 Letters of Cicero and Pliny (Fall: 3)

This advanced Latin course will examine the wide variety of goals, subjects, styles and addressees identifiable in the epistolary genre. Translation, close readings, and analysis of a selection of letters by Ciceero and Pliny will be supplemented with brief forays into poetic epistles, including Ovid's *Heroides* and Horace's epistles, and Seneca's philosophical letters.

Meredith Monaghan

CL 387 Advanced Greek Prose (Fall: 3)

Prerequisite: **Two years ancient greek**

Selections from Thucydides, Herodotus, Plato, and others according to the needs of the students.

Kendra Eshleman

CL 409 Lucretius (Spring: 3)

This course provides a close reading and analysis of a representative portion of the six books of *De Rerum Natura.*

Meredith Monaghan

Graduate Course Offerings

CL 790-791 Readings and Research I and II (Fall/Spring: 3)

Charles F. Ahern, Jr.
David Gill, S. J.
Maria Kakavas
Dia M.L. Philippides

CL 888 Interim Study (Fall/Spring: 0)

Charles F. Ahern Jr.

Communication

Faculty

Dorman Picklesimer, Jr., *Professor Emeritus;* A.B., Morehead State University; A.M., Bowling Green State University; Ph.D., Indiana University

Dale A. Herbeck, *Professor;* B.A., Augustana College; M.A., Ph.D., University of Iowa

Kevin Kersten, S.J., *Professor;* B.A., M.A., St. Louis University; M.A., San Francisco State University; Ph.D., University of Wisconsin, Madison

Marilyn J. Matelski, *Professor;* A.B., Michigan State University; A.M., Ph.D., University of Colorado

Ann Marie Barry, *Associate Professor;* B.S., M.A., Salem State College; M.S., Ph.D., Boston University

Lisa Cuklanz, *Associate Professor;* Chairperson of the Department; B.S., Duke University; M.A., Ph.D., University of Iowa

Donald Fishman, *Associate Professor;* B.A., University of Minnesota; M.A., Ph.D., Northwestern University

Elfriede Fürsich, *Associate Professor;* B.A., Katholische Universitaet Eichstatt, Germany; M.A., Ph.D., University of Georgia

Kenneth A. Lachlan, *Associate Professor;* B.A., Wake Forest University; M.A., Bowling Green State University; Ph.D., Michigan State University

Pamela Lannutti, *Associate Professor;* B.A., LaSalle University; M.A., Ph.D., University of Georgia

Charles Morris III, *Associate Professor;* B.A., Boston College; M.A., Ph.D., Pennsylvania State University

Roberto Avant-Mier, *Assistant Professor;* B.A., M.A., University of Texas, El Paso; Ph.D., University of Utah

Jamel Santa Cruze Bell, *Assistant Professor;* B.S. Missouri Western State College; M.A., Ph.D., University of Kansas

Ashley Duggan, *Assistant Professor;* B.A., M.A., University of Georgia; Ph.D., University of California, Santa Barbara

Seung-A Jin, *Assistant Professor;* B.A.Yonsei University, Seoul, Korea; M.A., Ph.D., Annenberg School for Communication, University of Southern California

James O. Olufowote, *Assistant Professor;* B.S., Ithaca College; M.A., Michigan State University; Ph.D.,Purdue University

Bonnie Jefferson, *Adjunct Associate Professor;* B.A., Marshall University; M.A., Ohio University; Ph.D., University of Pittsburgh

Michael Keith, *Adjunct Associate Professor;* B.A., M.A., Ph.D., University of Rhode Island

William Stanwood, *Adjunct Associate Professor;* B.S., Ithaca College; M.Ed., Ed.D., Boston University

Rita Rosenthal, *Lecturer;* B.A., Appalachian State University; M.A., Bowling Green State University

Contacts

- Department Counselor: Christine Caswell McCarron, 21 Campanella Way, Room 515, 617-552-6148, caswellc@bc.edu
- Department Administrator: Mary Saunders, 21 Campanella Way, Room 513, 617-552-4280, mary.saunders@bc.edu
- Office Administrator: Leslie Douglas, 21 Campanella Way, Room 513; Phone: 617-552-4280, leslie.douglas@bc.edu
- http://www.bc.edu/communication
- Fax: 617-552-2286

Undergraduate Program Description

The Department of Communication is concerned with the study, criticism, research, teaching, and application of the artistic, humanistic, and scientific principles of communication. Through a series of required classes, the department provides all majors with a basic understanding of communication theory and practice. Advanced courses allow majors the opportunity to expand their theoretical and critical skills and to study more applied areas such as advertising, digital communication, journalism, public relations, radio, and television. The department also offers upper-level courses in communication law and policy, ethics, intercultural and international communication, interpersonal and group communication, mass communication, political communication, and rhetorical studies.

This program of study has led graduating majors to a wide range of communication-related careers in advertising, broadcasting, communication education, journalism, and public relations. Communication majors have also had success in fields related to communication such as business, education, government/politics, health, international relations and negotiations, and social and human services. Finally, many majors have successfully completed graduate programs in business, communication, and law.

Requirements for the Communication Major

Students must complete eleven—eight required and three elective—courses to major in Communication. While the department will transfer Communication electives, the eight required classes must be taken at Boston College. The requirements for the major are as follows:

Common Requirements (4):

- CO 010 The Rhetorical Tradition
- CO 020 Survey of Mass Communication
- CO 030 Public Speaking
- CO 350 Research Methods

Distributed Requirements (4):

- Cluster Area Requirements—Choose one of the following courses:
  - CO 249 Communication Law
  - CO 250 Mass Communication Ethics
  - CO 253 Interpersonal Communication
  - CO 255 Media Aesthetic
  - CO 260 American Public Address
  - CO 263 Media, Law, and Society
  - CO 268 Business of Electronic Media
- Theory Requirement—Choose one of the following courses:
  - CO 372 Mass Communication Theory
  - CO 374 Human Communication Theory
  - CO 375 Argumentation Theory
  - CO 377 Visual Communication Theory
  - CO 378 Rhetorical Theory
- Writing-Intensive Seminars—Choose two of the following courses:
  - CO 425 Broadcast Century Issues
  - CO 426 Television and Society
  - CO 427 Culture, Communication, and Power
  - CO 429 Globalization and the Media
  - CO 435 Rhetoric, Resistance, and Protest
  - CO 438 Rhetoric and Public Memory
  - CO 440 Communication and Theology
  - CO 442 Intercultural Communication
  - CO 445 Freedom of Expression

- CO 447 Communication Criticism
- CO 448 Television Criticism
- CO 449 Crisis Communication
- CO 451 Gender Roles and Communication
- CO 456 Relational Communication
- CO 458 Radio in Culture and Society
- CO 459 Dark Side of Communication: Personal Relationships
- CO 462 Popular Music and Identity
- CO 463 Media and Popular Culture
- CO 464 Violence and Media
- CO 465 Health Communication
- CO 466 Nonverbal Communication
- CO 467 Communication and Culture in the Workplace
- CO 470 Capstone: Conflict, Decision, and Communication

Electives (3)

The other three courses are electives, and students may select these courses based upon their interests and objectives. Any 3-hour class offered by the department can be counted as an elective, including CO 520 Media Workshop and CO 592 Honors Thesis. Most majors will develop areas of expertise by concentrating their elective courses in a particular area of study such as television or public relations.

Information for First Year Majors

Freshmen and sophomores can declare the Communication major in 21 Campanella Way, Room 513. Juniors and seniors should schedule an appointment with the Department's counselor to determine whether they can reasonably complete the required course work prior to graduation.

CO 010 Rhetorical Tradition and CO 020 Survey of Mass Communication are prerequisites for all other Communication courses. Majors should not register for theory courses, writing-intensive seminars, or any electives until they have completed CO 010 and CO 020.

Information for Study Abroad

Students must complete seven Communication courses by the end of their junior year to receive department permission to study abroad. Among the seven courses, students must have completed CO 010 Rhetorical Tradition, CO 020 Survey of Mass Communication, CO 030 Public Speaking, and CO 350 Research Methods. The course requirement can be met by any one the following:

- taking seven Communication courses at Boston College
- counting Communication courses and approved summer school courses
- taking five Communication courses at Boston College and transferring two courses from the junior year abroad placement

For additional information and departmental approval, contact the Department's counselor.

Internship Program

CO 501 Communication Internship, a 1-credit pass/fail course, is open to Communication majors who have sophomore, junior, or senior standing and a minimum 2.5 GPA.

CO 520 Media Workshop, a 3-credit course, is open to Communication majors who have senior standing and a 3.0 GPA (or a 2.8 overall with at least a 3.2 in the major). In addition, potential interns must have completed a minimum of six courses in communication including CO 010 Rhetorical Tradition, CO 020 Survey of Mass Communication, and CO 030 Public Speaking, and appropriate preparatory course work necessary for the specific field placement.

Honors Program

Juniors with a qualifying grade point average (3.75 or higher) are eligible for the program. To complete the honors program, students will need to take two specified "honors" writing intensive seminars, perform well in those courses (receive grades of A or A-), and successfully complete an honors thesis under the direction of the instructor of one of those courses. Honors students will receive a total of nine credit hours for their participation in, and completion of, the program. A more complete description of the program is available in the Honors Handbook in the Department's main office.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

CO 010 The Rhetorical Tradition (Fall/Spring: 3)
Required course for all Communication majors

This is an introductory course that is designed to examine the classical periods of rhetoric as well as the Enlightenment and modern periods. The course focuses on pivotal concepts in rhetoric and their application to contemporary discourse. This is a foundation course in the field of communication. It introduces students to perennial issues and concerns in rhetoric, and looks at communication as a way of knowing about self and society.

Bonnie Jefferson

CO 020 Survey of Mass Communication (Fall/Spring: 3)
Required course for all Communication majors

This is a survey course in mass communication. It explores the political, social, and cultural forces that have influenced the development of the media. Among the topics discussed are media history, governmental regulation of the media, media economics, the impact of mass media on society, and the organizational decision-making process within the media institutions.

Kenneth Lachlan

CO 030 Public Speaking (Fall/Spring: 3)
Required course for all Communication majors

This course is an introduction to the theory, composition, delivery, and criticism of speeches. Attention is devoted to the four key elements of the speech situation: message, speaker, audience, and occasion. Emphasis in the course is also given to different modes of speaking and a variety of speech types, such as persuasive, ceremonial, and expository addresses. This is a performance course.

Rita Rosenthal
The Department

CO 105 Elements of Debate (Fall/Spring: 3)

This course introduces the student to the theory and practice of debate. It is designed for students without any formal training in debate. Assignments include participation in three class debates, preparation of affirmative and negative arguments, and compilation of an evidence file and annotated bibliography on the debate topic.

Patrick Waldinger

CO 204 Art and Digital Technology (Fall/Spring: 3)
Cross Listed with FS 276
Lab fee required.

See course description in the Fine Arts Department.

The Department

CO 213 Fundamentals of Audio I (Fall/Spring: 3)
Lab fee required.

This course is designed to introduce the student to the multifaceted world of sound, in theory and practice. Topics covered include the history of recording techniques, design and use of microphones, and careful listening techniques. The course will present an overview of current audio production software typically used in modern recording studios.
Judy Schwartz
Lloyd Thayer
The Department

CO 214 Fundamentals of Audio II (Fall/Spring: 3)
Prerequisite: Fundamentals of Audio I or permission of instructor
Lab fee required.

A comprehensive course in audio recording and production, topics covered include sound design, live recording techniques, and post production. Students will design and execute broadcast quality pieces for radio and multimedia, as well as sound art.
Jonathan Sage
Judy Schwartz
The Department

CO 215 Soundcasting Media (Spring: 3)

The course will focus on the evolution of various forms of "soundcasting" media: broadcast, satellite, and web radio. Also considered will be their programming, operations, and marketing aspects.
Michael Keith

CO 222 Studio Television Production (Fall/Spring: 3)
Prerequisite: CO 227
Lab fee required.

This course is designed to introduce students to the tools and techniques of television production. Attention is given to the production skills necessary for effective communication in television. To pursue these goals, a substantial portion of the course will be devoted to learning production in a television studio. Students will learn to operate studio television equipment, and to produce and direct their own programs.
The Department

CO 223 TV Field Production (Fall/Spring: 3)
Prerequisite: CO 222
Lab fee required.

This course is designed to develop the skills and disciplines of Electronic Field Production (EFP). Emphasis will be placed on advanced techniques of portable video operation and non-linear videotape editing. Elements of production such as location, sound recording, location lighting, producing, and directing will be featured.
William Stanwood
The Department

CO 224 Digital Nonlinear Editing (Fall/Spring: 3)
Prerequisite: Permission of instructor
Cross Listed with FM 274
Lab fee required.
Limited to ten students

This course will provide fundamental skills required for editing moving pictures plus hands-on experience on the Avid nonlinear edit system. The Avid Media Composer is currently considered a standard tool in the video, television and film industry. Using this 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 time-line, saving sequences, and output to tape. S
The Department

CO 226 Final Cut Pro Editing (Fall: 3)
Cross Listed with FM 275
Some equipment required. Restricted to majors

This course is an introduction to digital video editing using the Final Cut Pro software environment. Final Cut Pro widely used and is becoming more prevalent in the editing industry these days, students will learn the basics of digital video editing ranging from digitizing video to timelines to multiple tracks and mixing to transitions and more.
Kristoffer Brewer

CO 227 Broadcast Writing (Fall/Spring: 3)

This course introduces the student to a broad sampling of broadcast writing styles. Areas of focus will include news, sports, documentaries, commercials and public service announcements, educational television, and writing for specialized audiences.
William Stanwood
The Department

CO 230 News Writing (Fall/Spring: 3)

An introduction to reporting for the media, this course examines (1) techniques of interviewing and observation, (2) the news value of events, and (3) the organizational forms and writing styles used by newspapers.
The Department

CO 231 Feature Writing (Fall/Spring: 3)
Prerequisite: CO 230

This is a course on contemporary feature writing—literary 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 Department

CO 233 Advanced Journalism: Presenting the News (Fall/Spring: 3)
Prerequisites: At least one of the following CO 227, CO 230, or CO 231
Offered Periodically

Organized like a professional newsroom, this course will examine how news is produced for print and online publication. It will define and teach the roles of reporters, columnists, editorial writers, editors, photographers, and graphic designers in the daily news gathering process as decisions are made about what stories to cover, what stories and photographs to publish (and not to publish), and on what pages to put them. Also covered will be advanced reporting and interviewing techniques, computer-assisted reporting, investigative journalism, media law and ethics, and the business and history of journalism.
Jon Marcus

CO 234 News Ethics (Spring: 3)

This course will focus on the ethical dilemmas that challenge journalists working in print, broadcast and online media. Topics will include deception, privacy, conflicts of interest, anonymous sources, plagiarism, hidden cameras, undercover reporting, and linking on the web, among others.
The Department

CO 235 Advertising (Fall/Spring: 3)

This course explores advertising as an institution in society, both as a marketing tool and as a communication process. Designed as a comprehensive view of the subject, the course includes such topics as advertising history, regulation, communication theory and practice, the role of advertising in the marketing mix, the organization of the advertising agency, marketing/advertising research, and the creative uses of various advertising media.

The Department

CO 238 Marketing the Arts (Spring: 3)
Cross Listed with CT 238
Offered Periodically

See course description in the Theatre Department.

Howard Enoch

CO 239 Principles of Theatre Management (Fall: 3)
Cross Listed with CT 239
Offered Periodically

See course description in the Theatre Department.

Howard Enoch

CO 240 Public Relations (Fall/Spring: 3)

This course is designed to be an examination of the technical, counseling, and planning elements in public relations. Attention in the course will focus on public relations campaigns, non-profit public relations, and the often complex relationship between management strategies and promotional objectives. Emphasis also will be placed on developing proper writing techniques for public relations.

The Department

CO 245 Advanced Public Relations (Fall/Spring: 3)
Prerequisite: CO 240
Communications majors only

This course is designed for students who have completed CO 240 and are considering public relations as a profession. Emphasis will be on writing (press releases, query letters, profiles, press kits), speaking (oral presentations and on-camera press encounters), and strategizing (developing proactive and reactive media strategies for specific case studies).

The Department

CO 246 Events Planning (Spring: 3)

Ashley Duggan

CO 248 Computer Aided Drafting and Design (Fall: 3)
Cross Listed with CT 248 and FS 248

See course description in the Theatre Department.

Crystal Tiala

CO 249 Communication Law (Fall: 3)
Offered Periodically
Satisfies the one cluster course requirement within the Communication major

This course examines the constitutional, statutory, and case law affecting the communication professions. A wide range of issues related to the First Amendment will be considered including access, broadcasting, cable, commercial speech, copyright, defamation, free press versus fair trial, fighting words, heresy, incitement, obscenity, political speech, prior restraint, privacy, public forums, special settings, symbolic speech, threats, and time-place-manner restrictions.

Dale Herbeck

CO 253 Interpersonal Communication (Fall/Spring: 3)
Offered Periodically
Satisfies the one cluster course requirement within the Communication major. Interpersonal Communication was previously listed as CO 104.

This course focuses on theory and research concerning communication in everyday interactions. First, the course includes perspectives on the self as it is influenced by and influences communication. Second, the basic aspects of message production and understanding will be discussed. Lastly, the course focuses on communication in relational contexts.

Pamela Lannutti

CO 259 Cyberlaw (Spring: 3)
Prerequisite: CO 010
Offered Periodically

This course will study the extension of communication law to the Internet, assess a range of pending proposals designed to regulate free speech in cyberspace, and discuss a variety of national and international schemes intended to govern the developing global information infrastructure. In the process, the course will consider issues involving political speech, sexually explicit expression, defamation, privacy, trademark, copyright, unsolicited commercial email (spam), schools, and encryption. This course will not cover issues related to electronic commerce or contracts, personal jurisdiction, or Internet taxation.

Dale Herbeck

CO 260 American Public Address (Spring: 3)
Prerequisite: CO 010
Satisfies the one cluster course requirement within the Communication major

This course studies important contemporary speakers, issues, and movements. Speeches and speakers from World War II to the present will be studied. We will examine the material from a historical as well as a critical perspective, using the methodologies of rhetorical criticism. Areas to be covered include rhetoric of the campaign, rhetoric of war, rhetoric of social change, rhetoric of fear, rhetoric of scandal and public ridicule.

Bonnie Jefferson

CO 263 Media, Law, and Society (Spring: 3)
Prerequisite: CO 010, CO 020
Offered Periodically
Satisfies the one cluster course requirement within the Communication major

This course is designed to examine the interaction among new forms of technology, the legal system, and the changing nature of society. The course seeks to explore the contours of the Information Society and to analyze the transformations that are occurring as the word communication takes on a broader meaning than it possessed during the twentieth century.

Donald Fishman

CO 266 Dark Side of Communication (Fall: 3)
Offered Periodically

This is an elective in communication course. This course explores problematic or dysfunctional communication in romantic relationships, friendships and family relationships. Sample topics include conflict, deception, jealousy expression, gossip, obsessive relational intrusion, and coercion. This course will give students the opportunity to reflect on the dual nature of communication and how to improve potentially unproductive communication behaviors.

CO 280 Broadcast Programming and Promotion (Fall/Spring: 3)
Offered Biennially

This course focuses on the complexities of programming modern-day commercial television and radio stations and of promoting these programs to reach the most desirable demographics.
The Department

CO 285 Cultural Diversity in Media (Spring: 3)
Satisfies Cultural Diversity Core Requirement
Offered Periodically

In an age where the world's political borders are changing rapidly, cultural artifacts found in mass communication become increasingly important. This course examines the relationship of culture and the mass media in creating a new concept of America, based on race, ethnicity and gender. From this exploration, students will be able to critique the impact of television, radio, film, cartoons, newspapers, magazines, books, and the music industry on cultural perception.
Marilyn Matelski

CO 291 Persuasion (Fall/Spring: 3).
Rita Rosenthal

CO 298 World Wide Web and Digital Media (Fall/Spring: 3)

The World Wide Web (WWW), which started only after 1991, has already become one of the indispensable communication tools in contemporary society. Students will be introduced to basics of the web so that they can (1) browse web pages, (2) search any necessary information on the Internet, (3) set up web pages, and (4) analyze web pages for certain purposes. Theoretical and philosophical issues regarding the web will also be explored.
The Department

CO 300 Advanced Advertising (Fall/Spring: 3)
Prerequisite: CO235 or department permission required

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 course prepares students to successfully compete in the National Student Advertising Competition held each spring by the American Advertising Foundation.
Scott Madden

CO 310 Advertising Campaign Planning (Spring: 3)

Utilizing integrated marketing communication principles, students will prepare an advertising campaign for the American Advertising Federation's national competition. The course will augment students' abilities to coordinate, strategize, and execute a final campaign through collaborative critical analysis and creative structuring.
The Department

CO 350 Communication Research Methods (Fall/Spring: 3)
Offered Biennially
Required course for all Communication majors

Research methods are often considered tools for creating knowledge. This course will equip students with a veritable toolbox of methods for researching mass media and their audiences.
Ashley Duggan
Seung-A Jin
James Olufowote

CO 369 Social Protest Theory (Spring: 3)
Charles Morris

CO 372 Mass Communication Theory (Fall/Spring: 3)
Satisfies the required theory course in the Communication major

This course will examine the underlying theories behind mass communication and the mass media and will apply those theories to operational decisions made by media executives on a day-to-day basis.
Jamel Bell
Elfriede Fursich
Kenneth Lachlan
The Department

CO 374 Human Communication Theory (Fall: 3)
Satisfies the required theory course in the Communication major

This course provides an understanding of the role of theory in the study of human communication. Students will learn the process of theory development, the role of theory in the research process, and tools for evaluating theories. The course also surveys the prominent theories in the fields of interpersonal, relational and group communication. This course should serve as a bridge between basic introductory courses and more advanced seminars in these fields.
Pamela Lannutti

CO 375 Argumentation Theory (Fall: 3)
Offered Periodically
Satisfies the required theory course in the Communication major

This course considers the theory of argumentation, in contrast to "Elements of Debate" which teaches students how to argue. Argumentation Theory begins by considering the nature of argumentation, proceeds to discuss the qualities of good argument, and concludes with a discussion of fields or communities or argumentation.
Dale Herbeck

CO 377 Visual Communication Theory (Fall/Spring: 3)
Satisfies the required theory course in the Communication major

This course explores the role of perception within visual learning, the nature of images, how public images function in political and cultural discourse, the psychology of the camera eye, differences among television, film and print images, and controversial media issues.
Ann Marie Barry

CO 400 Advanced Video Production (Spring: 3)
Prerequisites: Permission of instructor and CO 227, CO 222, and CO 223
Lab fee required.

This course will enable students to hone the skills they learned in Broadcast Writing, Studio Television Production, and Television Field Production. They will produce an actual television program for an actual client. The course will also explore how to create a program through real world experiences such as formulating a script to meet specific client needs and planning, shooting, and editing the finished show in a professional environment.
William Stanwood

CO 404 Advanced World Wide Web and Digital Media (Spring: 3)
Prerequisite: A basic understanding of web technologies (HTML, FTP).
Offered Biennially

This course focuses on the development of a significant interactive web project. Students will develop technical and creative skills while evaluating and organizing content to best communicate with a targeted audience. Students will develop an interactive interface, integrate digital media, consider design and communication theories, and assess current practices in a variety of genres.
The Department

CO 425 Broadcast Century Issues (Fall/Spring: 3)
Satisfies one of two writing intensive courses required within the Communication major

The impact of radio and television has been felt around the world. It has altered the way we think and behave. This course is an assessment of the major issues and events that have helped form twentieth century broadcast media. Topics will be examined within the context of their relationship to society and culture.
Michael Keith

CO 426 TV and Society (Fall/Spring: 3)
Satisfies one of two writing intensive courses required within the Communication major

This writing-intensive course will provide a forum for investigating the role of television in our society. Students will examine such topics as the use of violence on TV, and the impact of television on public discourse, as well as other TV issues in our society. A variety of texts and research methods will be used to help draw conclusions about the impact of television on our culture.
William Stanwood

CO 435 Rhetoric, Resistance, and Protest (Fall/Spring: 3)
Satisfies one of two writing intensive courses required within the Communication major

In this course we engage the discourses of discontent, mobilization, transformation and discipline that emerge and evolve whenever a "movement" attempts to make the world over again. Our perspective focuses on rhetorical dimensions of protest and resistance: agents, audiences, tactics, media, and contexts of specific social movements, including abolitionism, labor, anti-poverty, anti-war, civil rights, black and red power, gay and women's liberation, pro-life/choice, animal rights, AIDS activism, environmentalism, disability rights, and anti-globalization. We will venture into the fray, experiencing tactical choices and their consequences, and perhaps chart for ourselves a blueprint for future persuasive action on behalf of social change.
Charles Morris

CO 438 Rhetoric and Public Memory (Fall: 3)
Satisfies one of two writing intensive courses required within the Communication major

This course engages in the theory, recovery, and analysis of the rhetorically-constructed past. We explore how symbolic constructions of memory—from diverse historical depictions to battlefields and museums to commemorative holidays and their ritual performances—function significantly in public life. By means of various interdisciplinary readings, we seek to explain how memory persuasively reflects, shapes, sustains, resists and tranforms cultural and political meanings in the present, and provides a powerful vision of a collective future.
Charles Morris

CO 442 Intercultural and International Communication (Fall/Spring: 3)
Cross Listed with BK 442
Satisfies Cultural Diversity Core Requirement
Satisfies one of two writing intensive courses required within the Communication major

This course studies communication as it relates to culture, and as it occurs interculturally and internationally. In those contexts, questions and issues will be pursued which reveal processes, effects, methods, and critical norms for evaluating interpersonal, group, and mass communication.
The Department

CO 447 Communication Criticism (Fall: 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.
Bonnie Jefferson
Charles Morris

CO 448 Television Criticism (Fall/Spring: 3)
Satisfies one of two writing intensive courses required within the Communication major

This course provides students with methods for critically evaluating the cultural and social impact of television. First, students learn some fundamentals of television production and the structure of the media industry. Based on this knowledge, students examine and practice the critical analysis of contemporary television programs. The goal of the course is to make students more informed critics of our television-saturated age.
The Department

CO 449 Crisis Communication (Fall/Spring: 3)
Prerequisite: CO 240 recommended
Satisfies one of two writing intensive courses required within the Communication major.
Restricted to Communication majors only

This course is designed to examine events and situations that potentially threaten the viability of an organization. Attention is devoted to developing an effective crisis communication plan, speaking to multiple stakeholders, decision-making under pressure, and resolving—rather than litigating—organizational problems. Among the studies examined are the Tylenol product tampering incident, the Exxon Valdez accident, the Union Carbide gas leak, the Challenger Space Shuttle disaster, the Three Mile Island accident, and the Pepsi syringe hoax.
Donald Fishman

CO 451 Gender Roles and Communication (Fall: 3)
Satisfies one of two writing intensive course requirements within the Communication major

This course is both a writing-intensive seminar and a women's studies course. Focus is on the social construction of gender through communication. The early section of the course compares historical and cross-cultural notions of gender. Then, building on these comparisons, students read about, examine, and analyze communication texts, focusing particularly on television programming and advertising.
Lisa Cuklanz

CO 458 Radio and Culture and Society (Fall: 3)
Michael Keith

CO 459 Dark Side of Communication/Personal Relationships (Spring: 3)
Offered Periodically

This is an Honors level writing intensive seminar in relational communication.Throughout the semester, this course will explore the communication in personal relationships with a special focus on problematic communication in romantic relationships, friendships and family relationships. Topics explored include: conflict, jealousy expression, obsessive relational intrusion, and coercion.

CO 460 Seminar: Fiction, Film, and Video (Fall: 3)
Ann Marie Barry

CO 462 Popular Music and Identity (Fall/Spring: 3)
Cross Listed with BK 462
Satisfies one of two writing intensive courses required within the Communication major

The goal of this course is to increase the understanding of basic concepts and principles of popular music as a form of communication, and specifically, popular music as a symbolic form of behavior that relates to individual and group identity. This course will introduce you to theory and research in the area of popular music studies in communication, and will help you apply this knowledge in understanding popular music as meaning-making cultural practice. Seeing music as culture, we use both transmission and ritual/symbolic perspectives to address social/cultural dimensions of popular music in the U.S. as well as in international contexts.
Roberto Avant-Mier

CO 463 Media and Popular Culture (Spring: 3)
Satisfies one of two writing intensive courses required within the Communication major

Media are a significant and primary contributor of popular culture in American society. This writing intensive course will explore and critically analyze the role of media in constructing and reflecting popular norms, values, and trends.
Jamel Bell

CO 464 Violence and the Media (Spring: 3)
Lisa Cuklanz

CO 467 Communication and Culture in the Workplace (Spring: 3)
Satisfies one of two writing intensive courses required within the Communication major

This course examines communication and cultures in the for-profit and non-profit workplace. We begin by reviewing the major perspectives on communication in the workplace (e.g., classical, systems, cultural). This is followed by explorations of central topics such as leadership, workplace culture, member socialization, and workplace participation processes.
James Olufowote

CO 485 Advanced Intercultural: studyabroad.com (Fall/Spring: 3)
Prerequisites: CO 442 or equivalent, enrolled in BC-sponsored international program, permission of instructor
Permission from the 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.
Marilyn J. Matelski

CO 500 Debate Practicum (Fall/Spring: 1)
Prerequisite: Participation on the intercollegiate debate team and permission of the instructor

Advanced discussion of argumentation theory and debate practice with an emphasis on contemporary intercollegiate debate.
John Katsulas

CO 501 Communication Internship (Fall/Spring: 1)
Prerequisite: Permission of instructor

This course is a 1-credit pass/fail internship available for sophomore, junior, and senior Communication majors. See Internship Director for details.
Christine Caswell

CO 520 Media Workshop (Fall/Spring: 3)
Prerequisite: Senior standing, 3.2 in major, six completed BC communication courses (including core requirements), and permission of the instructor
This course may not be repeated.

This course gives senior communication majors an opportunity to pursue a partial internship in the electronic or print media. Practical experience will be supplemented by discussions of relevant theoretical constructs. Adherence to professional protocol is expected.
Christine Caswell

CO 592 Honors Thesis (Fall/Spring: 3)

A research course under the guidance of a faculty member for those writing an Honors Thesis.
The Department

CO 597 Readings and Research—Communications (Fall/Spring: 3)
Prerequisite: Permission of the instructor
This course may be repeated.

This course is intended to provide an opportunity for students to explore topics not currently covered in the curriculum. Students will work on a specific research project under the supervision of a faculty member.
The Department

CO 599 Advanced Independent Research (Fall/Spring: 6)
Prerequisite: Permission of the department

This course is for seniors only.
The Department

Computer Science

Faculty

Peter G. Clote, Courtesy Appointment, *Professor;* B.Sc., Massachusetts Institute of Technology; M.A., Ph.D., Duke University; These d'Etat, University of Paris
James Gips, Courtesy Appointment, *Professor, John R. and Pamela Egan Chair;* S.B., Massachusetts Institute of Technology; M.S., Ph.D., Stanford University
Howard Straubing, *Professor;* Chairperson of the Department; A.B., University of Michigan; Ph.D., University of California at Berkeley
Sergio Alvarez, *Associate Professor;* B.S., Universidad Javeriana; M.S., Universidad de los Andes; Ph.D., University of Maryland
Robert Muller, *Associate Professor;* A.B., M.S., Indiana University; Ph.D., Boston University
C. Peter Olivieri, *Associate Professor;* B.S.B.A., M.B.A., Boston College; Ph.D., Columbia University
Edward Sciore, *Associate Professor;* B.S., Yale University; M.S.E., Ph.D., Princeton University

Robert P. Signorile, *Associate Professor;* B.S., Queens College; M.S., New York University; M.S., Ph.D., Polytechnic University
Hao Jiang, *Assistant Professor;* B.S., M.S., Harbin Engineering University; D. Eng., Tsinghua University; Ph.D., Simon Fraser University
Stella X. Yu, *Clare Boothe Luce Assistant Professor;* B.S., Xi'an Jiaotong University; M.S., Tsinghua University; Ph.D., Carnegie Mellon University
Katherine Lowrie, *Adjunct Associate Professor;* B.S., M.S., Ph.D., Purdue University
William G. Ames, *Senior Lecturer;* M.S., University of Michigan
William Griffith, *Lecturer;* Ph.D., Boston College; Ph.D., University of Massachusetts Amherst

Contacts

- Administrative Assistant: Jane Costello, 617-552-3975, jane.costello@bc.edu
- Systems Administrator, Phil Temples, 617-552-0153, ptemples@cs.bc.edu
- http://www.cs.bc.edu

Undergraduate Program Description

The Computer Science Department offers major programs in the College of Arts and Sciences leading to the degrees of Bachelor of Arts and Bachelor of Science as well as minor and concentration programs in Computer Science, Bioinformatics, and Scientific Computation, 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 description. For further information, contact the Computer Science Department at 21 Campanella Way, Room 559, 617-552-3975.

Bachelor of Arts in Computer Science

The curriculum for the Bachelor of Arts degree in Computer Science is based on current recommendations offered by the Association for Computing Machinery (ACM) for liberal arts institutions. The program is designed to provide a solid foundation in the fundamentals of computer science. At the same time, it provides practical, hands-on experience with computing systems, as the current technology job market dictates.

Bachelor of Arts students complete a 10-course computer science component, supplemented by a mathematics component rooted in Calculus and Discrete Mathematics. For most students, the program requires completion of thirteen courses.

Computer Science Component

A minimum of ten courses in computer science are required for completion of the Bachelor of Arts in Computer Science. The ten Computer Science courses are grouped into two categories: six required core courses and four electives. The six required core courses are:

- CS 101 Computer Science I
- CS 102 Computer Science II
- CS 271 Computer Systems
- CS 272 Computer Organization with required CS 273 Computer Organization Lab
- CS 383 Algorithms
- CS 385 Theory of Computation

Of the four electives, at least three must be numbered CS 300 and above. The fourth elective may be any course numbered CS 200 or above.

Mathematics Component

At least two mathematics courses are required for completion of the Bachelor of Arts major—one semester of Calculus at the level of Calculus II or higher and one semester of Discrete Mathematics. Students ordinarily complete the calculus requirement with any one of the following courses: MT 101, MT 103, MT 105, or MT 202. Realistically, most students will need to complete a prerequisite calculus course (e.g., MT 100 before MT 101, or MT 102 before MT 103), so this calculus requirement will usually be met by enrolling in a 2-semester sequence.

Students must complete the Discrete Mathematics requirement with the 1-semester course CS/MT 245 Discrete Mathematics. Double majors in mathematics may satisfy the Discrete Mathematics requirement by taking MT 445. It is especially important that Discrete Mathematics be completed no later than the end of junior year, since this material is a prerequisite for the two required courses, CS 383 Algorithms and CS 385 Theory of Computation as well as CS 366 Principles of Programming Languages.

Bachelor of Science in Computer Science

The curriculum for the Bachelor of Science major in Computer Science is based on requirements specified by the Computer Science Accreditation Board (CSAB). The program is designed to provide an extensive background in computer science and is well-suited for students considering graduate study or students planning to pursue careers in science or engineering.

Students must complete a 12-course computer science component, supplemented by a mathematics component and a natural science component.

Computer Science Component

A minimum of twelve courses in computer science are required for completion of the Bachelor of Science major in Computer Science. The twelve computer science courses are grouped into two categories, seven required core courses and five electives. The seven required core courses are:

- CS 101 Computer Science I
- CS 102 Computer Science II
- CS 271 Computer Systems
- CS 272 Computer Organization with required CS 273 Computer Organization Lab
- CS 372 Computer Architecture with required CS 373 Computer Architecture Lab
- CS 383 Algorithms
- CS 385 Theory of Computation

Of the five electives, at least four must be numbered CS 300 or above and one must be from the social and ethical issues cluster CS 260-CS 269.

Mathematics Component

At least five mathematics courses are required for completion of the Bachelor of Science major:

- MT 103 Calculus II (Math/Science Majors) or MT 105 Calculus II—AP (Math/Science Majors)
- Discrete Mathematics (CS/MT 245 or MT 445)
- MT 202 Multivariable Calculus
- MT 426 Probability
- One MT elective from among MT 210 Linear Algebra, MT 216 Algebraic Structures, or any MT course 300 or higher

Since many students will need to complete MT 102 before taking MT 103, the calculus requirement will often be met by enrolling in a 2-semester sequence.

Science Component

Bachelor of Science students are required to complete twelve semester credits of science courses for science majors. Course work must include one 2-semester sequence in a laboratory science for science majors. Students may complete this requirement in several ways. Eligible introductory sequences are:

- Biology (BI 200/210 and BI 202/211 or BI 304/BI310 and BI 305/311)
- Chemistry (CH 109/111/113 and CH 110/112/114 or CH 117/119/121 and CH 118/120/122)
- Geology/Geophysics (GE 132/133 and GE 134/135 or GE 157/158 and GE 160/161)
- Physics (PH 209/203 and PH 210/204 or PH 211/213 and PH 212/214)

Students fulfilling the Science Component with the BI 304, BI 305 sequence may wish to consider completing the requirement with Computational Biology (CS/BI 507).

The biology, chemistry, and geology/geophysics sequences are eights credits so an additional four credits are required. The physics sequences are ten credits so an additional two credits are required.

Departmental Honors

Junior and Senior Computer Science majors with at least a 3.3 GPA in CS courses are eligible to join the Departmental Honors Program. In order to graduate with the Departmental Honors designation, eligible students must maintain at least a 3.3 GPA in CS courses and complete a senior thesis. Thesis requirements are to have a thesis proposal approved by a faculty advisor and by the Honors Committee by the end of their junior year. They must complete two sections of CS 397 Honors Thesis during their senior year with grades of B+ or higher. They must submit a written honors thesis by the last day of class in the second semester of their senior year, and they must make an oral presentation of their thesis at the end of their senior year.

Students participating in the Honors Program are required to take both sections of CS 397 Honors Thesis. One section of CS 397 Honors Thesis may count as a CS elective.

The Minor Program

The minor program in Computer Science is designed to provide an introduction to computer science, primarily for Mathematics and science majors. It is also suitable for students with a strong secondary interest in computer science and good analytical skills.

Six courses are required for completion of the minor:

- CS 101 Computer Science I
- CS 102 Computer Science II
- CS 271 Computer Systems or CS 272 Computer Organization with required lab CS 273 (counts as one course)
- One elective course numbered 200 or above
- Two elective courses numbered 300 or above

Interdisciplinary Concentration in Bioinformatics

Bioinformatics is an interdisciplinary field of study combining aspects of Biology, Mathematics, and Computer Science. Undergraduates enrolled in degree programs in any one of these three disciplines can obtain the designation of a Concentration in Bioinformatics by completing the following courses (or their equivalents):

- BI 304 Molecular Biology (lab not required)
- BI 305 Molecular Biology (lab not required)
- BI 420 Introduction to Bioinformatics (Fall)
- BI 424 Computational Foundations of Bioinformatics (Spring)
- BI 585 Genomics Laboratory (Spring)
- CS 127 Introduction to Scientific Computation (Fall) Computer Science students may substitute CS 101
- CS 327 Algorithm Analysis and Design for Computational Scientists. Computer Science students may substitute CS 383
- MT 226 Probability for Bioinformatics Computer Science students may substitute MT 426

Completion of the concentration will lead to provision of a letter from the chair of the department certifying that the student has completed the requirements for the Concentration in Bioinformatics.

Computer Science majors enrolled in the Bachelor of Science program can complete (equivalents of) CS 127 and CS 327, BI 304, BI 305, BI 420, and the MT 226 course while completing the requirements for the Bachelor of Science in Computer Science. Over and above the requirements for the major, these students would be required to take BI 424 and BI 585.

Concentration in Computer Science for Carroll School of Management Students

The Concentration in Computer Science emphasizes technical and theoretical issues in computing. Graduates are prepared to enter technical computer software development positions as well as positions in information technology management.

The Computer Science concentration consists of five courses beyond CS 021, including three required courses and two electives courses.

The three required courses are:

- CS 101 Computer Science I
- CS 102 Computer Science II

and one of:

- CS 271 Computer Systems
- CS 272 Computer Organization and required CS 273 Computer Organization Lab (this combination counts as one course)

The two elective courses are:

- One elective, CS 200 or higher
- One elective, CS 300 or higher

Students are encouraged to take additional Computer Science courses.

Information for First Year Majors and Non-Majors

The Computer Science majors are for students who enjoy using computers and who wish to gain a deeper understanding of computing technology. Both majors are designed to provide a solid foundation in the fundamentals of computer science. At the same time, they provide practical, hands-on experience, as the current technological job market dictates. Students are prepared for a variety of careers such as software development, network administration, technical support, and systems analysis. In addition, knowledge of computing technology is becoming increasingly important for people entering business, law, and the health care fields.

First Year Computer Science Majors

First year students considering majoring in Computer Science should plan to complete the program's calculus requirement (MT 101 or higher) during their first year. Most will enroll in MT 100 in fall

semester and continue with MT 101 in spring semester. Students who either carry advanced mathematics placement or who have completed a year of calculus in high school, should enroll directly in MT 101 (or a more advanced course) in the fall semester. First year students wishing to double major in Computer Science and Mathematics should take the calculus sequence recommended for the Mathematics major.

Freshmen with some prior programming experience or strong technical skills are encouraged to take CS 101 Computer Science I or CS 102 Computer Science II in their first semester. Those students who have had no programming experience may consider beginning with an introductory computer course (e.g., CS 074) in their first year. First year students who have achieved a score of 4 or higher on the Computer Science A.P. Examination or students entering with significant programming backgrounds, should speak with the Computer Science Chairperson or Undergraduate Program Director about proper course placement (e.g., directly taking CS 102).

First Year Non-Majors

The department offers six introductory courses in computer science: CS 021, CS 054, CS 074, CS 101, CS 127, and CS 157. CS 021 is designed to teach students about the role of information systems in management. Students learn to use technology as a tool for problem solving by developing increasingly sophisticated models in Excel. The other module provides an introduction to management viewed through the lens of technology. Students examine the role of technology in organizational competitiveness and across a variety of functional areas of the firm (e.g., marketing, finance, operations).

CS 054 is an introduction to web-based applications. Students begin by learning basic web page creation, database design, and database access techniques. Next, the 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, and student registration systems. The course is currently taught using PHP and MySQL. No prior programming experience is required.

CS 074 is a survey of Computer Science for students who know little about computing. How do computer hardware and software really work? How is information (text, music, images, numbers) represented in computer files, CDs, digital cameras, and iPods; how do computers manipulate this digitally encoded information; and how is it all sent around the Internet? Students will learn the answers to these questions through weekly hands-on computer exercises. Note that CS 074 satisfies the Mathematics Core Requirement

CS 101 is the introductory programming course. It is required of all Computer Science majors and minors and is a prerequisite for all advanced computer science courses. Therefore, students who wish to take more than one course in computer science will need to take CS 101 at some point. The skills needed to write computer programs come easily to some people and less easily to others. Students who have little or no programming experience and are apprehensive about their ability should consider enrolling in CS 074 before enrolling in CS 101.

CS 127 is an introduction to programming with an orientation to scientific applications. This course is taught using the C programming language. It is the first course in the minor in Scientific Computation.

CS 157 is an introduction to programming with an orientation to management applications. This course is taught using the Visual Basic programming language and is required for Information Systems concentrators in the Carroll School of Management.

Course Availability

Most introductory courses (e.g., CS 021, CS 074, CS 101, CS 102, and CS 157) are available every semester. All courses that are required for the major are offered at least once each academic year. Most advanced electives are offered only in alternate years; hence, student schedules should be designed carefully.

Course Credit Information

All Computer Science courses are prefixed by the letters CS and are registered as courses in the College of Arts and Sciences. However, because the department serves both the College of Arts and Sciences and the Carroll School of Management, some courses are considered to be primarily management-oriented. These courses (CS 021, CS 157, CS 257, and CS 258) are cross-listed with the Operations and Strategic Management Department in the Carroll School of Management. CS 260 is also cross-listed with the Operations and Strategic Management Department but it is not primarily management-oriented.

Preparation for Graduate School

Students considering graduate school should be aware that the Computer Science Graduate Record Exam (GRE) usually needs to be taken by the fall of their senior year. Consequently, the following courses, which cover material used heavily in the GRE, should be taken by the end of the junior year: CS 272/CS 273 Computer Organization with lab, CS 245 Discrete Mathematics, CS 383 Algorithms, CS 385 Theory of Computation, and CS 366 Principles of Programming Languages. In addition, the following courses are also strongly recommended: CS 362 Operating Systems, CS 363 Networks and CS 372/CS 373 Computer Architecture with Lab.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

CS 021 Computers in Management (Fall/Spring: 3)
Cross Listed with MI 021
Carroll School of Management students should sign up for this class under MI 021. Students in the College of Arts and Sciences should consider taking CS 074.

Information systems play a vital and varying role in management. In this course we approach the subject in two ways. In one module, students learn to use technology as a tool for problem solving by developing increasingly sophisticated models in Excel. The other module provides an introduction to management viewed through the lens of technology. Students examine the role of technology in organizational competitiveness and across a variety of functional areas of the firm (e.g. marketing, finance, operations).

The Department

CS 031 Computers in Management—Honors (Fall: 3)
Cross Listed with MI 031

This course is a more rigorous version of CS 021 designed for students enrolled in the Honors Program in the Carroll School of Management.

James Gips

CS 054 Web Application Development (Spring: 3)

In this course students will create interactive web-based applications. We will begin by learning basic web page creation, database design, and database access techniques. Then emphasis will shift to creating pages that use server-side scripting to provide secure dynamic access to databases over the web. The course is currently taught using PHP and MySQL.

William Ames
Katherine Lowrie

CS 074 The Digital World: An Introduction to Information and Computing (Fall/Spring: 3)
Satisfies Mathematics Core Requirement

Robert Muller
Robert Signorile
Howard Straubing

CS 092 Visual Perception in Art and Science (Fall: 3)
Cross Listed with FA 294, PS 392
Satisfies Fine Arts Core Requirement

See course description in the Fine Arts Department.

Michael Mulhern

CS 101 Computer Science I (Fall/Spring: 3)

Prerequisite: No formal prerequisite, but some experience with computers is helpful.

This course is an introduction to the art and science of computer programming and to some of the fundamental concepts of computer science. Students will write programs in the Java programming language. Good program design methodology will be stressed throughout. There will also be a study of some of the basic notions of computer science, including computer systems organization, files, and some algorithms of fundamental importance.

The Department

CS 102 Computer Science II (Fall/Spring: 3)

Prerequisite: CS 101

In this course the student will write programs that employ more sophisticated and efficient means of representing and manipulating information. Part of the course is devoted to a continued study of programming. The principal emphasis, however, is on the study of the fundamental data structures of computer science (lists, stacks, queues, trees, etc.), both their abstract properties and their implementations in computer programs, and the study of the fundamental algorithms for manipulating these structures. Java is the language students will use for programming.

The Department

CS 127 Introduction to Scientific Computation (Fall: 3)
This course is required for students minoring in Scientific Computation.

An introductory course in computer programming for students interested in numerical and scientific computation. Emphasis will be placed on problems drawn from the sciences and will include the implementation of basic numerical algorithms such as solutions of nonlinear equations, numerical integration, solving systems of linear equations, error optimization and data visualization

Sergio Alvarez
Howard Straubing

CS 157 Introduction to Programming for Management (Fall/Spring: 3)
Cross Listed with MI 157
This course is required for Information Systems concentrators. Students who have taken CS 101 may not take this course. A&S students should register for the course under CS 157.

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.

Craig Brown

CS 245 Discrete Mathematics (Spring: 3)

Prerequisite: One year of college mathematics

This course for Computer Science majors introduces the student to the fundamental notions of discrete mathematics, with an emphasis on graph theory and applications. Topics include the basic notions of set theory and logic, graphs, equivalence relations and partial orderings, basic counting techniques, finite probability, propositional logic, induction, graphs and trees, paths, circuits and cycles, recursion and recurrence relations, and boolean algebra.

The Department

CS 257 Database Systems and Applications (Fall: 3)

Prerequisites: CS 157/MI 157 or CS 101
Cross Listed with MI 257
This course is required for Information Systems concentrators.

This course provides in-depth coverage of database systems and their uses. Topics include database architecture, design strategies, SQL queries, security, performance, and using database tools and scripting languages to create sophisticated forms and applications, including web applications. The goal of the course is to give students the knowledge and skills to use databases effectively in any business situation.

Katherine Lowrie
Jack Spang

CS 258 Systems Analysis and Design (Fall/Spring: 3)

Prerequisites: CS 021 and CS 157, CS 257 is recommended, CS 257 may be taken concurrently.
Cross Listed with MI 258

The course studies information systems (IS) development including requirements, analysis, design and implementation phases and workflows. We investigate the roles of systems analysts, serving as intermediaries between users, managers, and implementors, and helping each to understand the needs and problems of others. The student will learn about major methods and tools used in the systems development process.

William Griffith
The Department

CS 266 Technology and Society (Fall/Spring: 3)
Cross Listed with SC 046 and MI 266
Satisfies Social Sciences Core Requirement

See course description in the Sociology Department.

Ted Gaiser
The Department

CS 267 Technology and Culture (Fall: 3)
Cross Listed with SC 670, PL 670, MI 267
Satisfies Computer Science Requirement, CSOM Computer Science Concentration Requirement, CSOM Information Systems Concentration Requirement, or Social Science Core 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.
William Griffith

CS 271 Computer Systems (Spring: 3)
Prerequisite: CS 102

This course is concerned with machine-level program and data representation on modern computer systems and on some of the tradeoffs that must be considered when selecting one representation (or programming paradigm) over another. We consider how various representations can affect the efficiency, reliability, and security of computing systems. This is a hands-on course; programming will be completed in the procedural language C with comparisons to object-oriented languages such as Java.
Robert Signorile

CS 272 Computer Organization (Fall: 3)
Prerequisite: CS 101
Corequisite: CS 273

This course studies the internal organization of computers and the processing of machine instructions. Topics include computer representation of numbers, combinational circuit design (decoders, multiplexers) sequential circuit design and analysis, memory design (registers and main memory) simple processors including datapaths, instruction formats, and control units.
Katherine Lowrie

CS 273 Computer Organization Lab (Fall: 1)
Corequisite: CS 272

A laboratory-based study of computer hardware in which the students design and build digital circuits related to the topics in CS 272. Topics include: hardware description languages, combinational and sequential circuits, arithmetic and logic units, and simple datapath and control units.
Katherine Lowrie

CS 290 Multimedia (Spring: 3)
Prerequisite: Some programming experience
Cross Listed with MI 290

A course in digital special effects using cross platform software called After Effects. This premiere special effects program is used extensively in Hollywood films, television production, commercial creation, and animation. It covers animation, image processing, cloning, 3D, mattes, masking, panning, zooming, parenting, animating text, audio effects, creating expressions, time remapping, and a large variety of exciting special effects.
Peter Olivieri

CS 346 Data Mining (Fall: 3)
Sergio Alvarez

CS 353 Object-Oriented Design (Spring: 3)
Prerequisite: CS 102

Students will learn the ideas behind object-oriented languages and the corresponding programming techniques. Topics include design patterns, database access through Java, and server-side programming.
Ed Sciore

CS 359 Distributed Systems (Fall: 3)
Robert Signorile

CS 372 Computer Architecture (Spring: 3)
Prerequisites: CS 272, CS 273
Corequisite: CS 373

In this course we investigate how computer hardware works and what considerations go into the design of a computer. Topics considered include instruction programming and control, computer arithmetic, processor design (multicycle datapaths, pipelining), memory hierarchy, input/output, and advanced architecture topics.
Katherine Lowrie

CS 373 Computer Architecture Lab (Spring: 1)
Prerequisites: CS 272, CS 273
Corequisite: CS 372

A laboratory-based study of computer hardware in which the students design and build digital circuits related to the topics in CS 372. Topics include: hardware description languages, combinational and sequential circuits, arithmetic and logic units, input/output circuits, data paths, control, pipelining, and system design.
William Ames

CS 383 Algorithms (Spring: 3)
Prerequisites: CS 102, CS 245

This course is a study of algorithms for, among other things, sorting, searching, pattern matching, and the manipulation of graphs and trees. Emphasis is placed on the mathematical analysis of the time and memory requirements of such algorithms and on general techniques for improving their performance.
The Department

CS 385 Theory of Computation (Fall: 3)
Prerequisites: CS 102 and either CS 245 or MT 445

This course is an introduction to the theoretical foundations of computing through the study of mathematical models of computing machines and computational problems. Topics include finite-state automata, context-free languages, turing machines, undecidable problems, and computational complexity.
Sergio Alvarez

CS 390 Topics in Computer Science (Fall/Spring: 3)
Prerequisite: Topics and prerequisites vary.

In Fall, 2009, Topics will be taught as a course in Image and Video Understanding. In Spring, 2010, it will be a course on application development for small platforms like the iPhone,
The Department

CS 397 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

CS 399 Readings in Computer Science (Fall/Spring: 3)
Arrangements with a faculty supervisor and the permission of the department are required for registration.

Independent reading and research for students who wish to study topics not covered in the regular curriculum.
The Department

Undergraduate and Graduate Course Offerings

CS 274 Intermediate Topics in Computer Science (Spring: 3)

See description under CS 390.
Robert Muller

Economics

Faculty

David A. Belsley, *Professor Emeritus;* A.B., Haverford College; Ph.D., Massachusetts Institute of Technology
James E. Anderson, *Professor;* Chairperson of the Department; A.B., Oberlin College; Ph.D., University of Wisconsin
Susanto Basu, *Professor;* A.B., Ph.D., Harvard University
Donald Cox, *Professor;* B.S., Boston College; M.S., Ph.D., Brown University
Frank M. Gollop, *Professor;* A.B., University of Santa Clara; A.M., Ph.D., Harvard University
Peter T. Gottschalk, *Professor;* B.A., M.A., George Washington University; Ph.D., University of Pennsylvania
Peter N. Ireland, *Professor;* B.A., M.A., Ph.D., University of Chicago
Hideo Konishi, *Professor;* B.A., Kyoto University, Japan; M.A., Osaka University, Japan; M.A., Ph.D., University of Rochester
Marvin Kraus, *Professor;* B.S., Purdue University; Ph.D., University of Minnesota
Arthur Lewbel, *Professor;* B.S., Ph.D., Massachusetts Institute of Technology
William B. Neenan, S.J., *Professor and Vice President;* A.B., A.M., S.T.L., St. Louis University; Ph.D., University of Michigan
Joseph F. Quinn, *Professor;* A.B., Amherst College; Ph.D., Massachusetts Institute of Technology
Fabio Schiantarelli, *Professor;* B.S., Universita Bocconi, Italy; M.S., Ph.D., London School of Economics
Uzi Segal, *Professor;* B.S., M.A., Ph.D., Hebrew University, Israel
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Francis M. McLaughlin, *Associate Professor;* B.S., A.M., Boston College; Ph.D., Massachusetts Institute of Technology
Robert G. Murphy, *Associate Professor;* B.A., Williams College; Ph.D., Massachusetts Institute of Technology
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Shannon Seitz, *Assistant Professor;* B.Com, University of Saskatchewan; M.A., Ph.D., University of Western Ontario
George Strasser, *Assistant Professor;* M.A., University of Southern California; M.Sc., Universitat Karlsruhe, Germany; Ph.D., University of Pennsylvania
Richard McGowan, *Adjunct Associate Professor;* B.S., Widener University; M.A., University of Delaware; M.Div., Th.M., Weston School of Theology; D.B.A., Boston University

Contacts

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- http://www.bc.edu/economics

Undergraduate Program Description

The Economics program provides a critical examination of how the economic system works in the United States and throughout the world. The introductory courses are surveys of economic problems, policies, and theory; and the required courses in micro theory and macro theory give a deeper analytical foundation. Electives permit further study in a wide range of fields, including money and banking, international trade and finance, public sector economics, capital theory, labor economics, industrial organization, environmental economics, law and economics, and econometrics.

The Economics major provides a general background that is useful to those planning careers in law, government service, or business as well as those planning careers as professional economists. Professional economists work as college professors, as researchers for government agencies, businesses, and consulting firms, and as administrators and managers in a wide range of fields.

The Core

Principles of Economics-Micro and Macro (EC 131 and EC 132, respectively) satisfy the Core requirements in the social sciences. These are distinct 1-semester courses that are usually taken in numerical order, Micro before Macro, although Macro can be taken first if necessary. It is possible to take only one of these courses, but the department strongly recommends a year of Principles for a well-rounded introduction to the U.S. economy and current policy issues.

Major Requirements

Ten 3-credit courses are required for the major. For the Class of 2012 and prior classes, the requirements are: Principles of Economics (EC 131-132), Economic Statistics (EC 151 or 155), Microeconomic Theory (EC 201 or 203), Macroeconomic Theory (EC 202 or 204), and five electives. At least three of the five electives must be upper-level courses, i.e., courses with a theory and/or statistics prerequisite. For the Class of 2013 and all following classes, the requirements are: Principles of Economics (EC 131-132), Economic Statistics (EC 151 or 155), Microeconomic Theory (EC 201 or 203), Macroeconomic Theory

(EC 202 or 204), Econometrics (EC 228), and four electives. At least two of the four electives must be upper-level courses, i.e., courses with a theory prerequisite.

The Economics major is meant to be structured. Students should take both EC 131 and EC 132 before taking economics courses other than Statistics. Students normally take EC 131 before EC 132, although EC 132 may be taken first.

- For the Class of 2012 and prior classes, students taking Principles freshman year would usually take Micro Theory and Macro Theory in their sophomore year. Students taking Principles sophomore year would generally take Micro Theory, Macro Theory, and two electives junior year.
- For the Class of 2013 and all following classes, those who begin the major as freshmen should take Micro Theory, Macro Theory, and Econometrics as sophomores. Students beginning the major as sophomores will take both Theory classes, Econometrics, and an elective in the junior year.
- For all groups, Statistics should be taken as soon as possible, certainly no later than sophomore year.

Students should complete at least one Theory course before beginning the electives, although we recognize that those who start the major late may not have time to follow this sequence precisely. Students who need to take an elective before completing a theory course should register for a 200-level elective that has only Principles as a prerequisite. It is also possible, with permission of the professor, to take a 300-level elective concurrently with its Theory prerequisite.

Economic electives are taught in two formats: the traditional lecture format, with enrollments up to 40, and a smaller writing-intensive format, with enrollments capped at 15 to 25 depending on the size of the writing component. Students are urged to take advantage of the writing-intensive courses and to check with the Department before the registration period to learn which courses will be offered in which format.

Calculus I (MT 100, MT 102, or an equivalent) is required of all Economics majors prior to taking the Micro and Macro Theory courses. Any student with a serious interest in economics should take at least one full year of calculus, MT 100-101, MT 102-103, or the equivalent. Candidates for departmental honors must take a year of calculus (see below). Additional mathematics courses are strongly recommended for students considering graduate work in economics.

Honors Program

The Honors Program presents highly motivated economics majors with opportunities for more individualized and challenging training in economics. Entrance to the program is ideally in the sophomore year, when students with good Principles grades will be urged to consider the Honors Theory sequence (EC 203-204) in place of the standard theory sequence (EC 201-202). However, students who have already completed EC 201-202 may still be accepted into the Honors Program. Students considering the Honors Program should arrange to take Statistics (preferably EC 155) as soon as possible and then Econometric Methods (EC 228). MT 100-101, MT 102-103, or the equivalent are generally prerequisites for both Honors Theory and the Honors Program. The honors candidate must complete a 6-credit Thesis (EC 497-498) in the senior year under the direction of a faculty member. In addition to Econometrics and the Thesis sequence, honors students take three other electives, at least one of which must be an upper-level course.

The distinction of Honors in Economics may only be conferred upon those students completing an Honors Thesis. A letter grade less than B+ on the Honors Thesis would be considered a deficiency to the conferral of Honors in Economics. A higher letter grade supports the conferral, but does not in itself assure that the distinction shall be conferred. GPA and the rigor of the courses taken will be considered. The conferral is the sole responsibility of the Honors Committee.

Minor Requirements

The following courses are required for the minor in Economics: Principles of Economics (EC 131-132), Economic Statistics (EC 151 or 155), Microeconomic Theory (EC 201), Macroeconomic Theory (EC 202), and two electives. At least one elective must be an upper-level course.

Calculus I (MT 100, MT 102, or an equivalent) is a prerequisite for the Theory courses.

Economics Concentration for Carroll School of Management Students

All Carroll School of Management students, regardless of their area of concentration, are required to take Principles of Economics (EC 131-132) and Statistics (EC 151 or 155). In addition, CSOM students may choose economics as an area of concentration. The concentration consists of four courses beyond the three required courses: Microeconomic Theory (EC 201 or 203), Macroeconomic Theory (EC 202 or 204), and two electives, at least one of which must be an upper-level course. Students with a serious interest in economics are encouraged to fulfill all the requirements of the Arts and Sciences major.

Double Majors

Requirements for double majors are the same as those for the major. Consult the department's web page for a discussion of the policies pertaining to advanced placement.

Economics Internship

EC 199 Economics Internship is available for any student who wishes to do an internship with an agency or organization that requires a Boston College connection as a condition for offering the internship opportunity. A student who wishes to enroll in EC 199 is required to complete an approval form that can be obtained in the Dean's Office of Arts and Sciences. The form must be signed by the student's supervisor in the organization or agency providing the internship and also by the Department's Director of Undergraduate Studies. After it is signed, it should be sent to the student's class dean. At the end of the internship, the agency supervisor must provide an evaluation to the Director. The internship will be graded on a pass/fail basis. Internship credit does not reduce any other course credit required for completing the major or for graduation.

Information for Study Abroad

There are many good economics programs offered through universities overseas. Students are encouraged to ask their faculty advisors for details about the quality of various programs. Schools with strong programs in economics include the London School of Economics and University College London in England; Trinity College and University College Dublin in Ireland; Pompeu Fabra University, Universidad Complutense, and Universidad Carlos III in Spain; University of Paris Dauphine in France; Bocconi University in Italy; and Melbourne University in Australia.

To insure that students are able to complete the requirements for the major in time for graduation, we prefer students to have five

courses completed before studying abroad: Micro and Macro Principles, Statistics, and Micro and Macro Theory. Minors and CSOM concentrators should have completed Micro and Macro Principles, Statistics, and one Theory course. At a minimum, all students must complete Micro and Macro Principles and one Theory courses. To be eligible to transfer back credits for the major, students must earn at least a B- in at least one of the Theory courses before going abroad.

Department policies on study-abroad courses are as follows: Up to two of the five electives that are required for the Arts and Sciences Economics major may be taken abroad. A&S minors and CSOM Economics concentrators are limited to counting one elective from abroad towards their degree requirements. Note that the restrictions on upper-level versus lower-level electives apply to courses taken abroad. Micro and Macro Theory cannot be taken abroad.

Those students planning to participate in the Departmental Honors program are strongly advised to identify a thesis topic and a faculty supervisor before going abroad. Very tight deadlines during the fall semester of senior year make this advance planning essential.

Students must contact the Director of the Undergraduate Program to plan their semester or year abroad. Students who are considering doing Ph.D. work in economics should think ahead and plan their programs abroad with particular care.

Graduate Program Description

Ph.D. Program

The graduate program in economics is designed for full-time students who are seeking a Ph.D. The program trains economists for careers in teaching, research, and the private sector by providing strong backgrounds in economic theory, quantitative research methods, and applied fields. Requirements include course work, comprehensive examinations, a thesis, and a 1-year residence requirement. The course requirements consist of a first-year core curriculum and eight electives. The first-year program consists of core courses in Micro Theory (EC 740, 741), Macro Theory (EC 750, 751), Mathematics for Economists (EC 720), Statistics (EC 770), and Econometrics (EC 771). The second year is devoted to electives. In addition to the Department's own electives, students may take courses in the Carroll School of Management's Ph.D. program in Finance.

Students are required to pass written comprehensive examinations in micro theory, macro theory, and in two of the following fields: econometric theory, applied econometrics, monetary economics, international economics, international trade and development, industrial organization, public sector economics, labor economics, international finance and macroeconomics, advanced micro theory, advanced macro theory, and finance. Each exam is based on a 2-course sequence on the subject matter. The micro and macro comprehensives are offered twice each year in late May and late August. Students generally take them immediately after the first year and begin to write field comprehensives at the end of the second year.

All students accepted to the program are offered financial aid including tuition remission. A student can expect continued financial support for five years as long as the student achieves satisfactory progress toward the Ph.D. More information about the Ph.D. program and financial aid opportunities can be found at the graduate program menu option at http://www.bc.edu/economics.

Admission Information

An online application for your convenience is located at http://gsas.bc.edu. Requests for paper applications for admission should be addressed to Boston College, Graduate School of Arts and Sciences, Office of Graduate Admissions, McGuinn Hall 221, 140 Commonwealth Avenue, Chestnut Hill, MA 02467, or send an email request to gsasinfo@bc.edu. Any questions regarding admission requirements should be directed toward gsasinfo@bc.edu. For further information, regarding the Ph.D. program, send an email Gail Sullivan at sullidde@bc.edu.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

EC 131 Principles of Economics I—Micro (Fall/Spring: 3)
Satisfies Social Sciences Core Requirement

This course is an analysis of prices, output, and income distribution through the interaction of households and business firms in a modern Western economy. The appropriate role of government intervention is examined and basic analytical tools are applied to current economic problems.

The Department

EC 132 Principles of Economics II—Macro (Fall/Spring: 3)
Satisfies Social Sciences Core Requirement

This course is an analysis of national income and employment, economic fluctuations, monetary and fiscal policy, inflation, growth, and international aspects of macroeconomic policy.

The Department

EC 151 Economic Statistics (Fall/Spring: 3)
Not open to students who have completed BI 230.

This course is focused on probability, random variables, sampling distributions, estimation of parameters, tests of hypotheses, regression and forecasting.

The Department

EC 155 Statistics—Honors (Spring: 3)
Prerequisite: Calculus I
Not open to students who have completed BI 230.

This course is a more intensive analytical treatment of the topics covered in EC 151.

Richard McGowan, S.J.

EC 199 Economics Internship (Fall/Spring: 1)

The student works under the direction of an individual professor.

The Department

EC 201 Microeconomic Theory (Fall/Spring: 3)
Prerequisites: EC 131 and Calculus I

This course develops a theoretical framework with which to analyze consumer and producer behavior. This analysis is then employed to investigate the determination of prices and output in various market situations, the implications for welfare and the appropriate role for government intervention.

The Department

EC 202 Macroeconomic Theory (Fall/Spring: 3)
Prerequisites: EC 132 and Calculus I

This course is intended to equip the student for the analysis of the determination of employment and national income. Emphasis will be placed on the Keynesian theory of employment, interest, and money and on post-Keynesian macroeconomic models.
The Department

EC 203 Microeconomic Theory—Honors Level (Fall: 3)
Prerequisites: EC 131 and Calculus I and II

A more intensive analytical treatment of the same material presented in EC 201. Some mathematical tools will be developed as needed. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.
Tayfun Sonmez

EC 204 Macroeconomic Theory—Honors Level (Spring: 3)
Prerequisites: EC 132 and Calculus I and II

A more intensive treatment of the same material presented in EC 202. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.
Susanto Basu

EC 228 Econometric Methods (Fall/Spring: 3)
Prerequisites: Calculus I and EC 151 or 155

This course focuses on testing the predictions of economic theory. Topics covered include: simple and multiple regression, multicollinearity, heteroskedasticity, serial correlation, specification errors, errors in variables, and an introduction to simultaneous equation estimation.
Christopher Baum
Mark Kazarosian
Zhijie Xiao

EC 229 Economic and Business Forecasting (Fall: 3)
Prerequisites: Calculus I and EC 151 or 155
Cross Listed with MD 606
Course is open only to economics majors, economics minors, and CSOM economic concentrators.

The theory and practice of applied time series analysis will be explored including the subjects of dynamic modeling, parameter estimation, prediction, and model evaluation. Specific topics to be covered will include linear regression, ARMA models, and vector autoregressions.
Richard McGowan, S.J.

EC 233 History of Economic Thought (Fall: 3)
Prerequisites: EC 131 and 132

This course will survey the history of economic thinking from the ancient Greeks through the modern period. The emphasis of the course will be on classical and neoclassical economics from Adam Smith through John Maynard Keynes and the neoclassical synthesis of Paul Samuelson. Attention will also be given to contemporary developments.
Francis McLaughlin

EC 261 Money, Banking, and Financial Markets (Fall/Spring: 3)
Prerequisite: EC 131 and 132
Not open to students who have completed EC 361. Cannot be taken concurrently with EC 361.

This course deals with topics such as significance and functions of money in the economy, behavior of interest rates, banking and management of financial institutions, central banking and the conduct of monetary policy, Federal Reserve System, financial derivatives, money market, foreign exchange market, and the international financial system.
Hossein Kazemi

EC 275 Economic Development:The Experience of El Salvador (Spring: 3)
Prerequisites: EC 131 and 132
Enrollment limited. Significant writing/research component.
Fulfills 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.

EC 278 Environmental Economics (Fall: 3)
Prerequisite: EC 131

The course will examine different aspects of natural resource allocation and the protection of environmental quality from an economic standpoint, including: specific areas of market failure, the allocation of public goods, the estimation of non-market values, public policy avenues for influencing natural resource management, and ethical issues in natural resource management.
Bani Ghosh

EC 299 Independent Study (Fall/Spring: 3)

The student works under the direction of an individual professor.
The Department

EC 304 Macroeconomic Policy Making (Fall: 3)
Prerequisites: EC 202 or EC 204
Enrollment limited. Significant writing/research component.

This course studies macroeconomic policy in the United States over the past three decades. We will explore historical examples of macroeconomic problems and the policies that were used to confront them. Examples include the military build up of the 1960s, the oil price shocks of the 1970s, the budget deficits of the 1980s, and the credit crunch of the early 1990s, among others. We will also examine the tools macroeconomists use to provide policy advice.
Robert Murphy

EC 308 Game Theory in Economics (Fall: 3)
Prerequisite: EC 201 or EC 203

Game Theory is the social science that analyzes how to think (and act) strategically in interactive situations. This course presents Game Theory with its applications to real world situations.
Tayfun Sonmez

EC 310 Economic Psychology (Spring: 3)
Prerequisites: EC 201 or EC 203
Enrollment limited. Significant writing/research component.

Economists have become increasingly interested in the connection between economics and psychology. Insights about human nature that come from psychology can be informative for economic models. This course is a survey of a variety of topics that are at the crossroads between economics and psychology, including: risk and harm avoidance, time preference, mental accounts, manipulative and violent behavior, altruism and reciprocity, the connections between emotions and economic

behavior, concern for relative status, and habits and addictions. Much of the material comes from recent research. The psychological perspective comes mostly from the field of evolutionary psychology.
Donald Cox

EC 327 Financial Econometrics (Spring: 3)
Prerequisite: EC 228 or equivalent and Calculus I. Linear algebra strongly recommended.
Enrollment limited. Significant writing/research component.

This course extends EC 228 to present panel data models, selected topics in time series analysis, and limited dependent variable models following an introduction to matrix algebra and the linear regression model in matrix form. Methods used in financial econometrics, such as rolling CAPM estimation, volatility estimation and event studies will be stressed. Examples and datasets are drawn from financial economics.
Christopher Baum

EC 331 Theories of Distributive Justice (Fall: 3)
Prerequisites: EC 201 or EC 203

The course will analyze modern analysis of justice and fairness. We will discuss bargaining situations and social choice questions. Part of the course will be devoted to the recent experimental literature regarding fairness.
Uzi Segal

EC 340 Labor Economics (Fall: 3)
Prerequisites: EC 201 or EC 203 (may be taken concurrently)

This course will introduce students to the methodology of labor economics from both institutional and neoclassical perspectives. The principal emphasis will be on neoclassical theory and empirical work dealing with the supply and demand for labor; the operation of the labor market; the determination of wages; and the impact of trade unions and collective bargaining. Special emphasis will be placed on applications of theory and empirical findings to policy questions.
Francis McLaughlin

EC 361 Monetary Theory and Policy (Fall/Spring: 3)
Prerequisites: EC 202 or EC 204

An analysis of the operation and behavior of financial markets and financial institutions. Emphasis is placed on financial intermediaries, including commercial banks and the central bank. The money supply process and alternative theories of the demand for money are considered, as well as their implications for monetary policies and macroeconomic performance.
Hossein Kazemi

EC 365 Public Finance (Spring: 3)
Prerequisites: EC 201 or EC 203 (may be taken concurrently)

This is a course in the microeconomics of the public sector. We will discuss the rationale for the government's role in a market economy, major expenditure programs, and the theory and structure of the tax system. The focus will be on the federal (as opposed to state and local) government's expenditure and tax programs, with special attention given to topics of current concern.
Richard Tresch

EC 371 International Trade (Fall: 3)
Prerequisites: EC 201 or EC 203

This course is an analysis of the foundations of trade and the principle of comparative advantage leading to a sophisticated study of protectionism. Current U.S. protectionist issues will be illuminated, as well as economic warfare, control of international factor movements, and interaction of trade and economic development.
James Anderson

EC 372 International Finance (Fall: 3)
Prerequisites: EC 202 or EC 204

Macroeconomic aspects of international trade and the balance of payments will be studied by using analytical models of the open economy. Particular emphasis will be placed on current policy issues related to the world debt crisis, the international monetary system, and exchange rates.
Eyal Dvir

EC 374 Development, Economics, and Policy (Fall: 3)
Cross Listed with IN 374
The Department

EC 375 Economic Growth and Development (Fall: 3)
Prerequisites: EC 201 or EC 203 and EC 202 or EC 204
Enrollment limited; significant writing/research component.

Paying close attention to the microeconomic foundations of the arguments, this course offers students who have completed both theory courses a sophisticated treatment of contemporary debates about development policy, touching on macroeconomic stabilization, trade liberalization, privatization, and deregulation. The course deals explicitly with technological change and endogenous growth, with asymmetric information and the structure of factor markets, and with property rights and the exploitation of natural resources. One theme of the course is the impact of different policies on the poor. A second theme is the contribution that development economics has made to the development of economics itself.
Robert Murphy

EC 377 World Economy: Gold Standard to Globalization (Spring: 3)
Prerequisite: EC 202 or EC 204. EC 201 or EC 203 is recommended. Any previous exposure to international economics would be helpful, with EC 372 or EC 271 more so than EC 371.

This course explores the history and functioning of international monetary arrangements and economic relations from the early twentieth century to the present day. What was the role of the Gold Standard in the Great Depression? Why did the Bretton Woods regime of fixed exchange rates collapse at the beginning of the 1970s? Why did European countries decide to form a monetary union? How does European monetary unification affect policy interactions between the U.S. and Europe? What are the consequences of financial and trade globalization? The course will explore these questions by combining history, political economy, and economic theory.
Fabio Ghironi

EC 380 Capital Markets (Fall/Spring: 3)
Prerequisites: EC 201 or EC 203 (may be taken concurrently) and EC 151 or EC 155
Open only to A&S economics majors and minors.

Valuation of assets, rates of return, measurement of earnings, finance and securities markets, risk and portfolio choice, and special problems in investment. The course is designed to give students an appreciation of the role of securities markets in the allocation of capital. It assumes some background in economics, but no prior work in

finance. Finance majors should not take the course since they would encounter most of the material elsewhere, and anyone who has had basic finance would find about half of the topics redundant.
Harold Petersen

EC 385 Health Economics (Fall: 3)
Prerequisites: EC 201 or EC 203

The purpose of this course is to demonstrate how economists think about and analyze health and medical care issues. The course emphasizes the distinction between health as an output and medical care as one input into the production of health. This distinction leads to a discussion of models of the production of health, demand for health and demand for medical care.
Louis Esposito

EC 399 Independent Study (Fall/Spring: 3)

The student works under the direction of an individual professor.
The Department

EC 435 Capstone: Business as a Calling (Spring: 3)
Cross Listed with UN 535

See course description under University Courses.
Harold Petersen

EC 497 Senior Thesis Research (Fall: 3)

This course provides guidance in developing a thesis topic and preparing a detailed proposal. EC 497 must be completed prior to registering for EC 498 Senior Honors Thesis.
Robert Murphy

EC 498 Senior Honors Thesis (Spring: 3)
Prerequisite: EC 497

Required of all seniors seeking a degree with Honors in Economics.
Robert Murphy

EC 601 Advanced Independent Research (Fall/Spring: 3)

Required of all seniors seeking a degree with Scholar of the College status.
The Department

Graduate Course Offerings

EC 720 Math for Economists (Fall: 3)

This course consists of two modules: one on linear algebra and the second on economic dynamics. The linear algebra portion of the course covers fundamental material in vector spaces, metric spaces, linear equations and matrices, determinants, and linear algebra. This basic material finds application in numerous economics courses, including macro theory, micro theory, and econometrics, and it will be assumed in the theoretical econometrics sequence. The dynamic optimization portion of the course covers differential equations, difference equations, and various topics in dynamic optimization.
Peter Ireland

EC 740 Microeconomic Theory I (Fall: 3)

This course covers basic consumer and producer theory and expected utility maximization. Also covered are special topics in consumer theory such as welfare change measures and revealed preference theory.
Marvin Kraus
Uzi Segal

EC 741 Microeconomic Theory II (Spring: 4)
Marvin Kraus
Uzi Segal

EC 750 Macroeconomic Theory I (Fall: 3)
Fabio Schiantarelli

EC 751 Macroeconomic Theory II (Spring: 4)

The first half of this course covers models of consumer behavior under complete and incomplete asset markets, asset pricing, the consequences of agent heterogeneity, and the foundations of dynamic stochastic general equilibrium modeling of the business cycle. The second half of the course incorporates money and nominal rigidity in the framework and addresses the role of monetary policy.
Susanto Basu
Department

EC 770 Statistics (Fall: 3)

The first part of this course deals with topics in probability theory, including random variables, conditional distributions, expectation and multivariate distributions. The second part presents topics in mathematical statistics, including moment estimation, hypothesis testing, asymptotic theory and maximum likelihood estimation.
Zhijie Xiao

EC 771 Econometrics (Spring: 4)

This is a first year graduate course in econometrics. Topics include estimation and inference in classical regression analysis, estimation by maximum likelihood, generalized methods of moments, simultaneous equation models, time series models, and panel data methods.
Christopher Baum

EC 798 Economics Practicum (Fall/Spring: 1)
Prerequisite: Permission of the Director of Graduate Studies
Richard Tresch

EC 799 Readings and Research (Fall/Spring: 3)
Prerequisite: Permission of the Director of Graduate Studies

A student and professor may propose a course involving readings and research designed to study an issue not covered in the standard course offerings.
Richard Tresch

EC 802 Advanced Microeconomic Theory (Spring: 3)

In recent years, auction theory and matching theory have found applications in many interesting real-life problems from a market/mechanism design perspective. Topics of this course include the theory of matching markets, multi-object auctions, school choice and kidney exchange.
Tayfun Sonmez

EC 821 Time Series Econometrics (Fall: 3)
Prerequisite: EC 751

This course covers major advances in time series analysis. In addition to univariate and multivariate models for stationary time series, it addresses the issues of unit roots and cointegration. The Kalman Filter and time series models of heteroskedasticity are also discussed. The course stresses the application of technical tools to economic issues, including testing money-income causality, stock market efficiency, the life-cycle model, and the sources of business cycle fluctuations.
Zhijie Xiao

EC 827-828 Econometric Theory I and II (Fall/Spring: 3)

This course provides an understanding of the econometric theory that underlies common econometric models. The focus is on the single equation regression model and its many extensions. Topics include finite and asymptotic properties of estimators, specification issues,

autocorrelation and heteroskedasticity, endogeneity and simultaneity, and nonlinear model estimators including maximum likelihood and the generalized method of moments.
Karim Chalak
Arthur Lewbel

EC 853-854 Industrial Organization I and II (Fall/Spring: 3)

This course is an introduction to modern industrial organization theory. Topics will include, as time permits, the game theoretic approach to oligopoly theory, theories of barriers to entry, predatory pricing, R&D competition, and applications to trade theory.
Frank Gollop
Hideo Konishi

EC 861-862 Monetary Economics I and II (Fall/Spring: 3)

This course covers models of money demand, recent developments in the foundation of a role for monetary policy in affecting the real economy, and issues in the formulation and conduct of monetary policy for closed and open economies.
Matteo Iacoviello
Fabio Schiantarelli

EC 866 Public Sector Economics II (Fall: 3)

This course covers the positive theory of taxation (the effects of taxation on labor supply, saving, investment, risk taking, and growth, as well as tax incidence), optimal tax and expenditure theory/the theory of the second best, and a selection of other topics depending on the interests of the students and recent developments in the field (e.g., axiomatic social choice theory, the new economics of regulation, the economics of education and the new political economy).
Hideo Konishi

EC 871 Theory of International Trade (Fall: 3)

Emphasis on the structure of general equilibrium, welfare and commercial policy propositions, and the foundations of comparative advantage. The course also covers imperfect competition and uncertainty.
Eyal Dvir

EC 874 Topics in International Macroeconomics (Spring: 3)
Prerequisite: EC 872
Corequisite: EC 861 recommended

This course will focus on the construction of models for understanding the international business cycle and analysis of macroeconomic policy in open economies. The first part will focus on the transmission of macroeconomic shocks across countries, from the international real business cycle literature to models with nominal rigidity and financial imperfections. The second part will cover the recent literature on macroeconomic policy in open economies. The third portion of the course will return to model building and shock transmission and focus on the recent literature at the intersection between international trade and macroeconomic theory.
Fabio Ghironi

EC 875 Political Economy of Trade and Development (Spring: 3)

This course will consider economy-wide models of endogenous growth, as well as the sector-specific issues that arise from missing markets and asymmetric information. The perspectives of neoclassical political economy will also be emphasized.
James Anderson

EC 877 Empirical International Finance (Spring: 3)

The course covers selected topics of current research in international finance, designed for Ph.D. students in their second year or later. The focus is on empirical work, and on tools for conducting research in this field. Topics include: nominal and real exchange rate dynamics, foreign-exchange market efficiency, the microstructure of foreign exchange markets, international finance and trade, as well as international portfolio choice and financial integration.
Georg Strasser

EC 885 Analysis of Labor Markets (Fall: 3)
The Department

EC 886 Current Topics in Labor Economics (Spring: 3)

This course covers topics of current interest in labor economics. Examples include analysis of life-cycle consumer behavior estimation techniques applied to survey microdata, minimum wage legislation, agency problems, informational economics, and intergenerational transfers. Both theoretical and empirical issues are investigated.
Shannon Seitz

EC 888 Interim Study (Fall/Spring: 0)

Required for Master's candidates who have completed all course requirements, but have not taken comprehensive examinations.
Richard Tresch

EC 900 Third Year Thesis Workshop (Fall/Spring: 1)

Third-year students in the Ph.D. program must participate in the Thesis Workshop which meets once each week during both fall and spring terms. Third-year students are required to present a thesis proposal during the spring term.
Susanto Basu
Arthur Lewbel
Shannon Seitz

EC 901 Fourth Year Thesis Workshop (Fall/Spring: 2)

Fourth-year students in the Ph.D. program must participate in the Thesis Workshop which meets once each week during both fall and spring terms. Fourth-year students are required to lead a seminar discussion of some aspect of their Ph.D. dissertation during each term.
Susanto Basu
Arthur Lewbel
Shannon Seitz

EC 998 Doctoral Comprehensives (Fall/Spring: 1)

Required for Doctoral students who have completed all course requirements and are preparing for comprehensive examinations.
Richard Tresch

EC 999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register for doctoral continuation during each semester of their candidacy whether or not they remain in residence. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.
Richard Tresch

English

Faculty

John L. Mahoney, *Rattigan Professor Emeritus;* A.B., A.M., Boston College; Ph.D., Harvard University
Rosemarie Bodenheimer, *Professor;* A.B., Radcliffe College; Ed.M., Harvard University; Ph.D., Boston College
Mary Thomas Crane, *Professor;* Chairperson of the Department; A.B., Harvard College; A.M., Ph.D., Harvard University
Elizabeth Graver, *Professor;* B.A., Wesleyan University; M.F.A., Washington University
Dayton W. Haskin, *Professor;* A.B., University of Detroit; A.M., Northwestern University; B.D., University of London; Ph.D., Yale University
Elizabeth Kowaleski Wallace, *Professor;* B.A., Trinity College; M.A., M.Phil., Ph.D., Columbia University
Paul Lewis, *Professor;* A.B., City College of New York; A.M., University of Manitoba; Ph.D., University of New Hampshire
Robin R. Lydenberg, *Professor;* A.B., Barnard College; A.M., Ph.D., Cornell University
Paul Mariani, *University Professor of English;* B.A. Manhattan College; M.A., Colgate; Ph.D., CUNY
Suzanne M. Matson, *Professor;* B.A., Portland State University; M.A., Ph.D., University of Washington
Philip T. O'Leary, *Professor;* A.B., College of the Holy Cross; Ph.D., Harvard University
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Alan Richardson, *Professor;* A.B., Princeton University; A.M., Ph.D., Harvard University
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Rhonda Frederick, *Associate Professor;* B.A., M.A., Ph.D., University of Pennsylvania
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Lori Harrison-Kahan, *Adjunct Assistant Professor,* A.B., Princeton University, M.A., M.Phil., Ph.D., Columbia University
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George O'Har, *Adjunct Assistant Professor;* B.A., University of Massachusetts; M.A., Boston College; Ph.D., Massachusetts Institute of Technology
Ricco Villanueva Siasco, *Adjunct Assistant Professor;* B.S., Boston University; M.F.A., Bennington College
Susan Roberts, *Adjunct Senior Lecturer;* B.A., St. Michael's College; M.A., Boston College
Bonnie K. Rudner, *Adjunct Senior Lecturer;* B.A., Rutgers University; M.A., Boston College
Treseanne Ainsworth, *Adjunct Lecturer;* Assistant to the Chair; B.A., M.A., Boston College

Contacts

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- 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 is thus a schooling in human experience, and its primary use is for the development of those who study it. It is also, of course, good training for any field in which understanding of behavior is valued. The tools used, because they deal with language and the forms of expression, have applicability in any kind of work where precise and effective communication is important. English majors can develop these skills to a considerable degree while undergraduates, and non-majors will find that taking even a few well-chosen courses beyond the Core requirement can widen their knowledge of literature and sharpen their linguistic cabilities.

The English major at Boston College is designed to introduce students to a wide range of expression in the literary traditions of the past and present. It aims to help undergraduate students develop a strengthened ability to work critically and sensitively with texts in poetry and prose, to write with clarity and grace, and to articulate judgments about literature with an awareness of various critical approaches. English majors will become familiar with some of the major developments in the history of British and American literature and will have the opportunity to choose from an array of courses covering topics from the medieval period to contemporary cultural studies.

Information for First Year Majors and Non-Majors

The English Department has primary responsibility for two Core requirements—EN 010 First Year Writing Seminar, taught entirely by English Department faculty, and EN 080-084 Literature Core, taught largely by English Department faculty. Students may not take courses through the Woods College of Advancing Studies for the purpose of fulfilling their English Core requirement. Because Core classes are restricted to first-year students, students should plan to take both courses during the first year.

EN 010 First Year Writing Seminar

The First Year Writing Seminar helps students use their writing as a source of learning and a form of communication. Designed as a workshop in which each student develops a portfolio of personal and academic writing, the seminar follows a semester-long process. Students write and rewrite essays continuously, discuss their works-in-progress in class, and receive feedback during individual and small group conferences with the instructor. In connection with their writing, students read and discuss a wide range of texts, including various forms of non-fiction prose. In addition to regular conferences, the class meets two hours per week to learn and discuss writing processes and strategies, various genres and rhetorical situations for writing, the evolving drafts of class members, and various forms of conducting and writing research, including an introduction to using the resources at O'Neill Library.

EN 080-084 Literature Core

In this part of the Core program, students explore the principal motives which prompt people to read literature—to assemble and assess the shape and values of one's own culture, to discover alternative ways of looking at the world, to gain insight into issues of permanent human importance as well as issues of contemporary urgency, and to enjoy the linguistic and formal satisfactions of literary art. Individual Core literature courses are designed with separate titles and reading lists in five major areas:

- EN 080 Literary Forms
- EN 081 Literary Themes
- EN 082 Literature and Society
- EN 083 Literature: Traditions and Counter-Traditions
- EN 084 Literatures of the World

In different ways these courses will strive to develop the student's capacity to read and write with clarity and engagement, to allow for that dialogue between the past and present we call history, and to provide an introduction to literary genres.

English for Foreign Students

The department offers core level courses in language and literature for foreign students. These classes require exam placement for registration. Interested students should contact the English Department for exam dates and locations.

Major Requirements

Students ordinarily begin an English major in their sophomore year after completing the First Year Writing Seminar and the Literature Core or equivalents. In addition to the two Core courses, students must take ten courses from the department's offerings. These must include the following required courses—EN 131 Studies in Poetry and then EN 133 Narrative and Interpretation. These courses are usually taken in sequence in the sophomore year. Both courses train students intensively in the close reading of literary texts and in writing with critical awareness about literature.

Also required are three other courses that must include:

- one course in pre-1700 British or American literature
- two courses in pre-1900 British or American literature

These courses may be taken at any time in the student's major but preferably after the completion of Studies in Poetry. Students who have a special interest in American literature are advised to take American Literary History I as a foundation for later courses.

During the sophomore year, historical survey courses such as Introduction to British Literature and Culture I and II and the American Literary History sequence may be useful to fill in students' knowledge of the development of English and American literature. At this point, students should be in a position to begin making their own choices about how they will complete the major requirements. They will have many options from among the thirty or more electives the Department offers each semester in English and American literature, in Irish Studies, in writing, in the different genres, and in particular themes.

Students are reminded that courses taken through the Woods College of Advancing Studies and/or over the summer cannot be counted toward the major.

By senior year students will have the opportunity to focus on some well-defined topics (individual authors, important single works, specialized themes). Each year the department will offer seminars to enable students, usually seniors and juniors, to work closely with a faculty member on a topic of special interest.

Individually Designed Major

For some students with specific interdisciplinary interests, in American Studies for instance, an individually designed sequence of courses under the English major is appropriate. Students who satisfy their major requirements this way may count for English credit up to two courses taken in other departments. This plan must be approved by the chairperson and the student's department advisor by the end of the first semester of junior year.

English Courses for Non-Majors

Though there is no English minor, students majoring in other subjects have always been welcome in English courses for the diversity of viewpoint and variety of knowledge they often bring with them. From the students' point of view, English courses offer the enjoyment of reading good literature; insight into history, culture, and human character; and a chance to polish skills of reading and writing.

American Studies Program

American Studies is an interdisciplinary program that brings together faculty from several departments to expose students to a wide range of approaches to American culture past and present. Thematic emphases include the American city; the historical interaction of class, gender, race, and ethnicity; high culture, popular culture, and mass media; crime and deviance; migration, borderlands, and empire.

Courses used for fulfilling the minor must come from outside the student's major and from at least two different departments. Six courses are required for the minor. Three of five courses must be clustered in a common area of concentration chosen by the student in consultation with the director of American Studies. In the fall of the senior year, each student must take the elective designated in the previous year as the American Studies seminar.

For further information on the American Studies minor and application forms, see Professor Carlo Rotella in the English Department (rotellca@bc.edu, 617-552-3191) or visit the American Studies website at http://bc.edu/amstudies.

Irish Studies

Irish Studies, an integral part of Boston College's distinguished Irish Programs, offers an interdisciplinary approach to the culture and society of Ireland. Individual courses cover the areas of social, political, and economic history, literature, medieval art, sociology, folk music, and the Irish language. In addition, there are several courses that are jointly taught by faculty from various disciplines. These include a 3-semester sequence of courses integrating the history and literature of Ireland, from the eighteenth to the twentieth centuries.

For Irish Studies minors, the Irish Studies Program offers first-semester senior year courses at University College Cork and University College Galway. The program at University College Cork provides extensive exposure in areas of Irish culture not ordinarily available in the United States, such as archeology, ethnography, folklore, and anthropology. The program at University College Galway offers intensive study in the Irish language for students who have had experience with the language. Interested students should apply to the Center for International Partnerships and Programs or see Professor O'Neill of the History Department.

Women's Studies

Contact Professor Sharlene Hesse-Biber in the Sociology Department for information regarding Women's Studies.

Creative Writing Concentration

The English Department offers a Creative Writing concentration that allows a small number of students to intensify and focus their English majors by taking a series of practice-based writing courses along with their literature courses. The creative writing concentrator undertakes a 12-course English major instead of the usual ten courses. Three of these courses must be writing workshops in any genre, selected with the help of the student's concentration advisor. Concentrators are chosen on the basis of applications submitted at the end of the fall semester of sophomore year. Applicants must have received a grade of B+ or better in the First Year Writing Seminar or have placed out of it. Interested sophomores are strongly encouraged to register for fall sections of EN 221 Introduction to Creative Writing or EN 412 Writing Workshop: Creative Nonfiction to help generate a stronger writing sample for the application. Some seats in these courses will be held for sophomores.

Secondary Education Majors and Minor

English majors who are also completing Lynch School of Education majors must fulfill more specific major requirements to demonstrate a broad range of knowledge within the discipline. In addition to the First Year Writing Seminar, the Literature Core, Studies in Poetry, and Narrative and Interpretation, these students must fulfill the following requirements:

- one Pre-1700 course
- one Pre-1900 course
- one course on Anglophone or Ethnic American Authors
- one course on Women Authors
- one course on the History of Language/Grammar/Linguistics
- one course in Adolescent and Young Adult Literature
- two English electives

To acquire sufficient knowledge across this spectrum, LSOE students should consider taking more general survey courses (e.g., Introduction to British Literature and Culture I and II, American Literary History I, II, and III) to fulfill some requirements.

Students with questions about the EN/LSOE requirements should contact Treseanne Ainsworth, Assistant to the Chairperson, in Carney 444.

Minor in Secondary Education

Students in the College of Arts and Sciences majoring in English may apply to minor in Education, in order to gain certification for teaching. The program begins in the junior year. Interested students should contact the Coordinator of Secondary Education or the Associate Dean in the Lynch School of Education during the first semester in sophomore year.

The Department recommends that English majors completing a secondary education minor follow the guidelines listed above for course selection as well.

Linguistics

The Program in Linguistics, housed in the Department of Slavic and Eastern Languages and Literatures, offers courses for English majors who want to study English from a linguistic perspective or to examine the nature of language.

Information for Study Abroad

While the department is flexible as to the number of courses that majors need to complete before studying abroad, English majors wishing to study abroad should complete (at minimum) the required Studies in Poetry and Narrative and Interpretation. Because each student's background varies, students are advised on an individual basis. Two courses per semester from an English speaking country and one course per semester from a non-English speaking country may be counted for major credit. These courses may be historical requirements or as major electives.

Journalism and communications courses are not considered English electives unless they are taught within an English department. Students in the Creative Writing concentration are strongly discouraged from studying abroad for a full year.

Students may study abroad for either or both semesters but must contact Treseanne Ainsworth, Assistant to the Chairperson, Carney 444, when planning their study abroad.

There are many strong English programs offered through universities overseas. Majors are encouraged to discuss options with their faculty advisors. Some examples of particularly strong programs include: Oxford University, King's College, Cambridge University, University College London (UCL), Queen Mary and Westfield (QMW), University of London, Advanced Studies in England, Bath, Lancaster University, University of Glasgow, University College Dublin (UCD), Trinity College Dublin, NUI Galway, University of Paris.

Honors Program

The English Department offers an honors program for English majors. Students admitted to the program will write an honors thesis senior year, either a critical study or a creative project, for six credits total toward the major. Students contemplating an honors thesis are encouraged to take the department's Honors seminar during their junior year. A description of this program is available on the department website.

Graduate Program Description

Master of Arts Program

The Master of Arts in English degree is intended for students who wish to extend and consolidate their knowledge of the field before moving on to work at the Ph.D. level, and for students oriented toward careers in secondary education, publishing, or related fields who desire a challenging, rigorous, and up-to-date academic program. Candidates pursuing the M.A. degree will be expected to complete courses granting at least 30 hours of graduate credit. Three of these course credits must be in a theory course (ordinarily thought of as a course primarily concerned with the study of texts in literary and/or cultural theory) from among the Department's regular offerings, and three must be in the Introduction to Advanced Research course (or its equivalent). Students may devote up to six of the required 30 credits to independent work under the supervision of Department faculty, resulting in one or more longer papers. Students wishing to pursue this option should consult with the Program Director early in their graduate careers.

Students must also pass two examinations—a language and a literary studies examination. The first will demonstrate reading knowledge of a foreign language. The second will gauge the student's mastery of three different skills or practices integral to advanced literary studies: the ability to analyze in detail a short poem or prose passage; the ability to place a number of passages in their proper literary-historical context based on their form, style, and content; and the ability to reflect on the theoretical, methodological, or interpretive issues involved in reading and criticism. The examinations are offered yearly in December and May.

The language exam may be taken at any time during the course of a student's program. The literary studies exam is ordinarily taken after all courses have been completed or are in the process of completion. Students should consult with the Program Director and with other faculty to plan an appropriate course of studies in anticipation of the examination. The language exam may be taken in a wide range of languages and may be waived if either (1) the candidate can supply proof of proficiency in a foreign language in the form of an undergraduate transcript carrying credits for the completion of at least six semester hours in an advanced course with grades of B or above (taken within three years of the application for waiver) or (2) the candidate successfully completes a 12-week intensive language course administered by the Graduate School of Arts and Sciences at Boston College.

Master of Arts Concentration in Irish Literature and Culture

Boston College offers a Master of Arts degree with a concentration in Irish literature and culture under the auspices of the English Department. Candidates seeking the degree will be expected to complete within two years requirements in courses granting thirty hours of graduate credit, at least twelve of which must be in Anglo-Irish literature. In addition, unless proficiency is demonstrated in a written examination, all candidates will be required to complete twelve credits of course work in the Irish language as a step toward achieving reading ability in modern Irish. Remaining credits may be taken in Irish Studies courses offered by other University departments, such as History (where there is already a graduate program in Irish History) Music, Fine Arts, and Slavic (where Old Irish is taught). At the end of the course of study, students will take an oral examination, focusing on a specific period, genre, or theme chosen by themselves after consultation with members of the Irish Studies faculty.

English faculty offering graduate courses in Irish Studies include Professors Philip O'Leary, James Smith, and Marjorie Howes. In addition, the distinguished visiting scholar holding the Burns Chair in Irish Studies will teach graduate courses in the program.

Information concerning the program can be obtained by writing to the Program Director, Philip O'Leary, at the Department of English, Boston College, Chestnut Hill, MA 02467.

Master of Arts in Teaching

The Master of Arts in Teaching (M.A.T.) degree is administered through the Lynch School of Education in cooperation with the Department of English. It requires admission to both the Lynch School of Education and to the Department of English. Course requirements vary depending upon the candidate's prior teaching experience; however, all Master's programs leading to certification in secondary education include practical experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. For further information on the M.A.T., please refer to Master's Programs in Secondary Teaching in the Lynch School of Education section of the University Catalog or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

Graduate Assistantships and Teaching Fellowships

Students in the first year of the M.A. program are eligible to receive financial aid in the form of tuition remission. Second year students are eligible for Teaching Fellowships, conferring a stipend and partial remission of tuition.

Program in Linguistics

In the Department of Slavic and Eastern Languages, the Program in Linguistics offers courses for graduate students in English who want to study English from a linguistic perspective or to examine the nature of language generally.

Doctor of Philosophy Program

Normally, no more than four students will be admitted to the doctoral program each year (one additional student is sometimes admitted on an Irish Studies fellowship, and there is additional support for diversity candidates and other exceptional students). The small number of students makes possible a flexible program, individually shaped to suit the interests and needs of each student.

All students accepted into the program receive stipends and tuition remission. Fellowships are renewed for five years as long as the student is making satisfactory progress toward completion of requirements for the degree.

Course Requirements

Four doctoral seminars are to be taken in consecutive semesters over the first two years of the program. The remainder of the student's program may include other graduate courses in the English Department or related disciplines, small reading groups, or individual tutorials shaped around the candidate's preparation for examinations. Ideally, students will have taken four to six courses in addition to the doctoral seminars by the end of the second year. A student-initiated pedagogy colloquium accompanies student teaching, and an advanced professionalization colloquium is taken in the third or fourth year.

Language Requirement

Students must demonstrate an ability to read two foreign languages or a working knowledge and application of one foreign language and its literature. The first alternative requires successful performance on two translation examinations in which a short text must be translated adequately (with use of a dictionary) in two hours. The second involves submitting a paper in which knowledge of the foreign language is used to work out a literary question, or translating a substantial critical or literary text currently unavailable in English. Commonly, enrollment in language courses or in graduate electives on translation, accompany the completion of the assignment.

Examinations

Each student will direct a course of study toward completion of three examinations—a minor field exam by the end of the second year, a major field exam, and a dissertation field exam.

The minor field examination normally runs one and one-half hours and may focus on an author, historical period, theoretical field, or genre. The major field examination is broader in scope and consists of a two-hour oral examination usually on a period or genre. The dissertation field exam, two and one-half hours long, explores a topical area in which the dissertation is likely to take place. All examinations are graded according to the university scale for graduate examinations.

Prospectus, Dissertation, and Defense

After completing the dissertation field exam, the student writes a prospectus in consultation with his or her dissertation director describing the dissertation topic and including a working bibliography. This prospectus will then be submitted to two additional faculty members who will also approve it. All dissertation committees will have at least three faculty readers (under special circumstances, a faculty member from outside BC may sit on the committee). Submission of the dissertation will be followed by an oral defense. Students are responsible for acquainting themselves with all university requirements, fees, and deadlines pertinent to dissertation submission and graduation. This information can be obtained from the English Department office or from the Graduate School of Arts and Sciences Dean's office.

Teaching

As part of their program, Ph.D. students engage in a carefully organized sequence of teaching experiences. In the second year, students spend one semester assisting in a course taught by a faculty member. In the third and fourth years, students teach four independently taught courses—at least one semester of First-Year Writing Seminar, a self-designed elective in the student's own field, and two more courses selected to provide the best range of teaching experience for each individual student. Faculty mentoring is a part of every phase of this program.

Graduate Colloquium

A student committee composed of M.A. and Ph.D. candidates organizes and schedules graduate colloquia, at which faculty members, outside speakers, or students lead discussions on literary topics. In alternate years, the spring colloquium will be a full-day graduate conference. All graduate students and faculty are strongly encouraged to attend.

Good Standing

Candidates for the degree are expected to remain in good standing in accordance with department guidelines set out for the timely completion of the degree. Continued financial support and participation in the program depends on maintaining good standing.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

EN 009 First Year Writing For English Language Learners (Fall/Spring: 3)
Satisfies Writing Core Requirement
This course may be taken in place of First Year Writing Seminar (EN 010).

This course is designed for students whose first language is not English. It focuses on the academic writing skills that are necessary for content courses. Students will read and respond to literary works and gain practice in the writing of academic essays, focusing on a range of English rhetorical styles.

Lynne Anderson

EN 010 First Year Writing Seminar (Fall/Spring: 3)
Limited to 15 students.

Designed as a workshop in which each student develops a portfolio of personal and academic writing, the seminar follows a semester-long process. Students write and rewrite essays continuously, discuss their works-in-progress in class, and receive feedback during individual and small group conferences with the instructor.

The Department

EN 079 Literary Forms for English Language Learners (Spring: 3)
Satisfies Literature Core Requirement
This course may be taken in place of EN 080

This course is designed specifically for students whose first language is not English. Students will gain awareness of form and genre as significant factors in the experience of reading literature. Formal genres such as the short story, drama, and poetry will be explored.
Lynne Anderson

EN 080 Literary Forms (Fall/Spring: 3)
Satisfies Literature Core Requirement

Courses listed under this title are meant to increase awareness of form and genre as significant factors in the experience of reading literature. They address formal genres like the novel, lyric poetry, and drama, or multi-genre forms like tragedy, comedy, romance, or other ideas of form. They include examples of forms from different literary periods to study their variety and development.
The Department

EN 081 Literary Themes (Fall/Spring: 3)
Satisfies Literature Core Requirement

These courses follow a particular theme through several genres and historical periods or cultures, focusing especially on elements in the theme which persist and seem to address what is enduring in human experience, but addressing also elements of the theme which change with the literary genre or the historical period and culture.
The Department

EN 082 Literature and Society (Fall/Spring: 3)
Satisfies Literature Core Requirement

Courses listed under this title treat literature as an integral part of a larger cultural experience. They examine the relationship between literary works and specific social issues as the relationship develops in particular cultures across time. These courses may use several kinds of cultural and historical documents both to link literature to culture and to raise the question of how and whether to distinguish some of them as literature.
The Department

EN 083 Literature: Traditions and Counter Traditions (Fall/Spring: 3)
Satisfies Literature Core Requirement

These courses put two traditions of literature in English into dialogue with one another. They attempt to define the concept of a literary tradition, and to explore the ways it may develop in relation, opposition, or parallel with other traditions. Most courses will treat traditions built around national and/or ethnic experience, but traditions and counter-traditions built around gender, religion, or class are also possible.
The Department

EN 084 Literatures of the World (Fall/Spring: 3)
Satisfies Literature Core Requirement
Conducted entirely in English

These courses introduce students to literatures around the globe. Within this context, a variety of explorations based on thematic, formal, social and philosophical questions will emerge. A given course may focus on Classical epic and lyric poetry, modern European drama, literature of exploration, confrontation of the self and other, and so on. All these courses will help students discover and assess the shape of their own language and thought by exploring literatures of other places and time.
The Department

EN 093-094 Introduction to Modern Irish I and II (Fall/Spring: 3)
Prerequisites: SL 027/EN 093 Introduction to Modern Irish I or equivalent

A course for total beginners in modern Irish. Over the course of the semester, our aim is to develop both conversational and compositional skills and the ability to read Irish prose.
Joseph Nugent

EN 097-098 Continuing Modern Irish I and II (Fall/Spring: 3)

This is a continuing course in modern Irish for those with a basic knowledge of the language. Emphasis will be on developing the ability to read contemporary literature in various genres. With the skills we developed in *Elementary Irish,* we'll progress towards further conversation and work especially to improve our abilities with translation of modern poetry and prose.
Joseph Nugent

EN 101 Celtic Heroic Age (Fall: 3)
Fulfills the pre-1700 requirement.

This course will explore the vernacular heroic literature of the insular Celts, that is, the Irish and the Welsh. Particular attention will be paid to the effect of Christian transmission on pagan source material; mythological survivals; the heroic worldview and value system; the nature of insular Celtic kingship; and the role of women in the heroic literature.
Philip O'Leary

EN 106 Undergraduate Pedagogy Lab (Fall: 1)

Teaching English Content is a 1-credit workshop which will focus on issues and strategies related to teaching the subject matter of the course to which it is attached. It is highly recommended for Lynch School of Education students enrolled in the course, but is also open to any students interested in teaching.
The Department

EN 110 Classical and Biblical Backgrounds of English Literature (Spring: 3)

The goals for this course include: (1) exposure to a broad range of Greek, Latin, and Hebrew literature in translation (myths, histories, authors, characters, plots, themes); (2) attentiveness to what is at stake, theoretically and practically, in translation; and (3) the development of comparatist practices of reading that respect cultural differences. Emphasis on the Homeric epics, Greek tragedies, the more conspicuously poetical parts of the Hebrew Bible, and the metamorphoses of the Greek and Hebrew traditions in the Roman world during the transition to the Common Era.
Dayton Haskin

EN 125 Introduction to Feminisms (Fall/Spring: 3)
Cross Listed with HS 148, PS 125, SC 225
Fulfills Women Writer's requirement for EN/LSOE majors.

See course description in the History Department.
The Department

EN 131 Studies in Poetry (Fall/Spring: 3)

The goals of the course are close reading of poetry, developing the student's ability to ask questions which open poems to analysis, and writing lucid interpretative papers.
The Department

EN 133 Narrative and Interpretation (Fall/Spring: 3)

This course introduces students to questions that they might bring to the study of narrative works—primarily novels, tales, and

non-fictional narratives, though it may also include drama, film, and narrative poems. It aims to introduce the various critical frames through which we construct interpretations.
The Department

EN 141 American Literary History I (Fall/Spring: 3)
Students need not take these courses in chronological order.
Fulfills the pre-1900 requirement.

From Anne Bradstreet's meditation on the burning of her house to Thoreau's determination to simply his life, from Frederick Douglass' denunciation of slavery to the troubling passivity of Melville's Bartleby—EN 141 provides an overview of American literary history between the landing of the *Mayflower* and the start of the Civil War. In addition to those already mentioned, writers studied will include Mary Rowlandson, Edward Taylor, Olaudah Equiano, Benjamin Franklin, Nathaniel Hawthorne, Susanna Rowson, and Walt Whitman.
Paul Lewis
James Wallace

EN 142 American Literary History II (Spring: 3)
Fulfills pre-1900 requirement.

The seventy-five years following the American Civil War defined the era when transformative changes in U.S. culture—the demise of the slave system and the rise of segregation; the emergence of corporate society and successive waves of immigration; new experimentation in the arts; new roles for women and new ideas imagined for reordering society—transformed the face of American writing. Through interdisciplinary lectures on historical and biographical background, and close discussions on authors like Mark Twain, Theodore Dreiser, Charlotte Perkins Gilman, Sui Sin Far and others, this course provides an introduction to the emergence of modern American writing.
James M. Smith

EN 143 American Literary History III (Fall: 3)
Non Majors welcome, especially suited for American Studies minors.

This course will provide an introductory overview of literature written in America from the first world war to the present. We will contextualize specific literary works within historical, cultural and aesthetic frameworks, focusing on the literary periods of modernism and post-modernism.
Laura Tanner

EN 154 Introduction to Adolescent Fiction (Fall: 3)

We'll begin by studying the roots of American adolescent fiction, from post-Civil War (Alcott, Twain) to early twentieth century (Baum, Daly). Next we'll consider trauma and "bearing witness" in post-WWII writings (Frank, Wiesel). Mid-course, we'll trace disruptions to the established coming-of-age narrative in works such as *The Catcher in the Rye, The Bell Jar,* and Hinton's *Outsiders.* Later, we'll explore memoir and the reconstruction of adolescence in Wolff, Grealy, and Satrapi; identity and displacement in Kincaid, Cisneros and Diaz, and conclude with Eugenides' *Middlesex.*
Amy Boesky

EN 170 Introduction to British Literature and Culture I (Fall: 3)
Fulfills the pre-1700 requirement.

This course, along with Introduction to British Literature and Culture II, given the following semester, will offer an historical survey of British literature from Beowulf to the present. This first part will cover the Middle Ages, Renaissance, Restoration, and earlier Eighteenth-Century literature, offering a basic map of British literature and culture as they developed during these periods and introducing the major authors, cultural themes, as well as lesser known authors and historical background.
Mary Crane

EN 171 Introduction to British Literature and Culture II (Spring: 3)
Fulfills the pre-1900 requirement.

We read (mostly) canonical literary excerpts in the context of larger historical and cultural movements in the three hundred years from 1700 to the present. Authors include Swift, Pope, Samuel Johnson, Boswell, William Wordsworth, Blake, Hemans, Keats, Matthew Arnold, George Eliot, John Henry Newman, Hopkins, Christina Rossetti, Hardy, Yeats, Joyce, Virginia Woolf, D.H. Lawrence, T.S. Eliot, Auden, Desai, Walcott, and Rushdie, among many others.
James Najarian

EN 174 American Crime (Fall: 3)

Gangsters. Gunslingers. G-Men. Why do these figures of crime—and, in turn, the policing of crime—so dominate the popular American imagination? And why do crime genres—noir mystery, prison melodrama, westerns, revenge narratives, police procedurals—populate American fiction and classic film alike? Finally, what do these stories of crime tell us about actual criminality, about corrupt cops and cities, or about how criminals and victims feel and act? This course focuses on the dominant crime genres in modern American literature and film, traveling through key figures of each: Hammett, Hitchcock, Highsmith, to name just a few.
Christopher Wilson

EN 181 Irish Literature Survey—Twentieth Century (Spring: 3)
This course is most suitable for underclass students. Students contemplating an Irish Studies Minor and/or exploring study abroad options are also welcome.

This course introduces students to twentieth-century Ireland's literature and culture. Early in the semester we read key literary figures, including Yeats, Synge, and Joyce. Students then turn their attention to post-Revival authors, including Kavanagh, O'Flaherty, Heaney, and Nuala Ní Dhomhnaill. The class discusses significant social, political and cultural developments, e.g., cultural nationalism and the formation of identity, the importance of the Gaelic language and problems with translation, women's role in post-independent Ireland, and Northern Ireland and the peace process.
James M. Smith

EN 184 The Ballad Tradition (Spring: 3)
Cross Listed with MU 340
No musical experience is assumed.
Open to M.A. students for credit.
Fulfills the pre-1900 requirement for English majors.
Fulfills study abroad prerequisite in Ireland

This course surveys the English-language ballad traditions of England, Wales, Scottland, Ireland, North America, and Australia. Beginning with the medieval Continental roots of the form, we will consider how the ballad became a popular medium for news, politics, protest, and memorialization. Case studies include Child Ballads, Jacobite songs, emigration and famine songs, Union songs, the Folk Revival, and Celtic Rock.
Ann Morrison Spinney

EN 199 Introduction to Caribbean Literature (Fall: 3)
Cross Listed with BK 199
Offered Periodically

The Caribbean, merely viewed through the lens of colonial history, often does not reflect the diversity and complexity of the region. From a colonial perspective, therefore, the Caribbean is both "known" and "unknown." Our work for this course compares and contrasts versions of the region by examining colonial histories and current literary traditions. We will pay particular attention to the ways oppositional cultures and identifies manifest in Caribbean literature. Themes of this course include: colonialism, history/histories, gender, geography/nation, sexuality, class, and culture.
Rhonda Frederick

EN 200 The Body in Sickness and Health (Fall: 3)

This course will use contemporary literature to explore how the body shapes identity in contexts including illness, obesity, poverty, disability, pregnancy and aging. Literary texts may include fiction by Margaret Atwood, Rebecca Brown, Lorrie Moore and Jhumpa Lahiri, poetry by Mark Doty and Sharon Olds, and prose by Anatole Broyard, Sherwin Nuland and Atul Gawande. We will also explore portrayals of the body in film, photography and American popular culture. Although this class is open to all students, it may be of special interest to those considering careers in medicine or social work.
Laura Tanner

EN 209 Jamaican Culture and Globalization (Fall: 3)
Cross Listed with BK 223

This course focuses on "culture," specifically Jamaican culture, as an important global commodity. We will consider how Jamaican culture moves into global markets and is transformed into products and identities that are often at odds with the ideologies and values of the people who made it. We will examine definitions of globalization and then locate the role of culture within it. We will then consider how globalization influenced definitions of Jamaican culture and cultural values. Lastly, we will investigate how and/or if globalization has created opportunities for re-thinking nationalism, commodities, and in/formal economies.
Rhonda Frederick

EN 220 Classical Mythology (Fall: 3)
Cross Listed with CL 230

See course description in the Classical Studies Department.
Meredith Monaghan

EN 221 Introduction to Creative Writing (Fall/Spring: 3)

An introductory course in which students will write both poetry and short fiction, and read published examples of each. We will experiment with the formal possibilities of the two genres and look at what links and separates them.
The Department

EN 227 Classics of Russian Literature (in translation) (Fall: 3)
Cross Listed with SL 222
Offered Periodically
Conducted entirely in English

See course description in the Slavic and Eastern Languages and Literatures Department.
Maxim D. Shrayer

EN 228 Twentieth-Century Russian Literature (in translation) (Spring: 3)
Cross Listed with SL 223
Conducted entirely in English. All readings are in English

See course description in the Slavic and Eastern Languages and Literatures Department.
Cynthia Simmons

EN 229 Literature of the Other Europe (in translation) (Fall: 3)
Cross Listed with SL 232
All readings in English translation

See course description in the Slavic and Eastern Languages and Literatures Department.
Cynthia Simmons

EN 237 Studies in Children's Literature: Disney and the Wondertale (Spring: 3)

Studies In Children's Literature: Disney and the WondertaleDisney films have remained outside the critical landscape because they have been considered either beneath artistic attention, or beyond reproach. The goal of this course will be to explore the issues presented in such Disney films as *The Lion King, Aladdin, Prince of Egypt,* and *Pocahontas.* To do this, we will read source material *(The Arabian Nights, Hamlet,* tales about Pocahontas, *Bible* stories about Moses, *Exodus,* etc.) and secondary studies.
Bonnie Rudner

EN 241 Playwriting (Fall: 3)
Cross Listed with CT 384

See course description in the Theatre Department.
Scott T. Cummings

EN 245 Shakespeare on the Stage (Fall: 3)
Cross Listed with CT 361

See course description in the Theatre Department.
Stuart J. Hecht

EN 246 Introduction to Asian American Literature (Fall: 3)
Satisfies Cultural Diversity Core Requirement

This course is a broad introduction to Asian American literature, criticism, and culture. This means that we will read at least one book-length work from each of the following ethnic groups: Filipino, Japanese, Chinese, Korean, South Asian, and Vietnamese.
Min Song

EN 248 Playwriting II (Spring: 3)
Prerequisites: CT 285 and permission of the instructor
Cross Listed with CT 385
Offered Biennially
Attendance at local productions of new plays is expected.

See course description in the Theatre Department.
Scott T. Cummings

EN 249 Contemporary Theatre and Drama (Spring: 3)
Cross Listed with CT 368
Offered Biennially

See course description in the Theatre Department.
Scott T. Cummings

EN 267 Modern Geman Novelism Translation (Fall: 3)
Cross Listed with GM 224
Offered Periodically

See course description in the German Studies Department.
Bernd Widdig

EN 277 Introduction to American Studies (Spring: 3)
Lori Harrison-Kahan

EN 304 King Arthur in German Literature (Spring: 3)
Cross Listed with GM 240
Offered Biennially
Conducted in English with all texts in English translation.

See course description in the German Studies Department.
Michael Resler

EN 309 James Joyce (Fall: 3)

This class will engage in a deep exploration of James Joyce's *Ulysses,* perhaps the most important twentieth-century novel that an English major can read. I'm particularly interested in applying the notions of "cityscape" and "sensescape" to Dublin on the edge of modernity. Employing technology such as Google Maps, we'll retrace the space and time traversed by Stephen Dedalus and Leopold Bloom through the realm of the five senses.
Joseph Nugent

EN 310 Shakespeare (Spring: 3)
Fulfills the pre-1700 requirement.

An introduction, placing Shakespeare's drama in the historical and theatrical contexts of his time. Topics will include Shakespeare's professional career; the playhouses for which he wrote; the structure of Elizabethan playing companies; Elizabethan stage conventions such as blank verse, doubling, and cross-dressing; and the textual and performance histories of his plays.
Andrew Sofer

EN 311 British Rule in India: Literature and Culture (Fall: 3)

This course examines the complex dimensions of British rule in India (1757-1949) through novels, films, short stories, essays and historical documents. By focusing on the high points of that history with attention to political economy and culture, this course studies the shaping debates and issues of the time pertaining to education, sexuality, women, law and religion. The course aims to grasp British rule in India as fundamentally a relation of uneven exchange, a fraught transaction not only of money, goods, services and power, but also values, norms, pleasures, and identities.
Kalpana Seshadri

EN 313 Rags and Riches: Poverty and Wealth in Eighteenth-Century England (Spring: 3)
Fulfills the pre-1900 requirement.

This course examines the representation of poverty and wealth in eighteenth-century England. Using poetry, prose, drama, fiction, and visual arts as our texts, we will ask how the century generated stories and theories to account for economic disparities in society. Among other questions, we will ask how the period understood such phenomena as upward and downward mobility. How did emerging economic theory alter existing attitudes about social relations? What can these eighteenth-century texts tell us about our own attitudes towards poverty and wealth? Authors include: Defoe, Swift, Pope, Gay, Equiano, Blake, and Adam Smith.
Elizabeth Kowaleski Wallace

EN 333 British Modernism (Fall: 3)

What do we mean by "modernism"? Why has this term been so essential to organizing our knowledge of literature produced in the twentieth century? And, why do we further distinguish between "British" and other modernisms? Authors to be considered: Joseph Conrad, H. G. Wells, Virginia Woolf, Rebecca West, T. S. Eliot, Graham Greene, Katherine Mansfield, and George Orwell.
Lisa Fluet

EN 352 Women and the Avant-Gardes (Spring: 3)

The literary and visual avant-gardes are often perceived as a predominantly white male domain, its female practioners 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

EN 368 Nineteenth Century British Women Writers (Fall: 3)
Fulfills the pre-1900 requirement and might be of interest also to Women's Studies Minors and to Education Majors interested in conversation about teaching women's writing.

In the nineteenth century women writers came in force to the world stage. As novelists, poets, and essayists they explored and interrogated all facets of the life around them: politics and romance, religion and ambition, empire, the industrial revolution, new perspectives on class, gender, and psychology. We'll read novels by Jane Austen, Emily Bronte, Elizabeth Gaskell, George Eliot, Olive Schreiner, Mary Ward, and Virginia Woolf, and poems from Felicia Hemans, Elizabeth Barrett Browning, Christina Rossetti, Amy Levy and others.
Judith Wilt

EN 371 British Short Fiction, Nineteenth Century through Modernism (Fall: 3)
Fulfills pre-1900 requirement.

Course reads British short stories 1830 through the twentieth century. We cover works in their historical, formal, ideological, and periodical contexts, with particular attention to the ways in which authors use short forms to test the boundaries of narrative, the expectations of fiction, and the purposes of storytelling. We will be reading a large variety of works—some as familiar as James Joyce's *The Dead,* others less famous. Course includes works by Charles Dickens, Anthony Trollope, Thomas Hardy, Oscar Wilde, Ada Leverson, Rudyard Kipling, D.H. Lawrence, E.M. Forster, Katherine Mansfield, Virginia Woolf, James Joyce, and Elizabeth Bowen, among others.
James Najarian

EN 373 Korean Cinema (Spring: 3)

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 history, the relationship to Hollywood and European cinematic conventions, questions of genre, and auteurism. Films to be screened may include: *Madame Freedom, Oldboy,* and *Welcome to Dongmakgol.*
Christina Klein

EN 383 Asian American Film (Fall: 3)
Cross Listed with FM 388
This course satisfies the Cultural Diversity requirement.

Focuses on films made by and about Asian Americans, exploring them as an art form and a medium for exploring Asian American experiences and identities. Topics include racial and gender stereotypes, the rise of Asian American cinema as part of a social and political movement, the relationship between history and memory, and sexual identity.
Christina Klein

EN 388 Autobiography (Fall: 3)

A course for students interested in thinking about some of the tantalizing questions raised when we consider autobiography as a special kind of writing. How does memory work in the act of writing? Can autobiography tell the truth? What is the relationship between the "I" who tells the story and the "I" who is its subject? What concepts of childhood, and selfhood, shape autobiographies, and how are these formed by different historical situations? What is the plot of an autobiography? Writers will include Rousseau, Gosse, Nabokov, Mary McCarthy, Virginia Woolf, and others.
Rosemarie Bodenheimer

EN 397 The Whitman Tradition (Spring: 3)
Fulfills the pre-1900 requirement.

Our effort here will be to define and trace the development of a distinctive tradition in American poetry grounded in the formal strategies and philosophical assumptions of Whitman's *Leaves of Grass,* characterized by free verse, long lines, a radically democratic, anti-hierarchical ethos, and the call of the open road. To what extent, we will ask, do poets whose work looks very different from Whitman's still find a place in this tradition.
Robert Kern

EN 402 Film and Film Theory (Spring: 3)

This course will put film into dialogue with film theory—especially with psychoanalytic and feminist film theory. We will analyze films by directors such as Godard, Hitchcock, Kieslowski, Almodóvar, Haneke, Egoyan, Campion, Lynch, and Kiarostami. We may look at recent political films such as *Standard Operating Procedure* and *Waltz with Bashir.* Kristeva's concept of the thought-specular, which involves the absorption by the film of the spectator's psychic material as a way of working-through it will be given much attention.
Frances Restuccia

EN 412 Writing Workshop: Creative Nonfiction (Fall/Spring: 3)

Over the past few decades, the best nonfiction being written has expanded to include not only such traditional forms as argument and exposition but also the mixed modes of creative nonfiction. As an intermediate-level course, we will build on the work of the First-Year Writing Seminar and hone the skills needed in advanced writing electives. Students in this course choose their own topics and explore the range of possibilities now available to the nonfiction writer.
The Department

EN 420 Donne to Dryden (Spring: 3)

The goals for the course include: 1) exposure to a number of early modern writers of enduring interest, including Donne, Ben Jonson, Aemilia Lanyer, Bacon, George Herbert, Milton, Marvell, Bunyan, Aphra Behen, and Dryden; 2) exposure to a range of kinds of writing, including tragedy, lyric, epic, political prose, allegory, romance, the novel, and the essay; 3) attention to changes in language, culture, and ideology with an eye to understanding how the literary periods known as "the Renaissance" and "the Restoration" have been made to tell stories about cultural history.
Dayton Haskin

EN 429 The Filipino American Experience (Spring: 3)
Satisfies Cultural Diversity Core Requirement
Designed as a topic seminar for concentrators in Asian American studies, this course is open to all students.

What does it mean to be Filipino American? How is literature, film, and discourse by Filipino Americans integrated into or neglected by mainstream America? In this course, we will seek to understand texts by Filipino American authors, scholars, and filmmakers; write creative nonfiction that reflects students' ethnic heritage; and engage in discussion of history and contemporary issues particular to Filipinos in America (such as the U.S./Philippine War, immigration, culture). Possible texts include: Bulosan, Hagedorn, Ascalon Roley, Cordova, and prominent Pinoy poets.
Ricco Siasoco

EN 430 Literature and Journalism in America (Spring: 3)

This is an upper-division elective that examines the development of mainstream and alternative American journalism over the last eighty years, with a special focus on the late twentieth and early twenty-first century. We will examine the border areas and conflicts between American nonfiction and news reporting in four areas: reporting on crime, the underclass, and transnational urban spaces; war and foreign correspondence; the New (and newer) journalism; and memoir. Our subject will be the interdependence of narrative forms and the social conditions they address.
Christopher Wilson

EN 436 Hawthorne, Melville, and Stowe (Spring: 3)

The Scarlet Letter, Moby-Dick, and *Uncle Tom's Cabin* were all published within a 2-year span, and all three novels engage at the deepest level American moral, political and social life in the period leading to the Civil War, and the fate of powerful and profoundly flawed characters. This course focuses on the three great novels in juxtaposition with each other and with other fictions—Melville's *Pierre,* Hawthorne's *The Marble Faun,* and Stowe's *The Minister's Wooing*—to understand the development of the writers' abiding themes and their analyses of nineteenth-century American culture.
James Wallace

EN 460 American Short Story (Fall: 3)

In this class we will read a number of short stories, between seventy-five and one hundred. The featured authors will most likely be Flannery O'Connor, Raymond Carver, John Cheever, John Updike, Alice Munro, and Jhumpa Lahiri.
Paul Doherty

EN 464 Contemporary Novel in English (Fall: 3)
Lisa Fluet

EN 465 Feminist Literary Theory (Fall: 3)

What is feminist literary theory and what difference does it make to how we read and understand literary texts? This class surveys major movements in twentieth and twenty-first century Anglo-American and French feminist literary theory. Though our main focus will be theories of textual analysis, some of our readings will draw from interdisciplinary subjects, such as psychoanalysis, history, anthropology, and biology.
Elizabeth Kowaleski-Wallace

EN 472 Contemporary American Short Fiction (Spring: 3)

In this course, we will read a range of contemporary short fiction by American and Canadian writers, as well as critical essays on these writers and their work, and essays on craft written by the writers themselves.
Elizabeth Graver

EN 478 Poe and the Gothic (Fall: 3)
Fulfills the pre-1900 requirement.

Working with Poe as a central figure, this course examines the development of English and American gothic fiction from *The Castle of Otranto* to "The Yellow Wallpaper" and beyond. In addition to Poe, we will read work by some of the following writers: Horace Walpole, Matthew Lewis, Jane Austen, C. B. Brown, Washington Irving, Nathaniel Hawthorne, Charlotte Gilman, H.P. Lovecraft, and Stephen King.
Paul Lewis

EN 486 Drama of Harlem and Irish Renaissance (Spring: 3)
Satisfies Cultural Diversity Core Requirement

This course will examine parallels between the plays written during the Dublin and Harlem 'renaissances' of the early twentieth century. Of particular interest will be the attempts of playwrights in both movements to create an audience, to project a more realistic image of their people in face of entrenched stereotypes, to incorporate ethnic and racial history in their plays, to work with dialect, and to experiment with theatrical forms.
Philip T. O'Leary

EN 508 Queer Theory (Fall: 3)

"Queer theory" names a group of texts that, divergent in assumptions, theoretical methods, and styles of engagement, is perhaps united by a shared commitment to understanding and combating structures of sexual oppression. Sexual oppression, it suggests, is not simply a matter of anecdotal opinion, nor is it to be countered by empiricism; it is inextricable from the largest structures of meaning, subjectivity, and sociality in Western thought.
Kevin Ohi

EN 517 Seminar: Social Crisis in the Victorian Novel (Fall: 3)

The Victorian novel has often been criticized for being too conservative, too sentimental, and too long. In this course, we will challenge those first two premises by exploring how the dominant art form of the time registered and responded to the many social, spiritual, financial, and sexual crises that marked Queen Victoria's 64 year reign. We will attempt to make sense of the relationship between these historical crises and the novel's evolution during the nineteenth century.
Joshua Olivier-Mason

EN 522 Advanced Creative Nonfiction: Memoir, Biography, Profile (Spring: 3)

An intensive writing workshop using weekly readings from well-known writers on "selfhood" excerpts from personal essays, memoirs, and experimental creative nonfiction will be read as we work together on the art of writing about ourselves and others. Readings may include works by Tobias Wolff, Joan Wickersham, Lucy Grealy, Marjane Satrapi, Ann Fadiman, Joan Didion, John McPhee, Gay Talese, Studs Terkel.
Amy Boesky

EN 526 Shakespeare: Early Plays (Fall: 3)
Caroline Bicks

EN 529 Shakespeare: Later Plays (Spring: 3)

This is a course in Shakespeare's later plays and the culture within which they were written and performed. You need not have read Shakespeare before; however, the discussion-intensive format of the class and the regular writing assignments are designed for students who have had previous experience taking literature courses. Plays include *Hamlet, Macbeth, Antony and Cleopatra, Othello, All's Well that Ends Well, The Winter's Tale,* and *The Tempest.*
Mary Crane

EN 530 The City in Irish Literature (Fall: 3)

James Joyce described Dublin as "the centre of paralysis" in Ireland, a trap from which Irish writers and their characters struggle to escape. This kind of negative portrayal of the city is not uncommon in the country's literature. This course will examine representations of the city in Irish writing and will attempt to make sense of the urban landscapes these texts map. Studying poetry, prose and drama, we will address the historical and sociological contexts for these representations and the themes they evoke.
Dathalinn O'Dea

EN 535 Advanced Creative Nonfiction: Writing Across Cultures (Fall: 3)

Using creative non-fiction as a tool for cross-cultural inquiry, students will write a number of brief pieces and three long essays. Among the topics we will examine are the immigrant experience, the traveler's experience, and the writer as journalist-observer of a cultural "pocket" that brings you into new terrain.
Elizabeth Graver

EN 538 Major Twentieth Century Irish Poets (Fall: 3)

This course will examine the twentieth century's most important Irish poets. We will consider topics such as modernism and postmodernism, poetry's use of folklore and myth, the Irish Literary Revival and Counter-Revival, and issues surrounding the Irish language. We will also examine poetry's response to Ireland's turbulent political, social and economic history. Poets to be studied include W.B. Yeats, Katharine Tynan, Patrick Kavanagh, John Montague, Eavan Boland, Seamus Heaney, Derek Mahon, Paul Muldoon, Nuala Ní Dhomhnaill, Eiléan Ní Chuilleanáin, and Paula Meehan.
Marjorie Howes

EN 544 Advanced Creative Nonfiction: Writing About Family (Fall: 3)
Suzanne Berne

EN 550 Advanced Nonfiction Workshop: Writing for Magazines (Spring: 3)
Admission by permission of instructor.
By November 7, 2009, submit a writing sample of not more than 10 pages to Carlo Rotella's mailbox in the English Department office.

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).
Carlo Rotella

EN 552 London in the Novel (Fall: 3)

In some novels, London is not just a setting but a vital physical presence. Our readings will range from nineteenth century London in Charles Dickens's *Bleak House* and George Gissing's *The Nether World,* to early twentieth century works like in Virginia Woolf's *Mrs. Dalloway* and Sam Selvon's *The Lonely Londoners,* to later twentieth century works like Penelope Lively's *City of the Mind.* We'll consider how a

huge metropolis can be represented in fiction, the human connections enabled or disabled by urban spaces, and the history of war, immigration, and urban improvement that dramatically changed London between 1850 and 2000.
Rosemarie Bodenheimer

EN 557 Seminar: The Rise of Modern American Poetry 1914-1930 (Fall: 3)

An analysis of the rise of Modern American Poetry in the years between Pound's Imagism to the publication of Hart Crane's *The Bridge* (1930) and the early years of the Depression. In covering these two decades, we will examine such work as *The Waste Land,* the early *Cantos,* the radical experimentation of the New York and Chicago schools, the literary effects of the Great War, Dadaism, Surrealism, French Symbolism, Stein, Picasso, Braque and Gris, Demuth, Sheeler, Whitman's legacy, Yeats, Lawrence, Robinson, Frost, Williams, Wallace Stevens, Marianne Moore, H.D., Mina Loy, Langston Hughes, and the Harlem Renaissance.
Paul Mariani

EN 577 Writing Workshop: Poetry (Fall/Spring: 3)

A course in writing poetry in a variety of forms, with an emphasis on craft and revision. Students will produce roughly one poem a week and will workshop each other's drafts in group discussion.
Kimberly Garcia
Susan Roberts

EN 579 Writing Workshop: Fiction (Fall/Spring: 3)
Enrollment limited to 15.

This course provides encouragement, practice, and criticism for students seriously interested in writing short fiction. The workshop format demands self-motivation and universal participation.
Suzanne Berne
Robert Chibka
Suzanne Matson
The Department

EN 584 Seminar: Science Fiction: Past Futures (Fall: 3)

This seminar considers a century's worth of science fiction novels envisioning human futures; we'll think about historical reasons for the rise and development of the field itself too. Opening conversations about books like *Last and First Men* will raise the question whether humankind has a future: readings will stage debates about future love and gender, war and social order, technology and psychology, nostalgia and progress. Classics from *The Time Traveler, Brave New World* and *Martian Chronicles* through *Dune* and *Neuromancer,* with a look at more recent sci fi novels and research projects on other texts and films.
Judith Wilt

EN 586 Travel Tales of Empire (Spring: 3)

Strange places change us, alter the way we experience the world. We'll examine novels of exploration by authors such as Conrad, Forster, Orwell, and Sebald to uncover the shifts that happen to us when cast into new environments, when assailed by unexpected sensations. Studying how these authors saw, tasted, and smelt faraway cultures tells us about our own adventures into unknown places. Sensation will be our focus in a class that emphasizes participation, mapping, and the pleasures and hazards of travel.
Joseph Nugent

EN 588 Business Writing (Spring: 3)

This course is designed to expose students to the type of writing done on the job. It is a practical course where real-life examples are used to illustrate appropriate writing strategies, style, language and formats commonly found in a business setting. By the end of the semester, students will be proficient in producing business correspondence, instructions, reports, proposals, resumes and presentation materials.
Rita Owens

EN 593 Advanced Colloquium in Women's Studies (Spring: 3)
Open only to senior Women's Studies minors.

This is an interdisciplinary seminar required of those completing the Women's Studies Minor, taught by members of the Women's Studies Program. Components traditionally include readings in important new fields of feminist interest and on significant contemporary issues in feminism and Women's Studies.
Caroline Bicks

EN 599 Undergraduate Reading and Research (Fall/Spring: 3)

This course is a survey of fiction, non-fiction and poetry by African American authors from the Civil War to the beginning of the Civil Rights movement, including works by W.E.B. DuBois, Jean Toomer, Richard Wright, Nella Larsen, Ralph Ellison, and James Baldwin.
The Department

EN 603 Seminar in College Teaching: Women's Studies (Fall/Spring: 3)
Cross Listed with HS 665 and SC 664
Fulfills the Women Writers requirement for EN/LSOE majors.

This course is for students who have taken SC 255 Introduction to Feminisms and who have been chosen to lead discussions in seminar groups. They meet weekly with the faculty advisor to discuss assigned readings—interdisciplinary feminist pedagogy—and with their respective seminar groups in Introduction to Feminisms.
The Department

EN 615 Advanced Fiction Workshop (Spring: 3)
Admission by permission of instructor only.

This course provides encouragement, practice, and criticism for students who have demonstrated accomplishment in writing fiction. The workshop format demands self-motivation and universal participation.
Elizabeth Graver

EN 617 Advanced Poetry Workshop (Spring: 3)
No application process or prerequisite is required, but previous workshop experience is advised.

A workshop for those who already have some experience writing poetry, and who wish to develop matters of craft and revision. We will explore traditional forms as well as free verse.
Andrew Sofer

EN 618 Seminar: Star-Crossed Lovers and the Novel (Spring: 3)

The tragedy of Shakespeare's *Romeo and Juliet* has continued to haunt literature from its inception to the present day. By reading primarily nineteenth and twentieth C novels, we will seek to understand the various psychological, religious, sexual, social, and political grounds by which these essential human relationships fail. Works may include George Eliot's *The Mill on the Floss,* Thomas Hardy's *Tess of the D'urbervilles,* Henry James's *The Portrait of a Lady,* and Ian McEwan's *Atonement.*
Beth Tressler

EN 624 Reading Visual Culture (Fall: 3)

This course is an introduction to some aspects of the emerging field of Visual Culture. Among the areas we may explore are painting, photography, installation and performance art, texts incorporating word and image, public art, advertising, architecture. We will study how images are used both to impose and to subvert dominant constructions of race, class, gender and sexuality. We will be exploring these issues across a range of disciplines: In philosophy, history, literature, aesthetics, psychoanalysis, anthropology, sociology.

Robin Lydenberg

EN 627 Capstone: Ways of Knowing (Spring: 3)
Cross Listed with UN 513

This course considers the workings of memory and the transmutation of memory into narratives that express values and explore identity, on the level of nation and culture and on a personal level, in literary and historical texts, films and photographs, and public memorials. We reflect on and create memory texts of various kinds, explore the influence of personal, social, and historical experiences on the construction of memory, observe the languages available for the expression of memory, and seek through writing and discussion to discern ways in which the process of remembering can unfold toward the future.

Carol Hurd Green

EN 630 Capstone: Passages (Fall: 3)
Cross Listed with UN 538

See course description under University Courses.

Robert Farrell, S.J.

EN 628 Capstone: Five Heroic Americans (Spring: 3)
Cross Listed with UN 531

See course description under University Courses.

Robert Farrell, S.J.

EN 631 Seminar: Memory in American Literature and Culture (Spring: 3)

This course will examine how memory "individual and social" deeply influences not just our past, but our understanding and arrangement of the present and future. We will examine memory's various roles in literature, history, film, media studies, psychology and even neuropsychology and cover issues related to remembering home and family, memory in mind and body, and the challenging, emotional terrain of war and remembrance with a focus on Vietnam and 9/11. Texts may include: *Beloved, Housekeeping, The Things They Carried,* and the films *Eternal Sunshine of the Spotless Mind* and *Memento.*

Gene Gorman

EN 637 Capstone: Vision Quest: A Multicultural Approach (Spring: 3)
Cross Listed with UN 544
Satisfies Cultural Diversity Core Requirement

See course description under University Courses.

Dorothy Miller

EN 645 American Nature Writing (Fall: 3)

In this course we will read literature from the perspective of the fact that when we read a book we are holding a dead tree. Many of the authors we will encounter, however, are themselves aware of this perspective and use it in their work to raise questions about the relation between humanity, or culture, and nature. Our texts will represent a variety of genres (poetry, essay, fiction), and our authors will include Emerson and Thoreau, as well as such recent writers as Edward Abbey, Annie Dillard, Wendell Berry, and Gary Snyder (among others).

Robert Kern

EN 654 Junior Honors Seminar (Spring: 3)
Contact the instructor for permission to register.

This course follows British literature over a long period of imperial expansion, colonial activity, and globalization, with a concluding glance at decolonization. We read literary texts from the Renaissance through the nineteenth century considering a range of questions regarding the relations of literature and empire, colonialism and slavery. Texts include *Othello, Oroonoko, Gulliver's Travels, Frankenstein, "Oriental"* tales and antislavery poems, slave narratives by Equiano and Prince, *Heart of Darkness,* and *The Mimic Men,* with selections in literary criticism and theory.

Alan Richardson

EN 661 America Studies Honors Thesis (Fall: 3)

Carlo Rotella

EN 785 Stuart Literature and Culture (Spring: 3)

This course investigates the early seventeenth century in Britain through canonical and non-canonical materials. Our central concern will be the representation of the body in competing discourses—the medical, the juridical, the political, and the aesthetic. The body's regulation and refinement will be considered through conduct manuals, masques, and diaries. Topics may include gender and sexual difference; virginity; deviance; the reproductive body; colonial bodies and foreign "tongues"; anatomical and funereal practices; melancholy; boundaries, identification, and individuation. Readings will include works by John Donne, Shakespeare, Amelia Lanyer, George Herbert, Gabriel Harvey, and John Milton.

Amy Boesky

Undergraduate and Graduate Course Offerings

EN 122 Language in Society (Spring: 3)
Cross Listed with SL 362 and SC 362
Satisfies Cultural Diversity Core Requirement

See course description in the Slavic and Eastern Languages and Literatures Department.

Margaret Thomas

EN 127 Language and Language Types (Spring: 3)

Prerequisite: SL 311 and at least one other course in Linguistics recommended

Cross Listed with SL 367

See course description in the Slavic and Eastern Languages and Literatures Department.

Margaret Thomas

EN 250 Approaches to Russian Literature (Fall: 3)
Cross Listed with SL 306
For undergraduates and non-Slavic graduate students.
All readings are in English translation.

See course description in the Slavic and Eastern Languages and Literatures Department.

Cynthia Simmons

EN 512 Old Irish (Spring: 3)
Prerequisite: Previous familiarity with an inflected language or with Modern Irish
Cross Listed with SL 343

See course description in the Slavic and Eastern Languages and Literatures Department.
M.J. Connolly

EN 527 General Linguistics (Fall: 3)
Cross Listed with SL 311
Fulfills the History of the English Language requirement for EN/LSOE majors.

See course description in the Slavic and Eastern Languages and Literatures Department.
M.J. Connolly

EN 528 Historical Linguistics (Spring: 3)
Prerequisites: SL 311 or equivalent, and knowledge of Latin and/or Greek
Cross Listed with SL 325

The phenomenon of language change and of languages, dialects, and linguistic affinities, examined through the methods of comparative linguistics and internal reconstruction.
M.J. Connolly

EN 671 Magazine Edit and Publishing (Fall: 3)

In this course, we explore the history and contemporary state of magazines.
Ricco Siasoco

EN 675 Art and Craft of Literary Translation (Fall: 3)
Prerequisite: Knowledge of a Classical, Germanic, Romance, or Slavic language beyond the intermediate level.
Cross Listed with SL 427
Conducted in English. Instructor's permission is required for undergraduates and in the cases of other languages.

See course description in the Slavic and Eastern Languages and Literatures Department.
Maxim D. Shrayer

EN 696 Dante's *Divine Comedy* in Translation (Fall: 3)
Cross Listed with RL 526, TH 559, and PL 508

See course description in the Romance Languages and Literature Department.
Laurie Shepard

EN 699 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

Graduate Course Offerings

EN 697 Approaches to Russian Literature (Fall: 3)
Cross Listed with SL 306
For undergraduates and non-Slavic graduate students. All readings are in English translation.

The application to Russian literature of literary criticism and theory from Aristotle's *Poetics* up through traditional criticism, the Prague School, various types of structuralism, and deconstruction. The study of Russian literature in its native context receives special attention, with readings from Belinskij, Shklovskij, Baxtin, Lotman, and others.
Cynthia Simmons

EN 700 English Language Training for Graduate Level Students (Fall: 3)
Lynne Anderson

EN 704 Human Rights and the Twentieth-Century Novel (Spring: 3)

Human Rights and the Twentieth-Century Novel This course presents a survey of the novel in English, from a variety of national contexts throughout the twentieth century, specifically with an eye to how novel-form mediates readers' perceptions of the concept of modern human rights. We will also spend some time on human rights in critical theory and in history.
Lisa Fluet

EN 707 W.C. Williams and Wallace Stevens (Fall: 3)

Two American poets, two Modernists, who between them shaped the course of American and world poetry over the past century. From the 1910s through the 1950s, we will watch as these two interact and develop the possibilities of the Imagination, one coming to identify with the clamoring world around him, the other with the multivalent possibilities of the world within, and then back again as language dictated.
Paul Mariani

EN 711 Reading and Teaching Poetry (Fall: 3)
Elizabeth Wallace

EN 727 Modern Major Irish Drama (Fall: 3)

This course will offer an in-depth study of the work of the three most important contemporary Irish playwrights: Brian Friel, Tom Murphy, and Conor McPherson. There will be discussion of the Irish and international context of their work, and of the plays as works to be performed as well as as literary texts.
Philip O'Leary

EN 728 Studies in Eighteenth-Century Novel (Fall: 3)
Robert Chibka

EN 743 Elizabethan and Jacobean Drama (Fall: 3)

This course will cover a number of comedies and tragedies written in England during the sixteenth and seventeenth centuries, including works by Kyd, Marlowe, Jonson, Middleton, Webster, and Cary. We will also consider aspects of genre and staging, as well as the political and social implications of theater in the period.
Andrew Sofer

EN 746 The City in American Literature and Culture (Spring: 3)

We will consider how American literature and culture has responded to the formal and conceptual challenges posed by cities. Taking an American Studies approach to our subject, our inquiry will include not only novels (e.g. *Sister Carrie, The Street, The Fortress of Solitude*) and other literary forms but also film (e.g., *Chinatown, Blade Runner, Do the Right Thing*), painting, music, landscape, and more. We'll also read

scholars like Betsy Klimasmith, Max Page, and Catherine Jurca who offer interdisciplinary models for relating the interpretation of texts to the social, economic, and political facts of city life.
Carlo Rotella

EN 749 Poetics (Spring: 3)

This course traces the development of poetics from the mid-twentieth century to recent attempts at revival. We'll read Aristotle's *Poetics* as a "pre-text," followed by key essays in Russian and Prague school poetics, responses by the Bakhtin group, and examples of the transition from Slavic to French structuralist poetics. We then review the post-structuralist critique of structuralist poetics before considering the return of poetics in cognitive poetics and the New Formalism. Although the readings could be described as "theory," most of them are concerned with questions of literary methodology, often illustrating their claims in relation to specific poetic texts.
Alan Richardson

EN 752 Contemporary Literary and Cultural Theory (Fall: 3)

This course will introduce students to some major texts of contemporary theory. We will spend several weeks on psychoanalytic theory (Freud, Lacan, Kristeva). We will also read five or so essays from the *Norton Anthology of Theory and Criticism* to sample deconstruction, post-colonial theory, feminism, and other post-structuralist approaches. Theorists such as Benjamin, Foucault, and Agamben will be examined for political theory. This course is meant to enable students to participate in current national and international debates that, especially due to their political vitality, manage to touch on all literary fields.
Frances Restuccia

EN 755 Derrida and Agamben (Spring: 3)

This course focuses on the shared concerns and differences between two important thinkers on themes that center on the question of the political. By close reading carefully selected texts we will see how each author analyzes the structure of sovereignty, the force of law, the state and finally community.
Kalpana Seshadri

EN 771 Victorian Novel (Spring: 3)

This course will be organized around three pairs of Victorian novels: Charles Dickens' *Oliver Twist* and George Gissing's *The Nether World*; Charlotte Brontë's *Villette* and George Eliot's *Middlemarch*; Dickens' *Bleak House* and Wilkie Collins' *The Moonstone*. Through these pairings we will study certain kinds of fiction prominent in the nineteenth century—novels of the urban underworld, novels of psychological analysis, and the emerging genre of detective fiction—while comparing texts that employ a range of narrative techniques and offer various class and gender perspectives.
Rosemarie Bodenheimer

EN 776 Walter Pater and Oscar Wilde (Spring: 3)

Two of the best-known aestheticist writers, Pater and Wilde made style an inextricable part of their philosophical, literary, and critical projects. Focusing primarily on the detailed examination of their texts, this course will seek to come to terms with some effects of these writers' often contrasting styles. We will read both famous and lesser-known texts, asking, among other things: how do they imagine literary tradition and cultural transmission? What is their relation to late-Victorian aesthetic, moral, and philosophical discourses? What is the relation of queer desire to their innovations in style and form?
Kevin Ohi

EN 780 Readings in Theory (Spring: 3)
Keven Newmark

EN 782 Issues and Methods in American Studies (Fall: 3)

This course offers an introduction to the interdisciplinary study of American culture. It is not a survey of American cultural history; rather, we will concentrate on approaches, methods, and themes of interest as we assemble critical skills for making interpretive arguments about aspects of culture in their historical moment. The forms we analyze will include examples from literature, film, painting, music, theater, landscape, and architecture, among others.
Christina Klein

EN 784 Studies in Early Modern Poetry (Fall: 3)

An exploration of poetry from the Tudor and Stuart eras, according some attention to theories of genre and of editorial practice that respond to differences among poems by Shakespeare and Jonson, Donne and Milton. Concentration on developments in erotic and in religious lyrics, the emergence of satire, and the transition from manuscript culture to print publication.
Dayton Haskin

EN 785 Stuart Literature and Culture (Spring: 3)
Amy Boesky

EN 787 Ireland: The Colonial Context (Fall: 3)

As Seamus Deane asserts, "Ireland is the only Western European country that has had both an early and a late colonial experience." This course spans the major cultural and historical moments and surveys the associated literary production connecting these experiences: from the Elizabethan plantations to post-independent Ireland's decolonization. The main objective is to evaluate how Irish culture manifests and/or resists the colonial encounter. Particular attention is paid to the issues of language and authority, and to representations of place, gender, and identity.
James M. Smith

EN 791 Exploring Avant-Gardes (Fall: 3)

This interdisciplinary course will track avant-garde practice in a selection of textual and visual works produced in the twentieth century. We will focus on two moments: the early decades of the historical avant-gardes (Futurism, Dada, Surrealism), and the resurgence of avant-garde transgressions in the aesthetics and politics of postmodernism. We will survey the debates between various theorists of the avant-garde (Burger, Poggioli, Benjamin, Adorno, Jameson), and study some exemplary manifestoes by avant-garde artists and writers (Marinetti, Tzara, Breton, Cixous, Haraway). Additional readings will include texts by and about Duchamp, Breton, Ernst, Carrington, Bellmer, Hoch, Stein, Wittig, Burroughs, and others.
Robin Lydenberg

EN 801 Thesis Seminar (Fall: 3)
The Department

EN 802 Joyce's *Ulysses* (Spring: 3)

This course will be dedicated to an extended exploration of James Joyce's *Ulysses*, a novel that has often been called the most important literary work of the twentieth century. Most of our time will be devoted to an intensive reading of the novel itself, but we will also read selected critical and historical materials. No prior knowledge of Joyce's works is required, just a willingness to tackle the challenges offered by his most influential masterpiece.
Marjorie Howes

EN 812 New England Literary Culture (Spring: 3)

Explores the development of a regional literary culture, beginning with the Puritan migrations of the 1620s and '30s and ending with the diminishing of New England's influence after the Civil War. Puritan backgrounds and the mythology of the "Pilgrim fathers"; Puritan origins of "the American self" and the Jeremiad tradition; Native Americans and the development of captivity narrative; witchcraft; family and politics; the cult of domesticity and the sentimental novel; the American Renaissance; slavery, abolition, and women's rights. Readings include William Bradford, Anne Bradstreet, Mary Rowlandson, John and Abigail Adams, Fanny Fern, Nathaniel Hawthorne, Margaret Fuller, and Harriet Beecher Stowe.

James Wallace

EN 825 Composition Theory and the Teaching of Writing (Spring: 3)

This course is designed to prepare graduate students to teach introductory college-level writing courses; to introduce students to central issues, problems and theories in composition studies; and to examine ways in which contemporary critical theory has influenced the teaching and study of composition.

Paula Matieu

EN 836 Media, Culture, Narrative (Spring: 3)

This course proposes to provide a seedbed of common readings and questions for graduate students interested in U.S. literary and cultural history from the mid-nineteenth to the mid-twentieth centuries. Our readings will also concentrate on recent scholarship on the material and cultural placements of various media forms—news writings, self-help manuals, ethnic autobiography, popular entertainments, speeches, pulp magazines, and so forth, adjacent to (and often constituting) mainstream "literary" expression.

Christopher Wilson

EN 840 Contemporary American Fiction (Fall: 3)

This seminar examines works of fiction published within the past two decades with a special focus on the novel. It considers how postmodernism largely fails to describe these works, and how in working in the form of the novel authors struggle to maintain its cultural prestige in the face of multiple challenges. It also considers the growing diversity of authors and works who are gaining the most attention, as well as an increasingly lively interest in popular genres once eschewed by high literary aspirants.

Min Song

EN 857 American Nature Writing (Spring: 3)

A course devoted to the historical, critical, and "ecocritical" study of environmental literature in America. We will trace the development of the marginalized genre of nature writing from the romantic/quasi-scientific accounts of American wilderness in early writers like Audubon and Bartram, to the religio-philosophical mode of Emerson and the place-sense of Thoreau, to the ecocentrism and environmental advocacy of more recent writers (Edward Abbey, Annie Dillard, Wendell Berry, Gary Snyder) in our own era of natural degradation and loss.

Robert Kern

EN 887 Introduction to Advanced Research (Fall/Spring: 3)

This course asks students to contemplate the kind of literary scholar they want to be, and then provides them with basic literary research tools that will help them achieve this goal. By becoming versed in bibliographical and archival methods, and by learning about research techniques in complimentary fields of study, students will become grounded in the basics of contemporary literary studies.

James Najarian
Robert Stanton

EN 888 Interim Study (Fall/Spring: 0)
By arrangement only.

The Department

EN 899 Readings and Research (Fall/Spring: 3)

The Department

EN 928 Ph.D. Seminar: Sex, Gender, and the Body (Fall: 3)

In this seminar we will explore the multiple notions of sex and gender circulating in early modern England. Through readings of medical, literary, religious and popular texts, we will analyze the larger cultural and political tensions that inform these works as well as the main scholarly debates that have shaped and currently are shaping their reception. Topics include: early modern anatomy; pornography; homoeroticism; cross-dressing; pregnancy; the relationship between feminism, queer studies, and masculinity studies. Sample texts: Thomas Laqueur's *Making Sex;* John Lyly's *Gallathea;* Margaret Cavendish's *Convent of Pleasure;* Edward Marlowe's *Edward II;* Jane Sharp's *The Midwives Book*.

Caroline Bicks

EN 932 Ph.D Seminar: Gender, Politics and Nationalism (Spring: 3)

This course investigates the myriad ways class, race/color, and the "idea" of woman shape women's lives within national and transnational contexts. Specifically, it explores the contested relationship between women and the nation-state as the latter is informed by race and gender politics in the Caribbean. Emphasis on this geographic region allows for analyses of questions regarding post-colonial identity, citizenship, and nationhood. Within feminist and post-colonial theories, "nation" has been highly contested, particularly in its changing relations to feminism and women's movements globally.

Rhonda Frederick

EN 934 Advanced Research Seminar (Fall: 1)

This Ph.D. seminar will be run as a series of workshops structured to provide practical advice about how best to facilitate the successful transition from graduate student life to a professional life in academia. Topics will include: The Dissertation, The Conference Paper, Scholarly Articles, Teaching, The Academic Job Market, and Preparing a Curriculum Vitae.

The Department

EN 998 Doctoral Comprehensive (Spring: 1)

For students who have not yet passed the Doctoral Comprehensive, but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

The Department

EN 999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

Fine Arts

Faculty

Josephine von Henneberg, *Professor Emerita;* Doctor in Letters, University of Rome
Pamela Berger, *Professor;* A.B., A.M., Cornell University; Ph.D., New York University
Sheila S. Blair, *Norma Jean Calderwood Professor of Islamic and Asian Art;* A.B., Tufts University; M.A., Ph.D., Harvard University
Richard Blake, S.J., *Professor;* A.B., M.A., Ph.L., Fordham University; M.Div., Woodstock College; Ph.D., Northwestern University
Jonathan Bloom, *Norma Jean Calderwood Professor of Islamic and Asian Art;* A.B., Harvard University; A.M., University of Michigan; Ph.D., Harvard University
Claude R. Cernuschi, *Professor;* B.A., University of Vermont; M.A., Ph.D., Institute of Fine Arts, New York University
Jeffery W. Howe, *Professor;* A.B., Carleton College; Ph.D., Northwestern University
John Michalczyk, *Professor;* Chairperson of the Department; A.B., A.M., Boston College; M.Div., Weston College School of Theology; Ph.D., Harvard University
Nancy D. Netzer, *Professor;* B.A., Connecticut College; M.A., Tufts University; M.A., Ph.D., Harvard University
John Steczynski, *Professor;* B.F.A., Notre Dame University; M.F.A., Yale University
Kenneth M. Craig, *Associate Professor;* B.A., M.A., Ohio State University; Ph.D., Bryn Mawr College
Stephanie Leone, *Associate Professor;* B.A., George Washington University; M.A., Syracuse University; Ph.D., Rutgers University
Michael W. Mulhern, *Associate Professor;* B.F.A., University of Dayton; M.F.A., Columbia University
Sheila Gallagher, *Assistant Professor;* B.A., Connecticut College; M.F.A., Tufts University
Andrew Tavarelli, *Adjunct Professor;* B.A., Queens College
Mark Cooper, *Adjunct Associate Professor;* B.S., Indiana University; M.F.A., Tufts University
Charles Meyer, *Adjunct Associate Professor;* B.A., Goddard College
Alston Conley, *Adjunct Assistant Professor;* B.F.A., Tufts University
Katherine Nahum, *Adjunct Assistant Professor;* B.A., Sarah Lawrence; M.A., Ph.D., Boston University

Contacts

- Administrative Assistant: Joanne Elliott, 617-552-8592, joanne.elliott.1@bc.edu
- http://www.bc.edu/finearts

Undergraduate Program Description

The department offers three majors: Art History, Film Studies, and Studio Art. Internships are available in local museums and galleries. For details, inquire at the Fine Arts Department office.

Major Requirements: Art History

The major in Art History offers the student an opportunity to develop a knowledge and understanding of the visual arts as they evolved over the course of time. Departmental courses provide a broad foundation in the humanities and the preparation for further work leading to professional careers in the arts. These include teaching and research, curatorships, conservation, educational positions in museums and art centers, occupations as art critics, or employment in commercial galleries and auction houses. Students majoring in Art History plan integrated programs in consultation with their department advisors. Students are encouraged to take as many courses as possible in history, literature, and foreign languages, especially German, French, or Italian, and other fields related to their specialization. For the Art History major a minimum of eleven courses must be completed in the following way:

- FA 101 and FA 102 Introduction to Art History
- FA 103 or FA 104 Art History Workshop
- FA 401 Research Seminar
- Seven additional courses with FA number, 3 of which have to be at least at the 200 level and 3 at least at the 300 level. They must be distributed as follows:
  - Ancient Art
  - Medieval Art
  - Renaissance/Baroque Art
  - Nineteenth and Twentieth Century Art
  - Non-Western Art
  - Any area of student's choice

Double majors in the department must fulfill all requirements for both majors.

Major Requirements: Film Studies

The Film Studies major applies the liberal arts tradition to the present-day culture of images and technologies. Courses in film history, theory, and criticism enable students to become active, selective, and ethical participants in a world progressively more dominated by the media of visual communication.

Research-based studies in American and world cinema explore the mutual influence of the films and their respective diverse cultures and historic periods. Familiarity with several great films and filmmakers provides a basis for understanding the relationship between contemporary artists and industrial society. Each student will have an opportunity to apply this theoretical knowledge to the experience of film making and exhibition both through programs in scripting, photography, production, and digital editing and through an extensive internship program in the Boston area.

Students are encouraged to widen and deepen their understanding of the medium through additional courses in Art History, Studio Art, Theatre, and Communication. While this Film Studies major provides a solid foundation for further studies and professional involvement in the industry, it also offers the liberal arts student a broad-based preparation for other career options.

The Film Studies major requires twelve courses, four of which must be above the 300 level. These must be distributed as follows:

- Introduction to Film Art
- At least two (2) American Film History courses. Courses in excess of two may be counted as electives
- At least two (2) production courses (Film Making, Photography, Digital Editing). Courses in excess of two may be counted as electives.
- Six (6) electives, at least two of which must be at the 300 or 400 level
- Senior Project: A film, or film script, historical or critical essay. An advisor will determine if the student is prepared to undertake the specific project and will direct its completion.

Since film is a humanistic discipline, students are also encouraged to take supplementary courses in history, political science, literature,

music, and theater. In general, a rich liberal arts curriculum will supplement a student's technical training in production and provide a fertile ground for fresh narrative ideas.

Major Requirements: Studio Art

The Studio Art major provides students with an opportunity to participate in the shaping of their education. At the basis of this program of study is a dependence on the students' own perceptions, decisions, and reactions. Courses are available in many media and all involve direct experience in creative activity. Studio courses aim at developing the techniques and visual sensibility necessary for working with various materials. An understanding and exploration of the meanings and ideas generated by the things we make, and an awareness of the satisfaction inherent in the process of the making are integral parts of the program.

The Studio Art major is designed both for the student artist and the student interested in art. It teaches how to make art and an appreciation of how art is made. The department courses are conceived as an integral part of the liberal arts curriculum, and the studio major provides a solid basis for continuing work in graduate school and in art-related fields such as teaching, design, architecture, art therapy, conservation, publishing, or exhibition design. Students intending to major in Studio Art are encouraged to begin the major in their freshman year. They are required to take a minimum of twelve courses for a total of 36 credits, to be distributed as indicated below. The program is to be worked out in consultation with the department advisor.

The Studio Art Major has a track for Arts and Sciences students and a second track for Lynch School of Education students who are double majors.

Studio Art Majors are required to take a minimum of 12 courses for a total of 36 credits, to be distributed as indicated below. (The program is to be worked out in consultation with the department advisor).

Required Courses:

- FS 103 Issues and Approaches to Studio Art (3 credits)
- Choose two of the following four courses (6 credits)
    - FS 101 Drawing 1
    - FS 102 Painting 1
    - FS 141 Ceramics
    - FS 161 Photography 1

(In consultation with an advisor, one of these choices should set the direction and future course of the major).

- FA 356 Art since 1945 (3 credits)
- Six additional courses with FS numbers over 100 (18 credits). These must include at least two 200-level and two 300-level courses. Effective for the class of 2014, six additional courses with FS numbers over 200 (21 credits). These must include at least three 300 level courses.
- FS 211 Hot off the Shelf is strongly recommended.
- Two semesters of the senior project (FS 498) (6 credits)

Students must have taken at least four semesters of work relating to their senior project prior to their senior year.

In addition to the required courses, the following Studio Art and Art History courses are recommended:

FS 325 Studio/Critical Issues
FA 101 Art from Prehistoric Times to the High Middle Ages
FA 102 Art from the Renaissance to Modern Times
FA 109 Aspects of Art
FA 257 Nineteenth-Century Art
FA 258 Modern Art: Nineteenth- and Twentieth-Century II
FA 285 Nineteenth- and Twentieth-Century Photographic History
FA 355 Gaughin to Dali
FA 361 Issues in Contemporary Art

Summer travel and summer courses are recommended for enrichment. Consult the department advisor.

Art History Minor

The minor in Art History provides the student with an introduction to the art of the western world. In addition to the two introductory courses, FA 101 and FA 102, the student will have a choice of two 200-level courses and at least two 300-level courses, for a total of four upper-level courses covering specific art-historical periods. In these courses, the student will be exposed to the methods of the discipline and will complete a research paper.

Studio Art Minor

The minor in Studio Art offers the students the opportunity to pursue a course of study in ceramics, painting, drawing, or photography. This curriculum of six courses is designed to encourage an in-depth investigation of one medium, rather than a generalized sampling of many. Students who are interested in declaring a minor can contact Professor Michael Mulhern by email at mulhernm@bc.edu or by calling 617-552-4296.

The minor comprises six (6) classes to be selected as follows:

- Required introductory course for all Studio Minors: FS 103 Approaches and Issues to Studio Art (3 credits)
- One introductory level class to be selected from the following: (3 credits)
  FS 101 Drawing 1
  FS 102 Painting 1
  FS 141 Ceramics 1
  FS 161 Photography 1
- The concentration of classes that follow must be related to (only) one of the above listed areas and must be selected as follows:
  Two (2) classes at the 100 level or above (6 credits)
  One (1) class at the 300 level (3 credits)
  FS 325 Studio/Critical Issues (In this class students will be expected to complete a significant thesis project.)

If a student takes Painting I and Photography I as his or her introductory classes, he or she must select the additional three classes from either painting or photography, but not both, e.g., three painting or three photography classes. If a student wishes to pursue a discipline that they have not taken an introductory course in, they must take that introductory course as an elective before taking additional classes in that discipline.

Additional requirements:

- No more than one independent study in your field of concentration.
- Courses to be counted in the minor must be taken for a grade (no pass/fail).
- It is suggested that if students wish to strengthen their minor by taking electives, they should add additional classes from the offerings in their chosen area of specialty. The department also encourages students to take:
  FA 356 Art Since 1945
  or
  FA 258 Modern Art: Nineteenth- and Twentieth-Century II

FA 285 Nineteenth- and Twentieth-Century
Photographic History

Film Studies Minor

The Film Studies Minor is intended to give students an introduction to the basic elements of film production, history and criticism. Requirements normally include FM 202 Introduction to Film Art, then one production course and one course in history or criticism. A selection of three additional courses as electives from the offerings of the film studies program allows the student to pursue individual interests and develop a level of competence in one particular area, such as production, history, or criticism.

Information for First Year Majors

First Year Art History majors are required to take FA 101 Art from Prehistoric Times to the High Middle Ages with FA 103 Art History Workshop. First Year Studio Art majors are advised to select two studio courses from FS 100, FS 101, FS 102, or FS 161 and one art history course from FA 102, FA 257, FA 258, or FA 285. FM 202 Introduction to Film Art is a required foundation course to ground the student in film language, history, and criticism.

Information for Study Abroad

Art History

Students normally come to a Fine Arts major in sophomore or even junior year, hoping to complete the course work within a short period. The department tries to assist them in doing so with close supervision as well as encouragement to take several art history courses in approved programs abroad.

No prerequisites are required although students are encouraged to take the Introduction to Art History (FA 101-102) as a foundation for further study. An extensive survey abroad would serve as a substitute. Prior to senior year, students are limited to one or two semesters abroad

Since our department would like to offer its own stamp on the Art History major, Fine Arts prefers that the student take no more than three courses abroad. Most often courses taken abroad are used as major electives. These courses should not be taken in senior year, since the Senior Seminar is crucial to the completion of the major. In selective programs, e.g., in Florence, the students would be allowed to take an additional course or two with the prior approval of the department.

The most successful programs have been those in Europe—Italy, France, Spain, and England.

The department believes strongly that the study of art history in a location where there are first-class museums and programs will greatly enhance the student's understanding of the works of art in context. We will try to accommodate most worthwhile programs and make suggestions for the most effective ones based on former students' past experiences. For Art History, Professor Claude Cernuschi, Professor Pamela Berger, and Professor John Michalczyk, Chairperson, are department Study Abroad Advisors and contacts for course approval.

Film Studies

Although there are no prerequisites, students are encouraged to take the Introduction to Film Art (FM 202) and/or History of European Film (FM 283) to serve as a strong foundation for film studies, prior to going abroad.

Normally, the student should take up to two (2) film studies courses abroad. With the approval of the co-directors, the student may take other courses where there are solid, established programs, e.g., Paris. These courses should ideally be taken in junior year, since the student should complete the Senior Project under the close supervision of the advisor within the Department. There are no restrictions on the term that a student may study abroad.

Often courses taken abroad are used as major electives. On occasion, parallel courses offered abroad might substitute for the required courses if the syllabi are close in content and approach.

Programs in France, Spain, Italy, England, Scotland, and Australia have been the most successful.

Co-Directors, Professor John Michalczyk and Professor Richard Blake, S.J., are the Department Study Abroad Advisors and the Department's contacts for course approval.

The co-directors strongly approve of the study of foreign film and make every effort to allow students to select their own area of interest in world cinema. The film studies offerings abroad in general are often limited to three or four courses during any one term. Prior to enrolling in courses abroad, it is required that the student get approval for the courses and have several options in case a specific course is not offered during the term(s) abroad.

Studio Art

The Department believes strongly that study abroad is worthwhile, exposing students to not only other cultures but other forms and traditions of artistic expression. At the same time it cautions studio majors to consider their growth and development in the major and to integrate study abroad with their chosen area of concentration in consultation with their department advisor. Students should have the following courses completed prior to studying abroad:

- Two courses (six credits) of the following:
  FS 141 Ceramics I
  FS 101 Drawing I
  FS 102 Painting I
  FS 161 Photography I
  FS 103 Approaches and Issues to Studio Art
- Selection of four courses in your area of concentration
- Up to two of the seven electives that are required for the Arts and Sciences Studio major may be taken abroad.

There are no restrictions on courses taken abroad, but it is recommended that they are used to fulfill major electives or to develop the student's area of concentration. Students are encouraged to study abroad but studies should be limited to one semester. It is strongly advised that students speak to their faculty advisor about possible ideas for their Senior Project before going abroad. Andrew Tavarelli, Assistant Chairperson, is the department Study Abroad Advisor and contact for course approvals. The department recommends programs in Italy, England, and photography programs in Prague and Paris.

Studio Courses for Non-Majors

Students majoring in other disciplines, and those who are undecided about their majors, are always welcome in studio courses. The diversity of background and uniqueness of vision they bring to courses enlivens and renews the ever expanding language of the visual arts. Studio courses offer students at Boston College a unique opportunity to learn the skills and disciplines that will enable them to make works of art which most exactly and clearly express their thoughts and feelings about the world. The sequences of studio courses, which do not constitute official minors, are intended to help non-majors concentrate their vision and give the breadth and depth of experience necessary for future achievement.

Students should speak to the instructor to determine where they should begin in this sequence. Studio majors should work out the sequence of their courses in consultation with their department advisor.

Studio courses carry a lab fee. The lab fee is used by the University to help defray the costs of supplies, props, models, and other studio related expenses. Studios are open most nights and on Sundays for student use.

Graduate Program Description

Although the Fine Arts Department does not offer an advanced degree, undergraduate courses can be taken for graduate credit upon application to the Department. These offerings may provide complements for the various interdisciplinary and special programs offered by the University.

Art History

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

FA 101 Art: 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.

Pamela Berger
Kenneth Craig

FA 102 Art: Renaissance to Modern Times (Spring: 3)
Satisfies Arts Core Requirement

This is the fundamental course for understanding the visual arts: painting, sculpture and architecture. The major monuments in the history of art will be discussed in their historical and cultural context beginning with the Renaissance in Europe down to the art of our own time. The emphasis will be on style and meaning in art.

Claude Cernuschi
Stephanie Leone

FA 103-104 Art History Workshop I and II (Fall/Spring: 3)
Required for art history majors.

The primary objective of this 2-semester course is to expose the student to a series of problems in order that he or she may understand more fully the formal and technical aspects of works of art studied in the general survey of art history (FA 101-102).

Aileen Callahan

FA 107 History of Architecture (Fall: 3)
Satisfies Arts Core Requirement

The evolution from pre-history to contemporary times of select examples of Western architecture is considered against the background of history, religion, societies, politics, psychology and technology.

Katherine Nahum

FA 108 Great Art Capitals of Europe (Spring: 3)
Satisfies Arts Core Requirement
Students that have taken FA 101 and FA 102 cannot take this class for credit.

This course is for artists, art lovers, and travelers. It deals with selected works of painting, sculpture and architecture from the fifth-century golden age of Athens through the post-impressionism of nineteenth century Paris. The course will treat particular monuments in-depth, emphasizing their artistic styles, as well as the ideological and social contexts in which they were created. While looking at the art of the past, we will also consider how it has been interpreted by historians.

Pamela Berger

FA 109 Aspects of Art (Fall/Spring: 3)
Satisfies Arts Core Requirement

Art can be the stepping stone to the investigation and greater understanding of our world. In this course, we explore visual objects—paintings, prints, sculptures and buildings—which artists make to enrich our environment and expand our awareness of important issues. To get the artist's message, we learn the formal and aesthetic premises of visual language and the vocabulary of each medium. We then approach some of the major issues revealed and influenced by art: images of divinity, the effects of patronage, art as a political forum, the roles of women, racial imagery, art and science.

Judith Bookbinder

FA 130 Intersection of Science and Painting (Spring: 3)
Cross Listed with CH 102
Offered Periodically

See course description in the Chemistry Department.

David McFadden

FA 130 Intersection of Science and Painting (Spring: 3)
Cross Listed with CH 102
Offered Periodically

See course description in the Chemistry Department.

David McFadden

FA 174 Islamic Civilization (Fall: 3)
Cross Listed with HS 171, IC 199, and TH 174
Satisfies Cultural Diversity Core Requirement

See course description in the History Department.

Sheila Blair
James Morris
Dana Sajdi

FA 203 Great Cities of the Islamic Lands (Spring: 3)
Satisfies Arts Core Requirement
Satisfies Cultural Diversity Core Requirement

Contrary to common stereotypes, Islam has traditionally been an urban culture. Its cities were some of the biggest in medieval times, and their products the finest money could buy. This course examines a dozen metropolises in the Islamic lands, ranging from Damascus in the seventh century to Delhi in the seventeenth, and their major monuments, both architecture and objects.

Sheila Blair

FA 206 Art and Myth in Ancient Greece (Spring: 3)
Cross Listed with CL 208
Satisfies Arts Core Requirement

See course description in the Classical Studies Department.

Gail Hoffman

FA 207 Ruins of Ancient America: Temples and Tombs (Fall: 3)
Satisfies Cultural Diversity Core Requirement

The Aztec, Maya, and Inca peoples, and their precursors in Mexico, Central America, and Peru, flourished prior to sixteenth century Spanish conquest. Ancient Meso-American cultures shared an emphasis on a cosmic calendar, kinship, warfare, blood sacrifice, and an

elaborate ritual ball game. We will explore these, and the new theories on the classic Maya collapse and practice of human sacrifice. The Andes, with the vast Inca empire, and newly discovered tombs and enigmatic ceramics of the Moche in Peru, reveal an emphasis on nature worship and animal and supernatural images.
Diana K. McDonald

FA 216 Art and Archaeology of Homer and Troy (Fall: 3)
Cross Listed with CL 216

See course description in the Classical Studies Department.
Gail Hoffman

FA 221 Early Medieval Art: Mysteries and Visions (Fall: 3)
Satisfies Arts Core Requirement

This course will illuminate the art of the so-called Dark Ages, from about 200 A.D. to around the year 1000 A.D. We will begin with the art of the waning classical world where, in addition to the burgeoning imagery of early Christianity, one finds the magico-religious art of the mystery cults of Cybele, Mithras, and Isis. We will look at the art of Byzantium, as well as that of Celtic-Early Christian Ireland, and go on to a study of the Carolingian renaissance. The last part of the course will be devoted to the apocalyptic millennial art of tenth century Spain.
Pamela Berger

FA 222 Art of the Later Medieval World (Spring: 3)
Pamela Berger

FA 231 Early Renaissance Art in Italy (Fall: 3)
Satisfies Arts Core Requirement

Why was art made in the Renaissance? What did it mean to its original audience? This course studies connections between art, society and culture in Italy in the fourteenth and fifteenth centuries, a period of fertile artistic innovation. We will explore the prominent artistic centers of Florence, Siena, Rome and Venice; powerful patrons like the Medici family; and renowned artists, such as Giotto, Brunelleschi, Donatello, and Botticelli.
Stephanie Leone

FA 232 Northern Renaissance Art (Spring: 3)

Painting in the Netherlands and in Germany in the fifteenth and sixteenth centuries. Emphasis will be on the style and the meaning of the great works of the masters of Northern Renaissance art such as Jan van Eyck, Hieronymus Bosch, Pieter Bruegel, and Albrecht Durer. We will discuss how the Renaissance in Northern Europe is different from the Italian Renaissance and what influences it absorbed from the Italians. We will consider the importance of printed pictures in this era when books and broadsheets assumed such a crucial role.
Kenneth Craig

FA 251 Modern Architecture (Spring: 3)
Satisfies Arts Core Requirement

This course charts the development of modern architecture from late eighteenth-century revival styles to modernism, post-modernism, and deconstructivist architecture. We examine the work of F.L. Wright, Gropius, Mies van der Rohe, LeCorbusier, Aalto, Louis Kahn, Venturi, and Gehry, among others, and explore how their work embodies social, political, and economic issues.
Katherine Nahum

FA 257 Nineteenth-Century Art (Spring: 3)
Satisfies Arts Core Requirement

An introduction to European and American art of the late eighteenth century to 1900. The work of major painters and sculptors will be investigated in the context of contemporary cultural and political developments. Beginning with art in the age of revolutions in France and America, we will study the movements of Neoclassicism and Romanticism. The evolving role of the academy will be studied, as well as independent movements such as Realism, Impressionism, and Post-Impressionism. Artists to be studied include David, Goya, Turner, Monet, Van Gogh, and Rodin.
Jeffery Howe

FA 258 Modern Art: Nineteenth and Twentieth Century (Fall: 3)
Satisfies Arts Core Requirement

A survey of various artistic manifestations from 1900 to 1945 in Europe, with special emphasis on Fauvism, Cubism, Italian Futurism, German and Austrian Expressionism, Russian Suprematism and Constructivism, Dutch Neo-Plasticism, Dada and Surrealism.
Claude Cernuschi

FA 263 American Icons: Nineteenth-Century Images of National Identity (Fall: 3)
Cross Listed with HS 131

The nineteenth century was a time of turmoil and change in America. From the taming or destruction of the wilderness, to the exploitation of natural resources, the fate of Indians, the expansion of slavery, and the spread of industry, painters, sculptors, photographers, and architects created iconic works that spawned public debates about the frontier, industrialization, and the environment that sometimes percolated and sometimes raged throughout society. By depicting European-American perceptions of Native Americans, African-Americans before and after the Civil War, and women in public and private life, artists escalated the debate over who is an American.
Judith Bookbinder

FA 264 American Modern: The Twentieth-Century Avant-Garde (Spring: 3)

American artists began the twentieth century by looking to avant-garde European art for inspiration. Precisionists celebrated and expressionists doubted the benefits of the modern world. By mid-century, the United States had become a superpower, and America had become the center of the avant-garde art world. Color field and hard edge abstraction, pop and op art, earthworks and environmental sculpture, conceptual art, and neo-expressionist figuration build on the pioneering experiments of the post-World War II abstract expressionist artists. This course traces the transformation of American art in the context of the changing political, social, and cultural environment of the twentieth century.
Judith Bookbinder

FA 267 From Salt-Box to Skyscraper: Architecture in America Seventeenth to Twentieth Centuries (Fall: 3)
Satisfies Arts Core Requirement

This course will trace the development of American architecture from colonial times to the present. Particular attention will be paid to monuments in New England, with field trips to important buildings in the Boston area. In addition to studying stylistic changes, the class will consider the significance of changes in building technology and social

needs for the history of architecture. This course will make extensive use of a networked archive of scanned photographs. The Digital Archive of American Architecture is available on BCInfo.
Jeffery Howe

FA 280 Masterpieces of Islamic Art (Spring: 3)
Satisfies Cultural Diversity Core Requirement
Offered Periodically

A detailed examination of a dozen masterpieces of Islamic art ranging from architecture to ceramics, the seventh century to the present, and Spain to India. Emphasis on placing the works in their historical, social, craft and visual contexts.
Sheila Blair

FA 285 History of Photography (Spring: 3)

This course looks at the evolution of vision and practice through a selected survey of the history, technology, and aesthetics of photography from the earliest experiments in the medium to the present day. We will focus primarily on photographic practice in Europe and the U.S.A. In this course, we will investigate the social, cultural, and political implications of the revolution of photography, paying critical attention to its manipulations within the contexts of entertainment, advertising, the state, science, journalism, modern and postmodern art.
Tatiana Spinari-Pollalis

FA 293 The Museum of Art (Spring: 3)

A study of the emergence of museums of art tracing their development from private and ecclesiastical collections of the Middle Ages to their present form as public institutions. Topics include the following: the function of the the museum in its social context, the constituency of museums and their educational mission, the role of the university versus the public museum, philosophy of installation and care of collections, current problems of administration and financing, museum architecture as a reflection of changes in function, the art market, and questions of authenticity of works of art.
Nancy Netzer

FA 294 Visual Perception in Art and Science (Fall: 3)
Cross Listed with FA 294, CS 092, PS 392
Satisfies Fine Arts Core Requirement

This is a course about both visual perception and visual expression. We will bring neuroscience, psychology, computer science, visual art, scientific imaging, and visualization together in examining how we perceive light, color, motion, shape, material, depth, and distance. Students will learn basic drawing skills along with rudimentary intuitions in computation and programming. Emphasis will be placed on appreciating how artistic rendering contributes to the understanding of inner workings of visual sense, and how effective visual communication can be achieved through a thorough understanding of visual perception.
Michael Mulhern

FA 314 The Art and Archaeology of Egypt and the Ancient Near East (Spring: 3)
Satisfies Cultural Diversity Core Requirement

This course will examine two of the world's oldest civilizations. We will concentrate on the architecture, sculpture, and painting of Egypt and on the early cultures of Mesopotamia with frequent reference to the broader archaeological contexts of the material. While the class will focus on the physical remains of these civilizations, ancient literary sources—read in translation—will be employed to enrich our understanding.
Kenneth Craig

FA 316 Eastern Influences on Western Art (Spring: 3)
Satisfies Cultural Diversity Core Requirement

Nineteenth and twentieth century European and American painters were affected by Eastern paintings, prints, decorative arts, spiritual ideas as Chinese and Japanese trade opened. Results were new ways of depicting reality, light, space and invention of abstract line, shape, color and texture rendering spiritual states of mind. Through comparisons of Asian paintings, prints, decorative art objects and European and American paintings and prints, students will study the impact of Eastern art on path-breaking developments of modern art in the West.
Judith A. Bookbinder

FA 327 Early Medieval Art in Ireland and Britain (Spring: 3)

This seminar will examine the origins and development of art in Ireland and Britain in the Early Medieval period and the production of Irish and English missionaries on the Continent. Emphasis will be placed on manuscripts, sculpture, and metal work of the sixth to the ninth century, on understanding works of art in their historical contexts, and on their sources in the Celtic, Germanic, and Mediterranean worlds. Students of art history, history, medieval studies, and Irish Studies are encouraged.
Nancy Netzer

FA 332 The Age of Leonardo, Michelangelo, Raphael, and Beyond: Sixteenth-Century Art in Italy (Spring: 3)

The course begins with High Renaissance, of brief duration (1500-1520) but whose artists, especially Leonardo, Michelangelo and Raphael attained a level of creative accomplishment that served as a model for years to come. Some key themes include: the development of style, artistic competition, relationships between patrons and artists, restoration of Rome to its ancient glory, and the competing artistic developments in Venice. The second part of the course will trace the development of art after Raphael's death in 1520, to understand how Michelangelo's art continuously evolved and how other artists reacted to the challenge of the High Renaissance.
Stephanie Leone

FA 335 Italian Palaces From 1450 to 1650 (Spring: 3)

In mid-fifteenth-century Florence, the Medici, the city's de facto ruling family, built a private palace unprecedented in its monumentality. This bold move prompted other wealthy families, first in Florence and then in centers like Rome and Venice, to express their status through grand private residences. This seminar will study the architecture, painted decoration, and material culture (furniture, collections, and objects) of Italian palaces from 1450 to 1650. Particular focus will also be placed on the motives and justifications behind living magnificently in Renaissance and Baroque Italy.
Stephanie Leone

FA 340 German and American Expressionist Painting in the Twentieth Century (Fall: 3)

The twentieth century witnessed periods of the greatest growth and worst carnage in human history. The exuberance and terror, hope and despair inspired by these circumstances was particularly profound in Germany and America where artists turned their personal experiences into outward manifestations of their emotions. The images they created, both figurative and abstract, constituted a general orientation called Expressionism. This course will explore the varied manifestations of Expressionism beginning with the German Brucke and Blaue Reiter

groups, continuing with the American Figurative Expressionists and Abstract Expressionists, and concluding with Neo-Expessionists in both countries in the later decades of the century.
Judith Bookbinder

FA 342 Age of Rembrandt (Fall: 3)

In the seventeenth century the prosperous Dutch middle class became passionate art collectors. Wealthy merchants and tradesmen, and even butchers and bakers, bought art of the highest quality and displayed it proudly in their homes and shops. The artists living in the Netherlands responded by producing wonderful genre pictures, landscapes, still lifes and portraits as well as religious and mythological pictures for this, the first free market in the history of art.
Kenneth Craig

FA 350 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
Sheila Blair

FA 356 Art Since 1945 (Fall: 3)

An analysis of artistic movements from 1945 to the present: Abstract Expressionism, Color Field, Neo-Dada, Pop Art, Minimalism, Post-Minimalism, Performance Art, Conceptual Art, Photo-Realism, Earthworks, Neo-Expressionism, and the more recent manifestations of appropriation associated with the Postmodern.
Claude Cernuschi

FA 370 The Art Museum: History, Philosophy and Practice of Organizing an Exhibition of Italian Renaissance and Baroque Art (Fall: 3)

A study of the emergence of museums tracing their development from private and ecclesiastical collections of the classical and medieval periods to their present form as public institutions. This course will focus on the practice of organizing an exhibition of art from the Doria Pamphilj Gallery, Rome. Topics include the following: selecting, researching and installing works of Italian art; the museum's function in its social context; the role of museums in creating culture; how practices of visual and material culture are linked to constructing meaning; the constituency of museums and their educational mission; philosophy of installation and care of collections.
Stephanie Leone
Nancy Netzer

FA 401 Seminar in Art Historical Research (Fall: 3)

The seminar acquaints the student with the bibliography and research methods necessary for scholarly work in art history.
Claude Cernuschi

FA 412 Cairo: City of 1001 Nights (Spring: 3)
Offered Periodically

Cairo was founded by Muslim armies near a Roman fort in the seventh century and enlarged by subsequent rulers, the center of Arab-Islamic civilization since the thirteenth century and is now the most populous city in Africa and or Middle East. This seminar will explore Cairo's history through its architecture and art, with a particular emphasis on the period between 1000 and 1500.
Jonathan Bloom

FA 451 Symbolism and Art Nouveau (Fall: 3)

This seminar will be an exploration of the parallels between the visual arts and literature of this era. The course will involve study of some of the most intriguing artists of the period, such as Gustave Moreau, Gauguin, Redon, Fernand Khnopff, Edvard Munch and Gustav Klimt. Corresponding themes in Symbolist literature will be examined to enlarge the context of the inquiry. Readings will include works by Baudelaire, Mallarme, Maeterlinck, J.-K Huysmans and Oscar Wilde. As Symbolism was truly a multidisciplinary movement, the sculpture of Rodin and Art Nouveau architecture and decorative arts will also be included.
Jeffery Howe

FA 453 Art of the Mind (Fall: 3)

How can art be interpreted as an expression of the mind, psychoanalytically? The focus of this seminar is on late nineteenth century artists such as, but not limited to, Manet, Gauguin, Cézanne, and Van Gogh, and on those psychoanalytic ideas that have been, and have yet to be applied to art. We will read Freud, Ernst Kris and Donald Winnicott, and presumably, the most recent ideas in psychoanalysis. Our particular concern is the lack of attention paid, as Meyer Schapiro and others have noted, to the historic, iconographic and stylistic context of artistic expression as the means of psychoanalytic interpretation.
Katherine Nahum

FA 454 Abstract Expressionism (Spring: 3)

An analysis of the artistic movement commonly called Abstract Expressionism and the New York School. Emphasis on gestural painting and color field with particular attention to issues of intellectual context, criticism and interpretation. Among the artists covered are Baziotes, Gorky, de Kooning, Kline, Pollock, Motherwell, Hofmann, Gottlieb, Rothko, Newman, Krasner, Still, Reinhardt, as well as lesser known figures such as Stamos, Poussette-Dart, Tworkov, Tobey, and Tomlin. Attention shall also be given to sculptural manifestations of Abstract Expressionism in Smith, Roszack, Feber, etc.
Claude Cernuschi

Film Studies

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

FM 171 Filmmaking I (Fall/Spring: 3)

How observations and visions are turned into images. How images are connected to form ideas. Projects in silent filmmaking, shooting, lighting and editing are included. The course is also about film as a form or expression and communication. A class for beginners. Equipment is provided.
Michael Civille

FM 202 Introduction to Film Art (Fall: 3)

The basic course introduces essential concepts of film techniques, history, and criticism and supplies the background for more advanced work in film studies. It provides some familiarity with the artistic, economic, technological, and social factors that exerted an influence on the development of the medium and the industry to its present influential role in cultures today.
Richard Blake, S.J.

FM 230 Introduction to Video Art (Spring: 3)
Prerequisite: Students should have taken at least one studio or film class.
Lab fee required.

This course introduces video as a medium for artistic expression and conceptual inquiry. Hands-on instruction in camera composition, lighting, sound, and editing allows students to produce individual projects which explore a range of approaches and strategies including experimental, animation, and installation. Recent and historical trends in the medium are covered through the viewing of work by media artists since 1965.
Sheila Gallagher

FM 273 Filmmaking II (Fall/Spring: 3)
Prerequisite: Filmmaking I or permission of the instructor
Lab fee required.

This course is designed for students who want to make movies. Using state-of-art sound film cameras, students develop topics, shoot, and edit their own films. Emphasis is on demystifying the filmmaking process. Equipment is provided.
The Department

FM 274 Digital Non-Linear Editing (Fall/Spring: 3)
Prerequisite: Departmental permission
Cross Listed with CO 224
Limited to 10 students.
Lab fee required.

See course description in the Communication Department.
The Department

FM 275 Final Cut Pro Editing (Fall: 3)
Cross Listed with CO 226
Some equipment required.
Restricted to majors

See course description in the Communication Department.
Kristoffer Brewer

FM 280 American Film History: Early Years (Fall: 3)

A survey of the social, artistic, cultural, technological, and economic foundations of the American motion picture industry serves as the background for the study of several of the most important directors of the silent era, like Chaplin, Griffith, Keaton and Flaherty, their audiences and the social impact of their work.
Richard Blake, S.J.

FM 281 American Film History: Studio Years (Spring: 3)
Satisfies Arts Core Requirement

Looking at several of the key films and directors emerging from the studio system of the 1930's and 1940's, students will gain greater awareness of the development not only of film technique but also of the social and cultural changes brought about in audiences by the Depression and World War II. The films of Lubitsch, Sturges and others will be considered as products of the commercial, artistic and social forces exerted on their creators.
Richard Blake, S.J.

FM 283 History of European Cinema (Fall: 3)
Satisfies Arts Core Requirement

Using a survey approach, the course examines the principal movements of Expressionism in Germany, Neo-realism in Italy, and the New Wave in France with an occasional maverick film that becomes monumental in the history of cinema.
John Michalczyk

FM 301 Screenwriter (Fall/Spring: 3)

This course will explore the role of the screenwriter in the film making process, from original idea to the finished screenplay and film. Students will also learn how the screenwriter adapts source material such as plays, novels, and real life events. Along the way, students will learn about each of the elements of screenwriting including: structure, character, dialogue, theme, genre, and breaking rules. 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.
Drew Yanno

FM 302 Adaptation: Fiction Into Film (Fall: 3)

This course explores the interplay between film and literature, in particular, the transposition of different forms of fiction to the movie screen. Using short stories, novellas and plays, students will study and analyze how the screenwriter and director adapt source material to make the film version of that same story.
Drew Yanno

FM 303 Advanced Screenwriting (Fall/Spring: 3)
Prerequisite: FM 301
Limited to 15 students

This course is for students interested in writing for film, applying the knowledge gained in FM 301 toward their efforts at writing their own screenplays.
Drew Yanno

FM 310 The Working Cinematographer: On the Set (Spring: 3)
Prerequisites: Filmaking I and II or consent of the instructor

An advanced course in cinematography. Students rotate crew assignments in the camera, lighting and grip departments while completing video assignments varying documentary/dramatic, day/night, exterior/interior shooting skills. Visits by local freelancers underscore the collaborative nature of the role of the director of photography. Ideal for future filmmakers or aspiring film/video professionals.
John Hoover

FM 312 World Cinema (Spring: 3)
Satisfies Cultural Diversity Core Requirement

This course provides the opportunity for students to explore films from regions other than Europe and North America. Films of Asia, Africa or the Middle East, will serve as a focus for the course. Special attention is given to the social, economic, cultural and political contexts from which these films arise, both in the country of origin and in the West.
Bo Smith

FM 314 Cinema of the Greater Middle East (Fall/Spring: 3)
Satisfies Cultural Diversity Core Requirement

Cinema shapes the way we view a culture, but in order for a film to reveal that culture, we must view the film with an understanding of the context in which it was created. In this course we will look at several films from the Greater Middle East and study their artistic aspects as well as the cultures within which they were shot. We will also explore the various points of view of the filmmakers, and look into how the scripts and the shooting styles serve to accomplish their goals.
Pamela Berger

FM 315 Film Noir (Spring: 3)
Offered Periodically

We will explore the history of the enigmatic Hollywood style from its origins in German Expressionism and Hard Boiled Fiction through its classic era, and finally into its rebirth as revisionist neo-noir in the 1970s. The course will examine how American social and political history factored into noir's sudden appearances, and study theoretical concepts of genre, space, gender, and self-perception. Directors include Wilder, Tourneur, Aldrich, Altman, Polanski, and Lynch.
Michael Civille

FM 331 Independent American Film (Fall: 3)
Offered Periodically
Michael Civille

FM 380 Latin American Cinema (Spring: 3)
Satisfies Cultural Diversity Core Requirement

This course will focus on contemporary film of Latin America from the Sixties to the present. It will study diverse issues (political, cultural, literary, social, gender, religious) of several Latin American countries. These films will be shown to stand in strong contrast to the traditional and often stereotypical image of Latin America and Hispanics fabricated by Hollywood.
Pamela Berger
John Michalczyk

FM 382 Documentary Film (Spring: 3)

The aim of this course is to provide a history of the evolution of the documentary film, as well to develop a critical skill in interpreting documentaries. It will begin with the origins of the documentary in the works of pioneer Robert Flaherty and Russian filmmaker Dziga Vertov, and conclude with socio-political documentaries made for PBS television. There will be some emphasis placed on documentary production for students interested in producing their own works.
John Michalczyk

FM 385 French Cinema (Spring: 3)

This course will explore French history as it is depicted in selected French films. We will focus on dramatic narrative films set in different historical epochs from the Middle Ages to the twentieth century. We will discuss the differing styles and aesthetics presented by the filmmakers, as well as the cultural/historical background of each film.
Pamela Berger

FM 388 Asian American Film (Spring: 3)
Cross Listed with EN 383
Satisfies Cultural Diversity Core Requirement

See course description in the English Department.
Christina Klein

FM 391 American Film Genres (Fall: 3)

This course will provide a critical method of analyzing the film genres that were characteristic of the American film from the introduction of sound in the 1920s. It will include such topics as the Screwball Comedy, the Western, the Musical, the Gangster Film, the Film Noir, and the Horror Film.
Richard Blake, S.J.

FM 392 History of American Film: Post-Classical Period (Spring: 3)

After the court-mandated demise of the old studio system beginning in 1948, the industry entered a period of independent production, media conglomerates and television production. A survey of historiographical methods addresses the problems of creating a film history that accounts for these on-going changes in the industry. The films of Scorsese, Coppola, Allen, Altman, and Kazan illustrate the response of the post-studio generation to the new realities of Hollywood and its audience.
Richard Blake, S.J.

FM 395 Teaching Assistantship (Fall: 3)
John Michalczyk

FM 396 Advanced Screenwriting II (Spring: 3)
Prerequisite: FM 303
Department permission required.
Limited to 12 students.

In a round-table setting, students will continue to work on the script they began in Advanced Screenwriting.
Drew Yanno

FM 461 Filmaking III (Spring: 3)
The Department

FM 471 Introduction to Hispanic Film (Fall: 3)
Cross Listed with RL 671

See course description in the Romance Languages and Literatures Department.
Elizabeth Rhodes

FM 499 Advanced Independent Research (Fall/Spring: 6)
John Michalczyk

FM 598 Teaching Assistantship (Spring: 3)
Drew J Yanno

Studio Arts

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

FS 100 Visual Thinking (Fall: 3)

Students must learn fundamental rules of language before they can read or write in that language. Students can learn fundamentals of visual literacy to strengthen understanding of the visual world and ability to make dynamic, meaningful visual statements. Through a series of specifically designed assignments and examination of commercial and fine art works, students gain a stronger sense of the criteria behind visual decisions. Students learn flexible thinking strategies and ways of generating ideas. Course is recommended for communication, marketing majors, teachers, art and non art majors who want to understand art making practices.
Debra Weisberg

FS 101 Drawing I: Foundations (Fall/Spring: 3)
Satisfies Arts Core Requirement
Lab fee required.

The use of line, plane, and volume is explored to develop the student's comprehension of pictorial space and understanding of the formal properties inherent in picture making.
Sheila Gallagher
Khalid Kodi
Michael Mulhern
Mary Sherman
John Steczynski
Andrew Tavarelli

FS 102 Painting I: Foundations (Fall/Spring: 3)
Satisfies Arts Core Requirement
Lab fee required.

This is an introduction to the materials, methods and vocabulary of painting. The course uses observation and learning to see as the cornerstone for painting, but involves expression and abstraction as well as representation. The emphasis is on making the painting come alive rather than on copying.
Mary Armstrong
Alston Conley
Sheila Gallagher
Khalid Kodi
Mary Sherman

FS 103 Issues and Approaches to Studio Art (Fall: 3)
Lab fee required. Course is intended for Studio Majors, Minors, and serious students with previous studio experience.
This is not a Core course.

This course enables students to develop skills and ideas by exploring objective, subjective, and conceptual approaches to a variety of media. Practical exercises include live models, scenarios, memory, imagination. Students develop skills, confidence by exploring a variety of ideas and techniques in preparation for a more individually directed approach in subsequent courses. Discussions, group or individual critiques develop students' critical and analytical skills and provide an open forum for students to bring questions and problems for exploration.
Sheila Gallagher

FS 141-142 Ceramics I and II (Fall/Spring: 3)
Lab fee required.

These courses will deal with all phases of ceramics from slab construction to bowl making and a good deal of effort will go into considering a variety of sculptural possibilities at a foundation level. This course covers the broadest range of ceramic techniques and information. The emphasis in the second semester will be on combining the various techniques and concepts acquired previously into a working order, as well as an exposure to additional technical and conceptual information. Those students starting ceramics in second semester will be given individual assistance in beginning techniques.
Mark Cooper

FS 146 Sculpture Projects (Fall: 3)
Lab fee required.

In the last twenty-five years, artists have turned to every type of material imaginable in their efforts to produce sculpture and installation. Artists like Anthony Goldsworthy, Janine Antoni, Tony Craig, Jessica Stockholder, and Judy Pfaff have used found materials, telephone wire, chocolate, lard, and piles of rocks to make their art. Other artists like Thomas Schutte and Kiki Smith have recontexternalized the traditional approach to figure sculpture. This course will address and develop these approaches through individual projects and research
Mark Cooper

FS 150 Painting Plus: Modern Movements (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.
Alston Conley

FS 161 Photography I (Fall/Spring: 3)
Lab fee required.
Camera required.

This course is an introduction to 35mm black and white photography, with particular emphasis on exploring the potential of the photographic image and its related light-sensitive materials. Topics to be covered include exposure, film development, printmaking, and mounting for presentation.
Karl Baden
Charles Meyer
Sharon Sabin

FS 203 Representational Drawing (Spring: 3)
Prerequisite: FS 101 or permission of the instructor
Lab fee required.

A skills course that uses the classical academic drawing tradition as a discipline to integrate intellectual analysis, visual accuracy and manual control through the free-hand rendering of primarily geometric objects. Students are expected to master proportion, foreshortening, and volumetric and spatial representation through applied perspective, and modeling and shading in a variety of media
John Steczynski

FS 204 Drawing: Introduction to the Figure (Fall: 3)
Prerequisite: FS 203 or permission of the instructor
Lab fee required.

The course is an introduction to drawing the human form. It approaches it in a broad variety of ways, from traditional static ones of proportion and volume, through organic analogies to plants and animals, to the body as a mechanical machine, as dynamic movement, as a part of a spatial continuum. Out of these explorations, the student is expected, in the final weeks, to develop a personal approach to figure drawing.
John Steczynski

FS 206 Experimental Drawing (Spring: 3)
Prerequisite: FS 101 or permission of Instructor

Beginning where Drawing I leaves off , this course will expose the student to a wide variety of material and conceptual approaches to drawing. Issues of scale, mark making , the sketch, and non traditional supports will be investigated.
Sheila Gallagher

FS 211 Hot Off the Shelf (Fall: 3)

This course is designed to foster an understanding of the most recent movements in contemporary visual art. Regular visits to galleries and museums serve as a basis for lectures and class discussions. Reading assignments are geared to set the works under discussion in a historical and theoretical context. The course will stress the relevance of the material under study to studio practice.
The Department

FS 215 Collage and Mixed Media (Spring: 3)
Alston Conely

FS 223 The Power of Objects-Intermediate Painting (Fall: 3)
Prerequisites: FS 101-102 or permission of the instructor
Lab fee required.

The course reviews and extends the fundamental and conceptual aspects of painting introduced in Painting 1.. Assignments are aimed toward encouraging the student to respond to contemporary issues in image making in order to further the development of a more

personal vision. We work from complex still lives to develop strong optical and technical painting skills in addition we will consider the meanings, references, and psychological charge that objects may have.
Andrew Tavarelli

FS 224 Bare Naked Approaches to Painting the Figure-Painting III (Spring: 3)
Prerequisites: FS 101-102 or permission of the instructor
Lab fee required.

This course is an introduction to the human body as a form and as a subject for creating paintings. The course will introduce the student to portraiture and full figure painting, using both the student and in class models as the subject. The student will be introduced to a variety of painting styles and techniques through side presentations and assigned projects. This is an intermediate/advanced level course and the student will be encouraged to focus on personal imagery and style while maintaining a concentration on representational painting.
Mary Armstrong

FS 225 Watercolor I (Fall: 3)
Lab fee required.

Students are introduced to the materials, techniques and pleasures of watercolor. Assignments in class are designed to expand the student's visual thinking. Topics such as the elements, astrological signs, Eastern mandalas, pop objects, comics, and Mexican retablos.
Andrew Tavarelli

FS 226 Colored Works on Paper (Spring: 3)
Lab fee required.

This course is an introduction to and exploration of various color media on paper. We will use watercolor, pastel, oil stick, ink, crayon and colored pencils. We will investigate each of these medium's particular characteristics and expressive potential. By working with still life, collage, landscape and the figure, students will have the opportunity to gain experience in seeing, drawing and all aspects of picture making. The link and continuity between abstraction and observation will be stressed.
Khalid Kodi
Andrew Tavarelli

FS 230 Introduction to Video Art (Spring: 3)
Prerequisite: Students should have taken at least one studio or film class.
Lab fee required.

This course introduces video as a medium for artistic expression and conceptual inquiry. Hands-on instruction in camera composition, lighting, sound, and editing allows students to produce individual projects which explore a range of approaches and strategies including experimental, animation, and installation. Recent and historical trends in the medium are covered through the viewing of work by media artists since 1965.
Sheila Gallagher

FS 248 Computer Aided Drafting and Design (Fall: 3)
Cross Listed with CO 248 and CT 248
Offered Biennially

See course description in the Theatre Department.
Crystal Tiala

FS 261 Photography II (Fall: 3)
Prerequisite: FS 161 or permission of the instructor
Lab fee required.

This course will focus on understanding and mastering the aesthetic and technical relationships among light, film, and camera, and emphasizes the development of a personal photographic vision. The class will serve as a forum for demonstrating photographic processes and equipment, critiquing work, and examining the work of contemporary artists and traditional masters within the medium to develop a visual literacy.
Charles Meyer

FS 267 Experimental Photography (Spring: 3)
Prerequisite: FS 161 or permission of the instructor
Lab fee required.

This will be a 1-semester course for those interested in photography as a personally expressive medium. Encouragement will be given to the student artist through non-standard application of photographic principles. Topics available for discussion include Sabettier effect, high contrast, hand-applied color, toning, photogram, multiple printing, and reticulation.
Karl Baden

FS 276 Art and Digital Technology (Fall/Spring: 3)
Cross Listed with CO 204
Lab fee required.

This introductory course will offer students the opportunity to develop their visual imagination and their artistic skills through the use of digital technology. Adobe Photoshop and preliminary work with Illustrator will offer the principles of composition and two-dimensional design. Computer-aided drawing and design, as well as photo imaging, will be an integral part of the course. The various skills of graphic expression learned in the course will have an Internet application.
Karl Baden

FS 299 Art and Alternative Media (Fall: 3)
Sheila Gallagher

FS 304 The Figure in Context (Spring: 3)
Prerequisites: Two of the following: FS 101, FS 203, FS 204 or permission of instructor

This drawing course uses the human figure to expand the student's abilities in the direction of more conceptual and more anaytical drawing skills. It is only recommended for the student with previous experience drawing the figure. Students will use a variety of media to examine the human form through traditional and non-traditional approaches.
Sheila Gallagher

FS 321 Painting IV: Layered Image (Fall: 3)
Prerequisite: FS 102

This is a hands-on painting course that explores ways to develop and construct new imagery. We will seek challenging approaches to the organization and composition of painting space through layered and juxtaposed images. The many possible sources for imagery may include, but are not limited to, personal memorabilia, cultural references, museums of science and natural history, text and the internet.
Mary Armstrong

FS 325 Studio/Critical Issues (Spring: 3)
Requirement for Studio Art minors.

This course comprises hands on studio work and readings that address contemporary issues in the visual arts. It is an upper level class for those with a serious interest in art making and visual thinking.
Michael Mulhern

FS 326 The Figure in Costume: Monks, Soldiers, and Hula Dancers (Fall: 3)
Prerequisites: Two Fine Arts Studio classes.
Lab fee required.

This is an upper level studio class that assumes a working knowledge of art making techniques and some understanding of contemporary and historical (art) issues. Students work in the medium of their choice: painting, drawing, collage, photography, new media. We use the costumed figure as a source of image making and a vehicle for developing a personal vision. We will explore political, gender, religious and social issues, formal problems and personal expression. Models are available 2/3 of the time.
Andrew Tavarelli

FS 352 Stage Design I (Spring: 3)
Cross Listed with CT 352

See course description in the Theatre Department.
Crystal Tiala

FS 357 Costume Design (Fall: 3)
Cross Listed with CT 357

See course description in the Theatre Department.
Jacqueline Dalley

FS 361 Photography III (Spring: 3)
Prerequisites: Two of the following courses: FS 161, FS 261, FS 276, FS 267, or permission of instructor
Lab fee required.

This production course explores the potential of the photographic medium through both color and black and white pictures. Working with current photographic digital imaging technology and techniques, students will advance their skills in digital-image capture and high-quality output, as well as analog printing.
Charles A. Meyer

FS 473 Senior Project II (Spring: 3)

This course is required of all Studio Art majors. Students must have taken at least four semesters of work relating to their project prior to the senior year. It is directed by a member of the department and evaluated by departmental review.
Andrew Tavarelli

FS 498 Senior Project I (Fall/Spring: 3)

This course is required of all Studio Art majors. Students must have taken at least four semesters of work relating to their project prior to the senior year. It is directed by a member of the Department and evaluated by Departmental review.
Andrew Tavarelli

FS 598 Teaching Assistantship (Fall: 3)
Prerequisite: Permission of instructor

This course is intended to provide undergraduate students with teaching experience. Students assist a professor in planning and implementing various aspects of a course. Open only to Juniors and Seniors and enrollment is limited to one student per class. Students must produce an independent body of work for this course to count toward a major or minor in Studio Art.
The Department

Geology and Geophysics

Faculty

George D. Brown, Jr., *Professor Emeritus;* B.S., St. Joseph's College; M.S.,University of Illinois at Urbana; Ph.D., Indiana University
James W. Skehan, S.J., *Professor Emeritus;* A.B., A.M., Boston College; Ph.L., Weston College; A.M., Ph.D., Harvard University; S.T.B., S.T.L., Weston College
John F. Devane, S.J., *Assistant Professor Emeritus;* A.B., M.A., Boston College; Ph.D., Fordham University
Emanuel Bombolakis, *Research Professor,* B.S., M.S. Colorado School of Mines, Ph.D., Massachusetts Institute of Technology
John E. Ebel, *Professor;* A.B., Harvard University; Ph.D., California Institute of Technology
J. Christopher Hepburn, *Professor;* A.B., Colgate University; A.M., Ph.D., Harvard University
Rudolph Hon, *Associate Professor;* M.Sc., Charles University; Ph.D., Massachusetts Institute of Technology
Alan L. Kafka, *Associate Professor;* B.A., New York University; M.S., Ph.D., State University of New York at Stony Brook
Gail C. Kineke, *Associate Professor;* Chairperson of the Department; B.A., Princeton University; M.A., Ph.D., University of Washington
Amy E. Frappier, *Assistant Professor;* B.S., University of Maine, M.S., Ph.D., University of New Hampshire
Yvette Kuiper, *Assistant Professor;* M.S., Utrecht University; Ph.D., University of New Brunswick
Noah P. Snyder, *Assistant Professor;* B.S., Bates College; Ph.D., Massachusetts Institute of Technology

Contacts

- Administrative Secretary: Margaret McCarthy, 617-552-3641 or 3640, margaret.mccarthy.1@bc.edu
- Director of Undergraduate Studies and Department Chair: Dr. Gail C. Kineke, gail.kineke@bc.edu
- Director of Graduate Studies: Dr. John E. Ebel, ebel@bc.edu
- http://www.bc.edu/geology

Undergraduate Program Description

An undergraduate in the Department of Geology and Geophysics will develop a major program in one of the Department's four majors: Geology, Geophysics, a combination of Geology and Geophysics, or Environmental Geosciences. Within the constraints discussed below, programs can be individually designed to meet the interests and objectives of each student. Students may wish to major or to have a concentration in the earth sciences for a variety of reasons including: (1) a desire to work professionally in one of the earth sciences, (2) a desire to obtain an earth science foundation preparatory for post-graduate work in environmental studies, resource management, environmental law, or similar fields where such a background would be useful, (3) a desire to teach earth science in secondary schools, or (4) a general interest in the earth sciences.

Geologists, geophysicists, and environmental scientists study the earth's complex systems and the interrelations among the solid earth, the hydrosphere, the biosphere, and the atmosphere. Students trained in the earth sciences can look forward to exciting and rewarding careers, as society will require ever larger amounts of energy and resources in the twenty-first century, and at the same time, will face increasing environmental problems and concerns. The Department provides students with the skills and varied background needed to address these problems. Earth scientists are naturally interdisciplinary

and use science to solve real-world problems. Today's earth scientist can choose to work in the field in almost any area of the world, in ultra-modern laboratories equipped with the latest computing equipment, or commonly in some combination of these.

Whether exploring for petroleum thousands of feet below the surface of the ocean, using geophysics to better understand earthquakes for improved city or emergency planning, or working with governmental agencies or industry to analyze pollution, the earth sciences provide exciting possibilities for a rewarding career.

Department Honors Program

Any major in the Department may elect to enroll in the Department Honors Program, provided a satisfactory scholastic average has been maintained (3.3 in the major, 3.2 overall). Application to the program should be made in the spring of the junior year. Each applicant must have a faculty advisor to supervise a proposed research project. Honors will be awarded upon successful completion of a thesis based on the proposed research project as evaluated by the faculty advisor and approval of the thesis and the candidate's academic record by the Undergraduate Program Committee.

Students in the department are urged to fulfill at least one of the elective courses in any major program with a project-oriented research course during their senior year. Students may propose substitutes for particular course requirements by a petition, in writing, to the departmental Undergraduate Program Committee.

Minor in Geology and Geophysics

In addition to the four major programs, a student may choose to minor in the Department. The minor is designed to be flexible and to allow the interested student to explore an area of interest in the earth sciences without the formal commitment of a major. Students interested in declaring a minor in the Department are urged to see Professor Gail Kineke, the Department's Director of Undergraduate Studies, as early in their undergraduate careers as possible.

A minor in the Department of Geology and Geophysics consists of a minimum of six courses in the Department structured as follows:

(A) Two required courses:
- Exploring the Earth I (GE 132) with laboratory (GE 133)
- Earth Materials (GE 220) with laboratory (GE 221)

(B) Two additional departmental courses numbered 100 or higher

(C) One additional departmental course numbered 200 or higher

(D) One additional departmental course numbered 300 or higher

With the exception of GE 132 and GE 220, which are required for all minors, a higher numbered course can be substituted for a lower-level course. Each student's minor program must be approved in advance by a faculty advisor in the Department of Geology and Geophysics. Students should be aware that many upper-level courses have prerequisites in geology, mathematics, physics, or chemistry. Consult this catalog or a departmental advisor, and keep in mind that these prerequisites must be considered in designing a specific minor program.

The minor program allows students flexibility in their choice of courses. Minor programs can be designed to emphasize specific areas of concentration within the broad range of subjects in geology and geophysics.

Major Requirements: Environmental Geosciences

This program serves as an excellent major for students who wish to concentrate in the sciences, but who may not be looking toward professional careers as scientists, as well as for students planning graduate work in environmental studies.

Students concentrating in Environmental Geosciences should work out their programs closely with a departmental advisor to insure both breadth and depth in this subject area. Students in this major must complete the following course requirements: A total of ten courses in the Department of Geology and Geophysics, no more than four of which may be at the 100-level. These courses must include:

(A) Each of the following four courses:
- Environmental Geosciences I (GE 167)
- Exploring the Earth I (GE 132) with laboratory (GE 133)
- Earth Materials (GE 220) with laboratory (GE 221)
- Environmental Geology (GE 250) with laboratory (GE 251)

GE 180 plus laboratory (GE 136) may substitute for GE 132-133 upon petition to, and approval by, the departmental Undergraduate Program Committee.

(B) Four courses from among the following, with no more than two at the 100-level:
- Geology of National Parks (GE 110)
- Exploring the Earth II (GE 134) with laboratory (GE 135)
- Oceanography (GE 157) with laboratory (GE 158)
- Environmental Geosciences II (GE 168)
- Rivers and the Environment (GE 170)
- Weather, Climate, and Environment (GE 172) with laboratory (GE 173)
- Climate Change and Society (GE 174) with laboratory (GE 175)
- Geoscience and Public Policy (GE 187)
- Introduction to Geochemistry (GE 230) with laboratory (GE 231)
- Stratigraphy and Sedimentation (GE 264) with laboratory (GE 265)
- Structural Geology (GE 285) with laboratory (GE 286)
- Geological Field Mapping and Methods (GE 288)
- Environmental Hydrology (GE 297)
- Topics in Geobiology (GE 335)
- Paleoclimatology (GE 360) with laboratory (GE 361)
- Petrology I (GE 372) with laboratory (GE 373)
- Petrology II (GE 374) with laboratory (GE 375)
- Environmental Oceanography (GE 380)
- Statistical Analysis of Scientific Data (GE 398)
- Watershed Geomorphology (GE 400) with laboratory (GE 401)
- Site Characterization, Remediation, and Long Term Monitoring for Hazardous Waste Sites (GE 410)
- Global Biogeochemical Cycles (GE 440)
- Environmental Contaminants (GE 457)
- Geographical Information Systems (GIS) (GE 480) with laboratory (GE 481)
- Isotope Applications in Earth Science (GE 512) with laboratory (GE 513)
- Estuarine Studies (GE 518)
- Coastal Processes (GE 535)
- Plate Tectonics/Mountain Belts (GE 543)

- Geophysical Data Processing (GE 572)

(C) Two additional electives may include courses in the Department numbered 300 or above to be chosen by the student with his or her advisor, or courses from outside the Department, approved by the departmental Undergraduate Program Committee, such as: Environmental Biology (BI 401), Coastal Field Ecology (BI 443), Environmental Economics (EC 278), and Environmental Law (PO 270).

A geology or geophysics summer field course may be substituted for one of the courses in (C) above. A file of summer field camp programs is kept in the department office.

(D) A full year (two semesters) of another laboratory science in chemistry, physics, or biology from among the following:

- Chemistry (CH 109-110) with laboratories (CH 111-112)
- Physics (PH 209-210) with laboratories (PH 203-204)
- Biology (BI 200-202) with laboratories (BI 210-211)

Students are encouraged to take additional courses in mathematics (particularly calculus), chemistry, physics, and biology. Therefore, one semester of a laboratory science in addition to (D) above, or Multivariable Calculus (MT 202), may be counted as one of the electives in (C) above. Other courses in the University pertinent to the Environmental Geosciences major may be substituted for the above requirements upon petition to, and approval by, the departmental Undergraduate Program Committee. AP credits cannot substitute for the laboratory science Corequisite (D) above.

Information for First Year Environmental Geoscience Majors and Non-Majors

For those students who would like to explore the major in Environmental Geosciences, it is suggested that Environmental Geosciences I (GE 167) be taken during the first year and that Exploring the Earth I (GE 132) be taken during the first or second year. The laboratory science requirement (D above) should be taken during the first or second year. Environmental Geosciences I and II will satisfy the Core requirement in Natural Sciences for non-majors.

Major Requirements: Geology

Students majoring in Geology need to take the following courses, and complete a total of ten courses in the Department:

(A) Students majoring in Geology must take the following seven courses:

- Exploring the Earth I and II (GE 132-134) with
- laboratories (GE 133-135)
- Earth Materials (GE 220) with laboratory (GE 221)
- Stratigraphy and Sedimentation (GE 264) with laboratory (GE 265)
- Petrology I and II (GE 372-374) with laboratories (GE 373-375)
- Structural Geology (GE 285) with laboratory (GE 286)

(B) At least three additional electives (with a minimum of two numbered 300 or above) in the Department to bring the total number of Departmental courses to ten.

A geology or geophysics summer field camp may be substituted for one of the courses in (B) above. A file of summer field camp programs is kept in the Department office.

(C) Also required is a minimum of:

- Two semesters of Calculus (MT 102-103)
- Two semesters of Chemistry (CH 109-110) with
- laboratories (CH 111-112)
- Two semesters of Physics (PH 209-210) with laboratories (PH 203-204)

(D) The Department strongly advises that mathematics courses beyond MT 103 be taken such as those required for the Geology-Geophysics major listed below. Also recommended is a geology summer field course for anyone planning a professional career in geology. Credit from a summer field course may be used for one of the 300-level Department electives upon written approval of the departmental Undergraduate Program Committee prior to taking the field course.

Elective courses both inside and outside the Department should be determined by the student and his or her advisor. Alternatives to this program may be substituted upon petition to and approval by the departmental Undergraduate Program Committee.

Information for First-Year Geology Majors

The following courses are recommended for first-year Geology majors, if their schedules permit:

- Exploring the Earth I and II (GE 132-134) with laboratories (GE 133-135)
- Two semesters of Calculus (MT 102-103)
- Two semesters of Chemistry (CH 109-110) with laboratories (CH 111-112)

Major Requirements: Geophysics

Students majoring in Geophysics need to fulfill the following course requirements:

(A) Students must take the following four courses:

- Exploring the Earth I and II (GE 132-134) with laboratories (GE 133-135)
- Earth Materials (GE 220) with laboratory (GE 221)
- Structural Geology (GE 285) with laboratory (GE 286)

(B) Four courses from the following list, with at least two in Geophysics:

- Petrology I (GE 372) with laboratory (GE 373)
- Petrology II (GE 374) with laboratory (GE 375)
- Introduction to Geophysics (GE 391)
- Statistical Analysis of Scientific Data (GE 398)
- Watershed Geomorphology (GE 400) with laboratory (GE 401)
- Hydrogeology (GE 418)
- Environmental Geophysics (GE 424) with laboratory (GE 425)
- Exploration Seismology (GE 455) with laboratory (GE 456)
- Advanced Structural Geology (GE 485) with laboratory (GE 486)
- Marine Geology (GE 530)
- Costal Processes (GE 535)
- Plate Tectonics/Mountain Belts (GE 543)
- Geophysical Data Processing (GE 572)
- Introduction to Seismology (GE 660)

A geology or geophysics summer field camp may be substituted for one of the courses in (B) above. A file of summer field camp programs is kept in the department office.

(C) Two additional electives approved in advance by the student's advisor.

- These two courses may be in departmental courses numbered 400 or above, or in advanced courses in physics

or mathematics beyond those required below.
- This requirement may be fulfilled by a combination of courses, such as one advanced departmental course and one advanced physics course.

(D) In addition to the ten required courses listed above, the outside science requirements for the Geophysics major are as follows:
- Calculus through MT 305 (MT 102-103, 202, 305)
- Two semesters of Chemistry (CH 109-110) with laboratories (CH 111-112)
- Two semesters of Physics (PH 209-210) with laboratories (PH 203-204)

Courses in computer science and additional electives in geology are recommended in the elective program. Elective courses both within and outside the department should be determined by the student and his or her advisor. Alternatives to this program may be substituted upon petition to and approval by the departmental Undergraduate Program Committee.

Information for First-Year Geophysics Majors

The following courses are recommended for First Year Geophysics majors, if their schedules permit:
- Exploring the Earth I and II (GE 132-134) with laboratories (GE 133-135)
- Two semesters of Chemistry (CH 109-110) with laboratories (CH 111-112)
- Two semesters of Calculus (MT 102-103)

Major Requirements: Geology-Geophysics

This major combines elements of both the Geology and the Geophysics programs and is considered excellent preparation for those working toward graduate school or employment in industry following graduation with a B.S. degree.

(A) Students majoring in Geology-Geophysics will meet the following course requirements:
- Exploring the Earth I and II (GE 132 and GE 134) with laboratories (GE 133-135)
- Earth Materials (GE 220) with laboratory (GE 221)
- Stratigraphy and Sedimentation (GE 264) with laboratory (GE 265)
- Structural Geology I (GE 285) with laboratory (GE 286)
- Hydrogeology (GE 418)
- Environmental Geophysics (GE 424) with laboratory (GE 425)

(B) Three courses from the following list, with at least one in geophysics, approved by the student's advisor:
- Petrology I (GE 372) with laboratory (GE 373)
- Petrology II (GE 374) with laboratory (GE 375)
- Introduction to Geophysics (GE 391)
- Statistical Analysis of Scientific Data (GE 398)
- Watershed Geomorphology (GE 400) with laboratory (GE 401)
- Exploration Seismology (GE 455) with laboratory (GE 456)
- Geographical Information Systems GIS (GE 480) with laboratory (GE 481)
- Advanced Structural Geology (GE 485) with laboratory (GE 486)
- Estuarine Studies (GE 518)
- Marine Geology (GE 530)
- Coastal Processes (GE 535)
- Plate Tectonics/Mountain Belts (GE 543)
- Geophysical Data Processing (GE 572)
- Introduction to Seismology (GE 660)

(C) Each of the following:
- Calculus through MT 305 (usually MT 102-103, 202, and 305)
- Two semesters of Chemistry (CH 109-110) with laboratories (CH 111-112)
- Two semesters of Physics (PH 209-210) with laboratories (PH 203-204)

Courses in computer science and a summer field geology course are highly recommended in the elective program as is a senior year research project.

Students should plan their program in consultation with his or her advisor. Alternatives to this program may be substituted upon petition to and approval by the departmental Undergraduate Program Committee.

Information for First-Year Geology-Geophysics Majors

The following courses are recommended for First-Year Geology-Geophysics majors if their schedules permit:
- Exploring the Earth I and II (GE 132-134) with laboratories (GE 133-135)
- Two semesters of Chemistry (CH 109-110) with laboratories (CH 111-112)
- Two semesters of Calculus (MT 102-103)

Fulfilling the Core Requirements

Core courses in the Department are designed to give non-science majors an introduction to various aspects of the earth's history and dynamics. The course offerings include a wide variety of subjects and approaches that reflect the breadth of the earth sciences. This variability provides maximum freedom of choice for introductory students. All of these courses presume no prior knowledge beyond high school science and all fulfill the Natural Science Core requirement. They are designed to acquaint students with some exciting aspect of the world we live in while providing a background in the methods of analysis and reasoning common to all science. GE 125, 132, 134, 163, 167, 168, and 180 are courses that provide insight into the wide scope of geological subjects. The other Core offerings, GE 110, 146, 150, 157, 170, 172, 174, 177, 187, and 192, cover more specific sub-fields, such as Oceanography, Planetary Geology, Astronomy, Evolution, etc. Students wishing to find out more about Geology and Geophysics Core courses should contact the Department at 617-552-3640 (Devlin 213) or see Professor Gail Kineke (gail.kineke@bc.edu).

Information for Study Abroad

Our Department strongly encourages students to take advantage of study abroad opportunities and programs. An Earth Scientist can never see too much of our planet or too many rocks. Because the Department has four majors, the prerequisites for study abroad vary with each individual major. Depending upon the student's study plan and the courses available at the foreign school, the Department can be quite flexible. Most importantly, students should work out their program well in advance (a year ahead is not too early) with a departmental advisor or the Undergraduate Program Committee.

There are no departmental prerequisites for studying abroad. However, students should try to complete the basic courses for their major before traveling abroad so that they may take full advantage of their foreign experience and are able to take courses abroad that they do not have the opportunity to take at Boston College. In general, students in any of our majors should complete GE 132, GE 220, and a year of Chemistry, Physics, or Biology before they go abroad. Environmental Geoscience majors should also have taken GE 167, and Geology, Geophysics, or Geology/Geophysics majors should have completed a year of calculus.

There is no limit on the number of courses that can be approved toward the major as long as the courses are approved in advance by the departmental Undergraduate Program Committee, the Foreign Study Advisor (Professor J. Christopher Hepburn) or the Department Chair. Whether courses from foreign institutions will be counted toward the major depends entirely upon the school they are attending and the offerings at that particular university. Courses taken abroad are generally applied toward major elective credit.

The Department believes strongly that an abroad program is very worthwhile, exposing students not only to other cultures, but other physical environments and geological situations. The Department will try to be as flexible as possible to allow students the opportunity to study abroad. Based upon prior student experience, the Department particularly recommends programs in Ecuador and Australia. Students should contact Professors Hepburn or Kineke to plan their semester or year abroad.

Graduate Program Description

Master of Science

The Department offers graduate courses and research programs leading to the M.S. degree in Geology or Geophysics. Students are encouraged to obtain broad backgrounds by taking courses in geology, geophysics, and environmental geosciences along with the other sciences and mathematics. Multidisciplinary preparation is particularly useful for students seeking future employment in industry.

The Department, with approximately twenty graduate students in residence, is housed in Devlin Hall and has additional research facilities at Weston Observatory. Students enjoy close working relationships with faculty while being able to undertake research using the most modern scientific equipment available. The program stresses a strong background in the earth sciences, as well as the ability to carry out research. It prepares students for successful careers as geoscientists in the environmental and engineering industries, oil and gas exploration or government service, or for continued studies toward a Ph.D. A particularly beneficial aspect of the M.S. program is the opportunity for students to integrate studies in geology, geophysics, and environmental subjects.

Research in the Department covers a broad range of topics, including: coastal and estuarine processes, physical sedimentation, earthquake and exploration seismology, geomorphology, structural geology, igneous and metamorphic petrology and geochemistry, global change geochemistry, interpretative tectonics, groundwater hydrology, and environmental geology and geophysics.

The Department offers a number of Teaching and Research Assistantships.

Application

Applicants to the Master of Science degree program generally fall into one of the following categories: (1) students well-prepared in geology or geophysics with courses in mathematics, physics, chemistry, and/or biology who are interested in broadening their experience at the M.S. degree level before employment or doctoral studies elsewhere; (2) students well-prepared in mathematics or one of the natural sciences other than geology or geophysics and who wish to use the M.S. degree program to transfer into the earth sciences.

In addition to the normal application forms, applicants should submit transcripts, letters of recommendation, a personal evaluation of the strengths and weaknesses of their undergraduate education (including course and non-course experience), and their graduate study interests and current post-degree plans. Graduate Record Exam (general) scores are required. Applications may be made at any time, but, to be assured of consideration for September admission, they should be received by May 1. Applications from those applying for financial aid and assistantships for September should be completed by January 15. Later applications will be considered for financial aid if funding is available.

M.S. Degree Requirements

No fixed curriculum is prescribed for the M.S. degree. Instead, a course and research program that is consistent with the student's background and professional objectives are developed by the student and his or her faculty advisory committee. The graduate program assumes a basic undergraduate foundation in the geosciences. Students lacking such a background may be required to complete certain subjects at the undergraduate level before or during their graduate program. Master's candidates in either Geology or Geophysics must complete or have completed 2-semester (or equivalent) courses in calculus, physics, and chemistry.

A minimum of ten courses (numbered 300 or above), approved by the student's faculty advisory committee, must be completed in addition to a research thesis for graduation. Graduate level multidisciplinary Earth Systems Seminars are offered annually by the Department on different topics. Beginning graduate students are required to take the Earth Systems Seminar. A maximum of two thesis courses (GE 801) are allowed for M.S. thesis credit. Normally, no more than one Reading and Research course (GE 798 or GE 799) may be applied toward the minimum course requirement. All students are required to maintain at least a 3.0 average in Departmental courses, as well as in all undergraduate courses (0-299) in the other sciences and mathematics. Passing a comprehensive oral examination is required of each student. Three copies of the thesis are required upon completion of the research: two unbound copies are presented to the Graduate School of Arts and Sciences and one bound copy to the Department.

Dual Degree Program (M.S.-M.B.A.)

In conjunction with the Carroll Graduate School of Management at Boston College, the Department of Geology and Geophysics offers interested students the opportunity to participate in the combined M.S.-M.B.A. degree program. Completion of this program leads to the awarding of both degrees. This program is excellent preparation for careers in industrial or financial geoscience management, including areas such as the environmental and petroleum industries, natural hazard assessment, and natural resource evaluation and investment.

The combined M.S.-M.B.A. program normally takes three years for students with a good science background as an undergraduate—about one year less than pursuing these two degrees independently.

Students in this program commonly take their first year entirely within the Department of Geology and Geophysics. During the first summer, the student is expected to begin work on a research M.S. thesis that may be combined with an off-campus internship. The second year of the program is taken at the Carroll Graduate School of Management and the third year is split between both programs. Corporate internships are encouraged.

In applying to the program, students have two options. The first and most desirable option is for the student to apply directly to, and be accepted by, both the Graduate School of Arts and Sciences and the Carroll Graduate School of Management at the time of their initial application to Boston College. The GRE is required and GMAT tests may be requested. Students may contact the Department of Geology and Geophysics for information and application materials to both programs (please indicate you are interested in the Dual Degree Program). The deadline for admission to the Department of Geology and Geophysics is January 15, the same as the deadline for M.S. candidates. The deadline for application to the Carroll Graduate School of Management is January 15.

The second option is for students to apply and be accepted to the M.S. program in Geology and Geophysics. During the spring of their first year, after consultation with their academic advisor, the student may then choose to apply to the Carroll Graduate School of Management for admission into the dual degree M.S.-M.B.A. program.

Further information on this program and application materials may be obtained from Professor John E. Ebel, Director of Graduate Studies, Department of Geology and Geophysics, Devlin Hall 213, Boston College, Chestnut Hill, MA 02467, 617-552-3640, ebel@bc.edu or from Graduate Admissions, Carroll Graduate School of Management, Boston College, Chestnut Hill, MA 02467, 617-552-3920.

Master of Science in Teaching

The Master of Science in Teaching (M.S.T.) program is administered through the Lynch School of Education in cooperation with the Department of Geology and Geophysics. It requires admission to both the Lynch School of Education and the Department of Geology and Geophysics. This program, which is designed for prospective teachers, acknowledges variations in prior background and skills.

M.S.T. Degree Requirements

The five required courses in the earth sciences must be chosen from among the following: two courses from Exploring the Earth I and II or Structural Geology I, and one course from each of the following groups: (1) Earth Materials, Mineralogy, or Petrology; (2) Weather, Climate, Environment, Oceanography, or Astronomy; and (3) Petrology, Structural Geology I or II, Environmental Geology, Environmental Chemistry, or Introduction to Geophysics. Students who have previously taken these courses may substitute other graduate courses within the Geology and Geophysics Department with approval. One semester of full-time residency may be necessary. A comprehensive examination is given to each student at the end of the program. This examination is in two parts—one part is oral in the earth sciences, and the other part is given by the Lynch School of Education.

Cooperative Program

The Department is part of a cooperative program with the Department of Earth Sciences at nearby Boston University, as well as the Civil Engineering Department at Tufts University. This program permits degree candidates at Boston College to enroll in courses that are unavailable at Boston College but are available at Boston University or Tufts. A list of courses is available in the Department.

Weston Observatory

Weston Observatory, formerly Weston College Seismic Station (1928-1949), is part of the Department of Geology and Geophysics at Boston College. Located ten miles from the main campus, the Observatory is an interdisciplinary research facility of the Department, and a center for research in the fields of geophysics, geology, and related fields. Weston Observatory was one of the first participating facilities in the Worldwide Standardized Seismograph Network and operates a twelve-station regional seismic network that records data on earthquakes in the northeast, as well as distant earthquakes. The facilities at Weston Observatory offer students a unique opportunity to work on exciting projects with modern, sophisticated, scientific research equipment in a number of different areas of scientific and environmental interest. For more information, visit the Weston Observatory website at http://www.bc.edu/westonobservatory.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

GE 125 Exploring Earth History (Spring: 4)
Corequisite: GE 126 Lab
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.
Kenneth G. Galli

GE 132 Exploring the Earth I: Origin and Systems (Fall: 4)
Corequisite: GE 133 Lab
Satisfies Natural Science Core Requirement

This course discusses the origin and materials of the Earth and the geological processes by which it has evolved. This course is designed as a first course for majors and minors in the Department of Geology and Geophysics and minors in Environmental Studies, as well as core students interested in exploring earth processes.
J. Christopher Hepburn
Noah P. Snyder

GE 134 Exploring the Earth II (Spring: 4)
Prerequisites: GE 132-133
Corequisite: GE 135 Lab
Satisfies Natural Science Core Requirement
Aimed towards Majors and Minors in the Department of Geology and Geophysics.

This course is a continuation of Exploring the Earth I (GE 132), offered in the Fall. GE 134 is taught at the same basic level as GE 132, and covers Earth Science topics that have not been covered in GE 132. The two courses together provide a broad base in the Earth Sciences, which gives the right background for majors in the Department of Geology and Geophysics, and a good general knowledge of Earth Sciences for others taking the two courses.
Alan Kafka
Yvette D. Kuiper

GE 146 Origin and Evolution of Life on Earth (Spring: 4)
Corequisite: GE 147
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.
Paul K. Strother

GE 150 Astronomy (Fall: 3)
Satisfies Natural Science Core Requirement

Astronomical observations and theories date back to before the beginning of recorded history. The development of astronomy is closely tied to the growth of physics, mathematics, philosophy and theology. This survey course covers many of the exciting recent advances in astronomy. Emphasis is on large-scale concepts and on how we know what we know about our universe, stars, and to some extent, planets and other bodies of our solar system.
Thomas Kuchar

GE 157 Oceanography (Fall: 4)
Corequisite: GE 158 Lab
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, and causes and effects of ocean currents and circulation. An understanding of the ocean's role in the health and evolution of the planet is stressed with special emphasis on coastal areas and the animal and plant life in the sea.
Gail C. Kineke

GE 167 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.
Judith Hepburn

GE 168 Environmental Geosciences II: Earth Processes and Risk (Spring: 3)
Satisfies Natural Science Core Requirement
This course may be taken independently of GE 167.

This course concerns the ways in which the dynamic processes operating on and within the Earth, in ways that can put people and property at risk from natural hazards and disasters, and what we can do to reduce and mitigate these effects. Subjects include volcanoes and earthquakes, landslides and similar earth movements, river and coastal flooding, severe storms, climate change, and bombardment by rare, large extraterrestrial objects. A particular emphasis will be on risk assessment and mitigations, construction practices that increase or decrease our vulnerability, and the underlying role plate tectonics plays in shaping much of our dynamic Earth.
Judith Hepburn

GE 170 Rivers and the Environment (Spring: 3)
Satisfies Natural Science Core Requirement

Scientific understanding of rivers is vital to address many of today's environmental challenges. Rivers transport and distribute water, sediment, nutrients and contaminants throughout the landscape. They provide habitat and migration pathways for countless aquatic species. Rivers supply fresh water, power generation and recreational opportunities to much of the world's human populations. We will learn about the geological, hydrological and biological processes that are important to rivers and watersheds, and how knowledge of these processes aids our ability to manage, protect, and restore these systems.
Noah P. Snyder

GE 172 Weather, Climate, and the Environment (Fall: 4)
Corequisite: GE 173 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.
John E. Ebel

GE 174 Climate Change and Society (Fall: 4)
Corequisite: GE 175 Lab
Satisfies Natural Science Core Requirement

Human activity rivals nature as an agent of change in the global climate system. We explore the meaning of our recently-acquired influence over the environment from scientific, socioeconomic, and moral perspectives. We investigate how Earth's climate system works, how natural changes affected people on timescales ranging from years to hundreds of thousands of years, and how modern society is altering climate by adding greenhouses gases to the atmosphere. We investigate current and potential impacts of climate change on developed and developing societies anticipated in the twenty-first century.
Amy Frappier

GE 177 Cosmos (Spring: 3)
Satisfies Natural Science Core Requirement
Open to all students.

We are in the process of exploring the Solar System and beyond. The results of recent manned and unmanned space programs will be reviewed to help develop models for the geologic evolution of the planets and a current picture for the origin of the solar system. The question of life on other planets will be discussed. Throughout the course, the fundamentals of how science works will be emphasized.
J. Christopher Hepburn

GE 180 The Living Earth I (Fall: 4)
Corequisite: GE 181 Lab
Satisfies Natural Science Core Requirement

The course is designed to introduce the non-science student to a variety of topics in the geosciences. The nature of scientific inquiry is examined, with emphasis on ancient processes that formed the oceans and continents, on present-day processes that cause earthquakes and volcanoes, and on how the earth compares with other planets in the

solar system. Topics include the age of the earth, minerals, rocks, properties of the earth's interior, geologic processes, earthquakes, volcanoes, plate tectonics, and the solar system.
Lori Weeden

GE 182 The Living Earth II (Spring: 3)
Corequisite: GE 183 Lab
Satisfies Natural Science Core Requirement

This is the second semester of GE 180. This course may be taken independently of GE 180.
Michael Barnett

GE 187 Geoscience and Public Policy (Spring: 3)
Satisfies Natural Science Core Requirement

In this course, we will explore case studies that demonstrate the role of the earth sciences in addressing problems of public policy. For each case study, students will be introduced to the underlying scientific concepts relevant to the problem being addressed. After this scientific foundation is developed, we will discuss how it needs to be considered as part of the process of making policy decisions. The course will also introduce students to how scientists and public policy makers apply the concepts of probability and statistics in the decision making process.
Ilya Buynevich

GE 220 Earth Materials (Fall: 4)
Prerequisite: GE 132
Corequisite: GE 221 Lab

Designed to acquaint majors and minors in the Department or in the Environmental Sciences minor with the basic materials present in the Earth and on the Earth's surface. The common rock-forming silicate minerals are discussed first. Then igneous, sedimentary and metamorphic processes are investigated to develop the classifications of these groups of rocks.
J. Christopher Hepburn

GE 230 Introduction to Geochemistry (Fall: 4)
Prerequisites: CH 109-110 or permission of the instructor and 1 course in earth sciences in college or high school.
Corequisite: GE 231 Lab
Offered Biennially

Geochemistry applies the principles of chemistry to problems in the Earth Sciences. The theme of "how to build a habitable planet." Topics will include: (1) origin and distribution of elements and isotopes in different Earth materials, including the deep earth, crustal rocks and minerals, natural waters, and the atmosphere, (2) biogeochemical cycles, (3) pH and redox in natural environments, and (4) the carbonate system. We will discuss geochemical applications in geology, hydrology, oceanography, paleoclimatology, paleobiology, medical geology, and Earth System Science.
Amy Frappier

GE 250 Environmental Geology (Spring: 4)
Prerequisite: GE 132
Corequisite: GE 251 Lab

The surficial environment and the geological processes of the earth will be examined in some detail. Man's influence on and alteration of these processes and environment will be emphasized. Specifically pollution as it affected the surface water, ground water, the ocean, and atmosphere will be studied. The problems of waste disposal as well as mineral and energy development will be analyzed. Some of the legal implications of man's actions and reactions to the problems and processes of the environment will be discussed.
Rudolph Hon

GE 297 Environmental Hydrology (Fall: 3)
Prerequisite: GE 132

An introduction to hydrological processes on and near the Earth's surface. Ground- water hydrology, the movement of water through the upper portion of the Earth, will be emphasized. Practical applications and problems in groundwater hydrology and the environment will be stressed.
Dale Weiss

GE 372 Petrology I (Fall: 4)
Prerequisite: GE 220
Corequisite: GE 373 Lab
Offered Biennially

This course has two parts: The first part is a review of rock forming minerals, and an introduction to crystal chemistry and crystallography. The second part of the course covers the basic principles of polarized light microscopy (PLM) and its application to mineral identification using a polarizing light microscope. Students will learn the techniques of the polarizing miscroscopy to identify minerals in thin sections.
Rudolph Hon

GE 391 Introduction to Geophysics (Fall: 3)
Prerequisites: GE 134, MT 102-103, PH 211-212, or permission of instructor
Offered Periodically

This course provides an introduction to the fundamental principles of geophysics. Both theoretical and applied aspects of geophysics will be discussed. Topics include stress and strain, deformation of earth materials, the earth's gravitational field, the earth's magnetic field, seismic waves, earth structure, earthquakes, and tectonic processes.
Alan Kafka

GE 400 Watershed Geomorphology (Fall: 4)
Prerequisites: GE 132, calculus, and physics are recommended
Corequisite: GE 401 Lab
Offered Biennially

This course focuses on the physical processes that shape the landscape. Understanding the flow of water, sediment, nutrients, and contaminants throughout watersheds is vital to earth scientists and land managers. In this course, emphasis is placed on interactions of geomorphic processes with external factors such as land use, climate change, and tectonics. Topics include: sediment creation by chemical and physical weathering; hillslope hydrology and transport; mass-wasting processes; steam erosion, transport and deposition; and glacial landform development.
Noah P. Snyder

GE 457 Environmental Contaminants (Fall: 3)
Prerequisites: CH 109-110, GE 250
Offered Periodically

Contaminants and pollutants in the environment pose a significant threat to human health, ecological balance, and quality of life in our societies. The course will cover common environmental contaminants in the atmosphere, water, and soils, and their potential impact on human health such as mercury, arsenic, radon, and various organic

compounds. Additional topics will include discussions of toxicities and deficiencies, natural and anthropogenic contaminant types, and strategies how to mitigate contaminated areas in the environment.
Rudolph Hon

GE 596 Undergraduate Reading and Research in Environmental Geoscience (Fall/Spring: 3)
Prerequisite: Permission of a faculty member

An independent study of some problem or area of knowledge in environmental geology under the direction of a faculty member. The possibility exists to work with actual problems in Massachusetts using data from state agencies. Also to be used for undergraduate students doing honors theses.
The Department

GE 597 Undergraduate Reading and Research in Geology (Fall/Spring: 3)
Prerequisite: Permission of a faculty member

For undergraduates wishing to pursue independent study in the area of geology under the direction of a faculty member. Study can be in an area of knowledgeable interest or on a particular problem. This course is also intended for undergraduate students working on Departmental honors theses.
The Department

GE 598 Undergraduate Reading and Research in Geophysics (Fall/Spring: 3)
Prerequisite: Permission of a faculty member

For undergraduates wishing to pursue independent study in the area of geophysics under the direction of a faculty member. Study can be in an area of knowledgeable interest or on a particular problem. This course is also intended for undergraduate students working on Departmental honors theses.
The Department

GE 599 Advanced Independent Research (Fall/Spring: 6)
Prerequisite: Permission of a faculty member

Independent study in Geology, Geophysics, or the Environmental Geosciences under the direction of a faculty member for undergraduate students qualifying for the University's Scholar of the College Program.
The Department

Undergraduate and Graduate Course Offerings

GE 330 Paleontology (Spring: 4)
Prerequisites: GE 132-134, or BI 200-202, or permission of the instructor
Corequisite: GE 331 Lab
Offered Biennially

Paleontology studies fossils as a record of the evolution of life through geologic time. The course starts with the origins of life and early evolution during the Precambrian Eon, when all major domains of life were established. The rise of plants and animals, beginning 500 million years ago, is followed by the study of macroevolution and patterns of evolution through time. Lecture emphases paleobiology and environmental evolution; laboratory emphasizes direct observation of fossils including basic morphology and phylogeny of common fossil types. The class normally includes an extended weekend fieldtrip to Nova Scotia to visit several classic fossil localities.
Paul K. Strother

GE 374 Petrology II (Spring: 4)
Prerequisite: GE 372
Corequisite: GE 375 Lab
Offered Biennially

This course, a continuation of GE 372, is devoted to an understanding of the petrology and petrography of igneous and metamorphic rocks. Lectures on the petrology of how rocks form will be integrated with the laboratory (GE 375) where students will use the petrographic microscope to identify the textures and mineral phases that make up these rocks. Phase diagrams will also be used to help better constrain to origin of igneous and metamorphic rocks.
J. Christopher Hepburn

GE 424 Environmental Geophysics (Fall: 3)
Prerequisites: MT 102-103, PH 211-212, or permission of instructor
Corequisite: GE 425
Offered Periodically

This is a practical course in the methods of geophysical exploration. The emphasis is on the methods that are used in environmental site assessments and geotechnical engineering work. The principles and methods studied are also applicable to petroleum and mineral exploration. The methods covered include: resistivity, induced polarization, electromagnetics, magnetics, gravity, self potentials, ground penetrating radar and seismic refraction and reflection.
John E. Ebel

GE 480 Applications of GIS (Geographical Information Systems) (Spring: 4)
Corequisite: GE 481 Lab

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 2-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, as well as achieve practical skills for the marketplace.
Rudolph Hon

GE 484 Aqueous Geochemistry (Fall: 3)
Prerequisites: CH 109-110, MT 102-103
Offered Biennially

Natural water systems consist of surface and subsurface water reservoirs that are in a constant process of chemical interaction with their surroundings. Understanding of the processes (i.e., dissolution and precipitation) of various chemical species will be presented from the standpoint of equilibrium and nonequilibrium thermodynamics of water-rock systems.
Rudolph Hon

GE 485 Advanced Structural Geology (Fall/Spring: 4)
Prerequisite: GE 285
Corequisite: GE 486 Lab
Offered Biennially

Advanced Structural Geology (GE 485-486) builds on Introduction to Structural Geology (GE 285-286). Structures such as folds, faults,

foliations, lineations and shear zones will be considered in much more detail than in GE 285-286. We will focus more on microstructures, complex geometries and multiple generations of deformation.
Yvette Kuiper

GE 535 Coastal Processes (Spring: 3)
Prerequisite: Calculus and physics are recommended
Offered Biennially

This course is a study of the physical and geological processes responsible for the formation and evolution of coastal environments. The course takes a morphodynamic approach by studying the coupled suite of hydrodynamic processes, seafloor morphologies, and sequences of change. Topics to be covered include: classification of coasts, sea level change, shallow water physical oceanography and sediment transport, and coastal environments (barrier islands and beaches, deltas, estuaries).
Gail C. Kineke

GE 572 Geophysical Data Processing (Spring: 3)
Prerequisites: MT 201 or 202, PH 211-212
Offered Biennially

This course covers the fundamental principles underlying methods that are commonly used to analyze digital signals. Methods of signal processing that are used in geophysical applications will be emphasized, but these same methods are also used in a wide variety of science and engineering applications. Topics include the following: signals and systems, linear time-invariant systems, Fourier analysis of continuous and discrete-time signals and systems, filtering, modulation, and sampling.
Alan Kafka

GE 580 Environmental Seminar (Spring: 3)
Prerequisite: Permission of the Director of Environmental Studies or the instructor
Corequisite: GE 581 Discussion

This seminar is for Seniors with an Environmental Studies Minor. Contemporary and future environmental issues will be investigated from scientific, historic, economic, and cultural perspectives. Researchers, environmentalists, and other experts will occasionally attend and participate in specific seminars associated with their areas of concentration. As a senior seminar, the course will be driven by student interest and expertise.
Noah Snyder

Graduate Course Offerings

GE 694 Earth Systems Seminar III (Fall: 3)
The Department

GE 798 Graduate Reading and Research in Geophysics (Fall/Spring: 3)
Prerequisite: Permission of the instructor

A graduate research study of a topic in geophysics under the supervision of a faculty member.
The Department

GE 799 Graduate Reading and Research in Geology (Fall/Spring: 3)
Prerequisite: Permission of the instructor

A graduate research study of a topic in geology under the supervision of a faculty member.
The Department

GE 801 Thesis Seminar (Fall/Spring: 3)

Thesis research under the guidance of a faculty member.
The Department

GE 888 Interim Study (Fall/Spring: 0)
By arrangement only.
The Department

German Studies

Faculty

Christoph W. Eykman, *Professor;* Ph.D., Rhein. Friedr. Wilhelm Universität, Bonn
Michael Resler, *Professor;* Chairperson of the Department; A.B., The College of William and Mary; A.M., Ph.D., Harvard University
Rachel Freudenburg, *Associate Professor;* B.A., Wayne State University; M.A., Washington University; Ph.D., Harvard University

Contacts

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- http://www.bc.edu/german

Undergraduate Program Description

The German major aims to prepare students not only for further study but also for a professional life which is enhanced through a knowledge of German language, history, and culture.

Major Requirements

The major in German Studies is designed to give the student an active command of the German language, an insight into German literature and culture, and provide the background for graduate study in the field. Students majoring in German Studies are required to complete a total of ten courses within the following curriculum:

- Two (GM 201 and 202) Composition and Conversation
- Two (GM 210 and 211) History of German Literature
- Six semester courses in German literature or culture

Notes for majors with transfer credits:

Of the ten semester courses, a minimum of four courses beyond Composition and Conversation (i.e., at least four upper-level literature or culture courses) must be taken within the German Studies Department at Boston College. Courses taken abroad to be counted toward the German Studies major must be conducted in German.

Information for First Year Majors

A prospective German major should select an initial language course, e.g., GM 001, GM 050, or GM 201, according to his or her high school language preparation. The student can supplement this choice with an elective. He or she can select a course in German literature, culture, philosophy, history, art history, music, or a German course offered in English translation. In all, ten 1-semester courses in German numbered 100 and above are required to complete the major.

Information for Study Abroad

Prior to study abroad, German majors must complete the following prerequisites: minimum language preparation of two semesters of Intermediate German (GM 050-051) or the equivalent. Since studying German is fully consistent with majoring (or minoring) in German, nearly all courses taken abroad, provided they are conducted in German, will be accorded major (or minor) credit. However, as noted in all departmental publications, of the ten semester courses which constitute the major, a minimum of four courses beyond Composition and Conversation (i.e., at least four upper-level literature or culture courses) must be taken within the German Studies Department at Boston College.

The department prefers for students to study abroad during their junior year (either full year or semester) rather than senior year. Programs in Eichstätt, Berlin, Heidelberg, Vallendar, and Vienna are all recommended. Students should consult either Professor Rachel Freudenburg or Professor Michael Resler when planning to study abroad in Germany.

Graduate Program Description

Although the Department of German Studies does not offer a graduate degree, the following course is available to graduate students from various departments.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

GM 001 German A (Elementary I) (Fall: 3)

Students are introduced to the basics of the German language: vocabulary, grammar, communicating in every-day situations, reading, listening comprehension, and writing. The course is supplemented with 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. True beginners should also sign up for GM 003.

Rachel Freudenburg
Ursula Mangoubi
Ruth Sondermann

GM 002 German A (Elementary II) (Spring: 3)

Prerequisite: GM 001

This course is a continuation of GM 001. 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. Intended for those with one semester of college-level German or at least three years of high school German. Students who need additional review and reinforcement should enroll in GM 004 concurrently.

The Department

GM 003 Elementary German Practicum I (Fall: 1)

Corequisite: GM 001

This intensive one-hour supplementary course gives students extra help mastering concepts presented in GM 001 through review and recycling of material. It is open to all students concurrently enrolled in GM 001 that feel they need more "time on task." This class is an excellent opportunity to practice conversation in a smaller, more informal group.

The Department

GM 004 Elementary German Practicum II (Spring: 1)

Corequisite: GM 002

This intensive one-hour supplementary course gives students extra help mastering concepts presented in GM 002 through review and recycling of material. It is open to all students concurrently enrolled in GM 002 that feel they need more "time on task."

The Department

GM 050 Intermediate German I (Fall: 3)

Prerequisites: GM 001-002 or equivalent.

Auditors must register.

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.

Notburga Connolly
Christoph Eykman
Michael Resler

GM 051 Intermediate German II (Spring: 3)

Prerequisite: GM 050 or admission by placement test

Satisfies Foreign Language Proficiency Core Requirement
Conducted primarily in German. Counts toward German minor.
Auditors must register.

This course is a continuation of GM 050 (Intermediate German I) and provides further training in active use of the language, with emphasis on reading and conversation. The course includes readings in twentieth-century German prose, fiction and non-fiction, German culture and society; grammar review, and discussion and composition.

Notburga Connolly
Christoph Eykman
Michael Resler

GM 067 The Romantic Experience (Spring: 3)
Cross Listed with EN 084.03
Satisfies Literature Core Requirement
Offered Biennially
Conducted in English.

This course traces a number of themes which were first expressed in the writings of European Romantics during the early nineteenth century and which shaped European and American intellectual history throughout the twentieth century. Such themes are, for example: love, emotion, nature, spirit, solitude, the miraculous, the sublime, and mental insanity. Texts (three novels, an autobiographical memoir, a short story, an essay, poems, letters, and fairy tales) include works by Rousseau, Goethe, Jane Austen, the Grimm brothers, E.T.A. Hoffmann, Ralph Waldo Emerson, and Jack Kerouac.

Christoph Eykman

GM 175 Business German (Spring: 3)

Prerequisite: GM 051 or the equivalent

Satisfies Foreign Language Proficiency Core Requirement
Conducted in German. Counts toward German major, German minor, and German Studies minor.

An introduction to the language and structure of business in the German-speaking countries, this course will focus on daily business practices, on texts related to business in German, and on cultural differences in the German-speaking business world. A semester's work includes the practice of skills necessary to understand and perform basic business transactions (role-playing); the exploration of business in German in different media, such as television and the Internet; and the praxis-oriented expansion of applying the German language in a professional context.

Ruth Sondermann

GM 201 German Composition and Conversation I (Fall: 3)

Prerequisites: GM 050-051 or their equivalent

Satisfies Foreign Language Proficiency Core Requirement
Auditors must register.

This course is designed to improve fluency in spoken and written German. Review of grammar will be restricted to a few selected, difficult items. Short German compositions will be written periodically.

Course work includes systematic vocabulary building (including German idiomatic expressions as well as compound nouns and adjectives), listening comprehension, speaking exercises (spontaneous and guided dialogues) and reading.
Christoph Eykman

GM 202 German Composition and Conversation II (Spring: 3)
Prerequisite: GM 201 or its equivalent
Satisfies Foreign Language Proficiency Core Requirement
Auditors must register.

This course is designed to improve fluency in spoken and written German. Review of grammar will be restricted to a few selected, difficult items. Short German compositions will be written periodically. Course work includes systematic vocabulary building (including German idiomatic expressions as well as compound nouns and adjectives), listening comprehension, speaking exercises (spontaneous and guided dialogues) and reading. .
Christoph Eykman

GM 220 Goethe und Schiller (Fall: 3)
Satisfies Foreign Language Proficiency Core Requirement
Offered Biennially
Conducted in German. Counts toward German major, German minor, and German Studies minor. This course is for students with at least a third year level of German.

A study of selected dramas and lyrics of Goethe and Schiller. The development on the part of both poets from early Storm and Stress to the later Classicism will be systematically traced. Throughout the course, the literature will be linked to the larger cultural context of its age, with particular attention to the philosophical (Herder, Schiller, Winckelmann, and Kant) and musical (Haydn, Mozart, and Beethoven) heritage of Germany in the eighteenth and early nineteenth centuries.
Michael Resler

GM 224 Modern German Novels in Translation (Fall: 3)
Cross Listed with EN 267
Offered Periodically

A journey through German literature of the twentieth century. The novels will be discussed in the larger context of their sociological and historical background. The following works will be discussed in class: Thomas Mann, *Buddenbrooks;* Hermann Hesse, *Steppenwolf;* Franz Kafka, *The Trial;* Alfred Döblin, *Berlin Alexanderplatz;* Ernst Jünger, *On the Marble Cliffs;* Anna Seghers, *The Seventh Cross;* Wolfgang Koeppen, *Pigeons on the Grass;* Heinrich Böll, *The Clown;* Patrick Süskind, *Perfume;* Bernhard Schlink, *The Reader.*
Bernd Widdig

GM 225 Modern German Novels Practicum (Fall: 1)
Corequisite: GM 224
Offered Periodically

This is an optional German language discussion group for students in GM 224.
The Department

GM 240 King Arthur in German Literature (Spring: 3)
Cross Listed with EN 304
Offered Biennially
Conducted in English with all texts in English translation.

A study centering on the most popular and enduring of all medieval legendary figures. We will examine the early texts from which the Arthurian mythology took root and contributed to the eventual spread into Germany of the tales of King Arthur and the knights of the Round Table. We will then focus on a close reading of four or five of the most significant Arthurian romances within the German tradition. In addition, we will systematically trace the relationship between this highly idealized world of literary knighthood and real-life contemporary historical and social events of the twelfth and thirteenth centuries.
Michael Resler

GM 242 Germany Divided and Reunited (Fall: 3)
Cross Listed with HS 160
Offered Biennially
Conducted in English.

This course provides a multi-dimensional look at post-war Germany, East and West. Politics, social and economic structure (East versus West), music, art, literature, philosophy (Critical Theory), the crisis and reform of the West German university system, the young generation, and Americanization, will be discussed. Other topics include radicalism/extremism/protest movements (including terrorism), coping with the past (National Socialism), the Revolution of November 1989, and the legal ramifications and unsolved problems deriving from reunification.
Christoph Eykman

GM 290 Advanced Reading in German (Spring: 3)
Prerequisite: GM 050-051 or the equivalent
Satisfies Foreign Language Proficiency Core Requirement
Conducted in German. Counts toward German major and German Studies minor. Auditors must register.

This course will sharpen students' skills in reading advanced texts in German. It serves as a bridge between the department's language courses and the various practical and academic settings in which a strong reading knowledge of German is required. Texts will be taken from a wide spectrum of sources: German history, thought, literature, music, as well as modern media. The course will facilitate vocabulary development and offer an insight into the German *Geist.* It is recommended for students planning to study abroad and is open to graduate students planning to conduct research in the German language.
Notburga Connolly

GM 299 Reading and Research (Fall/Spring: 3)
Permission of the Chairperson.
By arrangement only.

The course includes supervised readings within specific areas, for the solution of individual problems of research. Students may sign up for this course only after the need for a special program has been established and a faculty member has agreed to supervise the project.
Christoph Eykman
Rachel Freudenburg
Michael Resler

GM 501 German Studies Internship (Fall/Spring/Summer: 1)
Prerequisite: GM 051 or equivalent. GM 175 strongly recommended.

An internship in Germany or Austria offers the student a chance to learn first hand about daily life and business practices. Students must commit to at least eight weeks of work and secure the approval of the internship supervisor.
The Department

GM 601 Advanced Independent Research (Fall/Spring: 6)
Prerequisite: Approval through Honors Committee

Proposals for possible designation as scholar's projects should be submitted to the Chair early in the spring. Details of dates and required materials are available from the office of the Dean of Arts and Sciences. All proposals must be approved by the Chair and the Departmental advisor.
The Department

GM 699 Honors Thesis (Fall/Spring: 3)
Permission of the Chairperson.
By arrangement only.

The honors thesis in German Studies is offered to interested students who maintain a cumulative average of at least 3.3 in German. These students are advised to begin in the second semester of their junior year, under the direction of a member of the Department, a research project that will lead to an honors thesis.
Christoph Eykman
Rachel Freudenburg
Michael Resler

History

Faculty

Andrew Bunie, *Professor Emeritus;* B.A., M.A., University of New Hampshire; Ph.D., University of Virginia
Radu R. Florescu, *Professor Emeritus;* A.B., A.M., B.Litt., Oxford University;Ph.D., Indiana University
Thomas H. O'Connor, *Professor Emeritus;* A.B., A.M., Boston College; Ph.D.,Boston University
James E. Cronin, *Professor;* Chairperson of the Department; B.A., Boston College; M.A., Northeastern University; Ph.D., Brandeis University
Robin Fleming, *Professor;* B.A., M.A., Ph.D., University of California at Santa Barbara
Thomas Hachey, *Professor;* Ph.D., St. John's University
Marilynn S. Johnson, *Professor;* B.A., Stanford University; M.A., Ph.D., New York University
Kevin Kenny, *Professor;* M.A., University of Edinburgh;M.A., M.Phil., Ph.D., Columbia University
Patrick Maney, *Professor;* B.S., Wisconsin State University, Stevens Point; Ph.D. University of Maryland
Roberta Manning, *Professor;* B.A., Rice University; M.A., Ph.D.,Columbia University
David A. Northrup, *Professor;* B.S., M.A., Fordham University; M.A., Ph.D.,University of California, Los Angeles
James O'Toole, *Professor;* A.B., Boston College; A.M., William and Mary College; M.S., Simmons College; Ph.D., Boston College
Alan Rogers, *Professor;* A.B., M.A., Ph.D., University of California, Santa Barbara
Peter H. Weiler, *Professor;* A.B., Stanford University; A.M., Ph.D., Harvard University
Davarian Baldwin, *Associate Professor;* B.A., Marquette; M.A., Ph.D., New York University
Benjamin Braude, *Associate Professor;* A.B., A.M., Ph.D., Harvard University
Mark I. Gelfand, *Associate Professor;* A.B., City College of New York; A.M.,Harvard University; Ph.D., Columbia University
Seth Jacobs, *Associate Professor;* B.A., Yale University; M.D.A., DePaul University; M.A., University of Chicago; Ph.D., Northwestern University
William P. Leahy, S.J., *Associate Professor and University President;* B.A.,M.A., St. Louis University; M. Div., S.T.M., Jesuit School of Theology; Ph.D., Stanford University
Deborah Levenson-Estrada, *Associate Professor;* B.A., M.A., University of Massachusetts, Boston; Ph.D., New York University
Cynthia Lyerly, *Associate Professor;* B.A., University of North Carolina at Chapel Hill; Ph.D., Rice University
Martin Summers, *Associate Professor;* B.A., Hampton University; Ph.D., Rutgers University
Kevin O'Neill, *Associate Professor;* A.B., Marquette University; A.M., Loyola University of Chicago; Ph.D., Brown University
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Devin Pendas, *Associate Professor;* B.A., Carleton College; M.A., Ph.D., University of Chicago
David Quigley, *Associate Professor;* B.A., Amherst College; M.A., Ph.D., New York University
Virginia Reinburg, *Associate Professor;* A.B., Georgetown University; M.A., Ph.D., Princeton University
John H. Rosser, *Associate Professor;* A.B., University of Maryland; A.M., Ph.D.,Rutgers University
Stephen Schloesser, S.J., *Associate Professor;* A.B., University of St. Thomas; M.Div., Weston Jesuit School of Theology; A.M., Ph.D., Stanford University
Franziska Seraphim, *Associate Professor;* A.B., University of California at Berkeley; M.A., M.Phil., Ph.D., Columbia University
Paul G. Spagnoli, *Associate Professor;* A.B., Holy Cross; A.M., Ph.D., Harvard University
Frank Fonda Taylor, *Associate Professor;* B.A., M.A., University of West Indies; Ph.D., University of Geneva
Zachary Morgan, *Assistant Professor;* Ph.D., Brown University
Rebecca Nedostup, *Assistant Professor;* B.A., Harvard University; M.A., M.Phil, Ph.D., Columbia University
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Dana Sajdi, *Assistant Professor;* B.A., American University of Cairo; M.A., Ph.D., Columbia University
Owen Stanwood, *Assistant Professor;* B.A., Grinnell College; M.A., Ph.D., Northwestern University
Karen Miller, *Adjunct Associate Professor;* B.A., M.A., University of California, San Diego; Ph.D., University of California, Santa Barbara
Robert Savage, *Adjunct Associate Professor;* B.A., Boston College; M.A., University College Dublin; Ph.D., Boston College

Contacts

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- Graduate Program Assistant: Rebecca Rea, 21 Campanella Way, 412F, 617-552-3781, rebecca.rea.1@bc.edu
- http://www.bc.edu/history

Undergraduate Program Description

The Department of History offers the undergraduate student a variety of courses in American, European, African, Asian, Latin American, and Middle Eastern history. With careful planning and the advice of faculty members, students can develop a sequence of courses that will prepare them for the fields of law, government, foreign service, and careers in various international organizations, journalism, business, or teaching at the elementary, secondary, or college levels.

Major Requirements

In addition to the 2-semester University Core sequence in modern history (selected from courses numbered HS 001 through HS 094), a History major is required to take a 2-semester sequence in U.S. History (HS 181-182). Students planning to major in history are strongly encouraged to take the History Core in their freshman year and HS 181-182 in their sophomore year. Note that a score of 4 or 5 on the Advanced Placement test in European or world history fulfills the 2-semester University Core requirement in history, and a similar score on the A.P. test in American history fulfills the 2-semester U.S. History requirement.

In addition to the prescribed courses listed above, the History major is required to complete eight additional courses, including the following: HS 300 The Study and Writing of History (preferably taken in the sophomore or junior year); four other upper-division electives (numbered 200-699); and two courses in non-Western history. Note that some upper-division electives also satisfy the non-Western requirement. At least three of the electives, including two of the upper-division electives, should be in a field approved by the student's History Department advisor. For a list of possible fields, consult the Department's website at http://www.bc.edu/history.

Students may take a maximum of four foreign-study courses, no more than two of which may be upper-division courses, among the ten required major courses beyond the University Core. Likewise a maximum of two summer courses may be taken for major credit, but at least six courses, including HS 300 and two of the upper-division courses, must be taken at Boston College during the regular academic year. (Students should also note that the College of Arts and Sciences accepts summer courses for credit only to make up deficiencies so that even a course accepted to fulfill a History major or minor requirement will not reduce the 38 courses required for the degree.)

Majors with strong academic records are encouraged to consider the department's Honors Program, which centers around an honors thesis done in the senior year.

Minor Requirements

The History minor requires six courses. It begins with the two Core courses in history and concludes with two upper-division electives (numbered 200-699). In between, students can choose two other courses freely from among the Department's offerings. Because many Core courses emphasize Europe, students minoring in history are encouraged to take at least one course in non-Western history. Advanced placement credit cannot be used to satisfy minor requirements, but students who have fulfilled the History Core through advanced placement may substitute two electives in order to complete the required six courses.

Information for First Year Majors and Non-Majors

The University Core requirement is a 2-semester sequence in modern history from the late medieval period to the present. All history courses numbered between HS 001-002 and HS 093-094 fulfill this requirement. Every student must take one first-half and one second-half of a sequence (i.e., one of your courses must be odd-numbered and one even-numbered). Although students are expected to take both halves in the same sequence, switching to a different sequence at midyear is permitted. History Core courses examine the complex historical processes that lie behind modern-day transnational relationships, values, and ideas. They introduce students to key historical concepts, methods, and controversies and examine how present-day concerns shape our understandings of the past.

Covering several centuries of time, all History Core courses trace the political, social, economic, and cultural changes that created the modern world. As part of the Core Curriculum, these courses seek to broaden students' intellectual horizons by exposing them to new places, periods, and perspectives.

Taught by historians who specialize in distinct areas, eras, and approaches, History Core courses vary in their emphases on different parts of the world. The History Core currently includes courses focused on Asian, Atlantic, European, Latin American, and global experiences. Students are urged to read the descriptions of the department's Core offerings to find the choice that best suits them.

Detailed information on advanced placement and the Core may be found on the department's website. Students who would like to apply foreign study courses for core credit must get permission from the Core Moderator, and they are strongly urged to do so before going abroad. Such a course must cover more than one century and more than one country. Similar guidelines apply to courses transferred from a previous institution, and at least one of the Core courses must be taken at Boston College.

No more than one of the two Core courses may, with the permission of the department's Core Moderator, be fulfilled with a summer class.

For further information about the History Core, contact the department's Core Moderator, whose name can be found on the Department's website.

Information for Study Abroad

Many History majors and minors profit greatly from spending part or all of their junior year abroad. History majors may take as many as four courses abroad for major credit (and a maximum of two courses for upper-division credit), although six history courses (beyond the Core), including HS 300, must be taken at Boston College during the regular academic year. History minors may take as many as two courses abroad for minor credit (including one upper-division course).

Students seeking major or minor elective credit need only show that they passed a course offered in a history department. Students seeking upper-division credit must arrange this with the Director of Undergraduate Studies after they complete the course. In making their case for upper-division credit, they should present the course syllabus and the paper(s) written for the course. (Save everything!) In spite of the limitations on courses accepted for major credit, students who have gotten a good start on Core and major requirements before leaving for study abroad should have no trouble completing them, even if they spend an entire year abroad. It is especially helpful if they complete the U.S. History requirement (HS 181-182) and the Study and Writing of History (HS 300) before studying abroad.

Students who are contemplating a senior honors thesis and who will be abroad during the normal application process in the spring of their junior year are strongly urged to plan ahead. They should try to establish a thesis topic and to identify a faculty member willing to supervise their work before departing and verify that they will be able to be in email contact with their thesis advisor while abroad. They should be aware that the deadline for submission of applications is April 1 of their junior year. For additional information, they should consult with the director of the History Honors Program early in the semester prior to their departure for study abroad.

For additional information on foreign study for history majors, visit 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, visit http://www.bc.edu/schools/cas/history/undergrad/minor.html.

If you have further questions about your study abroad, contact Professor Paul Spagnoli, Director of Undergraduate Studies, at 617-552-3878 or by email at paul.spagnoli@bc.edu.

Graduate Program Description

The M.A. and Ph.D. degrees are offered with concentrations in African and Middle Eastern, Asian, Early Modern European, Latin American, Medieval, Modern European, Russian and Eastern European, and United States history. The department also offers course work in three comparative areas: Atlantic World, Empires and Legacies, and Religious History. For the Master's in Teaching (M.A.T.) program administered by the Lynch School of Education see under M.A. Programs below.

Doctor of Philosophy in History

The Ph.D. degree in History is offered with concentrations in African and Middle Eastern, Asian, Early Modern European, Latin American, Medieval, Modern European, Russian and Eastern European, and United States history. The department also offers coursework in three comparative areas: Atlantic World, Empires and Legacies, and Religious History.

During the first semester of full-time study, doctoral students choose a faculty advisor, who oversees the student's progress in preparing for comprehensive exams and in developing a dissertation topic.

The Ph.D. is a research degree and requires special commitment and skills. While the degree is not granted for routine adherence to certain regulations, or for the successful completion of a specified number of courses, there are certain basic requirements.

Course and Residency Requirements: Students entering directly into the Ph.D. program are required to complete 42 credits, 36 of which are taken prior to comprehensive exams. All students in the Ph.D. program are required to pursue two semesters of full-time study during the first year and must, in the course of their studies, complete at least two seminars (one of which may be the Dissertation Seminar) and at least two colloquia (one in the major and one in a minor area).

Plan of Study: By the conclusion of the first semester, and after full consultation with their professors and the Director of Graduate Studies, students file a plan of study leading to the comprehensive examination. This plan of study consists of three areas of concentration, including one designated as the major area. From within this major area, students choose two fields of study. Because students are expected to develop a mature understanding of this major area as a whole, one of these two major fields should be general in nature. Students then select one field of study from each of two additional areas of concentration.

Usually faculty require that students take at least some formal coursework in each field and expect students to develop and master a reading list of important books and articles. With the approval of the advisor and the Director of Graduate Studies students may offer, as one of the two minor areas, a discipline related to History or a topic within that cuts across traditional geographical or chronological boundaries. When considered necessary to a student's program, the department may require advanced-level work in a related discipline, either as a minor field or as supplemental work. This plan of study may be reviewed, evaluated and revised whenever necessary. However, changes must be approved by the faculty advisor and the Director of Graduate Studies.

Fields of Study: United States history: U.S. to 1877; U.S. since 1860; Intellectual and Cultural; Social, Economic, and Labor; Southern; Urban; Race and Ethnicity; Religion; Diplomatic; Gender and Women; African American; Legal and Constitutional.

Medieval: Social and Economic; Religious and Cultural; Anglo-Saxon and Anglo-Norman; Early Medieval France and Flanders; Byzantine.

Early Modern European: Religious, Intellectual and Cultural, Social and Economic, Gender and Women, Early Modern Britain, Early Modern France.

Modern European: Europe, 1789-1914; Modern Europe, 1870-1945; Contemporary Europe; Intellectual and Cultural; Social, Economic, and Labor; Diplomatic; Religious; Imperialism; Modern Britain; Modern France; Modern Germany; Modern Ireland.

Russian and Eastern European: Pre-Revolutionary Russia, Soviet.

Latin American: Colonial Latin America, Modern Latin America, Central America/Caribbean.

Asian: China; India and South Asia; Japan.

African and Middle Eastern: Africa; Empires and Legacies; Middle East; Religion; Slavery and the Slave Trade.

Comparative Concentrations: Atlantic World; Empires and Legacies; Religious History.

Language Requirement: Ph.D. candidates, with the exception of medievalists, must pass two language exams. Students concentrating in United States history may substitute competency in a field of particular methodological or theoretical relevance to their program of study for competency in a second foreign language. To do so, students must petition the Graduate Committee for the substitution and explain the nature of the field and its importance to the plan of study, particularly the dissertation. The student's faculty advisor certifies that the student has acquired the appropriate skills and knowledge. Medievalists must pass three language exams, one of which must be Latin or Greek.

The Comprehensive Exam: The student's oral comprehensive examination will be conducted by an examining board composed of four faculty members—two from the student's major area and one each from the two minor areas. A written examination may be substituted for an oral exam at the joint discretion of the student and the student's committee.

The Dissertation: Students must have a dissertation topic before taking and passing comprehensive exams. The last six credits earned for the degree, taken after the comprehensive exams, will be focused explicitly on the dissertation. These should include the Dissertation Seminar. Dissertation proposals, written in the Dissertation Seminar, must be

approved by the student's dissertation committee, consisting of three faculty, one of them designated as advisor. Proposals must be completed by the end of the semester following the passing of comprehensive exams and filed with the department. The completed dissertation must be approved by a committee of three readers—the faculty advisor and two other faculty members—and approved by the Director of Graduate Studies. It must also be defended at a public oral defense.

Master of Arts Programs

The M.A. degree in History is offered with concentrations in Comparative World, Early Modern European, Latin American, Medieval, Modern European (encompassing British, Irish, Continental European, and Russian), and United States history. The department also offers coursework in African, Middle Eastern and Asian history. In addition, the department sponsors interdisciplinary work leading to a Master's degree in Medieval Studies.

The Master of Arts in Teaching (M.A.T.) program for secondary school History teachers is administered by the Lynch School of Education. It requires admission to both the Graduate School of Education and to the Department of History. For further information on the M.A.T., please refer to the LSOE section on Master's Programs in Secondary Teaching or call the Lynch School of Education, Graduate Admissions Office, at 617-552-4214.

Requirements: The M.A. degree in History requires 30 graduate credits, a distribution requirement for each particular program, and an oral comprehensive examination.

Students are not allowed to complete the M.A. program by attending only summer sessions, but are required to take a total of at least four courses (12 credits) during the regular academic year.

Plan of Study: All candidates for the M.A. in History are encouraged to pursue an individual course of study developed in conjunction with their faculty advisor and selected by the student during the first year in the program. In making their selection of courses and seminars, students are urged to widen their chronological and cultural horizons while deepening and specifying one special area of concentration.

Students must choose a major and minor field. As many as seven courses (21 hours) can be taken in the major field. Major fields for the M.A. are Comparative World, Early Modern European, Latin American, Medieval, Modern European (encompassing British, Irish, Continental European, and Russian), and United States history.

The minor field is made up of a minimum of three courses (nine hours), at least one of which must be a graduate level course. Minor fields can be chosen from the same list of major fields or can be more conceptual or historiographical. Such fields, for example, could include a field in economic, social or labor history; or could concern race, gender, or world history. Minor fields must be approved by the Director of Graduate Studies.

Students whose prior academic preparation warrants an exception to the above requirements may, with the consent of their faculty advisor, request permission to substitute a different proportion or variety of courses and areas than those generally required. The opportunity for study in a major or minor area is open to the extent that the department offers sufficient courses in the student's area of interest.

Students may study in departments outside history, and, with the permission of the Graduate Committee, a candidate whose advisor so recommends may earn as many as six credits in Classics, Economics, English, Political Science, Sociology, or other related disciplines. Graduate credits earned in a related discipline will be included in the distribution requirements for the appropriate area.

In addition to the general requirements for the M.A. degree, students in the History program are required to complete a seminar in their major area.

Language Requirement: Master's candidates must pass a foreign language reading examination, ordinarily in French, German, Russian, or Spanish. Another foreign language, when relevant to the research of the student, may be substituted with permission of the Graduate Committee.

Exam and Thesis: Students must take an oral comprehensive examination administered by the student's advisor and one additional faculty member—from the minor area.

Students planning to pursue a career in teaching may choose an alternative, teaching-focused comprehensive exam. This would require the student to present and defend a portfolio before their faculty advisor and a professor from the minor field. The portfolio would include, but not be limited to, a substantial research paper in the major field; two original syllabi designed for courses, one in the major and one in the minor field; and historiographical essays on both the major and minor fields.

Students may complete the Master's degree with or without a thesis. Those wishing to write a thesis should complete all of the other requirements for the degree and then request permission. The thesis counts for six credits and must be approved by the candidate's faculty advisor.

Medieval Studies

Students interested in an M.A. in Medieval Studies will be expected to take at least nine credits in Medieval history and at least six credits of graduate study in a related discipline. If the student is doing a thesis, it will be written under the direction of a member of the History Department and will be read by a member of the department in the related field of study. The candidate must pass a language exam in Latin.

Applications to the M.A. and Ph.D. Programs

The deadline for applications to the graduate programs in history is January 15. Ph.D. and M.A. applicants must submit GRE general scores (the GRE in History is not required), official undergraduate and graduate transcripts, at least three letters of recommendation, a personal statement emphasizing intellectual interests, a writing sample (a paper written for a recent course or one written expressly for the application), and all the application forms.

Funding

The History Department has a highly competitive Ph.D. program, but one which guarantees five years of funding to all incoming Ph.D. students contingent upon satisfactory academic performance and progress towards the degree, as well as satisfactory performance in teaching as evaluated by the faculty of the Department of History.

Students interested in the Doctoral or Master's programs should write to: Director of Graduate Studies, History Department, Boston College, Chestnut Hill, MA 02467, or email: adrien@bc.edu.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

HS 001-002 Europe in the World I and II (Fall/Spring: 3)
Corequisite: HS 003-004
Satisfies History Core Requirement
Offered Periodically

These courses focuse 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.
John Rosser
Sally Shockro

HS 005 Asia in the World I (Fall: 3)
Corequisite: HS 007
Satisfies History Core Requirement
Offered Periodically
Followed in spring semester by HS 006

This Core course surveys the Asian origins of the modern world, from the rise of the Eurasian empire under the Mongols in the thirteenth century to the global colonial context of the Industrial Revolution in the eighteenth century. We will challenge common geographical (mis)conceptions (e.g. "East" vs. "West") in historical narratives, uncover their origins and how they have changed. While emphasizing the global conjunctions in history, this approach highlights Asian experiences of the historical forces that integrated yet also divided the world in changing ways: trade routes, migrations, religions, empires, wars, ideologies, and the constraints of a shared ecological environment.
Franziska Seraphim

HS 006 Asia in the World II (Spring: 3)
Corequisite: HS 008
Satisfies History Core Requirement

This course examines Asia in the shaping of the modern world, from competing definitions of empires circa 1800 to the rise of the notion of the twenty-first as a "Pacific Century." It investigates the definition(s) of Asia as a world region, explores transnational interactions and emphasizes Asians as historical actors via written, visual and aural sources. Events are placed in the context of key historical paradigms, including varying definitions of modernity, the rise of the nation-state, the birth of mass politics, new mechanisms of war, the language of self-determination, changing views of gender, shifting types of media and consumption, etc.
Rebecca Nedostup

HS 011 Atlantic World I (Fall: 3)
Corequisite: HS 013
Satisfies History Core Requirement
Offered Periodically
Followed in spring semester by HS 012

This course surveys the history of the Atlantic world between the arrival of the Black Death in Europe in the mid-fourteenth century and the French Revolution at the end of the eighteenth century. We will pay particular attention to the ways in which the often violent encounters between people in this region of the world produced new social, cultural, and economic forms. Among these were ideas about gender, race, and the relationship between communities and individuals, notions of equality, and the emergence of a global system of trade.
The Department

HS 012 Atlantic World II (Spring: 3)
Corequisite: HS 014
Satisfies History Core Requirement
Offered Periodically

This course will focus on the effects of rapid technological and economic development upon European and Atlantic society, politics and ecology. The readings and lectures will explore the dilemmas which industrial civilization created and the various responses to these problems. Our goal is to gain a better understanding of how these forces transformed "traditional" society into our "modern" world.
Kevin O'Neill

HS 023 Eurasia in the World I (Fall: 3)
Corequisite: HS 025
Satisfies History Core Requirement
Offered Periodically
Followed in spring semester by HS 024

This class will discuss the changing frontiers of Europe's religious, economic, cultural, technological, and the interactions that defined that liminal space. Europeans from the Middle Ages through the French Revolution created their identities, both individual and communal, through their interactions with other peoples, and they often used these relationships to declare their status within European society. We will explore geographic boundaries as Europeans became increasingly active outside of Europe proper, but we will also examine other frontiers that were crossed in this period, as technologies, economies, and religions expanded because of Europe's contact with other parts of the world.
Sally Shockro

HS 024 Eurasia in the World II (Spring: 3)
Corequisite: HS 026
Satisfies History Core Requirement

This course explores the political and economic restructuring of Western Europe, Russia, and the Third World under the pressure of the modern population explosion and Industrial Revolution. We will examine the outcome of these developments: the national security state; the age of revolutions (1776-1975); militarism; the new imperialism (1880-1914); Communism; Facism; the World Wars; capitalism after WW II; the Cold War and subsequent local wars. We will look at the reform then collapse of the Soviet Union. And finally, the breakdown of the bi-polar world of the Cold War and the emergence of the globalized, multi-polar, inter-dependent world of today.
Roberta Manning

HS 031 Europe and the Modern World I (Fall: 3)
Corequisite: HS 033
Satisfies History Core Requirement
Offered Periodically
Followed in spring semester by HS 032

Because so much of modern history has been dominated by Europe and because Europe pioneered the crucial historical processes that the entire world has since experienced, this course focuses particular attention on Europe. Nonetheless, it also traces the changing patterns of interaction and domination that have characterized the

relationship between Europe and the non-European world. First semester topics include the Renaissance and Reformation movements; state building and constitutional conflicts in England and France; European empires in North America and the Atlantic slave trade; the Enlightenment and the French Revolution.
Virginia Reinburg

HS 032 Europe and the Modern World II (Spring: 3)
Corequisite: HS 034
Satisfies History Core Requirement
Offered Periodically

The continuation of HS 031. Topics covered in the second semester include the development of industrial capitalism and its impact on Western and non-Western societies, the ascendant bourgeoisie and its critics, the growth of democracy, the crisis of liberalism and capitalism in the twentieth century, and the interaction of Europe with the rest of the world. In both semesters, we examine these aspects of the West's development with particular emphasis on the significance of gender, race, class, and other forms of difference.
James Cronin

HS 035 Europe and the Modern World I (Fall: 3)
Corequisite: HS 037
Offered Periodically
Followed in spring semester by HS 036

This course surveys European history from the Renaissance through the French Revolution, emphasizing economic, political, and social developments. The course pays particular attention to the development of the global economy and the European state system. We will examine these developments and their impact on the lives of men and women both in Europe and around the globe. As a result, understanding issues of class, gender, and race are crucial to this endeavor. .
Sarah Ross

HS 036 Europe and the Modern World II (Spring: 03)
Corequisite: HS 038
Offered Periodically

This course begins with discussion of the "dual revolution"—the French and industrial revolutions—that simultaneously posed the central questions of our era and anticipated the major lines of argument and development. At the center of the course is the European experience, but a primary aim is to assess Europe's place within, and impact upon, the wider world and the way in which the non-European world has reacted to and affected Europe. Inevitably, the United States plays an important part in this story—both as an extension and projection of Europe and as an alternative to it.
The Department

HS 041 Europe in the World I (Fall: 3)
Corequisite: HS 043
Satisfies History Core Requirement
Offered Periodically
Followed in spring semester by HS 042

This course will examine tensions between peasants and landlords, laypeople and clergy, the state and its subjects, Europeans and those they colonized and enslaved, colonists and their home societies, Catholics and Protestants, and supporters of absolutist monarchy and their critics. Readings include the autobiography of a disgraced university lecturer; the story of a peasant pilgrimage gone wrong; consumerism run amok in the Italian Renaissance; the story of a New England girl kidnapped by Native Americans; and the autobiography of an African who spent part of his life as a slave, and part as the writer of anti-slavery tracts in London.
The Department

HS 042 Europe in the World II (Spring: 3)
Corequisite: HS 044
Satisfies History Core Requirement
Offered Periodically

This course seeks to acquaint students with the ways in which today's Europe (and today's wider world) developed out of the very different world of the late eighteenth century. It centers on what have been called "the plagues and pleasures" of a competitive market economy, tracing the rise of that economy in the nineteenth century as well as the challenges it has endured and the changes it has experienced since then. The course fulfills the second half of the university core requirement in history.
Paul Spagnoli

HS 059-060 Islam and Global Modernities I and II (Fall/Spring: 3)
Corequisite: HS 061-062
Satisfies History Core Requirement
Offered Periodically

These courses survey the making of the modern world from the perspective of Eurasia, from the long-distance links formed by medieval Islam to the global context of the Industrial Revolution of the eighteenth century. Along the way, we will challenge common geographical (mis)conceptions of East versus West in historical narratives and find out where they came from and how they have changed. While emphasizing global conjunctions in history, this course will highlight the interaction of Europe and Asia in the the period before 1880. Topics to be examined include trade, religion, ecological change, migration, and warfare.
Prasannan Parthasarathi

HS 063 Latin America in the World I (Fall: 3)
Corequisite: HS 065
Satisfies History Core Requirement
Offered Periodically
Followed in spring semester by HS 064

This course runs from the 1490s to the 1790s and is a survey of the rise of capitalism and colonialism and their impact (economic, social and cultural) upon Europeans and Latin Americans (Indigenous, Iberian and African), including the rise of Portuguese, Spanish, Dutch, and English empires, the Atlantic slave trade, and the revolutions in England, France and their American coonies.
Deborah Levenson

HS 064 Latin America in the World II (Spring: 03)
Corequisite: HS 066
Satisfies History Core Requirement
Offered Periodically

The course looks at the development of modern Latin America through the examination of revolutions that took place throughout the Americas from the late eighteenth through the early twenty-first centuries. The independence of United States from England failed as a model for political, economic, and social change in Latin America. Through an understanding of the Haitian Revolution, the Independence movements of the Spanish Americas, Brazil's break from Portuguese authority, the struggle for Cuban Independence in the

late nineteenth century, the Mexican Revolution, and the socialist revolutions in twentieth century Latin America, we will trace the development of modern Latin America.
Zachary Morgan

HS 067 Transatlantic Modernities I: Inventing the Subjective Individual (Fall: 3)
Corequisite: HS 069
Satisfies History Core Requirement
Offered Periodically
Followed in spring semester by HS 068

This course is a survey that tells the story of early modernities as the invention of subjective individualism—ie., of the rights-bearing subject as the primary source of significance and value. In theory, a traditional society is one in which community and communal values have priority over the individual. Seen this way, modernity completely rejects and negates tradition. In practice, however, modernity is always an ongoing negotiation with some elements of tradition—and produces multiple modernities. This intellectual and cultural historical survey employs a large amount of art and music history.
Stephen Schloesser, S.J.

HS 068 Transatlantic Modernities II: Fragmenting the Liberal Individual (Spring: 3)
Corequisite: HS 070
Satisfies History Core Requirement
Offered Periodically

This course is a survey that continues the story of subjective individualism into late modernity. In theory, the Liberal individual was a simple unit: liberated-from communal demands and inherited blood privileges, liberated-for competition on the basis of merit alone in an open public sphere. In practice, the development of individual rights in Liberal bourgeois society turned out to be uneven, privileging some communal members while leaving others disadvantaged along fragmented lines of race, class, and gender.
Stephen Schloesser, S.J.

HS 081-082 Modern History I and II (Fall/Spring: 3)
Satisfies History Core Requirement

These courses cover several centuries of time and traces the political, social, economic, and cultural changes that created the modern world. Depending on the expertise of the instructor, different parts of the world may serve as focal points for examining the complex historical processes behind modern-day transnational relationships, values, and ideas. As part of the Core Curriculum, this course seeks to broaden students' intellectual horizons by exposing them to new places, periods, and perspectives.
The Department

HS 093-094 Modern History I and II (Fall/Spring: 3)
Satisfies History Core Requirement

These courses covers several centuries of time and traces the political, social, economic, and cultural changes that created the modern world. Depending on the expertise of the instructor, different parts of the world may serve as focal points for examining the complex historical processes behind modern-day transnational relationships, values, and ideas. As part of the Core Curriculum, this course seeks to broaden students' intellectual horizons by exposing them to new places, periods, and perspectives.
The Department

HS 103 Celluloid Salvation: Redemption in Twentieth-Century Cinema and History (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Department permission required.

How, in the modern world, is redemption possible? Theologians, laypeople, and artists have grappled with this question throughout the twentieth century. From Capra's faith in the individual's power to radiate good in everyday life to Keislowski's mystical vision of a world suffused with coincidence and interconnection, this course will use film to explore views of redemption (or notions of its impossibility) in the modern world.
Lynn Lyerly
Stephen Schloesser

HS 106 Teaching History Content Lab (Fall/Spring: 1)
Offered Periodically

This course is a one-credit workshop that will focus on issues and strategies related to teaching the subject matter of the course to which it is attached. It is highly recommended for Lynch School of Education students, but is also open to any students interested in teaching.
The Department

HS 111 America's War in Vietnam (Spring: 3)
Prerequisite: Any two semesters of HS 001 through HS 094

This course will examine America's thirty-year military involvement in Southeast Asia, one of the most controversial episodes in U.S. history. Students will read a wide variety of primary and secondary sources, from recently declassified state and Defense Department documents to poetry and short stories. Course readings are selected from various points on the left-right political spectrum, with both "hawks" and "doves" receiving their day in court. Lectures will include the origins of the Cold War, the Eisenhower, Kennedy, Johnson, and Nixon presidencies, antiwar activism and other Vietnam era movements, and American soldiers' experience during and after service in Vietnam.
Seth Jacobs

HS 120 Introduction to African Diaspora Studies (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with BK 110
Offered Periodically
Fulfills Non-Western Requirement for History Majors

See course description in the African and African Diaspora Studies Department.
Martin Summers

HS 128 Service, Social Justice, and Solidarity: Latin America and Beyond (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with IN 128 and TH 128
Fulfills Non-Western Requirement for History Majors

See course description in the International Studies Department.
Deborah Levenson
Linda MacKay

HS 136 Ancient Tyranny (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with CL 190
Offered Periodically

See course description in the Classical Studies Department.
Meredith Monaghan

HS 148 Introduction to Feminisms (Fall/Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with EN 125, PS 125, SC 225

This class will introduce students to terms and concepts that ground feminist theory and gender analysis, to a range of issues that intersect with gender in various ways (e.g., nationalism and post colonialism, health, labor, sexuality, race, family), and to some classic texts in Women's Studies. It will also combine a brief historical overview of the development of first, second, and third wave women's movements, with an examination of their critiques by women of color.
The Department

HS 152 China Pop: Chinese Society through Popular Culture (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically
Fulfills Non-Western Requirement for History Majors

An exploration of how the artifacts of visual, material, aural, and ritual culture illuminate the practices and beliefs of people at various levels of Chinese society from the late imperial period to the present. Topics will include arrangements of space and time, popular entertainment, religion and performance, the growth of mass media, and the relationship of cultural forms to politics, protest, and global forces.
Rebecca Nedostup

HS 160 Germany Divided and Reunited (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with GM 242
Offered Periodically

See course description in the German Studies Department.
Christoph Eyckman

HS 162 Greek History (Fall: 3)
Prerequisites: Any two semesters of HS 001 through 094
Cross Listed with CL 205
Offered Periodically

See course description in the Classical Studies Department.
Kendra Eshelman

HS 171 Islamic Civilization (Fall: 3)
Prerequisites: Any two semesters of HS 001-HS 094
Cross Listed with FA 174, IC 199, TH 174
Satisfies Cultural Diversity Core Requirement
Offered Periodically
Fulfills Non-Western Requirement for History Majors

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 the diverse expressions of Muslims through the verbal and visual arts from Indonesia to Morocco and in the Western world. Students will read primary sources, look at works of art, listen to recordings, and view films.
Sheila Blair
James Morris
Dana Sajdi

HS 172 Post-Slavery History of the Caribbean (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with BK 318
Offered Periodically
Fulfills Non-Western requirement for History majors
Frank Taylor

HS 181-182 U.S. History I and II (Fall/Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094

A survey of the political, social, economic, and intellectual developments that have shaped and influenced the growth of the United States from a colonial appendage to a world power. The course seeks to provide a firm chronological foundation for the study of the American past, but seeks to go beyond narrative and to provide analytical insights into the institutions, society, economy, and ideas upon which American Civilization is founded.
The Department

HS 189-190 African-American History I and II (Fall/Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with BK 104-105
Satisfies Cultural Diversity Core Requirement

This 2-semester survey examines the history and culture of African-Americans from the pre-colonial period to the present. The first semester treats the period before the middle passage, the evolution of slave and free society, the development of Black institutions, and the emergence of protest movements through the Civil War's end. During the second semester, the emphases are placed on issues of freedom and equality from Reconstruction, urban migration, civil rights struggles through current consideration of race, class, and gender conflicts.
Karen Miller

HS 195 Africa in Film (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically
Fulfills Non-Western Requirement for History Majors

For almost a century now, from Die Voortrekkers (1916) to The Last King of Scotland (2006), Africa and its history has been depicted on film, influencing both how the world sees Africa, and how Africa sees itself. This course will critically examine the history of Africa in film as represented in the following genres: historical epics, biopics, and docudramas; adventure and romance films; documentary film; and indigenous African cinema.
Ron Lamothe

HS 199 African History Since 1870 (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically
Fulfills Non-Western Requirement for History Majors

This course traces Africa's most recent history, from its colonial partition to the present day, including the following topics and themes: wars of conquest and African resistance; explorers, traders, and Christian missionaries; imperial consolidation and colonial rule; economic development and underdevelopment; early nationalism; World War II; independence movements; decolonization; civil wars; neo-colonialism; the Cold War; apartheid in South Africa; democratization; Africa today.
Ron Lamothe

HS 208 Middle East in the Twentieth Century (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
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

HS 228 Byzantium and the Crusades (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically
Not open to students who have taken HS 338

Why did the Crusading movement, called by Pope Urban II in 1095 to fight Muslims in the Holy Land, end up storming the walls of Constantinople in 1204 in order to destroy the Christian empire of Byzantium? This is the central question that the course attempts to answer, and it will do so through an examination of primary sources in translation. Our consideration looks at the deterioration of East-West relations in the centuries immediately preceding the conquest of Constantinople, and focuses on how the Crusading movement threatened Byzantium from its very conception in 1095.
John Rosser

HS 241 Capstone: Boston's College—Your Life (Fall/Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with UN 532

See course description under University Courses.
J. Joseph Burns

HS 285 African American Life Stories (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with BK 226
Satisfies Cultural Diversity Core Requirement
Offered Periodically

A recurring theme in African American life histories is the narration of the moment when the black subject or author first becomes aware of himself/herself as a racial being in a society in which blackness has meaning. This course examines how these kinds of moments shaped individual perspectives of personal and racial identity, and uses narratives and autobiographies to analyze how meanings of blackness are shaped by region, class, gender, sexuality, and historical context.
Karen Miller

HS 300 Study and Writing of History (Fall/Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically
The Department

HS 300.03 Study and Writing of History: Law and Politics in the United States (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094

The course will focus on the interaction of politics and law in modern American life. We will begin by reading monographs which examine this phenomenon in specific settings, and then move on to identify controversies. Although open to all History majors, this section is recommended for those students interested in working with legal materials.
Mark Gelfand

HS 300.06 Study and Writing of History: Romans and Christians (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094

Only with the conversion of Emperor Constantine the Great (around 312 A.D.) did Christians become Romans in the sense of being full citizens of the Roman Empire. Before, they were not tolerated and subject to intermittent persecution for reasons that seemed quite logical to Roman officials like Pliny the Younger. How Romans viewed Christians from around 400 A.D. is explored along with questions about what it meant to be a Christian (e.g., a Gnostic Christian as opposed to a martyr), why important persons like Constantine and Augustine converted while others remained pagans. Emphasis is given to analyzing primary sources by traditional Roman and Christian writers, in an attempt to explore what one modern historian, Keith Hopkins has called "the strange triumph of Christianity."
John Rosser

HS 300.25 Study and Writing of History: Montgomery Bus Boycott (Fall: 3)
Prerequisite: Any two semesters of HS 001 through HS 094

The dual purpose of this course is to analyze sources, methodologies, and approaches to writing about history, and, to incorporate that knowledge in the production of a significant research paper that treats a specific theme within the framework of the mid-twentieth century Civil Rights Movement (1945-1975).
Karen Miller

HS 300.36 Study and Writing of History: Race and Identity (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094

This course seeks to involve aspiring history majors in the process of reading, analyzing, researching, and writing history, with particular emphasis on the issue of race and identity. The course readings reflect a variety of approaches to questions of racial identity and "American-ness" over time. They have been selected to illustrate both historical and literary treatments of "race" and "identity" within the context of the United States. How do individuals become conscious of themselves as "racial" beings and as national citizens? How do racial identities comport with other identities? How does racial identity influence or color one's sense of self and relations with others outside of one's race? How ultimately, does race impact the study and writing of history over time?
Karen Miller

HS 300.37 Study and Writing of History: Women of the Renaissance (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094

Did women have a renaissance during the Renaissance? How did contemporary gender categories function? This course explores these and related questions about the women who lived in Italy and Northern Europe between 1350 and 1650. We will read dialogues, treatises and letters written by women from diverse backgrounds—from the published writing of Christine de Pizan to the domestic correspondence of Alessandra Strozzi—in conjunction with works by their male contemporaries (Castiglione, Erasmus, and others) and recent scholarship in this field.
Sarah Ross

HS 300.38 Study and Writing of History: Clinton Presidency in Historical Perspective (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

The first 2-term Democratic president since FDR and only the second president to be impeached, Bill Clinton ranks among the most controversial chief executives in modern American history. Even today, fifteen years after Clinton assumed office, his presidency sparks sharply differing assessments. It is either a model to be emulated, especially in economic matters, or a legacy to blame for current domestic and foreign crises.

Patrick Maney

HS 300.39 Study and Writing of History: The Global Cold War (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

The global Cold War, viewed through the prism of new historical works and recently declassified top secret documents from the U.S., former Soviet Union and other communist nations—now readily available in English online virtual archives—along with the information on the progress of the arms race over time (from 1945 on) found in the databases of NGOs, will allow you to see the Cold War over the shoulders of those who led it. This course will develop students' research, writing and analytical skills in using both primary and secondary sources. In the process, we will see how the global Cold War, Superpower rivalries and interventions, and the colonial rebellions of 1946-1975 created the world of the twenty-first century in which we live.

Roberta Manning

HS 300.40 Study and Writing of History: Death Penalty in the United States (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

All but a dozen states within the United States legally execute convicted murderers. Operating with a complex legal framework prone to mistakes, capital punishment is an emotionally charged issue that has divided the people and the courts of this nation for more than 300 years. This course will focus on the process, the trials and the consequences of the death penalty.

Alan Rogers

HS 300.41 Study and Writing of History: Eamon de Valera and Michael Collins: Rivals at the Birth of the Irish Free State, 1919-1922 (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course will examine the respective roles of Michael Collins and Eamon de Valera in the 1921 Treaty Debates, and in the Irish Civil War that followed (1922-1923). Using the accounts of the original Dail Eirann Debates, together with Irish and British government archives from the period under review, students will study how the de Valera-Collins alliance against the British became adversarial during the Civil War.

Thomas Hachey

HS 300.43 Study and Writing of History: Thatcher's Children (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Margaret Thatcher was arguably the most important prime minister in twentieth-century Britain. She did more to reshape the British economy, British Society and Britain's political landscape than David Lloyd George, Winston Churchill, Clement Atlee or Tony Blair. As a consequence, political leaders since Thatcher-John Major, her Tory successor, and both Tony Blair and Gordon Brown, leaders of the Labour Party that has governed Britain since 1997, have been forced to come to terms with her legacy in one fashion or another. They are all in a sense "Thatcher's children." This course will provide an opportunity for students to trace the "Thatcher effect" on her successors.

James Cronin

HS 300.44 Study and Writing of History: Black Migrations—Movement and Mobility in the African Diaspora (Fall: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

This course examines the historical experiences of people of African descent through the lens of movement and mobility. Operating on the premise that these concepts are not synonymous, we will explore the ways in which the history of people of African descent has been a history of spatial movement both voluntary and involuntary, and social mobility, both upward and downward. We will look at how this movement and mobility has produced and sustained a diaspora, focusing primarily on the communities and cultures of people of African descent in the Americas.

Martin Summers

HS 300.45 Study and Writing of History: Violence Makes History (Spring: 2)

Prerequisites: Any two semesters of HS 001 through HS 094

This course will use Memoria del Silencio, the report from Guatemala's Truth Commission on violence on Guatemala between the late 1970s and until the early 1990s, as a primary source for studying and writing about violence as an historical force. The class will read selections regarding the many controversies surrounding truth commissions, including those that relate to the collection of data. As well, students will look at how one scholar, the Guatemalan Jesuit anthropologist Ricardo Falla, has used the documentation of horrors as a means to understand and write about what appears to be beyond the realm of description.

Deborah Levenson

HS 300.46 Study and Writing of History: The Scramble for Africa (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

Between 1880 and 1914, almost the entire continent of Africa, some ten million square miles, was partitioned between five European powers and the King of the Belgians. This course explores the motives, methods, and legacies of this 'Scramble for Africa,' with particular emphasis on African responses to this imperial phenomenon.

Ron Lamothe

HS 300.65 Study and Writing of History: Travel and Espionage in the Middle East (Spring: 3)

Prerequisites: Any two semesters of HS 001 through HS 094

The literature of travel has played an important role in writing history ever since its beginning. The so-called father of history, Herodotus, drew upon his travels to Egypt for his work that has foundational for European historiography. In recent centuries, travels to and from the Islamic world have been the occasion for espionage as well as literature. This course will assess the value of travel literature as a source for cross-cultural historical (mis)understanding. Topics to be considered will be drawn from sources such as Lawrence of Arabia, Richard Burton, and the lesser known W.G. Palgrave, Muhammad al-Saffar, and Ibn Batuta.

Benjamin Braude

HS 300.73 Study and Writing of History: Public and Private in the Age of Revolution (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094

During these years Ireland experienced dramatic and often violent social and political change. Major events included the emergence of colonial nationalism and Republicanism, the Revolution of 1798, and the Act of Union. Traditional historiography has explored these events through the personalities of the major political leaders involved. More recent historical work has focused on political ideologies and social dynamics that underlie these developments. This course will take a different perspective by exploring Irish society through the experiences of a small rural community. Using the personal diaries, letters and papers of one rural Irish woman, Mary Shackleton of Ballitore, Co. Kildare, we will explore the use of personal papers in the writing of social and political history.
Kevin O'Neill

HS 300.81 Study and Writing of History: Witchcraft, Heresy, and Magic (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094

The purpose of the course is to introduce students to the practice of history through intensive reading and writing about witchcraft, magic and heresy in sixteenth and seventeenth-century Europe. Over this two hundred year period thousands of trials were conducted in church and secular courts for practices labeled sorcery, superstition, and heresy. At the same time, hundreds of published works on demonology by theologians, lawyers, and rulers portrayed in detail the many offenses against God and humanity committed by Satan and his human collaborators, the witches.
Virginia Reinburg

HS 300.82 Study and Writing of History: France and the French in the Age of World War (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094

France experienced both victory and defeat in the world wars of 1914-1918 and 1939-1945. How did France come to be involved in the two wars? How did the French win in 1918, lose in 1940, and take their place among the victors again in 1945? How did the wars affect French society, class and gender relations, and political divisions in the years from 1914 to 1945?
Paul Spagnoli

HS 692 Honors Project (Fall/Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094

Proposals should be submitted, accompanied by a supporting letter from the directing faculty member to the Chairperson of the departmental Honors Committee no later than April 1. All proposals for honors projects must be approved by that committee. Completed honors theses are due in April of the senior year.
The Department

HS 693 Honors Seminar (Fall: 3)
Prerequisite: Approval through Honors Committee

This course, required for seniors doing an honors thesis or an advanced independent research project, will guide thesis writers through the art and mechanics of writing a thesis. In the seminar, students will regularly report on their progress, master citations and bibliographies, learn how to structure and outline a project of this length, and by semester's end will prepare a draft of the introduction and first chapter.
The Department

HS 694 Honors Thesis (Spring: 3)
Prerequisite: Approval through Honors Committee

Students who have the approval of the History Department to enroll in a special honors project will carry this course as the credit vehicle for the paper produced in that project. This course is open only to students who have been given approval to enroll in an honors project.
The Department

HS 695-696 Advanced Independent Research (Fall/Spring: 3)
Prerequisite: Approval through Honors Committee

Proposals for possible designation as scholar's projects should be submitted to the Director of Undergraduate Studies early in the spring. Details of dates and required materials are available either from the Director's Office or from the office of the Dean of Arts and Sciences. All proposals must be approved by the Director and the Departmental Honors Committee.
The Department

HS 699 Readings and Research: Independent Study (Fall/Spring: 3)
Prerequisites: Permission of professor and Director of Undergraduate Studies, any two semesters of HS 001 through HS 094

Students who wish to pursue a semester of directed readings with individual faculty members under this category must secure the permission of the faculty member and the Director of Undergraduate Studies. Lists of faculty members and their fields can be obtained from the Department.
The Department

Undergraduate and Graduate Course Offerings

HS 131 American Icons/Nineteenth-Century Images of National Identity (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with FA 263
Offered Periodically

See course description in the Fine Arts Department.
Judith Bookbinder

HS 164 Historical Archeology (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically
Not open to students who have taken HS 224

Of what use is archeology to the historian? How do the goals and techniques of historical archeology complement those of traditional historical research? How has historical archeology developed since the early nineteenth century, when it was little more than treasure-hunting for European museums? In exploring these and other questions, our attention will focus on ancient Egypt, on the ancient and medieval Mediterranean, and on the Americas.
John Rosser

HS 176 Business in American Life (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically
Not open to students who have taken HS 260

An examination of the interplay between business ideas and practices and American society and politics. This is not an economic history course, but a study of how the entrepreneurial spirit has helped shape the contours of modern America. Among the topics to be

covered are the continuing tension between the profit motive and the sense of commonwealth, the rise of corporate structure and corporate power, and the role of government.
Mark Gelfand

HS 302 From Sun Yat-Sen to the Beijing Olympics (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

The World Fair will begin in Shanghai on May 1, 2010. Sun Yat-sen was declared the first president of the Republic of China almost one hundred years earlier, thereby ending centuries of dynastic history. In the years since, in addition to great leaps forward and long marches, there have been wars civil and international, revolutions cultural and economic and an olympics thrown in as well. This survey course of twentieth-century Chinese history encompasses these tumultuous events as well as aspects of the political system, minorities, environment, human rights and contemporary culture.
Jeremy Clarke, S.J.

HS 309 Twentieth-Century Japan (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Satisfies Cultural Diversity Core Requirement
Offered Periodically

This course focuses on the emergence of Japan as an international, industrialized, and democratic country from the late nineteenth through the end of the twentieth century. We will read about Meiji society as it was imagined and lived, examine ideas and realities of Japanese imperialism in Asia, discuss the nature of wartime fascism compared to ultranational regimes elsewhere, and tackle contradictions that characterize postwar society, a society that grew out of the war experience while conceiving of itself as the war's obverse. Finally, we will assess the changes and challenges in the 1990's in relation to Japan's long postwar.
Franziska Seraphim

HS 325 Revolutionary Cuba: History and Politics (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with BK 325
Satisfies Cultural Diversity Core Requirement
Offered Periodically
Fulfills Non-Western requirement for History majors

This course has as its focus Cuba's foreign and domestic policies since the revolution. Because Cuba is, in Fidel Castro's words, a "Latin African" country, some attention will be focused on the issue of race and the revolution in Cuba. Likewise, the history of Cuba's policies in Africa and the Caribbean will be looked at closely. It is, however, not a traditional course in diplomatic history. It explores the interface between domestic and foreign policy throughout, relating this to the specific case of Cuba since 1959.
Frank Taylor

HS 326 History of Modern Iran (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Satisfies Cultural Diversity Core Requirement
Offered Periodically
Fulfills Non-Western Requirement for History Majors

This course will provide an analysis of the trends and transformations in the political, social and cultural history of Iran from the late nineteenth century to the present. Emphasis will be placed on the following: structural changes in the Iranian economy and society in the latter part of the nineteenth century; social and religious movements; the constitutional revolution of 1905-1911; changing relations between Iran and the West; Iran's experience as a modernizing state, 1925-1979; cultural roots and the social-structural causes of the Iranian Revolution of 1977-1979; economic and political developments since the revolution; and Iran's current regional and international role.
Ali Banuazizi

HS 328 Mexican Revolution (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Satisfies Cultural Diversity Core Requirement
Offered Periodically
Fulfills Non-Western Requirement for History Majors

This course is an in-depth study of the Mexican Revolution, one of the most important developments in Latin America, and the world's first social revolution of the twentieth century. Although we will focus on the years of revolutionary violence (1910-1917), the course begins with Mexican independence in 1810 and traces the roots of the Mexican Revolution through the pre-Revolutionary Porfiriato (1867-1910). We will also focus on the socioeconomic and political impact in the post-Revolutionary period between 1920-1940.
Zachary Morgan

HS 329 The Caribbean During the Cold War, 1962-1989 (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with BK 329
Offered Periodically
Fulfills Non-Western Requirement for History Majors

The focus is the Caribbean, a vitally strategic area as attested to most recently by the U.S. invasions of the Dominican Republic in 1965, Grenada in 1983, or Panama in 1989. The efforts of these small states to overcome their vulnerabilities provide a most fascinating subject. Of added interest is the fact that outside of Africa, the Caribbean countries are virtually the only sovereign communities of people of African descent in the world. We will analyze the historical ambience within which the states of the Commonwealth Caribbean operate and evaluate their attempts at maximizing their independence.
Frank Taylor

HS 330 Religion in Latin American History: From the Sun to Christ the Worker (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically
Fulfills Non-Western requirement for History majors

This upper level course looks at the various ways in which religious thought and practice have been inseparable from the course of Latin American and Caribbean history from the Pre-Conquest period to the present era. Emphasis is placed on the spiritual praxis of the pre-Conquest Andes, and the subsequent consequences of the Christian conquest, debates about Christianity and Conquest on Hispaniola in the 1500s, Islam and slave rebellion, Vodun in the Haitian history, the Church and the Mexican Revolution, and Theology of Liberation.
Deborah Levenson

HS 344 History and Historiography of the Arab Israeli Conflict (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

This course introduces students to the history of the Arab-Israeli conduct from the inception of the Zionist movement in the nineteenth century until the end of the twentieth century. Given that history itself is a site of contestation in this conflict, the course will focus equally on the various and conflicting historical narratives, and will explore fundamental issues in the relationship between history writing and ideology, especially the use of history as a tool for the shaping of collective identities, and for legitimizing and justifying nationalist claims.
Dana Sajdi

HS 360 History of Racism (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with BK 360
Satisfies Cultural Diversity Core Requirement
Offered Periodically

A broad chronological survey of a topic of major social significance. Themes are drawn from different cultures in order to establish what is distinctive to racism in the modern Euro-American world. Moving beyond white-black polarities in the United States, this course will complicate our understanding of race and racism, categories which themselves must not be taken for granted, but instead must first be analyzed before the phenomena they supposedly define can be studied. These problematic categories must then be set in time and place so that we can understand how, when, and where, they do or do not emerge.
Benjamin Braude

HS 365 Odysseys in the Western and Islamic Traditions (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

Bridging the traditional divide between "East" and "West," "Christendom" and "Islamdom" and viewing cultural production as rooted in the human experience, this course focuses upon similar literary and intellectual trajectories across Europe and the Middle East from antiquity to the late eighteenth century. We will examine a series of parallel texts that span the genres of epic, poetry, biography, autobiography and travel narrative. Students will be asked to read these texts in two ways: as an individual perspective (male or female) and as an odyssey—a literary repository of socio-cultural transformation and exchange.
Sarah Ross
Dana Sajdi

HS 373 Slave Societies in the Caribbean and Latin America (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with BK 373
Satisfies Cultural Diversity Core Requirement
Offered Periodically
Fulfills Non-Western Requirement for History Majors

Over 90 percent of slaves imported into the Americas during the Atlantic slave trade were brought to the Caribbean Islands and South America. The Caribbean Islands received 42.2 percent of the total slave imports and South America 49.1 percent. Among the topics covered are the rise and fall of slavery, the economics of slave trading, slave demography, patterns of slave life, slave laws, slave resistance, slave culture, social structure and the roles of the freed people. The compass of the course embraces a variety of English, French, Portuguese, Spanish, and Dutch speaking countries and a comparative approach.
Frank Taylor

HS 385 Introduction to Modern South Asia (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Satisfies Cultural Diversity Core Requirement
Offered Periodically
Fulfills Non-Western Requirement for History Majors

This course is a survey of the history of the Indian subcontinent from Mughal times to Independence. Topics to be covered will include: the decline of the Mughal Empire, the rise of British rule and its impact, the Mutiny and Civilian Revolt of 1857, the invention of a traditional India in the nineteenth century, law and gender in British India, Gandhi and Indian nationalism, and independence and partition.
Prasannan Parthasarathi

HS 401 The Reformation (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

This course will explore the religious and social history of the Protestant and Catholic Reformations. We shall examine in detail the major theological and ecclesiological questions of the sixteenth century. We shall consider these questions by focusing on the ideas and activities of Erasmus, Luther, Calvin, Ignatius Loyola, and Teresa of Avila. However, we shall also devote considerable attention to the opinions and religious practices of the ordinary believer, Protestant and Catholic, female and male, peasant and aristocrat.
Virginia Reinburg

HS 409 500 Years of Michelangelo's Chapel in History and Imagination (Fall: 3)
Prerequisites: Any two courses HS 001 through HS 094
Cross Listed with TH 409
Offered Periodically

From 1508 to 1512 Michelangelo painted the ceiling of the Sistine Chapel in Rome. From 1536 to 1541 he completed its altar wall, "The Last Judgment." Together these works constitute one of the most amazing individual achievements in the history of imagination and creativity. They coincided with the Protestant and Catholic Reformations, the rising power of the Ottoman empire, and the achievements of the Renaissance.
Benjamin Braude

HS 425 Twentieth-Century Britain (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

A survey of Great Britain since 1900 concentrating on social and economic history. The course deals with such topics as the decline of Britain's economic superiority, changes in social structure, the rise of the working class, changes in political ideologies, and the growth of the welfare state.
Peter Weiler

HS 431 Ireland: Union to Rebellion (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

This course will examine the political, cultural and social history of Ireland from the Act of Union that united the kingdoms of Ireland and Great Britain to the Anglo-Irish Treaty of 1921 that began their

separation. Topics considered in detail include the Act of Union, Daniel O'Connell and the struggle for Catholic Emancipation, the Great Famine, the Land War, the Home Rule Crisis, the 1916 Rising, the War of Independence and the Treaty of 1921.
Kevin O'Neill

HS 432 Eigteenth-Century Ireland (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

Ireland experienced dramatic and often violent social, economic and political changes as its place within the British political system and Atlantic culture emerged. These global changes coincided both with the emergence of a vibrant colonial culture represented by figures such as Jonathan Swift , Richard Brinsley Sheridan and Edmund Burke, and a persistent indigenous culture, outside the view of Anglo culture. This course will explore the interaction of Anglo and Gaelic Irish and the major historical events of the period: the emergence of the Penal system, colonial nationalism, republicanism, the Revolution of 1798 and the Act of Union.
Kevin O'Neill

HS 434 History of Northern Ireland, 1912 to the Present (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

This course will explore in detail the origins of the political crisis in Northern Ireland. Particular attention will be paid to political, economic and social developments in the province. The turbulence of the last 28 years and the peace process which has successfully produced the landmark "Good Friday Agreement" will be examined. The course will consider the challenges that remain for the new Northern Ireland Assembly and how that body will function within Northern Ireland and work with the British and Irish governments.
Robert Savage

HS 436 Twentieth-Century Ireland (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

This course will explore the political, cultural and social history of Ireland in the twentieth century. Topics covered will include the Gaelic and literary revival, women's suffrage, the struggle for independence, civil war and the partition of the island. We will also examine economic development on both sides of the border and look at the civil unrest that has plagued Northern Ireland over the past thirty years. Particular attention will be devoted to the unfolding peace process and the role played by British, Irish and American leaders in trying to find a solution to "The Troubles."
Robert Savage

HS 440 Early Modern Ireland—1550-1800 (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically
Tom Bartlett
Burns Scholar

HS 444 End of History and After (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

The ending of the Cold War and the collapse of socialism prompted a lively and intense debate about "the end of history." This course will investigate how such a strange notion could have arisen and attracted such serious attention, and whether this debate has any continuing effect on historical understanding and interpretation.
James Cronin

HS 448 Eastern and East Central Europe during the Short Twentieth Century (Fall: 3)
Prerequisites: Any two courses HS 001 through HS 094
Offered Periodically

This course explores the turbulent and violent history of Eastern and East Central Europe during the short twentieth century (from 1918 to 1994). Its goal is to give students a comparative international perspective of the different historical evolutions of Poland, Czechoslovakia, Hungary, Romania, and Yugoslavia from the end of World War I to the collapse of Communism and the breakup of Yugoslavia. We will focus on the following topics: the rise of fascism; World War II; the Holocaust; the adoption of the Soviet model; the impact of Stalinism; the collapse of communism; and finally, the civil war in Yugoslavia.
Balazs Szelenyi

HS 454 Twentieth- and Twenty-First Century Russia (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

Whither Russia? What does the future hold in store for the world's largest nation, which has long surprised, amazed, horrified and astonished outside observers? We will seek to answer this question by surveying this nation's stormy course from Tsar Nicholas II to Putin and Medvedev, with emphasis on the Soviet period. Topics include the revolutionary movement, the Revolutions of 1905 and 1917, the Civil War, the NEP, Stalinism, industrialization, collectivization, political terror, World War II, the Cold War, de-Stalinization, Stagnation, Perestroika, the Fall of Communism, the dissolution of the USSR, the Great Post-Soviet Depression, and revival under Putin and Medvedev.
Roberta Manning

HS 457 Stalin (Fall: 3)
Prerequisites: Any two courses of HS 001 through HS 094
Offered Periodically

We will study Stalin's formative years, his career as a revolutionary before 1917, his rise to political power, industrialization, collectivization, political terror, World War II, post-war recovery and the Cold War. We will read the first and the latest biographies of Stalin, the moving memoirs of a Terror victim, and recent scholarship on the origins of the Cold War. The course will draw on a number of feature and documentary films (including the recent Oscar winning "Burnt by the Sun") and a new PBS series on World War II, "Russia's War."
Roberta Manning

HS 460 Hitler, Churches, and the Holocaust (Spring: 3)
Cross Listed with HP 259 and TH 482

See course description in the Theology Department.
Donald J. Dietrich

HS 471 Twentieth Century Jesuit Intellectual Tradition (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with TM 471
Offered Periodically

A survey of the writings of Jesuit scholars who lived and/or were published in the twentieth century such as: Gerard Manley Hopkins;

Henri Bremond; George Tyrrell; Pierre Teilhard de Chardin; Alfred Delp; Yves de Montcheuil; Karl Rahner; Henri de Lubac; William F. Lynch; Walter J. Ong; Michel de Certeau; John W. O'Malley; Roger Haight.
Stephen Schloesser, S.J.

HS 476 The Culture of Athenian Democracy (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with CL 254
Offered Periodically

See course description in the Classical Studies Department.
Gail Hoffman

HS 488 The French Revolution (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

A social and political history of France during the turbulent decade, 1789-1799. The course will consider the origins of the Revolution, the reconstruction of France by the National Assembly, the failure to regain stability in 1791-1792, the rise of the radical Jacobins and the sans-culottes, the Reign of Terror, the Thermidorian Reaction, the winding down of the Revolution, and the rise of Napoleon Bonaparte. It will conclude with an examination of the consequences of these events.
Paul Spagnoli

HS 501 Natives and Newcomers in Early America (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

During the colonial period, North America transformed from a native place to a cultural melting pot, where a variety of American, European, and African peoples vied for control of the continent. This course will examine the transformation of the continent from the perspective of its original inhabitants, viewing the vast changes in native lives and intercultural relations from the fifteenth-nineteenth centuries. We will cover such topics as trade and communication between Indians and Europeans; Indian slavery; transmission of Christianity; conquest and dispossession of native lands; development of political alliances and pan-Indian movements; and Indian policy in the early-United States.
Owen Stanwood

HS 502 Church and State in America (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

This course will explore the intersections of religion and law in American history. After initial lectures and readings about the origins of the American religious "settlement" as expressed in the First Amendment to the Constitution, it will examine both the legal and the religious issues involved in such controversial subjects as abortion, marriage, assisted suicide, and individual religious expression.
James O'Toole
Alan Rogers

HS 516 American Revolution, 1760-1805 (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

The revolutionary crisis in British America started small—as an arcane debate over parliamentary taxation—but by the end of the eighteenth century had helped to create a new world order. It created a new nation, divided what had been a remarkably cohesive British Empire, and provided a salient example to other people fighting against arbitrary power in such diverse locales as France, Ireland, and St. Domingue. This class will examine the causes, course, and outcomes of the Revolution—not just in the future United States, but from Europe to the Caribbean and the North American interior.
Owen Stanwood

HS 524 U.S. Bill of Rights (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094

In 1791 the Bill of Rights were added to the United States Constitution. Aimed at protecting citizens' rights and liberties, they have alternately expanded and contracted throughout our history, largely because statements alone cannot guarantee rights and the proper role of government. Some groups within American society have sought to limit and others have worked to expand the reach of the Bill of Rights. This very issue has often divided the Supreme Court of the United States. These historic debates about how best to interpret and protect the rights of Americans are the focus of this course.
Alan Rogers

HS 528 Health and Disease in the African American Experience (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with BK 385
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

HS 547 Gender and Sexuality in the African-American History (Spring: 3)
Martin Summers

HS 549 Emergence of Modern America, 1917-1945 (Fall: 3)
Prerequisites: Any two semesters HS 001 through HS 094
Offered Periodically

Covers U.S. domestic and foreign affairs from World War I through World War II. Topics include World War I; the 1920s—myths and realities; Depression America; Franklin and Eleanor Roosevelt and the emergence of the modern presidency; and World War II, at home and abroad.
Patrick Maney

HS 550 Paths to the Present: U.S. Since 1945 (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically
Patrick Maney

HS 557 New England from Winthrop to Walden (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

The Puritan settlement of New England in the seventeenth century created one of the most distinctive societies in the Atlantic world. This course will examine its development in a wider English Atlantic world, focusing on such topics as the development of Puritanism; popular religion and witchcraft; daily life in the colonies; relations with Indians, the French, and the wider British Empire; the region's role in the revolutionary crisis; and its uncomfortable place in American cultural and political life in the early republic.
Owen Stanwood

HS 565 American Immigration I (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

This is the first half of a 2-semester lecture course on American immigration. The first half covers the period up to 1865 and the second from 1865 to the present. Each half can be taken independently of the other. This semester we examine the history of immigration in the colonial and antebellum eras, focusing on the overseas origins of migration, both voluntary and involuntary; the parallel development of slavery and freedom in early America; the definition of citizenship, ethnicity, and assimilation in the national era; and the histories of Native Americans, African Americans, and British, German, and Irish migrants.
Kevin Kenny

HS 566 American Immigration II (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 002
Offered Periodically

This is the second half of a 2-semester lecture course on American immigration. The first half covers the period up to 1865 and the second from 1865 to the present. Each half can be taken independently of the other. This semester we examine the history of Irish, Italian, Jewish, Latino, and Asian Americans since the Civil War, with particular attention to the overseas origins of migration; patterns of settlement and mobility; questions of ethnicity, race, labor, and class; anti-immigrant sentiment; and government policy.
Kevin Kenny

HS 601 The French and Indian War (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

The French and Indian War (1754-1763), the great imperial struggle between Britain and France for mastery over North America, has been described as the first world war and as America's forgotten war. Part of a global conflict known as the Seven Years' War, which engulfed Europe and parts of Asia and Africa as well as North America, the French and Indian War transformed the relationship between the American colonies and Britain and determined the place of Indians in American history. This class examines the origins, course, and consequences of the war from the early eighteenth century through the American Revolution.
Kevin Kenny

HS 628 Religion in Chinese Society (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Satisfies Cultural Diversity Core Requirement
Offered Periodically
Fulfills Non-Western Requirement for History Majors

Categories that we take for granted, such as church/state, sacred/secular and supernatural/natural, do not always fit how religious phenomena either occur or are discussed in Chinese society. Daoism, Buddhism and the monotheisms have both intermingled with popular practices and the imperial cult, and opposed them. This course looks at the wide variety of Chinese religion in historical context, exploring its relation to such topics as gender, class, village and urban life and social rest and unrest. It will also address how the rise of the nation-state and notions of modernity have altered the perception and practice of religion.
Rebecca Nedostup

HS 654 Irish Women Emigrants: The Irish and American Context (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically

An outstanding characteristic of emigration from Ireland to North America was the large number of women in the emigration stream. This seminar course will be an examination of Irish women and emigration beginning with study of conditions in Ireland that resulted in women leaving in such large numbers. Following that will be an examination of their experience as immigrants in North America. Emphasis in the course will be on the use of research tools in historical work on Irish women, utilizing primary source materials such as estate papers, the letters women wrote home, and database characteristics of Irish women in America.
Ruth-Ann Harris

HS 665 Seminar in College Teaching: Women's Studies (Fall/Spring: 3)
Cross Listed with EN 603 and SC 664

See course description in the English Department.
The Department

HS 675 American Studies Seminar: New England (Fall: 3)
Prerequisite: Must have permission of the instructor
Offered Periodically
American Studies Minors Senior Seminar

This interdisciplinary seminar will explore both the persistence and the evolution of regionalism in American culture through a semester-long study of New England. Course readings will incorporate some historical material but the primary interest will be the varieties of contemporary New England life. Among the themes examined will be the transformation of maritime communities; post-industrialism in the region's small cities; the complexities of environmentalism; and the meanings of popular sport. Forms to be considered include contemporary non-fiction.
David Quigley

Graduate Course Offerings

HS 799 Readings and Research: Independent Study (Fall/Spring: 3)
Prerequisites: Permission of Instructor, Graduate Student Status

Graduate students who wish to pursue a semester of independent readings with individual faculty members under this category must secure permission of the faculty member. Lists of faculty members and their fields can be obtained from the Department.
The Department

HS 802 Colloquium: Introduction to Doctoral Studies (Fall: 3)
Prerequisite: Graduate Student Standing
Offered Periodically

This graduate colloquium is required for and limited to first-year doctoral students in history. The course will explore a range of theoretical and methodological approaches to the study of the past. Exemplary works from a range of regional historiographies will constitute a significant portion of the course reading. The course aims to introduce entering students to central traditions and debates in the discipline.
Rebecca Nedostup

HS 812 Colloquium: U.S. Legal and Constitutional History (Spring: 3)
Prerequisite: Graduate Student Standing
Offered Periodically

Readings in American Legal and Constitutional history from 1789 to present.
Alan Rogers

HS 832 Colloquium: Spaces and Places in History (Fall: 3)
Prerequisite: Graduate Student Standing
Offered Periodically

This seminar focuses on one large question: how have people historically given meaning to seemingly random physical spaces? In other words, how have they turned physical spaces into familiar places with purpose and function. As we examine how people visualized, built, used, and narrated places, students will be exposed not only to the various theories of space but also to the different sub-fields related to the study of space ranging from geography, to anthropology, to architecture, to urban history and topography, to literary studies, studies of religious ritual, and public performance.
Dana Sajdi

HS 838 Colloquium: International History: Markets, States, and the "Transnational" (Fall: 3)
Prerequisite: Graduate Student Standing
Offered Periodically

Historians have increasingly sought to transcend the limits of purely national or local history, but their success has been mixed. It is hard to imagine, let alone research or write, truly global history. What is possible is to examine processes that are by definition transnational by focusing on the mechanisms and institutions that connect people, economies and political systems across borders. The course will emphasize moments when projects to order the relationship between states and economies were most visible and insistent—typically after major wars and financial crises—and the success or failure of such grand projects.
James Cronin

HS 843 Colloquium: Modern Irish History (Spring: 3)
Prerequisite: Graduate Student Standing
Offered Periodically

This colloquium will explore some of the major issues in Modern Irish History. Its primary focus will be on Revisionism and related developments in the writing of Irish social, economic and political history over the last two decades.
Robert Savage

HS 846 Ireland in the Age of Revolutions,1775-1801 (Fall: 3)
Thomas Bartlett

HS 883 Colloquium: U.S. Foreign Relations, 1898-2003 (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Periodically
Seth Jacobs

HS 888 Interim Study (Fall/Spring: 0)
The Department

HS 896 Colloquium: Early Modern European History (Fall: 3)
Prerequisite: Graduate Student Standing
Required for all incoming Ph.D. students

This course will serve as intellectual preparation for teaching the first half of the history department's Core course in modern history, which covers roughly the period from the late Middle Ages through the French Revolution. Equally important, however, the course will also serve more broadly as preparation for advanced study in history. The course is organized topically rather than chronologically, and readings have been chosen both because they treat an important topic in the period but also because of their significance for historical interpretation and practice today.
Sarah Ross

HS 921 Seminar: Medieval History (Fall: 3)
Prerequisite: Graduate Student Standing

Students in this seminar will write original research papers on some topic in medieval social, economic or political history. The topic will be one upon which the student and professor have agreed, and will be based primarily on original sources.
Robin Fleming

HS 923 Seminar:Transnational and Comparative History (Spring: 3)
Prerequisite: Graduate Student Standing
Offered Periodically
Franziska Seraphim

HS 937 Seminar: European History (Fall: 3)
Prerequisite: Graduate Student Standing

This course is designed to provide a structured setting within which students of modern European history can conceive and execute major research papers. The classes will focus primarily on historiography. Students will be free to select topics dealing with any aspect of modern European history and they will be encouraged to work in whatever national or regional setting they prefer and for which they have command of the language.
Peter Weiler

HS 971 Seminar: Nineteenth Century America (Fall: 3)
Kevin Kenny

HS 978 Seminar: Twentieth Century America (Spring: 3)
Offered Periodically
James O'Toole

HS 992 Seminar: Dissertation Seminar (Spring: 3)

The aim of this course is to bring together students beginning dissertations in various fields to discuss the substance of their research and problems of theory, method, and organization.
Marilynn Johnson

HS 997 Dissertation Workshop (Fall/Spring: 1)

All history graduate students, except non-resident students, who have finished their comprehensive examinations are required to enroll in the Dissertation Workshop.
The Department

HS 998 Doctoral Comprehensives (Fall/Spring: 1)
The Department

HS 999 Doctoral Continuation (Fall/Spring: 1)
The Department

The Honors Program

Contacts

- Director of the Honors Program: Dr. Mark O'Connor, 617-552-3315, oconnoma@bc.edu
- Administrative Secretary: Pat Dolan, 617-552-3315, patricia.dolan@bc.edu
- http://www.bc.edu/schools/cas/honors

The Structure of the Honors Program

All Boston College undergraduates are required to do an extensive Core curriculum in the humanities and the natural and social sciences. The Honors Program provides students with the opportunity to complete most of this Core in a 4-year sequence of courses and academic challenges that offers an integrated liberal arts education of a kind one can find in few colleges or universities. On this solid foundation a student can then build a major concentration in one or more specialized disciplines or add one of the interdisciplinary minors available to all students in the College

The program offers small classes (no larger than fifteen students), the give and take of seminar discussion, the close personal attention of instructors, and the companionship of bright and eager classmates on the journey through the history of ideas. It also offers students a set of challenges matched to each level of their development—in first and second years an overview of the whole Western cultural tradition, in third year a course focused on the twentieth century's reinterpretation of the tradition, and in their final year the chance to bring together what they have learned in a thesis or creative project or in an integrative seminar.

The Honors Program office is located in a suite of rooms in Gasson Hall, the oldest of the buildings on campus, designed in the early years of this century by the noted architect of the Gothic Revival style, Charles Donagh Maginnis. It includes a seminar room and a large library—the original library of the College—which is at the disposal of Honors Program students for study and also serves as the setting for lectures, concerts, and social gatherings for faculty and students.

Freshman and Sophomore Year

In their first two years, students take a course called The Western Cultural Tradition. This is a 4-semester, 6-credit course, equal to two of the five courses BC students take each semester. It is taught in seminar fashion. The course content reflects the fact that the course fulfills the Core requirements in literature and writing, philosophy, theology, and social science. Though individual instructors vary their reading lists, there is broad agreement about the central texts. The first year deals with the classical tradition. It begins with Greek literature and philosophy, Latin literature, the Hebrew Bible and the New Testament, and continues through representative texts of the late Roman Empire and early Christianity, Thomas Aquinas, Dante, and medieval epic and romantic poetry and drama. The second year begins with Renaissance authors, continues with the religious and political theorists of the seventeenth century, the principal Enlightenment figures, the English and continental Romantics, major nineteenth-century writers such as Hegel, Kierkegaard, Dostoevsky, and Nietzsche, and ends with the seminal cultural theories of Darwin, Marx, and Freud.

This course is not a survey of the history of ideas taught out of anthologies. It is rigorously text-centered and the function of class discussion and the frequent writing assignments is to teach students to understand and dissect arguments and presuppositions and to relate disparate evidence into coherent hypotheses about the works that have been central in the development of our contemporary intellectual tradition.

Junior Year

In junior year, students take an advanced seminar called the Twentieth Century and the Tradition. This 2-semester course (three credits each semester) draws on literature, visual art, science, philosophy, religion, political theory, historical events such as the Holocaust, and developments such as the globalization of the economy and of information technology, in order to examine how the twentieth century has absorbed, criticized, or reinterpreted the cultural tradition it inherited. Students are challenged to understand the interplay between the tradition and some of the significant critical currents in the intellectual culture of our century, for example, Marxism, psychoanalysis, comparative anthropology, structuralism and post-structuralism, feminism, and the third-world critique of Eurocentric culture. The aim of the course is to complete the work begun in freshman and sophomore years, to equip students with a critical understanding of contemporary culture that will enable them to live thoughtfully and responsibly. If they study abroad in their junior year they will normally take this course in senior year.

Senior Year

In their final year, students may choose either of two ways of finishing their work in the Program. They may write a senior thesis, which is ordinarily a 6-credit enterprise, spread over two semesters. This may be an extended research or analytic paper or it may be a creative project involving performance in some medium. Students have written on topics as diverse as key words in the Russian text of Dostoevsky, the political organization of the European Community, a Massachusetts state senate campaign, the influence of alcoholic fathers on their sons, superconductivity, and the experience of open heart surgery. They have participated in original cancer research, and produced novels, dramas, operas, and electronic performance pieces. Most students do a thesis in the area of their major, under the direction of an advisor from their major department, but many like the challenge of working outside their own particular disciplines.

Students may choose, instead, to take part in integrative seminars where they will re-read certain key texts that they may have studied years earlier (Plato's *Republic,* for example) as a way of coming to understand their own experience of college education. The aim is to encourage them as seniors to rise above the specialized viewpoint of their majors in order to grasp the interconnections among contemporary ways of thinking and the principles of value and behavior that have been guiding their development implicitly during their college years.

Honors Program Completion

Students will receive Honors Program designation in the commencement program and on their academic records if they have completed the freshman, sophomore, and junior courses, either a senior thesis and/or two of the senior integrative seminars, and have maintained a minimum 3.4 GPA.

Information for Study Abroad

The Honors Program encourages students to study abroad, especially through their studies to work on language acquisition. Depending on the student's situation, the Honors Program is willing to defer the junior year Twentieth Century and Tradition sequence to senior year, and in certain cases (a full year abroad, and a senior thesis in the offing, with still important requirements left in the major), it is willing to drop that requirement altogether. A student needs to petition, and the Honors Program will build its answer into the mentoring role they offer Honors Program students in fashioning their 4-year curriculum.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

HP 001-002 Western Cultural Tradition I and II (Fall/Spring: 3)
Corequisite: HP 002-003
Satisfies Writing Core Requirement
Satisfies Philosophy Core Requirement

All students in the Honors Program are required to take Western Cultural Tradition I-IV (HP 001-HP 004) as freshmen and Western Cultural Tradition V-VIII (HP 031-HP 034) as sophomores. They are open only to students in A&S (about nine percent of the freshmen class) who have been selected by the Director in collaboration with the Office of Undergraduate Admission. All have been contacted by letter during the summer with instructions on registration.
The Department

HP 003-004 Western Cultural Tradition III and IV (Fall/Spring: 3)
Corequisite: HP 003-004
Satisfies Literature Core Requirement
Satisfies Theology Core Requirement

Students in the Honors Program are required to take Western Cultural Tradition I-IV (HP 001-HP 004) as freshmen and Western Cultural Tradition V-VIII (HP 031-HP 034) as sophomores. They are open only to students in A&S (about nine percent of the freshmen class) who have been selected by the Director in collaboration with the Office of Undergraduate Admission. All have been contacted by letter during the summer with instructions on registration.
The Department

HP 031-032 Western Cultural Tradition V and VI (Fall/Spring: 3)
Corequisite: HP 031-032
Satisfies Social Sciences Core Requirement

See course description under HP 001.
The Department

HP 033-034 Western Cultural Tradition VII and VIII (Fall/Spring: 3)
Corequisite: HP 033-034
Satisfies Social Sciences Core Requirement

See course description under HP 001.
The Department

HP 133 Twentieth Century and the Tradition I (Fall: 3)

This is a continuation of the Western Cultural Tradition course into the twentieth century, and it is required of all Honors Program juniors. The course describes what happened to the tradition in the twentieth century, how it got criticized and rethought, and how it absorbed new forms of knowledge and new points of view.
Marty Cohen
Christopher Constas
Thomas Epstein
Mary Joe Hughes
Michael Martin
Susan Mattis
John Michalczyk
Kevin Newmark
Vanessa Rumble

HP 134 Twentieth Century and the Tradition II (Spring: 3)

The second semester of this course deals with the key cultural issues of the latter half of the century, especially those grouped under the heading of Postmodernity. Here the focus will be on the fundamental critique of the tradition posed by post-structuralist cultural theories, feminism, deconstructionism, the communications revolution, changing views of non-Western cultures, and new perspectives centering on race, ethnicity, and gender. The crucial question to be addressed is whether, and on what terms, it is possible to construct a reliable identity and an adequate basis for moral choice and political action.
Marty Cohen
Christopher Constas
Mary Joe Hughes
Alan Lawson
Michael Martin
Susan Mattis
Kevin Newmark

HP 254 Advanced Seminar: Law, Medicine, and Public Policy (Fall: 3)

Law, Medicine, and Public Policy examines legal and public policy issues in medicine. It is designed so that students take a position on difficult or emerging issues such as treatment of infants at the margins of viability, physician refusal of requested life-prolonging treatments, experimentation, new forms of reproduction, issues in managed care, etc. The goal is to have the students recognize inadequacies or difficulties in present practices and to formulate policies for new or developing issues in medicine. .
John J. Paris, S.J.

HP 259 Hitler, the Churches, and the Holocaust (Spring: 3)
Cross listed with TH 482, HS 460

See course description in the Theology Department.
Donald Dietrich

HP 260 Advanced Seminar: Democracy and Art (Fall: 3)

Through a wide range of readings, films, and other media, this course will explore the following questions: What is artistic excellence? Is it compatible with democratic ideals of social equality and justice? Are modern media and cultural diversity good or bad for the arts? What is taste? On what basis do we judge a work (a film, novel, song, painting, video game, poem) good or bad? Are some arts more democratic than others? How does American popular culture compare with the ideologically-based "people's art" of twentieth-century totalitarian regimes? Is there such a thing as a "democratic aesthetic?"
Martha Bayles

HP 262 Americans, Ugly or Beautiful (Spring: 3)
The Department

HP 267 Mirror of the West (Spring: 3)
Thomas Epstein

HP 268 Russian Civilization and Western Cultural Tradition (Fall: 3)
Thomas Epstein

International Studies

Contacts

- Director: Robert G. Murphy, Associate Professor, Economics, 21 Campanella Way, Room 485, 617-552-3688, murphyro@bc.edu
- Academic Advisor/Program Administrator: Linda Gray MacKay, Carney 214, 617-552-0740, mackayli@bc.edu
- http://www.bc.edu/isp

Undergraduate Program Description

The International Studies Program offers an interdisciplinary curriculum to students interested in the international aspects of Arts and Sciences disciplines. Both a major and a minor are available to qualified students. Course offerings under the Program are drawn from nearly all departments in the College of Arts and Sciences. A key goal of the Program is to provide students with the opportunity to combine insights from different disciplines so as to develop a broad understanding of international affairs. The Program encourages study abroad and advanced study of a foreign language.

Applying for the International Studies Major

Students are accepted into the International Studies major by application only. Approximately seventy students will be accepted into the major each year, after they have completed one year of study at Boston College. Admission is determined by the Academic Board of the International Studies program, which includes faculty drawn from many departments and an associate dean from the College of Arts and Sciences. Criteria for admission include academic achievement (overall GPA, rigor of the academic program, and other noteworthy aspects of academic performance), strength of the faculty letter of recommendation, demonstrated personal and intellectual commitment to the field, quality of the student's personal statement, and foreign language proficiency (where applicable to the proposed course of study).

The deadline for submitting applications is early October. Applications and further details about the program are available online at http://www.bc.edu/isp.

Major Requirements

International Studies Core: Seven courses

- IN 500 Introduction to International Studies
- EC 131 Principles of Microeconomics
- EC 132 Principles of Macroeconomics
- Comparative Politics Course—one course from approved list
- TH 863 Ethics, Religion and International Politics
- History, Culture, and Society—two courses from the following list: HS 005-006 Asia in the World, HS 055-056 Globalization, HS 059-060 Islam and Global Modernities, HS 063-064 Latin America in the World, HS 571 U.S. Foreign Policy SC 003 Introductory Anthropology, SC 040 Global Sociology, TH 161-162 The Religious Quest: Comparative Perspectives, TH 386 Ethics in a Comparative Perspective, TH 507 Introduction to Comparative Theology, or other courses approved by the International Studies Program.

Disciplinary Base: Six courses

Choose a Disciplinary Base in Economics, Political Science, or History, Culture and Society.

- **Economics Base:** EC 201 or EC 203 Microeconomic Theory, EC 202 or EC 204 Macroeconomic Theory, EC 151 or EC 157 Statistics, EC 228 Econometrics or EC 308 Game Theory in Economics. Two electives chosen from: EC 271 International Economic Relations, EC 371 International Trade, EC 372 International Finance, EC 375 Economic Development, EC 377 The World Economy: From the Gold Standard to Globalization.
- **Political Science Base:** PO 041-042 Fundamentals I and II, One methods course, Three electives in International Politics or Comparative Politics from an approved list.
- **History, Culture, and Society Base:** Choose either the Ethics and International Social Justice or the Global Cultural Studies option.
- **Ethics and International Social Justice Base:**
  Foundational courses—one in each of the following two areas:
  Foundations in Moral Philosophy, Religious Ethics, or Political Theory: Choose one of the following: PL 440 Historical Introduction to Western Moral Theory, PL 500 Philosophy of Law, PL 524 Ethics: An Introduction, PL 594 Foundations of Ethics, PO 648 Natural Justice and Moral Relativism, TH 160 The Challenge of Justice, TH 507 Introduction to Comparative Theology, TH 762 Christian Ethics: Major Figures
  Foundations in the Social Sciences (providing an introduction to this approach): Choose one of the following: HS 300 The Study and Writing of History (section selected with attention to its relevance to International Studies), PO 415 Models of Politics, IN 540 Research Methods in International Studies, PO 422 Comparative Social Movements, EC 234 Economics and Catholic Social Teaching, EC 271 International Economic Relations, EC 276 The Political Economy of Developing Nations, SC 003 Introduction to Anthropology, SC 093 Comparative Social Change, SC 215 Social Theory
  Electives—Select electives according to one of the following options: *Normative Option.* Four electives in the area of normative philosophical, theological, or normative political approaches to international affairs
  Thematic Option. Four electives in the social sciences, including history, focusing on a thematic topic in international affairs such as inequality, war and peace, global social institutions and movements, access to healthcare, the pursuit of economic justice, racial justice, or gender justice
  Area Option. Four electives focusing on the study of questions of social justice in one geographic region

Global Cultural Studies

Foundational Courses

Theoretical Perspectives on Culture and/or the Arts—One course in each of the following two areas. Choose one of the following:
EN 173 Introduction to Literary and Cultural Theory, EN 232 Literature and Social Chang, FA 109 Aspects of Art, FM 381 Propaganda Film, PS 254 Cultural Psychology, SC 003 Introductory Anthropology, SC 093 Comparative Social Change, HP 134 Twentieth Century and the Tradition II
(only available to students enrolled in the Honors Program)
Research Strategies and Methods for the Study of Culture
Choose one of the following: HS 300 Study and Writing of History (section selected with attention to its relevance to International Studies), SC 210 Research Methods, SC 509 Feminist Approaches to Theory and Methodology, SC 511 Ethnography and Field Research, SL 279 Language and Ethnicity, IN 540 Research Methods in International Studies

- Electives—Select according to one of the following options:
  Global Culture and the Humanities Option. Four electives that examine or compare cultures through works of literature, the fine arts, theology, and/or philosophy, involving themes such as a comparative study of artistic production, literature, religious belief, epistemology, or a study of the insights and cultural functions of literature and the arts.
  Global Culture, History, and the Social Sciences Option. Four electives in the social sciences, history, and/or communications that focus on a thematic topic such as the study of technology, race, sexuality, business, aging, myth and symbolism, identity, or kinship in an international context.
  Area Option. Four electives focusing on the study of culture in one geographic region.

Senior Year Requirements: Senior Seminar or Senior Thesis

- Senior Seminar IN 530
- *Senior Thesis:* Fall: Senior Honors Research: IN 497
  Spring: Senior Honors Research: IN 498
  One semester of a Senior Thesis may count as an elective toward a student's disciplinary base.
- *Additional Options:* Independent Study: IN 299
  Internship (one credit): IN 199

Minor Requirements

The International Studies Minor consists of six courses. Students enrolling in the Minor must select one of the following Thematic Concentrations:

- International Cooperation and Conflict
- International Political Economy
- Development Studies
- Ethics and International Social Justice
- Global Cultural Studies

The curriculum of the International Studies Minor is as follows:

- Foundation Course I: IN 510/PO 510 Globalization is required of all minors.
- Foundation Course II: Students select one course from the list of courses approved for the student's chosen Thematic Concentration.
- Thematic Concentration Electives: Students select four elective courses from the list of courses approved for the student's chosen Thematic Concentration. In selecting electives, students must bear in mind the university's requirement that the six courses for the minor must come from at least three different academic departments. The specific courses approved for each Thematic Concentration are reviewed and updated regularly by the International Studies Program. For a list of courses, visit the International Studies website at http://www.bc.edu/isp.

University regulations permit one course taken for the student's academic major or the University Core to be counted also toward the requirements of the Minor.

Advanced study of a foreign language and Principles of Economics (EC 101-102) are strongly recommended for all students pursuing the Minor in International Studies.

Additional information about the International Studies Minor and an enrollment form are available on the International Studies website at http://www.bc.edu/isp.

Information for First Year Students

Freshmen who are considering applying to become International Studies majors in their sophomore year should consider taking the following courses to fulfill their social science University Core requirement and to fulfill the core requirement in Economics for the International Studies major:

- EC 131 Principles of Microeconomics
- EC 132 Principles of Macroeconomics

Although the following courses are not required, they provide excellent background for the major in International Studies, fulfill University Core requirements in Theology and History, and may be used to fulfill the International Studies core requirement in History, Culture, and Society:

- TH 161-162 The Religious Quest I and II
- HS 005-006 Asia in the World, HS 055-056 Globalization, HS 067-068 Islam and Global Modernities, or HS 063-064 Latin America in the World.

Information for Study Abroad

Many International Studies majors benefit from studying abroad. Students can transfer credit for two courses taken in each semester that they spend studying abroad. International Studies minors may transfer credit for a maximum of two courses toward their International Studies minor.

Students who are contemplating writing a senior honors thesis and who will be abroad during the spring of their junior year when the normal application process for an honors thesis occurs,are strongly urged to plan ahead. They should try to establish a thesis topic and identify a faculty member who is willing to supervise their work before they leave Boston College. While abroad, such students should keep in contact by email with their thesis adviser.

For more information, contact Linda Gray MacKay, International Studies Program Administrator at mackayli@bc.edu or 617-552-0740.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

IN 128 Service, Social Justice, and Solidarity: Latin America and Beyond (Fall: 3)
Cross Listed with HS 128, TH 128

The goal of this course is to examine the historical roots of international engagement and service, especially in Latin America. In addition, it will explore the roots of global inequalities and look at Judeo-Christian concepts of justice, service and solidarity as well as international human rights and social and economic rights principles and Catholic Social Teaching. It will also acquaint participants with tools for social analysis, discernment, advocacy, and action.

Deborah Levenson
Linda MacKay

IN 250 U.S. Civil-Military Relations (Fall: 3)
Cross Listed with PO 250

See course description in the Political Science Department.

Hiroshi Nakazato

IN 348 Environmental Sociology (Fall: 3)
Cross Listed with SC 348
Brian Gareau

IN 374 Development Economics and Policy (Fall: 3)
Cross Listed with EC 374
The Department

IN 500 Introduction to International Studies (Spring: 3)

This course provides an interdisciplinary introduction to international studies. It is designed especially for students who intend to pursue further courses in the field and assumes no prior coursework in related disciplines. The course lays the groundwork for understanding the ways in which international influences shape the world's economies, polities, societies, and cultures, and the consequences for global conflict or cooperation. The course explores how such questions may be answered more comprehensively through an interdisciplinary approach that draws from the social sciences and humanities.
Hiroshi Nakazato

IN 510 Globalization (Fall: 3)
Cross Listed with PO 510
Satisfies Cultural Diversity Core Requirement

See course description in the Political Science Department.
Paul Christensen

IN 521 International Law (Fall: 3)
Hiroshi Nakazato

IN 530 International Studies Senior Seminar (Fall/Spring: 3)
Cross Listed with SC 530
Open only to seniors majoring in International Studies

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.
Paul Christensen
Paul Gray
Laurie Shepard

IN 540 Research Methods in International Studies (Fall: 3)

This course is designed specifically for students in the Political Science and the History, Culture and Society (HCS) tracks of the International Studies major. It lays the groundwork for understanding qualitative research methods in the social sciences. Students interested in quantitative research methods are urged to take additional courses offered in other departments to augment the material covered here.
Hiroshi Nakazato

Undergraduate and Graduate Course Offerings

IN 504 Seminar: Ethics in International Studies (Fall: 3)
Cross Listed with TH 504
Open to Seniors in International Studies and others with the permission of the instructor

See course description in the Theology Department.
Donald J. Dietrich

IN 600 Ethics, Religion and International Politics (Fall/Spring: 3)
Cross Listed with TH 563
See International Studies or the Theology Department for registration approval. Preference to Theology and International Studies majors and minors.

See course description in the Theology Department.
Erik Owens

Islamic Civilization and Societies

Contacts

- Associate Director of the Islamic Civilzation and Societies Program: Kathleen Bailey, Adjunct Associate Professor, Political Science, McGuinn 528, 617-552-4170, kathleen.bailey.1@bc.edu
- Coordinator of the Islamic Civilization and Societies Program: Susan Leonard, Gasson 109A, 617-552-9139, susan.leonard.1@bc.edu
- http://www.bc.edu/meis

Undergraduate Program Description

The interdisciplinary major in Islamic Civilization and Societies encompasses faculty and courses from across the university. The program prepares students for careers in diplomacy, journalism, business, government, social service, as well as graduate academic or professional study. Students who complete the major will attain proficiency in Arabic or another language related to the region, along with valuable skills and broader horizons that only an interdisciplinary major can provide.

Major Requirements

The major consists of ten required courses plus language proficiency (four semesters of a relevant language or native speaking ability).

Islamic Civilization and Societies Core: One Course

Team-taught, integrative, and multidisciplinary, this course is designed as an introduction to the field, taught by faculty drawn from a number of departments. The course is offered in the fall semester, is open to non-majors, and fulfills the Cultural Diversity Core requirement.

Disciplinary Base: Four Courses

Choose a Disciplinary Base in History, Political Science, Theology, Fine Arts, or Slavic and Eastern Languages and Literatures. Take all required departmental foundation courses and two additional courses in your primary department. Visit the department website at http://www.bc.edu/meis for the list of approved courses.

Departmental Foundation Courses: Two courses

- Political Science: PO 041/042 Fundamentals of Politics I and II
- Fine Arts: FA 101/102 Art from Prehistoric Times to High Middle Ages/Art: Renaissance to Modern Times
- History: Two courses from the HS 001-094 sequence: HS 059 Islam and Global Modernities preferred
- Theology: Any of the 2-semester University Core requirements: Religious Quest preferred
- Slavic and Eastern Languages and Literatures: Any two of the following: SL 147 Language and Identity in the Middle East, SL 150 States and Minorities in the Middle East, SL 148 Modern Middle Eastern and Arabic Literature, SL 291 Near Eastern Civilization

Base Discipline Electives: Two Courses

Political Science:
PO 403 Rise and Rule of Islamic States

PO 414 Politics and Society in Central Eurasia
PO 450 France and the Muslim World
PO 518 Liberalism, Nation Building, and American
Foreign Policy:
PO 638 Islamic Political Philosophy
PO 806 Political Cultures of the Middle East
PO 812 State-Church Relations in Modern Europe
PO/IN 475 Kuwait: Politics and Oil in the Gulf
History:
HS 207 Islamic Civilization in the Middle East
HS 208 Middle East in the Twentieth Century
HS 300.66 The Study and Writing of History: The Arabian Nights
HS 315 Islam in South Asia
HS 326 Modern Iran
HS 339 Byzantium and Islam
HS 343 Rise and Fall of the Ottoman Empire
HS 353 Africa, Islam, and Europe
HS/TH 315 Islam in South Asia
HS 385 Modern South Asia
HS 667 Jews and Islamic Civilization
Theology:
TH 325 Lebanon: Focal Point of a Crisis
TH 351 Faith Elements in Conflict
TH 352 Israelis and Palestinians
TH 566 Mystical Poetry in the Islamic Humanities
TH 544 Prophetic Tradition and Inspiration: Exploring the Hadith
TH 576 Pathways to God: Islamic Theologies in Context
TH 554 Encountering the Qur'an: Contexts and Approaches
TH 557 Introduction to Islamic Philosophical Traditions
TH Exploring the Religious Worlds of Istanbul and Anatolia
Fine Arts:
FA 174 Islamic Civilization
FA 176 Jerusalem
FA 203 Great Cities of the Islamic Lands
FA 213 Introduction to Islamic Architecture
FA 214 The Art of the Silk Road
FA 234 Mosques, Minarets, and Madrasas
FA 235 The Arts of Persia
FA 276 Islamic Art
FA 280 Masterpieces of Islamic Art
FA 350 The Art of the Object/Islamic Art
FA 409 The Art of the Islamic Book
FA 410 Orientalism
FM 314 Cinema of the Greater Middle East
Slavic and Eastern Languages and Literatures:
SL 037/038 Modern Hebrew I and II
SL 091/TH 582 Biblical Hebrew
SL 107 Turkish Language Workshop
SL 232 Literature of the Other Europe in Translation
SL 250 Conversion, Islam, and Politics in the Balkans
SL 251/252 Advanced Arabic
SL 398 Advanced Tutorial Arabic
SL 272 War and Peace in Yugoslavia
SL/SC 280 Society/National Identity in the Balkans
SL 286/EN 252 Exile and Literature
SL 249 Gender and War in Eastern Europe
SL 291 Near Eastern Civilizations
SL Old Persian and Avestan
SL 359 The Structure of Biblical Hebrew

Electives: Three Courses

Majors choose three elective courses from an approved list found on our website at http://www.bc.edu/meis. Electives must be distributed among at least two other departments in addition to the disciplinary base.

Senior Seminar and Research Project/Honors Thesis: Two Courses

All majors will be required to enroll in a thesis seminar in the fall of their senior year. In the spring term of their senior year, students will complete a senior thesis under the supervision of a faculty member affiliated with the Program.

The Senior Seminar will allow ICS majors to integrate the knowledge, skills, and concepts of their diverse disciplinary bases and to share them in a genuinely cross-disciplinary manner. The course encourages students to make intellectual connections across disciplines and to engage in critical reflection. After exploring common themes, majors will develop a research design, select a methodology, engage in research, and begin writing the thesis.

Language Requirement: Four Courses

Students will be expected to attain proficiency (completion of intermediate level) in a relevant language such as Arabic, Hebrew, Turkish, Uzbek, Persian, or Urdu. In some cases, French, Russian, Chinese or other languages relevant to specific research concerns may be accepted for students specializing in the study of Muslims in Africa, Central Asia, China, Europe, or the Americas, subject to approval by the program's director.

Boston College currently offers four years of Arabic language instruction, from Elementary Intensive through Advanced Arabic. Students studying abroad can enroll in even more intensive language programs offered in Morocco, Kuwait, Yemen, Cairo, and at the School of Oriental and African Studies at the University of London 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., Brandies, and Tufts in particular, offer additional languages such as Persian, Turkish and advanced levels of Hebrew if majors wish to study a language other than, or in addition to, Arabic.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

IC 199 Islamic Civilization (Fall: 3)
Cross Listed with FA 174, HS 171, and TH 174
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 the diverse expressions of Muslims through the verbal and visual arts from Indonesia to Morocco and in the Western world.

Dana Sajdi
Jonathan Bloom
James Morris

IC 250 Conversion, Islam and Politics in the Balkans (Spring: 3)
Cross Listed with SL 250
Satisfies Cultural Diversity Core Requirement
Offered Periodically

Through a study of fiction, works of scholarship, folklore, and movies the course examines the conversion of Christians to Islam in Southeast Europe. It analyzes the most important cultural, social, and political implications of this change with a goal to identify the various factors that promote cooperation or conflict among mixed Christian-Muslim community.
Mariela Dakova

IC 500 ICS Senior Seminar (Fall: 3)
Kathleen Bailey

IC 501 ICS Senior Thesis (Spring: 3)
Kathleen Bailey

Mathematics

Faculty

Gerald G. Bilodeau, *Professor Emeritus;* B.A., University of Maine; A.M., Ph.D., Harvard University
Joseph A. Sullivan, *Professor Emeritus;* A.B., Boston College; S.M., Massachusetts Institute of Technology; Ph.D., Indiana University
Paul R. Thie, *Professor Emeritus;* B.S., Canisius College; Ph.D., University of Notre Dame
Gerard E. Keough, *Associate Professor Emeritus;* A.B., Boston College; Ph.D., Indiana University.
John F. Caulfield, S.J., *Assistant Professor Emeritus;* A.B., M.A., Boston College; S.T.L., Weston College
Joseph F. Krebs, *Assistant Professor Emeritus;* A.B., M.A., Boston College
Avner Ash, *Professor;* A.B., Ph.D., Harvard University
Jenny A. Baglivo, *Professor;* B.A., Fordham University; M.A., M.S., Ph.D., Syracuse University
Solomon Friedberg, *Professor;* Chairperson of the Department; B.A., University of California, San Diego; M.S., Ph.D., University of Chicago
Margaret J. Kenney, *Professor;* B.S., M.A., Boston College; Ph.D., Boston University
G. Robert Meyerhoff, *Professor;* A.B., Brown University; Ph.D., Princeton University
Mark Reeder, *Professor;* B.A., Humboldt State University; M.S., University of Oregon; Ph.D., Ohio State University
Robert J. Bond, *Associate Professor;* A.B., Boston College; Ph.D., Brown University
Martin J. Bridgeman, *Associate Professor;* B.A., Trinity College, Dublin; M.A., Ph.D., Princeton University
Daniel W. Chambers, *Associate Professor;* B.S., University of Notre Dame; A.M., Ph.D., University of Maryland
C.K. Cheung, *Associate Professor;* B.Sc., University of Hong Kong; Ph.D., University of California at Berkeley
Robert H. Gross, *Associate Professor;* A.B., Princeton University; Ph.D., Massachusetts Institute of Technology
Benjamin Howard, *Associate Professor;* B.S., University of Chicago; M.S., Ph.D., Stanford University
Richard A. Jenson, *Associate Professor;* A.B., Dartmouth College; A.M., Ph.D., University of Illinois at Chicago Circle
William J. Keane, *Associate Professor;* A.B., Boston College; M.S., Ph.D., University of Notre Dame
Charles Landraitis, *Associate Professor;* A.B., Wesleyan University; M.S., University of Pennsylvania; A.M., Ph.D., Dartmouth College
Tao Li, *Associate Professor;* B.S., Peking University; Ph.D., California Institute of Technology
Rennie Mirollo, *Associate Professor;* B.A., Columbia College; Ph.D., Harvard University
Nancy E. Rallis, *Associate Professor;* A.B., Vassar College; M.A., Ph.D., Indiana University
Ned I. Rosen, *Associate Professor;* B.S., Tufts University; M.A., Ph.D., University of Michigan
Marie Clote, *Adjunct Assistant Professor;* M.A., D.E.A., University Paris VII
Robert C. Reed, *Adjunct Assistant Professor;* B.A., University of California at Berkeley; Ph.D., University of Wisconsin at Madison

Contacts

- Department Office: Carney Hall, Room 301
- Department Phone: 617-552-3750
- Department Fax: 617-552-3789
- http://www.bc.edu/math

Undergraduate Program Description

The Mathematics program for majors is designed to provide a solid foundation in the main areas of mathematics and mathematical applications. Course work is offered in preparation for graduate school in pure or applied mathematics, careers in the actuarial profession, applied areas of government and industry, and education. Mathematics majors also make excellent candidates for law school and other professional schools.

Major Requirements

The Mathematics major requires completion of 11 courses, depending upon the student's preparation in Calculus prior to entering Boston College:

- Required courses (five courses)
  MT 202 Multivariable Calculus*
  MT 210 Linear Algebra
  MT 216 Introduction to Abstract Mathematics
  MT 310 Introduction to Abstract Algebra
  MT 320 Introduction to Analysis
- Six elective courses
  Chosen from MT electives numbered 400 and/or above 800
- A grade point average of at least 1.67 in the MT courses used to fulfill the major

Some students may need to complete (or will benefit from completing) MT 102 Calculus I (Math/Science Majors) and Calculus II (Math/Science Majors, numbered MT 105 in the Fall and MT 103 in the Spring) to prepare for the major. Well-prepared students with a strong Calculus BC program may, and sometimes should, begin directly in MT 202. More information about Calculus courses and suggestions for choosing the right Calculus course can be found at http://www.bc.edu/mathadvise.

Each student should discuss directly with the Undergraduate Vice Chair or a Mathematics Advisor at Orientation what is an appropriate and recommended Calculus choice for their situation.

Departmental Honors

The Department offers to qualified Mathematics majors the opportunity to graduate with Departmental Honors. Students considering graduate school in Mathematics would especially benefit from completing this program.

Requirements for Departmental Honors normally include completion of the mathematics major, as listed above, together with or including these additional components:

- Completion of MT 695 Honors Seminar (offered in spring semester) or, with approval, substitution of an MT 499 Readings and Research course or another mathematics elective
- Completion of two graduate level classes (numbered MT 800 or above)
- A minimum of 13 courses
- A grade point average of at least 3.0 in MT courses numbered 300 or above

Each student's honors program must be approved individually by the Undergraduate Vice Chair of the Department.

Minor in Mathematics

The Mathematics minor requires completion of six courses, as follows: Three required courses: Calculus II (MT 101, MT 103, or MT 105), MT 202 Multivariable Calculus, MT 210 Linear Algebra. Three elective courses, chosen from among the following: MT 216 Algebraic Structures, MT 226 Probability for Bioinformatics, MT 245 Discrete Mathematics, MT 305 Advanced Calculus (Science majors), MT 310 Introduction to Abstract Algebra, MT 320 Introduction to Analysis, Any MT major course numbered 400 or higher.

Well-prepared students may omit some of the required courses, upon recommendation of the Undergraduate Vice Chair. However, students placing out of one or more required courses are required to substitute other elective courses for each course omitted. A minimum of six courses is required to complete the minor in all cases.

Certain elective courses are particularly well-suited for students minoring in Mathematics, according to their major:

Biology and Chemistry

- MT 226 Probability for Bioinformatics
- MT 410 Differential Equations
- MT 412 Partial Differential Equations
- MT 426 Probability
- MT 427 Mathematical Statistics
- MT 470 Mathematical Modeling

Computer Science

- Either MT 245 Discrete Mathematics, CS 245 Discrete Mathematics, or MT 445 Applied Combinatorics
- MT 226 Probability for Bioinformatics
- MT 414 Numerical Analysis
- MT 426 Probability
- MT 427 Mathematical Statistics
- MT 430 Number Theory
- MT 435 Mathematical Programming I
- MT 470 Mathematical Modeling

Economics

- MT 410 Differential Equations
- MT 412 Partial Differential Equations
- MT 414 Numerical Analysis
- MT 426 Probability
- MT 427 Mathematical Statistics
- MT 435 Mathematical Programming I
- MT 470 Mathematical Modeling

Physics

- MT 410 Differential Equations
- MT 412 Partial Differential Equations
- MT 414 Numerical Analysis
- MT 426 Probability
- MT 427 Mathematical Statistics
- MT 440 Dynamical Systems
- MT 451 Euclidean and Non-Euclidean Geometry
- MT 460 Complex Variables
- MT 470 Mathematical Modeling

Information for Study Abroad

Normally, Mathematics majors should have completed all required Calculus courses, MT 210, and MT 216 before going abroad. For students abroad in the second semester of junior year only, it is also strongly recommended that you complete one of either MT 310 or MT 320 before leaving.

Students may take no more than two mathematics courses for credit towards the mathematics major while abroad (in fact, a majority complete only one course). All mathematics courses to be used for major credit must be approved beforehand.

There are no restrictions on what type of mathematics course you may take while abroad, but usually each will be counted as an elective. Choices most commonly available include courses in Differential Equations, Numerical Analysis, Graph Theory/Combinatorics, Number Theory, Complex Analysis, Probability and Statistics, Mathematical Modeling, and Operations Research.

Substitutes for the required courses MT 310 Introduction to Abstract Algebra and MT 320 Introduction to Analysis may be available while abroad. However, these titles are generic, and thus it is extremely important that you check with the Department about taking either one of these two courses abroad, to be sure that the level of the course matches your background.

Our most recent students taking courses overseas have enrolled in programs at King's College London, the London School of Economics, the University of Glasgow, the University of Copenhagen, University of Melbourne, and Murdoch University. For course approval, contact the Undergraduate Vice Chair.

Choosing Courses and Fulfilling Core Requirements

All students at Boston College are required to complete one mathematics course as part of the University Core Curriculum. A score of 4 or higher on either the AB or BC Advanced Placement Exam (once recorded on your transcript by the Admissions Office) exempts you from this Core requirement.

Some schools or major programs, however, may require more than this minimum, or perhaps require a specific Calculus course or courses. Basic guidelines for students who fall into these categories (or who are seriously thinking about choosing majors in these categories) are as follows:

Majors in Mathematics, Physics, Chemistry, Geology, or Geophysics

Enroll in your first semester of freshman year in one of the Calculus courses MT 102 (Calculus I/Math and Science), MT 105 (Calculus II-AP/Math and Science), or MT 202 (Multivariable

Calculus). If you have had a solid year of calculus, MT 105 is usually the most appropriate choice. Particularly well-prepared students should consider MT 202, especially if they have received a score of 5 on the Calculus BC AP exam.

Majors in Biology or Computer Science, and all Premedical students

Enroll in your first semester of freshman year in one of the Calculus courses MT 100 (Calculus I), MT 101 (Calculus II), or MT 202 (Multivariable Calculus). If you have had a solid year of calculus (the AB curriculum), MT 101 is usually the most appropriate choice. Particularly well-prepared students should consider MT 202. If you have a strong interest in mathematics, you should consider choosing a Calculus course from the MT 102, MT 105, MT 202 sequence mentioned above.

Carroll School of Management students

If you have not received AP credit for Calculus, you should complete one of the Calculus courses MT 100 (Calculus I), MT 101 (Calculus II), or MT 202 (Multivariable Calculus) in one of the semesters of freshman year. If you have had a year of calculus, MT 101 is usually the most appropriate choice. Particularly well-prepared students should consider MT 202. If you have a strong interest in mathematics, you should consider choosing a Calculus course from the MT 102, MT 105, MT 202 sequence mentioned above.

Other students

For all other students seeking to fulfill the Core requirement in mathematics, you may take a Core-level mathematics course at any time—it need not be (and sometimes simply cannot be) completed right away in freshman year. You certainly have the option to elect a Calculus course for the Core requirement, but there often may be more appropriate course selections available to you, such as:

- MT 004 Finite Mathematics (e.g., Psychology majors)
- MT 007 Ideas in Mathematics
- MT 180 Principles of Statistics for the Health Sciences (Nursing students)
- MT 190 Mathematics for Teachers (e.g., LSOE students in Elementary Education or Human Development)

For more complete information on course selection, visit the course selection area of the Mathematics Department website at http://www.bc.edu/mathadvise.

Graduate Program Description

Master of Arts Program

The Department of Mathematics offers a flexible M.A. program for students wishing to study mathematics at an advanced level. Beyond the common core of required courses described below, students may elect courses according to their individual interests. Courses are available in both pure and applied areas for students wanting to broaden their background for entrance to a doctoral program or before seeking employment in government, industry, or education.

In particular, pure mathematics courses are routinely offered in real and complex analysis, algebra, and logic. In applied areas, courses to meet specific needs are provided, including MT 850 Methods of Applied Mathematics. For a student interested in a career in actuarial mathematics, the department offers courses in probability and statistics, numerical analysis, and mathematical programming (operations research), together with occasional offerings of MT 851 Stochastic Processes and MT 853 Topics in Modern Statistics. Students interested in computer science may consider courses offered by the Computer Science Department in the College of Arts and Sciences, at the level of Computer Science II and higher.

Students interested in a teaching career at the secondary level should be aware that because of certification requirements, unless approved equivalents have been taken previously, their course work should include the following:

- MT 451 Euclidean and Non-Euclidean Geometry
- MT 426-427 Probability and Mathematical Statistics
- Some exposure to the use of computers in mathematics, in courses such as Scientific Computing

The requirements for the degree are 30 credit hours of courses (ten courses) in the Department and participation in a 3-credit seminar (MT 903). Under special circumstances, with the approval of the Graduate Committee and the Department Chairperson, a student can satisfy the degree requirements with 27 credit hours of courses (nine courses) and a thesis (six credit hours).

Among the ten courses used for graduation, students are required to include (or have the equivalent of) MT 804-805 Analysis I-II, MT 816-817 Modern Algebra I-II, MT 814 Complex Variables I, and one additional course at the level of 800 or higher. All students must pass a written comprehensive examination in analysis and algebra (based on MT 804-805 and MT 816-817).

Subject to approval of the Graduate Committee, a student may receive credit for the following undergraduate courses: MT 414 Numerical Analysis, MT 426 Probability, MT 427 Mathematical Statistics, MT 430 Number Theory, MT 435-436 Mathematical Programming I-II, MT 440 Dynamical Systems, MT 445 Applied Combinatorics, MT 451 Euclidean and Non-Euclidean Geometry, MT 470 Modelling, and Computer Science major courses beyond Computer Science I. However, students may be required to do extra work in these courses in order to earn graduate credit. Beyond the ten courses used to satisfy the degree requirements, students may take some additional courses in or outside the Department.

Each graduate student should consult with the Director of the Graduate Program to develop a program suitable for his or her needs. Final approval for each student's program is granted by the Graduate Committee.

Master of Science in Teaching Program

The Master of Science in Teaching (M.S.T.) program is administered through the Lynch School of Education in cooperation with the Department of Mathematics. Application for the program is made to the Lynch School of Education, and students must be accepted by both the Lynch School of Education and the Department of Mathematics.

This program is designed either for experienced teachers or for prospective teachers. It is a 2-year program that consists of 46 credits, of which 31 are in Education and 15 are in Mathematics. All master's programs leading to certification in secondary education include practica experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. Degree candidates draw up an overall plan of study with joint advisement from the Director of the Graduate Program in Mathematics and the advisor for the M.S.T. program in the Lynch School of Education. For further information on the M.S.T., please refer to the Master's Programs in Secondary Teaching in the Lynch School of Education section of the University Catalog or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

Of the five courses which comprise the mathematics component of the M.S.T., candidates are required to complete MT 804-805 Analysis I-II, which should be completed in the first year. The other three must be MT courses at or above the 400-level. Because of certification requirements, unless approved equivalents have been taken previously, these required courses should include the following:

- MT 451 Euclidean and Non-Euclidean Geometry
- MT 426-427 Probability and Mathematical Statistics
- Some exposure to the use of computers in mathematics that may be accomplished by any Computer Science major course beyond Computer Science I

Other courses particularly well suited for this program are MT 430 Number Theory and MT 475 History of Mathematics.

M.S.T. candidates must also pass an oral comprehensive examination and submit a brief expository paper in some area of mathematics.

Mathematics M.A.-M.B.A. Dual Degree

This dual degree program is offered in conjunction with the Carroll Graduate School of Management. Students must be accepted into both programs. The program takes three years, the first of which is the same as the Mathematics M.A. (18 credits in mathematics including MT 804-805 and MT 816-817). The second year is all management, the equivalent to the first year of the M.B.A. program.

After completion of the second year, 24 credits remain, 12 each in mathematics and in management. A student may take six management credits in the summer, in which case only 18 credits need to be taken in the third year and a Mathematics Teaching Fellowship is possible. Alternatively, all 24 credits may be taken in year three, which precludes a Teaching Fellowship, although some Research Fellowships in CGSOM may be available.

The Mathematics requirements for the dual degree program are identical to the regular Mathematics M.A., including the Comprehensive Exam, except that only 30 credits (rather than 33) are required and the Graduate Seminar is not required. The Management requirements amount to the M.B.A. requirements minus 12 credits of electives.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

MT 004 Finite Probability and Applications (Fall/Spring: 3)
Satisfies Mathematics Core Requirement
Not open to students who have completed their Mathematics Core Curriculum Requirement without permission of the Department Chairperson (except for Psychology majors completing their second mathematics Corequisite).

This course, for students in the humanities, the social sciences, School of Education, and School of Nursing, is an introduction to finite combinatorics and probability, emphasizing applications. Topics include finite sets and partitions, enumeration, probability, expectation, and random variables.
Gregory Thole

MT 007 Ideas in Mathematics (Spring: 3)
Satisfies Mathematics Core Requirement
Not open to students who have completed their Mathematics Core Curriculum Requirement without permission of the Department Chairperson (except for Psychology majors completing their second mathematics Corequisite).

This course is designed to introduce the student to the spirit, beauty, and vitality of mathematics. The emphasis is on development of ideas rather than problem solving skills. Topics vary, but are typically chosen from diverse areas such as geometry, number theory, computation, and graph theory.

MT 100 Calculus I (Fall/Spring: 4)
Prerequisite: Trigonometry
Corequisite: MT 121
Satisfies Mathematics Core Requirement
MT 100 is not open to students who have completed a calculus course at the college level. Students contemplating majors in Chemistry, Computer Science/B.S., Geology/Geophysics, Geophysics, Mathematics, or Physics should enroll in MT 102 .

MT 100 is a first course in the calculus of one variable intended for biology, computer science, economics, management, and premedical students. It is open to others who are qualified and desire a more rigorous mathematics course at the core level. Topics include a brief review of polynomials, trigonometric, exponential, and logarithmic functions, followed by discussion of limits, derivatives, and applications of differential calculus to real-world problem areas. The course concludes with an introduction to integration.
The Department

MT 101 Calculus II (Fall/Spring: 4)
Prerequisite: MT 100
Corequisite: MT 141
Satisfies Mathematics Core Requirement
MT 101 is not open to students who have completed MT 103 or MT 105. Students contemplating majors in Chemistry, Computer Science/B.S., Geology/Geophysics, Geophysics, Mathematics, or Physics should enroll in either MT 103 (Spring) or MT 105 (Fall).

MT 101 is a second course in the calculus of one variable intended for biology, computer science, economics, management, and premedical students. It is open to others who are qualified and desire a more rigorous mathematics course at the core level.
Martin Brideman

MT 102 Calculus I (Mathematics/Science Majors) (Fall: 4)
Prerequisite: Trigonometry
Satisfies Mathematics Core Requirement
Not open to students who have completed a calculus course at the college level.

MT 102 is a first course in the calculus of one variable intended for Chemistry, Computer Science/B.S., Geology/Geophysics, Geophysics, Mathematics, and Physics majors. It is open to others who are qualified and desire a more rigorous calculus course than MT 100. Topics covered include the algebraic and analytic properties of the real number system, functions, limits, derivatives, and an introduction to integration.
Richard Jenson

MT 103 Calculus II (Mathematics/Science Majors) (Spring: 4)
Prerequisite: MT 102
Satisfies Mathematics Core Requirement
Not open to students who has completed MT 105.

MT 103 is a continuation of MT 102. Topics covered in the course include several algebraic techniques of integration, many applications of integration, and infinite sequences and series.
Richard Jenson

MT 105 Calculus II-AP (Mathematics/Science Majors) (Fall: 3)
Not open to students who have completed MT 103.

MT 105 is a second course in the calculus of one variable intended for Chemistry, Computer Science/B.S., Geology/Geophysics, Geophysics, Mathematics, and Physics majors. It is designed for students who have completed either MT 101 or a year of Calculus in high school at either the AB or BC curriculum level, but who are not yet prepared to advance to MT 202 Multivariable Calculus. The course first reviews the primary techniques and interesting applications of integration.
The Department

MT 180 Principles of Statistics for the Health Sciences (Spring: 3)
Prerequisite: Connell School of Nursing students only
Satisfies Mathematics Core Requirement

This course introduces statistics as a liberal arts discipline and applies the principles of statistics to problems of interest to health sciences professionals. Students will gain an understanding of statistical ideas and methods, acquire the ability to deal critically with numerical arguments, and gain an understanding of the impact of statistical ideas on the health sciences, public policy and other areas of application.
Jenny Baglivo

MT 190-191 Fundamentals of Mathematics I and II (Fall/Spring: 3)
Satisfies Mathematics Core Requirement
Restricted to LSOE students

MT 190-191 is a course sequence designed for those who plan to teach mathematics in grades K-8. The emphasis is on building conceptual understanding of the mathematics present in the emerging K-8 curriculum and on deepening content knowledge. Number and number systems through the real number system will be studied; functions and the structure of algebra will be developed. Problem solving and reasoning, applications, and making connections will be featured.
Margaret Kenney

MT 202 Multivariable Calculus (Fall/Spring: 4)
Prerequisites: MT 101 or MT 103 or MT105 or permission of instructor
Satisfies Mathematics Core Requirement
This course is for students majoring in Chemistry, Computer Science/B.S., Geology-Geophysics, Geophysics, Mathematics, and Physics, as well as other students who have completed integral Calculus.

Topics in this course include vectors in two and three dimensions, analytic geometry of three dimensions, parametric curves, partial derivatives, the gradient, optimization in several variables, multiple integration with change of variables across different coordinate systems, line integrals, and Green's Theorem.
Margaret Kenney

MT 210 Linear Algebra (Fall/Spring: 3)

This course is an introduction to the techniques of linear algebra in Euclidean space. Topics covered include matrices, determinants, systems of linear equations, vectors in n-dimensional space, complex numbers, and eigenvalues. The course is required of mathematics majors, but is also suitable for students in the social sciences, natural sciences, and management.
Richard Jenson

MT 216 Introduction to Abstract Mathematics (Fall/Spring: 3)

This course is designed to develop the student's ability to do abstract mathematics through the presentation and development of the basic notions of logic and proof. Topics include elementary set theory, mappings, integers, rings, complex numbers, and polynomials.
Benjamin Howard

MT 226 Probability for Bioinformatics (Spring: 3)
Prerequisites: Calculus through Integration (e.g., MT 101, MT 103, or MT 105)
Offered Biennially
Daniel Chambers

MT 235 Mathematics for Management Science (Fall/Spring: 3)
Prerequisites: MT 100 or equivalent, CS 021 (formerly MC 021), and EC 151 (EC 151 may be taken concurrently).

Topics include linear and integer programming, decision analysis, non-linear optimization, and computer solutions using Excel.
The Department

MT 291 Geometry for Teachers (Spring: 3)
Prerequisites: MT 190-191
Offered Biennially

This course is intended to fill a basic need of all teachers of grades K-9. Geometry now occupies a significant role in the elementary mathematics curriculum. The course will treat content, but ideas for presenting geometry as an activity-based program will also be stressed. Topics to be covered include the geoboard and other key manipulatives, elements of motion and Euclidean geometry, and suggestions for using Logo as a tool to enhance teaching geometry.
Margaret Kenney

MT 305 Advanced Calculus (Science Majors) (Spring: 4)
Prerequisite: MT 202. Cannot be used for major credit

MT 305 is required for Geology-Geophysics, Geophysics, and Physics majors. It is also recommended for Chemistry majors. Topics include linear second order differential equations series solutions of differential equations including Bessel functions and Legendre polynomials, and solutions of the diffusion and wave equations in several dimensions.
Robert Gross

MT 310 Introduction to Abstract Algebra (Fall/Spring: 3)
Prerequisites: MT 210 and MT 216

This course studies four fundamental algebraic structures: groups, including subgroups, cyclic groups, permutation groups, symmetry groups and Lagrange's Theorem; rings, including subrings, integral domains, and unique factorization domains; polynomials, including a discussion of unique factorization and methods for finding roots; and fields, introducing the basic ideas of field extensions and ruler and compass constructions.
MarK Reeder

MT 320 Introduction to Analysis (Fall/Spring: 3)
Prerequisites: MT 202 and MT 216

The purpose of this course is to give students the theoretical foundations for the topics taught in MT 102-103. It will cover algebraic and

order properties of the real numbers, the least upper bound axiom, limits, continuity, differentiation, the Riemann integral, sequences, and series. Definitions and proofs will be stressed throughout the course.
Robert Meyeroff

MT 371 Proof and Truth in Mathematics (Fall: 3)
Charles Landraitis

MT 372 Introduction Mathematical Problem Solving: Mathematica (Fall/Spring: 3)
Chi-Keng Cheung

MT 453 Euclid's *Elements* (Spring: 3)
Offered Periodically

This course is a close reading of Euclid's *Elements* in seminar style, with careful attention to axiomatic reasoning and mathematical constructions that build on one another in a sequence of logical arguments. We will also emphasize clear and creative communication on mathematical ideas, with some attention to the cultural background of the *Elements* and its place in a modern education.
Mark Reeder

MT 460 Complex Variables (Spring: 3)
Prerequisites: MT 202 and MT 210

This course gives an introduction to the theory of functions of a complex variable, a fundamental and central area of mathematics. It is intended for mathematics majors and well-prepared science majors. Topics covered include: complex numbers and their properties, analytic functions and the Cauchy-Riemann equations, the logarithm and other elementary functions of a complex variable, integration of complex functions, the Cauchy integral theorem and its consequences, power series representation of analytic functions, the residue theorem and applications to definite integrals.
Solomon Friedberg

Undergraduate and Graduate Course Offerings

MT 410 Differential Equations (Fall: 3)
Prerequisites: MT 202 and MT 210

This course is a junior-senior elective intended primarily for the general student who is interested in seeing applications of mathematics. Among the topics covered will be the following: first order linear equations, higher order linear equations with constant coefficients, linear systems, qualitative analysis of non-linear systems, and an introduction to stability and bifurcations.
Toa Li

MT 412 Partial Differential Equations (Spring: 3)
Prerequisite: MT 410

This course investigates the classical partial differential equations of applied mathematics (diffusion, Laplace/Poisson, and wave) and their methods of solution (separation of variables, Fourier series, transforms, Green's functions, and eigenvalue applications). Additional topics will be included as time permits.
Chi-Keung Cheung

MT 414 Numerical Analysis (Spring: 3)
Prerequisite: MT 202, MT 210, and familiarity with using a computer

Topics include the solution of linear and nonlinear algebraic equations, interpolation, numerical differentiation and integration, numerical solution of ordinary differential equations, approximation theory.
Patrick Quillen

MT 426 Probability (Fall/Spring: 3)
Prerequisite: MT 202, familiarity with using a computer

This course provides a general introduction to modern probability theory. Topics include probability spaces, discrete and continuous random variables, joint and conditional distributions, mathematical expectation, the central limit theorem, and the weak law of large numbers. Applications to real data will be stressed, and we will use the computer to explore many concepts.
Daniel Chambers

MT 427 Mathematical Statistics (Fall/Spring: 3)
Prerequisite: MT 426 and familiarity with using a computer

Topics studied include the following: sampling distributions, parametric point and interval estimation, hypothesis testing, goodness-of-fit, parametric and nonparametric two-sample analysis. Applications to real data will be stressed, and the computer will be used to explore concepts and analyze data.
Nancy Rallis

MT 430 Introduction to Number Theory (Fall: 3)
Prerequisite: MT 216

Topics covered include divisibility, unique factorization, congruences, number-theoretic functions, primitive roots, diophantine equations, continued fractions, quadratic residues, and the distribution of primes. An attempt will be made to provide historical background for various problems and to provide examples useful in the secondary school curriculum.
Avner D. Ash

MT 435 Mathematical Programming I (Fall: 3)
Prerequisite: MT 210

This course demonstrates how mathematical theory can be developed and applied to solve problems from management, economics, and the social sciences. Topics studied from linear programming include a general discussion of linear optimization models, the theory and development of the simplex algorithm, degeneracy, duality, sensitivity analysis, and the dual simplex algorithm. Integer programming problems, and the transportation and assignment problems are considered, and algorithms are developed for their resolution. Other topics are drawn from game theory, dynamic programming, Markov decision processes (with finite and infinite horizons), network analysis, and non-linear programming.
Daniel Chambers

MT 440 Dynamical Systems (Spring: 3)
Prerequisites: MT 202 and MT 410 or permission of the instructor

This course is an introduction to nonlinear dynamics and their applications, emphasizing qualitative methods for differential equations. Topics include fixed and periodic points, stability, linearization, parameterized families and bifurcations, and existence and nonexistence theorems for closed orbits in the plane. The final part of the course is an introduction to chaotic systems and fractals, including the Lorenz system and the quadratic map.
Renato Mirollo

MT 451 Euclidean and Non-Euclidean Geometry (Fall: 3)
Prerequisite: MT 216

This course surveys the history and foundations of geometry from ancient to modern times. Topics will be selected from among the following: Mesopotamian and Egyptian mathematics, Greek geometry, the axiomatic method, history of the parallel postulate, the Lobachevskian

plane, Hilbert's axioms for Euclidean geometry, elliptic and projective geometry, the trigonometric formulas, models, geometry and the study of physical space.
Robert Meyeroff

MT 455 Mathematical Problem Solving (Spring: 3)
Prerequisites: MT 202, MT 210, MT 216 (or equivalent mathematical background)
Corequisite: Permission of the instructor required for students outside the LSOE.
Offered Periodically

This course is designed to deepen students' mathematical knowledge through solving, explaining, and extending challenging and interesting problems. Students will work both individually and in groups on problems chosen from polynomials, trigonometry, analytic geometry, pre-calculus, one-variable calculus, probability, and numerical algorithms. The course will emphasize explanations and generalizations rather than formal proofs and abstract properties. Some pedagogical issues, such as composing good problems and expected points of confusion in explaining various topics, will come up, but the primary goal is mathematical insight. The course will be of particular use to future secondary math teachers.
Ned Rosen

MT 470 Mathematical Modeling (Spring: 3)
Prerequisites: MT 202, MT 210, and familiarity with using a computer

This is a course primarily for mathematics majors with the purpose of introducing the student to the creation, use, and analysis of a variety of mathematical models and to reinforce and deepen the mathematical and logical skills required of modelers. A secondary purpose is to develop a sense of the existing and potential roles of both small and large scale models in our scientific civilization.
Charles Landraitis

MT 480 Topics in Mathematics (Spring: 3)
Prerequisites: MT 310 or MT 816
Offered Periodically
A calculus-based course in statistical inference at the level of MT 427, and a familiarity with using the computer to solve mathematics problems.

Topics for this 1-semester course vary from year to year according to the interests of faculty and students. With department permission it may be repeated.
Robert Bond

MT 804-805 Analysis I and II (Fall/Spring: 3)
Prerequisite: MT 320 or equivalent

The MT 804-805 sequence is intended to emphasize the basic ideas and results of calculus and to provide an introduction to abstract analysis. The course begins with an axiomatic introduction to the real number system. Metric spaces are then introduced. Theoretical aspects of convergence, continuity, differentiation, and integration are treated carefully and are studied in the context of a metric space. The course includes an introduction to the Lebesgue integral.
Martin Bridgeman
Renato Mirollo

MT 814-815 Theory of Functions of a Complex Variable I and II (Fall/Spring: 3)
Prerequisite: MT 320 or equivalent

Topics for the MT 814-815 sequence include: differentiation and integration of a function of a complex variable, series expansion, residue theory, entire and meromorphic functions, multiple-valued functions, Riemann surfaces, and conformal mapping problems.
Toa Li

MT 816-817 Modern Algebra I and II (Fall/Spring: 3)
Prerequisite: MT 310 or permission of instructor

The MT 816-817 course sequence will study the basic structures of abstract algebra. Topics will include groups, rings, ideal theory, unique factorization, homomorphisms, field extensions, and Galois theory.
Robert Bond
Jonathon Pottharst

Graduate Course Offerings

MT 890-891 Graduate Teaching Seminar I and II (Fall/Spring: 0)
The Department

MT 899 Readings and Research (Fall: 3)
Prerequisite: Department permission is required.

This is an independent study course, taken under the supervision of a Mathematics Department faculty member. Interested students should see the Director of the Graduate Program.
Chi-Keung Cheung

Music

Faculty

T. Frank Kennedy, S.J., *Professor;* The Peter Canisius Chair; Director, Jesuit Institute; B.A., Boston College; M.F.A., Tulane University; Diploma in Pastoral Theology, University of London; Ph.D., University of California, Santa Barbara
Thomas Oboe Lee, *Professor;* B.A., University of Pittsburgh; M.M., New England Conservatory; Ph.D., Harvard University
Michael Noone, *Associate Professor;* Chairperson of the Department; B.A., M.A., University of Sydney; Ph.D., University of Cambridge.
Jeremiah W. McGrann, *Adjunct Associate Professor;* Assistant Chairperson of the Department; B.A., Austin College; Ph.D., Harvard University
Ralf Yusuf Gawlick, *Assistant Professor;* B.M., University of California, Santa Barbara; M.M., University of Texas at Austin; D.MA., New England Conservatory
Ann Morrison Spinney, *Assistant Professor;* B.M., Oberlin College Conservatory; M.M., Northwestern University; Ph.D., Harvard University
John Finney, *Senior Lecturer and Distinguished Artist in Residence;* B.M., Oberlin College; M.M., Boston Conservatory

Contacts

- Administrative Secretary: Mary Ellen Royer, 617-552-8720, mary.royer.1@bc.edu
- http://www.bc.edu/music

Undergraduate Program Description

Whether for students intending a career in music or those pursuing their own love of the art, the Department of Music offers courses in theory and composition, in the history and current trends of both Western and non-Western music, and lessons in performance. All

students, regardless of musical background, are welcome in any course unless a prerequisite or permission of instructor is indicated (as for certain theory courses).

The Department offers a variety of courses (MU 070, MU 066, MU 030) that satisfy the University Core requirement in the Arts and that serve as introductions to the various areas of musical knowledge. MU 070 Fundamentals of Music Theory focuses on technical aspects of the language of music and serves as a prerequisite to Tonal Harmony and further upper level courses in theory and composition, such as Chromatic Harmony, Counterpoint, as well as Jazz Harmony, and the Seminar in Composition. MU 066 Introduction to Music offers a broad survey of music history and styles of music, while upper level courses focus on either various periods of Western music history (Middle Ages and Renaissance, Baroque, Classical Era, Romantic Era, Twentieth Century), the historical development of various genres (Opera, Symphony), or the contributions of various individual composers (Bach, Beethoven, Wagner). MU 030 History of Rock and Roll and Popular Musics in the U.S. offers a socio-historical approach to the history and context of commercial popular music; upper level cross-cultural courses deal with Western traditions (such as Irish Folk Music, Music in America, Rhythm and Blues) and non-Western traditions. MU 301 Introduction to Musics of the World and MU 305 Native North American Song satisfy the Cultural Diversity requirement of the Core, but not the University Core requirement in the Arts.

For the music major, a liberal arts framework offers a broader outlook than that of either a conservatory or a school of music. In a liberal arts framework, students encounter historical, theoretical, cultural, ethnographic, and performance perspectives on music. The student majoring in music at Boston College may find employment in teaching, in communications or arts administration, in liturgical music, or may major in music simply to provide a firm discipline for the mind or a source of lifelong enjoyment. Some students plan to go on to graduate school or a conservatory to become professional performers, composers, musicologists, or ethnomusicologists. Within the major, all students receive a common base of knowledge with a specialization at higher levels in such areas as composition, performance, music history, or cross-cultural studies. A grounding not only in the traditional musical skills of Western fine-art music but also knowledge of American music and of the traditions of other cultures is considered indispensable.

Credit for Performance

Students may bundle performance credits into only one 3-credit course in one of two ways: (1) Students may receive three credits equivalent to a full course after taking three semesters of individual hour lessons for credit in voice or on the same instrument (MU 099 Vocal/ Instrumental Instruction) and, at the end of their third semester of instruction, performing before a jury of the performance faculty. (2) Students may receive three credits equivalent to a full course who have taken three semesters of one of the following: Introduction to Vocal Performance, Gospel Workshop, Improvisation, or the Traditional Irish Music Ensembles **and** who, at sometime during their four years at Boston College have taken MU 070 Fundamentals of Music (for Introduction to Vocal Performance and Improvisation), MU 330 Introduction to Irish Traditional Music (for the Irish Traditional Music Ensembles), and MU 321 Rhythm and Blues in America or MU 322 Jazz in America (for Gospel Workshop). Individual Instrumental Instruction, either credit or non-credit, and Voice for Performance require an extra fee. In addition, several free, non-credit performance courses offer instruction and/or coaching in various instruments and ensembles.

Major Requirements

(Minimum of twelve courses)

- *Optional Introductory Course* (depending on previous knowledge of music theory): MU 070 Fundamentals of Music Theory (may be substituted for one of the electives, with the approval of the Chairperson).
- *Theory, Analysis, and Composition Courses:* (four courses total)
  Prerequisite: MU 070 Fundamentals of Music Theory or equivalent
  Required of all majors: MU 110 Harmony, MU 211 Chromatic Harmony, MU 312 Counterpoint
- *Choice of any one course:* MU 214 Form and Analysis, MU 215 Jazz Harmony, MU 315 Composition Seminar, MU 316 Tonal Composition
- *Historical Courses:* (three courses total)
  Required of all majors: MU 209 Twentieth Century Music
  Choice of any two: * MU 201 Medieval-Renaissance Music, MU 203 Music of the Baroque, MU 205 Music of the Classic Era, MU 207 Music of the Romantic Era
  * With permission of the chairperson, a composer or genre course may be substituted for a period course.
- *Cross-Cultural Courses:* (two courses total)
  Required of all majors, a choice of one from each of the following two groups:
  Group I—Non-Western tradition
  MU 301 Introduction to World Music*
  MU 305 Native North American Song*
  MU 323 Musical Identities
  MU 306 African Music
  MU 350 Topics in Ethnomusicology
  *MU 301 and MU 305 also satisfy the Core Cultural Diversity requirement
  Group II—Western tradition
  MU 320 Music and America
  MU 321 Rhythm and Blues in American Music
  MU 322 Jazz in America
  MU 330 Introduction to Irish Folk Music
  MU 340 The Ballad Tradition
- Required Senior Seminar: (one semester)
  The Senior Seminar (MU 405) is ordinarily open only to senior music majors. The Seminar entails a series of weekly projects allowing majors to investigate issues in-depth with special emphasis in one of the areas listed above (theory and composition, history, cross-cultural, or performance). The Seminar serves as preparation for a senior project with supervised reading, research, writing, and discussion.
- *Electives:* (two courses)
  The student will choose a minimum of two semester courses in whatever category is appropriate to his or her particular interest, whether it is in music theory and composition, performance, history, or cross-cultural studies. Students with performance emphasis must have three semesters of private instruction for credit. The three credits for private instruction will be bundled into a full course only upon completion of the jury at the end of

the third semester of lessons (see Credit for Performance).

- *Performance Ensemble Experience:* (minimum of two semesters) Each major must have two semesters of experience in performance in some capacity and may choose from any organized performance group at Boston College (such as Boston College Symphony Orchestra, Chamber Music Ensemble, Popular Styles Ensemble, Irish Traditional Music classes, University Chorale, Voices of Imani, Liturgy Arts Group, student a cappella group, BC bOp, Marching Band, Wind Ensemble, etc.), through more informal students groups (by consultation with the Chairperson), or through private lessons.
- *Cumulative Listening Competency*
  Majors will be asked to identify important works from the Western tradition in a series of Listening Competency exams. Each year of the music major (normally three), a list of works will be given to students that they must be able to identify by the end of the year. A listening test on each of three lists of works will be administered until the student passes.
- *Ear Training/Sight Singing*
  All majors will be expected to have passed the minimum competency requirements in Ear Training and Sight-Singing before graduation. MU 081-082 Ear-Training and Sight-Singing, is designed and recommended as an aid to passing this test.

Minor Requirements

(Minimum of six courses)

The Music Department has designed a minor in music as an alternative for students who are vitally interested in music, but either do not wish to make music their career or go on to graduate studies, or who have majors that preclude taking music as a second major. The total number of courses required for the minor in music is six. Those wishing to minor in music should take the following:

- One of the following: MU 070 Fundamentals of Music Theory (if they do not have the background in music theory needed before entering MU 110 Harmony), or MU 066 Introduction to Music or MU 030 History of Rock and Roll and Popular Music in the U.S. Students who can pass out of MU 070 should substitute an upper level course.
- Two additional music theory courses: MU 110 Harmony and MU 211 Chromatic Harmony.
- Three historical and cross-cultural electives: One period course, one composer or genre course, one cross-cultural course.

The choice of courses should be made in conjunction with an advisor from the Music Department. In addition, each student must participate in at least two semesters of credit or non-credit performance experience (either as a member of an ensemble or through private lessons), as approved by the department. The performance option when taken for credit requires three semesters for the equivalent of a 3-credit course (see above).

Honors

In order to graduate with departmental honors, a student must maintain a grade point average of 3.5 in the major and 3.3 in the University, pass the Ear-Training and Listening Repertoire requirements with a high score, and produce a final project, recital, or paper deemed worthy of honors. The project must be completed for a grade of A- or better to receive honors. There are various ways to fulfill the project:

- A research paper of no less than 40 pages and a public presentation of approximately 20 minutes on their findings.
- A recital of around 40 minutes (but no less than 30 minutes) with a paper of no less than 15 pages. Non-honors majors may still do a senior recital for credit as MU 400 Readings and Research but without it being considered for honors.
- A composition or set of compositions of no less than 15 minutes.

Information for First Year Majors and Non-Majors

Included in the University's Core Curriculum is one course in the Arts (Fine Arts, Music, or Theatre). MU 066 Introduction to Music, MU 070 Fundamentals of Music Theory, and MU 030 History of Rock and Roll and Popular Musics in the U.S. are the Music Department's Core offerings. They are designed for the non-musician as well as the student who has studied music. Prospective music majors should reference the *Recommended Course of Study.* Students with advanced musical backgrounds and interests should speak to Jeremiah McGrann, the Director of the Undergraduate Program in Music regarding appropriate upper-level courses. The department offers MU 301 Introduction to World Music and MU 305 Native North American Song as options for the Cultural Diversity requirement of the Core.

Information for Study Abroad

The department requires that the music theory sequence for minors and majors through Chromatic Harmony, and the Senior Seminar for majors be taken at Boston College. Twentieth-Century Music and Counterpoint (required of majors) should be taken at Boston College, but exceptions may be possible depending on equivalent courses offered by the host school. Majors may not be abroad first semester senior year in order to take the required Senior Seminar at BC.

Before going abroad, both minors and majors should have completed Chromatic Harmony in theory, and majors, in addition, should have taken a few of the history or cross-cultural courses. Thus acceptable offerings from abroad tend to lean towards courses in music history or in cross-cultural studies, with some upper-level theory courses acceptable. Usually students complete six or nine credits; however, majors have had as many as twelve credits fulfilled abroad.

Students should contact Jeremiah W. McGrann, the Director of the Undergraduate Program in Music, to plan an acceptable course of study for their semester or year abroad. The department recommends the music programs offered at King's College, London, and University College, Cork, Ireland.

Recommended Course of Study

Freshman Year

All students with a serious interest in music should try as freshmen to take or test out of MU 070 Fundamentals of Music Theory, a course covering the notation of music and fundamental ear-training. The theory courses (especially MU 070 Fundamentals and MU 110 Harmony) are essential and necessary indicators of how well a student will be able to succeed in the major and to speak the language of music. Those who can test out of MU 070 and who wish to fulfill the Arts Core requirement with a music course should take MU 066 Introduction to Music, a general introduction to the field and its various methodologies. Arts Core courses in Fine Arts or Theatre are also possible instead of Music and are recommended for those who wish a broader understanding of the Arts.

Sophomore Year

Harmony and Chromatic Harmony should be taken in sequence along with MU 081-082 Ear Training/Sight Singing Labs. Two history courses in Western Music (selected from Medieval-Renaissance, Baroque Music, Music of the Classical Era, Music of the Romantic Era, Music of the Twentieth Century, or a composer or genre course) or one history course and one cross-cultural course should be taken. The first year's required Listening Repertoire should be mastered. Some performance experience (Orchestra, Chorale, Band, Chamber Music, non-Western performance, and/or private lessons) should be started and pursued throughout the rest of the major.

Junior Year

Counterpoint and a choice of Jazz Harmony, Form and Analysis, or Composition and a second or third history course and/or a cross-cultural course should be taken. The second year of the required Listening Repertoire should be mastered.

Senior Year

Any advanced courses in the department relevant to the particular emphasis the student has chosen—performance, composition, history, or cross-cultural—and the Senior Seminar, which will help the student synthesize previous course work. The final year of the required Listening Repertoire should be mastered.

Recommended Course of Study: Minors

Students can add music as a minor as late as their Junior year, but no later than second semester as the minor requires a minimum of three consecutive semesters in order to complete the theory sequence of the following: Fundamentals, Harmony and Chromatic Harmony. The history and cross-cultural component may be taken at any time in conjunction with various levels of theory, although some understanding of Fundamentals is recommended for students with little, previous, formal background in music.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

MU 030 History of Rock and Roll and Popular Music in the United States (Fall/Spring: 3)
Satisfies Arts Core Requirement

From the blues to country, jazz to rock, our nation's political, social and economic history has been mirrored and influenced by the styles of popular music developed in our cultural melting pot. This course will provide an overall history of popular music in America with emphasis upon mainstream popular music since 1954. Its focus will be on the independence and interdependence of black and white musical cultures in America. Students will learn stylistic developments in popular music, acquire interpretive strategies, including methods of aural analysis that will view popular songs as historical "texts" as well as autonomous works of art.

Donald James

MU 051 Irish Fiddle/Beginner (Fall: 1)
Performance course

Students will learn to play easy tunes by ear and begin to develop violin technique using scales, bowing and fingering exercises and note-reading practice. At the end of the course, students will have the opportunity to perform with the advanced fiddle and whistle students.

Tina Lech

MU 052 Irish Fiddle/Experienced Beginner (Fall/Spring: 1)

Prerequisite: MU 051 or who have at least one year's experience playing the violin.

This class will help students continue in the development of violin technique. Students will learn more advanced Irish dance tunes with some beginning ornamentation (bowing and fingering). Students may take the experienced beginner class for more than one semester until they feel ready to move to the Intermediate level. Violin rentals are possible. A small portable recorder is required.

Seamus Connolly

MU 053 Irish Fiddle/Intermediate (Fall/Spring: 1)

Prerequisite: MU 051

For students who have at least three years experience playing the violin (classical or traditional Irish) or who have taken the Experienced Beginner class (MU 052) and whom the instructor feels is ready for the intermediate level. Traditional music will be taught with a focus on ornamentation, bowing and style. Airs and dance music of Ireland will be covered along with music of the ancient Bardic harpers and court musicians. Classes are taught by Seamus Connolly, one of the world's leading Irish traditional musicians and ten-times Irish National Fiddle Champion. Violin rentals are possible. A small portable recorder is required.

Seamus Connolly

MU 066 Introduction to Music (Fall/Spring: 3)
Satisfies Arts Core Requirement

This course will attempt to develop essential and critical listening faculties by employing a chronological survey of the elements, forms, and various types of music that the serious listener is exposed to today. The principal emphasis of the course will be on traditional Western art music from medieval Gregorian Chant to twentieth-century electronic music but certain excursions into the world of non-Western musics, jazz, and American popular song will be included to diversify and enrich the experience of listening critically to music.

Donald James
Jeremiah W. McGrann
Michael Noone

MU 070 Fundamentals of Music Theory (Fall/Spring: 3)
Satisfies Arts Core Requirement

An introductory music theory course designed for students with a strong interest in music. As a Core course it includes speculations on how musical discourse informs our perception and understanding of the world around us. Students learn to acquire skills in music notation and transcription. The following theoretical concepts will be extensively covered: notation of pitch and rhythm, scales, intervals, chords, and harmonic progression. Students leave the course prepared for upper level study in music theory and will begin to question broader issues concerning the meaning and use of music.

Michael Burgo
Barbara Gawlick
Sandra Hebert
Donald James

MU 071 Irish Dancing/Advanced Beginner (Fall/Spring: 1)
Performance Course.

Irish dance classes focusing on the traditional ceili dances of Ireland. Emphasis on the basic steps needed to execute ceili dances and demonstration of couple dancing will be the primary concentration of this class.
Meghan Allen

MU 072 Irish Dancing/Advanced (Fall/Spring: 1)
Performance Course.

World-renowned Irish dance instructor/choreographer Michael Smith will offer Irish dance classes focusing on the traditional ceili dances of Ireland. Emphasis on the basic steps needed to execute ceili dances and demonstration of couple dancing will be the primary concentration of this class.
Meghan Allen

MU 073 Irish Dancing/Beginner (Fall/Spring: 1)
Performance Course. No prior experience necessary.

Irish dance classes focusing on the traditional ceili dances of Ireland. Emphasis on the basic steps needed to execute ceili dances and demonstration of couple dancing will be the primary concentration of this class.
Meghan Allen

MU 076 The Boston College Symphony Orchestra (Fall/Spring: 0)
Prerequisite: Audition required
Performance Course

The orchestra gives three full concerts each year plus the annual Messiah Sing in December. At various times the orchestra performs with the B.C. Chorale and accompanies musical productions in association with the Theatre Department. Recent programs have included Brahms' *Academic Festival Overture,* Saint-Saens *Organ Symphony* and Beethoven's *Triple Concerto* featuring faculty soloists. Students vie for solo opportunities in the annual Concerto/Aria Competition offered by the orchestra.
John Finney

MU 077 Chamber Music Ensembles (Fall/Spring: 0)
Performance Course.

Regular participation and coaching in chamber ensembles. The course is offered without credit and is open to any qualified student. It will fulfill the music major requirement for ensemble performance.
Sandra Hebert

MU 079 Popular Styles Ensemble (Fall/Spring: 0)
Performance Course.

Regular participation and coaching in jazz, rock, and fusion styles in small group sessions. Any appropriate instruments are welcome.
Erik Kniffen

MU 080 Keyboard Skills (Fall/Spring: 0)

Keyboard skills is a co-requisite for the following theory courses: MU 070 Fundamentals of Music Theory, MU 110 Harmony, MU 211 Chromatic Harmony. Times to be determined in class.
Department

MU 081-082 Ear Training/Sight-Singing Lab (Fall/Spring: 1)
For music majors.
Performance Course.

A twice-weekly opportunity to develop the skills of sight-singing and ear-training for students who are taking theory or other music courses or who are in singing groups and wish to improve their skills. The course is designed to help students pass the Ear Training/Sight Singing tests required for the major. Students will learn to sing melodies onsight by drilling scales and intervals. Ear-training will focus on melodic, rhythmic and harmonic dictation. Highly recommended for students taking Fundamentals of Music and Tonal Harmony.
Michael Burgo

MU 083 Introduction to Improvisation (Fall/Spring: 1)
Performance Course. This course may be repeated for credit.

Improvisation is a central feature of many Western musical styles. This course offers students the opportunity to learn how to improvise in jazz, blues and rock. In a hands-on manner, students are introduced to the fundamental concepts of improvising. No prior experience is necessary, and there is no prerequisite, but you should have at least some experience playing an instrument or singing. In addition to extensive in-class performance, accompaniment recordings are provided for practice outside class.
Erik Kniffen

MU 084 Intermediate Improvisation (Fall/Spring: 1)
Prerequisites: MU 083 or permission of instructor and previous or concurrent enrollment in MU 070
Performance Course. This course may be repeated for credit.

This course focuses, in a hands-on manner, on three elements of improvisational skill in jazz, blues and rock as it advances from the basic concepts of improvisation introduced in Introduction to Improvisation. The course embraces different styles of improvisational music and directs attention to recognizing and responding to these styles in performance situations.
Erik Kniffen

MU 085 The Boston College Flute Choir (Fall/Spring: 0)
Performance Course.

An ensemble devoted solely to music for multiple flutes. Meets once a week with a coach. Public performances at B.C. and in the community.
Judith Grant-Duce

MU 086 Advanced Improvisation (Fall/Spring: 1)
Prerequisites: MU 084 or permission of instructor and previous or concurrent enrollment in MU 110
Performance Course. This course may be repeated for credit.

This course offers the advanced improvisor the opportunity to build higher order skills of improvisation in the jazz and rock idioms. While the course entails extensive instruction in music theory, the focus is on application of theoretical concepts to real-world improvisational contexts. The course outlines advanced concepts in melody-shaping, form/harmony, and musical style.
Erik Kniffen

MU 087 Tin Whistle/Beginner (Fall/Spring: 1)
Prerequisite: Continued course. Students must sign up in the fall in order to register for spring.

Learn to read and play the basic airs and dance music of Ireland on tin whistle. At the end of the course, students will have the opportunity to perform in concert with the advanced fiddle and whistle students. Lessons are taught by Jimmy Noonan, a well-known and respected Irish tin whistle and flute player and teacher. Any make of D-major tin whistle is required and are available for purchase locally at a nominal cost. A portable recording device is required.
Jimmy Noonan

MU 088 Tin Whistle/Experienced to Intermediate (Fall/Spring: 1)
Prerequisite: MU 087
Performance course. No Fee. Experienced to Intermediate

For students who have taken a full semester of Beginner Tin Whistle or who have at least one year's experience playing flute. The class will help students develop whistle playing while learning more advanced Irish tunes with beginning ornamentation common to Irish music. Lessons are taught by Jimmy Noonan, a well-known and respected Irish tin whistle and flute player and teacher. Any make of D-major tin whistle is required and are available for purchase locally at a nominal cost. A small tape recorder is required.
Jimmy Noonan

MU 091 University Wind Ensemble (Fall/Spring: 0)
Performance Course. Audition required

The University Wind Ensemble is a select ensemble of 46 woodwind, brass and percussion instrumentalists whose membership is determined by competitive audition or by invitation of the conductor. Members are highly skilled and highly motivated student musicians for whom making music is a personal priority. The ensemble performs wind literature of the highest quality and challenge. The University Wind Ensemble serves as the parent group for the performance of a wide variety of chamber music. The University Wind Ensemble is a full-year commitment.
Sebastian Bonaiuto, Conductor

MU 092 B.C. bOp! Jazz Ensemble (Fall/Spring: 0)
Performance Course. Audition required

B.C. bOp! is an ensemble dedicated to the highest levels of instrumental and vocal jazz performance. Membership is determined by audition. Instrumentation for B.C. bOp! consists of five saxophones, five trumpets, four trombones, piano, guitar, bass, drums, auxiliary percussion and a vocal ensemble of four to six mixed voices. B.C. bOp! performs jazz and popular music from the 1940's to the 1990's, and appeals to a wide range of musical tastes.
Sebastian Bonaiuto, Conductor
JoJo David, Vocal Director

MU 095 Symphonic Band (Fall/Spring: 0)
Offered Periodically

The Symphonic Band is open to the entire University community. Its members include undergraduate students, graduate students, faculty, staff, alumni, and community members. The ensemble performs largely traditional wind band music as well as large-scale orchestral transcriptions. The Symphonic Band also provides students with the opportunity to perform literature specifically designed for smaller chamber ensembles.
David Healey, Conductor

MU 096 Gospel Workshop (Fall/Spring: 1)
Cross Listed with BK 290
Performance Course.
No experience is required for membership, but a voice placement test is given to each student.

See course description in the African and African Diaspora Studies Program.
The Department

MU 098 Introduction to Voice Performance (Fall/Spring: 1)
Performance Course. Tutorial fee required

This is a group class in vocal performance techniques for beginners or those with some previous formal training.
Hanni Myers

MU 099-100 Individual Instrumental/Vocal Instruction (Fall/Spring: 1)
Performance Course. Tutorial fee required

Weekly private lessons will be awarded a single credit with approval of the Department Chairperson. A maximum of three credits may be received for lessons. Lessons must be arranged through the Music Department before the end of the drop/add period. Music majors taking private instruction for credit will perform for a jury of faculty members at the end of each semester.
Sandra Hebert

MU 101-102 Individual Vocal/Instrumental Instruction (Fall/Spring: 0)
Sandra Hebert

MU 110 Harmony (Fall/Spring: 3)
Prerequisite: MU 070 or permission of Department
Corequisite: (for Music Majors) MU 081
Theory Course

Harmony will cover the principles of diatonic harmonic progression, four-part writing from a figured bass, and harmonization of chorale melodies. Students will increase their musical vocabulary to include modes and seventh chords, and continue to develop skills in analysis, keyboard harmony, and ear-training.
Ralf Gawlick
Sandra Hebert
Thomas Oboe Lee

MU 201 Medieval/Renaissance (Spring: 3)
Offered Periodically
Historical Period

A study of the development of Western Music from the first stages of musical notation in the Middle Ages through the polyphonic music of the sixteenth century. Both sacred and secular traditions will be considered, including Gregorian chant, the polyphonic Mass and motet, the chanson, and the madrigal of the sixteenth century.
Michael Noone

MU 203 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, fugue.
T. Frank Kennedy, S.J.

MU 207 Music of the Romantic Era (Spring: 3)
Historical Course

A study of the new concepts, genres, and musical institutions that grew up in the nineteenth century, as exemplified by such composers as Schubert, Schumann, Mendelssohn, Berlioz, Chopin, Liszt, Wagner, Brahms, and Mahler.
Jeremiah W. McGrann

MU 209 Music of the Twentieth Century (Fall: 3)
Historical Period

This is a study of the music of the twentieth century, including concepts, ideas, techniques, compositional materials, analytical principles of the music, as well as a historical, chronological survey of the composers and compositions of the modern era. The course will include a study of the twentieth-century masters Debussy, Ravel, Stravinsky, and Schoenberg, as well as nationalist composers like Bartok, Britten and Copland, and the flowering of avant-garde music since 1945, including electronic music.
Ralf Gawlick

MU 211 Chromatic Harmony (Fall/Spring: 3)
Prerequisite: MU 110
Theory Course

This course will cover the basic principles of chromatic progression. We will revisit the proper use of secondary dominants, diminished seventh chords and augmented triads. We will then study in depth the harmonization of Bach chorales. The concept of modulation using modal exchange will be introduced, which will be followed by the introduction of Neapolitan sixth and augmented sixth chords. We will study via harmonic and form analysis the works of great composers including Bach, Haydn, Mozart, Beethoven, Schubert, Schumann, Chopin, Brahms, Wolf, Mahler, and Wagner.
Ralf Gawlick
Thomas Oboe Lee

MU 215 Jazz Harmony, Improvisation, and Arranging (Fall: 3)
Prerequisite: MU 211
Theory Course
Students should have basic keyboard skills, but it is not essential.

This music theory course will focus on the study of chord structures, chord substitutions, chord scales, composition and improvisation as they have been codified by contemporary jazz musicians. The technical innovations in the music of Sonny Rollins, Thelonius Monk, Charlie Parker, and Miles Davis will be analyzed and discussed. Special attention will be placed on learning how to improvise on the great standards of the jazz repertory. Additional studies will include the following: piano lead sheet arrangements, ii-V-I keyboard harmony, re-harmonization, and composing original tunes based on chord structures of standards by Berlin, Kern, Gershwin, rhythm changes, and the blues.
Thomas Oboe Lee

MU 227 Keyboard Music (Fall: 3)
Genre Course

This course will show how composer/performers have explored and exploited the expressive possibilities inherent in three keyboard instruments (harpsichord, clavichord and piano music for organ is not included). Students should come away with an understanding of the main differences in the construction and sonic possibilities of these three instruments, the change of musical styles and forms over a four hundred year period (from the Baroque through today), and specific knowledge of the masterpieces of keyboard music by some of the great keyboard composer/performers. Some previous acquaintance with the keyboard is recommended but not required.
Sandra Hebert

MU 265 Claudio Monteverdi (Fall: 3)

Standing at the dawn of the Baroque, Claudio Monteverdi (1567-1643) composed in an astonishing variety of styles in all of the important genres of both the High Renaissance and the early Baroque. Famously dubbed the 'creator of modern music' (Leo Schrade), Monteverdi was also a master of the language and forms that he inherited from the past. Monteverdi transformed musical language and he created enduring masterpieces' operas, liturgical works, madrigals, etc. that are as alive and fresh to us today as they were when they first performed. The course concentrates on intensive study of a representative sampling of Monteverdi's compositions.
Michael Noone

MU 270 Beethoven (Spring: 3)
Composers

An introduction to Ludwig van Beethoven (1770-1827), tracing his intellectual development within the culture and society of the Rhenish Enlightenment, his musical enrichment of the High Classicism of Mozart and Haydn (among others), and the heroic style of his best known works, to his feelings and expressions of musical and social isolation in his last years, and his problematic identity with the burgeoning romantic movement in Germany. Emphasis will be on the music itself, concentrating on compositions from three genres: piano sonata, string quartet, and symphony. Also covered will be the concerto, his opera *Fidelio,* and the *Missa Solemnis.*
Jeremiah W. McGrann

MU 301 Introduction to World Music (Fall/Spring: 3)
Satisfies Cultural Diversity Core Requirement

This course provides an introduction to selected musical traditions from around the world, in their cultural contexts. Our main goals are to study the connections between music and other cultural features and institutions, to become familiar with the features of major musical styles from the cultures studied, and with basic concepts in ethnomusicology and comparative musicology. Case studies include Native North and South American; West, Central and Southern African; Arabic, Persian, Hindusthani, Karnatak, Javanese, and Japanese musics. Musical training and background are not required, and are not presumed.
Donald James
Ann Morrison Spinney

MU 305 Native North American Song (Spring: 3)
Satisfies Cultural Diversity Core Requirement
Offered Biennially
Cross Cultural for Music

This course surveys the song and dance traditions of Native North Americans, including traditional repertories and inter-Tribal musics of the last two centuries. The cultural contexts of songs and dances is our focus. Case studies include native oral traditions, seventeenth century European descriptions, classic ethnographies, and consideration of contemporary powwows and Native American popular musics.
Ann Morrison Spinney

MU 306 African Music (Fall: 3)
Cross Listed with BK 292
Satisfies Cultural Diversity Core Requirement

This course surveys the musical styles and genres of selected African cultures, emphasizing traditions of the sub-Saharan region. Using case studies, we will explore the thesis of J. H. Kwabena Nketia that musical styles are created to suit specific cultural needs. Historical traditions and modern musics are included with attention to issues of colonialism, nationalism, ethnicity, hybridity, diaspora and globalization.
The Department

MU 312 Counterpoint I (Spring: 3)
Prerequisite: MU 110
Theory Course

In this course we will study the fundamentals of two and three-part polyphonic styles. Using the principles of species counterpoint, we will acquire a dependable contrapuntal technique to write short compositions first in two parts and eventually in three. Assignments will include short works in free imitation, strict canon and invertible counterpoint. Our studies will include a brief survey of the historical origins of Western polyphony, and analysis of contrapuntal compositions of the Baroque period.
Ralf Gawlick

MU 315 Seminar in Composition (Spring: 3)
Prerequisites: MU 211 and MU 312
Theory Course

The course will be conducted in two parts. One: class will meet once a month. Works in both tonal and twentieth century idioms will be discussed and used as models for student compositions. Two: each student will meet once a week with the instructor for a private studio composition lesson. The student will complete, by the end of the semester, three original compositions: theme and variations, a movement for string quartet, and a song cycle for voice and piano. The purchase of Finale, music software, created by Coda Music Technology, Mac or PC version, is required for this course.
Thomas Oboe Lee

MU 316 Tonal Composition (Fall: 3)
Prerequisite: MU 211 and MU 312
Offered Biennially
Theory Course

Students enrolled in this course will complete 3 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 of Beethoven, Mendelssohn, Schubert, or Schumann.
Ralf Gawlick

MU 320 Music and America (Fall: 3)
Offered Biennially
Cross-Cultural Course

A survey of the musical heritage of the United States in the broadest historical and stylistic terms possible: from before the Puritans past punk. Included are religious and secular music as well as popular and elite genres, such as Native American pow-wow music, Puritan hymnody and colonial singing schools, minstrelsy and parlor music, the rise of nationalism and its rejection in art music, music in the theater and in films, jazz and gospel, popular music as social enforcer and as social critic. Important figures include William Billings, Stephen Foster, Charles Ives, Louis Armstrong, Aaron Copland, Elvis Presley, and Jimi Hendrix.
Jeremiah W. McGrann

MU 323 Musical Identities (Fall: 3)
Offered Periodically
No previous study of music is necessary. Cross Cutural Course for Music majors.

What is your musical identity? In this course we will explore how musical styles signal identity to composer, performers and audiences. Case studies from diverse cultures, historical periods, and genres are grouped into topics, such as: music and place; music and gender; music and ethnicity. The concepts of subculture, nation, and race will be examined as they are expressed in music. Extensive consideration will be given to contemporary hybrid identities.
Ann Morrison Spinney

MU 326 History of Jazz (Fall: 3)
Donald James

MU 330 Introduction to Irish Folk Music (Fall: 3)
Cross-Cultural Course

An introduction to Irish music including: a historical examination of the music and its indigenous instruments, and a close study of contemporary developments arising from the folk music revival of the 1960s, particularly in relation to ensemble performance.
Ann Morrison Spinney

MU 340 The Ballad Tradition (Spring: 3)
Cross Listed with EN 184
Fulfills study abroad prerequisite in Ireland.
Open to graduate students for credit.

This course surveys the English-language ballad traditions of England, Wales, Scottland, Ireland, North America, and Australia. Beginning with the medieval Continental roots of the form, we will consider how the ballad became a popular medium for news, politics, protest, and memorialization. Case studies include Child Ballads, Jacobite songs, emigration and famine songs, Union songs, the Folk Revival, and Celtic Rock. No musical experience is assumed.
Ann Morrison Spinney

MU 400 Readings and Research (Fall/Spring: 3)
Thomas Oboe Lee
Jeremiah W. McGrann
Ann Morrison Spinney

MU 405 Senior Seminar (Fall: 3)

For music majors in their senior year (exception only by special permission). 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).
Jeremiah McGrann

Philosophy

Faculty

Richard Murphy, *Professor Emeritus;* A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Fordham University
William J. Richardson, S.J., *Professor Emeritus;* Ph.L., Woodstock College; Th.L., Ph.D., Maitre-Agrege, University of Louvain
Jacques M. Taminiaux, *Professor Emeritus;* Doctor Juris, Ph.D., Maitre-Agrege, University of Louvain
Norman J. Wells, *Professor Emeritus;* A.B., Boston College; L.M.S., Pontifical Institute of Medieval Studies; A.M., Ph.D., University of Toronto
James Bernauer, S.J., *Professor;* A.B., Fordham University; A.M., St. Louis University; M.Div., Woodstock College; S.T.M., Union Theological Seminary; Ph.D., State University of New York
Oliva Blanchette, *Professor;* A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Universite Laval; Ph.L., College St. Albert de Louvain
Patrick Byrne, *Professor;* Chairperson of the Department; B.S., A.M., Boston College; Ph.D., New York State University
Richard Cobb-Stevens, *Professor;* A.B., A.M., Boston College; Ph.D., University of Paris
Joseph F. X. Flanagan, S.J., *Professor;* A.B., A.M., Boston College; S.T.L., Weston College; D.D.S., Washington University; Ph.D., Fordham University
Jorge Garcia, *Professor;* B.A., Fordham University; Ph.D., Yale University
Richard Kearney, *Seelig Professor;* B.A., University of Dublin; M.A., McGill University; Ph.D., University of Paris
Peter J. Kreeft, *Professor;* A.B., Calvin College; A.M., Ph.D., Fordham University
Arthur R. Madigan, S.J., *Professor;* A.B., Fordham University; A.M., Ph.D., University of Toronto; M.Div., S.T.B., Regis College, Toronto
Thomas J. Owens, *Professor;* A.B., A.M., Boston College; Ph.D., Fordham University
David M. Rasmussen, *Professor;* A.B., University of Minnesota; B.D., A.M., Ph.D., University of Chicago
John Sallis, *Adelmann Professor;* M.A., Ph.D., Tulane University
Jeffery Bloechl, *Associate Professor;* B.A., M.A., Catholic University of America; Ph.D., Katholieke Universiteit te Leuven
Gary Gurtler, S.J., *Associate Professor;* B.A., St. John Fisher College; M.A., Ph.D., Fordham University; M.Div., Weston School of Theology
Stuart B. Martin, *Associate Professor;* A.B., Sacred Heart College; L.M.H., Pontifical Institute of Medieval Studies; A.M., Ph.D., Fordham University
Vanessa P. Rumble, *Associate Professor;* B.A., Mercer University; Ph.D., Emory University
Jean-Luc Solere, *Associate Professor;* M.A. University of Paris-Sorbonne; Ph.D., University of Poitier
Francis Soo, *Associate Professor;* A.B., Berchmans College; A.M., University of Philippines; B.S.T., Fu-Jen University; A.M., Harvard University; Ph.D., Boston College
Eileen C. Sweeney, *Associate Professor;* B.A., University of Dallas; M.A., Ph.D., University of Texas at Austin
Ronald K. Tacelli, S.J., *Associate Professor;* A.B., Boston College; M.Div., Weston College; Ph.D., University of Toronto
Marina B. McCoy, *Assistant Professor;* B.A., Earlham College; M.A., Ph.D., Boston University
Daniel McKaughan, *Assistant Professor;* M. Div., Princeton Theological Seminary; M.A., Ph.D., University of Notre Dame
Charles Onyango-Oduke, S.J., *Assistant Professor;* B.A. Theology (M.Div. equivalent) Hekima College, Jesuit School of Theology, Kenya; Ph.D., Boston College
Brian J. Braman, *Adjunct Associate Professor;* B.S., Central Michigan University; St.B., Gregorian University, Rome; M.A., Gonzaga University; Ph.D., Boston College
David McMenamin, *Adjunct Associate Professor;* Director of PULSE Program; B.A., Fordham University; M.A., Villanova University; Ph.D., Boston College
Jeffrey A. Hanson, *Adjunct Assistant Professor;* B.A., University of Dallas; M.A., Ph.D., Fordham University
Michael R. Kelly, *Adjunct Assistant Professor;* B.A., Ph.D., Fordham University
Paul McNellis, S.J., *Adjunct Assistant Professor;* B.A., Cornell University; M.Hum., Fordham University; B.A., Ph.L., Georgian University, Rome, Italy; Ph.D., Boston College
Thomas P. Miles, *Adjunct Assistant Professor;* B.A., Yale University; M.A., Cambridge University; Ph.D., University of Texas
Mary Troxell, *Adjunct Assistant Professor;* B.A. Amherst College; Ph.D., Boston University
Holly Vande Wall, *Adjunct Assistant Professor;* B.A., Graduate Theological Union, Berkeley; Ph.D., University of Notre Dame (cand.)

Contacts

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- Department Secretary: Bonnie Waldron, 617-552-3845, bonnie.waldron.1@bc.edu
- http://www.bc.edu/philosophy

Undergraduate Program Description

Philosophical study at Boston College provides an opportunity for open-ended inquiry and reflection on the most fundamental questions about ourselves and our world. The Philosophy Department offers a broad spectrum of courses in the history of philosophy with special focus on Continental Philosophy from Kant to the present. Faculty teach and conduct research in metaphysics, philosophy of science, philosophy of religion, ethics, and social and political philosophy. The department offers a program of courses allowing for concentration in the following specialized areas of philosophy: ancient, medieval, modern, contemporary American, contemporary continental, and the philosophies of religion and science. In addition to these areas of specialization, provision is made for interdisciplinary programs.

Undergraduate students may, with the approval of the Chairperson and the individual professor, enroll in certain graduate philosophy courses.

The Department offers to qualified students the opportunity to do independent research under the direction of a professor. The Department also participates in the Scholar of the College Program, details of which can be found in the Arts and Sciences section.

Undergraduate majors who plan to do graduate work in philosophy will be prepared more than adequately to meet all requirements of graduate schools.

Major Requirements

Working under the guidance of faculty advisors, students are encouraged to design a well-balanced program that will give them a solid foundation in the history of philosophy and yet allow for development of their major interests. Philosophy majors begin with one of the Philosophy Core offerings.

History of Philosophy (Electives)

This sequence is intended for students who have completed the Core requirement in philosophy and who wish to understand the history of Western thought in greater depth. Through study of the major thinkers in the history of philosophy, a student will have the opportunity to develop a critical appreciation for the complexity of their thought: the influences which have shaped their ethics, metaphysics, and epistemology, and the rich legacy of insight to which they have contributed. Open to both majors and non-majors, these courses are recommended especially for those who consider pursuing graduate study in philosophy and wish a thorough grounding in its history. Students are free to take selected courses or the sequence in its entirety.

- PL 405 Greek Philosophy
- PL 406 Modern Philosophy
- PL 407 Medieval Philosophy
- PL 408 Nineteenth- and Twentieth-Century Philosophy

Philosophy Minor

The Philosophy minor is structured to give students several thematic options which correspond to the traditional divisions of philosophical inquiry:

- Ethical and Political Philosophy
- Aesthetics
- Philosophy of Religion
- History and Philosophy of Science

The Department offers in each of these areas a sequence of courses that build on the foundation of our Core courses. Each student will design his or her own minor in consultation with a faculty advisor. Each program will consist of a coherent blend of required and elective courses. With the permission of the instructor seniors may participate in some graduate seminars.

Information for First Year Majors and Non-Majors

The Department offers students three basic options for fulfilling the University's 2-semester Core requirement in Philosophy: Core Program, Perspectives Program, and PULSE Program.

Core Programs

The Core requirement for all undergraduates is six credits in philosophy. The options and the requirements they fulfill are listed below:

- PL 070-071 Philosophy of the Person (Fall/Spring)
  This is a 2-semester, 6-credit course that fulfills the Core requirement in Philosophy.
- PL 281-282 Philosophy of Human Existence
  This is a 2-semester, 6-credit course that fulfills the Core requirement in Philosophy.

Perspectives Program I-IV

The Perspectives Program at Boston College is a 4-year interdisciplinary program centered upon the great books of the Western intellectual tradition. It integrates the humanities and natural sciences in order to help students work out for themselves a set of coherent answers to such questions as the following: Who are we? Where do we come from? Where are we going? The Perspectives Program seeks (1) to educate the whole person, (2) to help students develop skills in practical living and critical thinking, and (3) to form students who are intelligent, responsible, reasonable, attentive, and loving.

Each of the Perspectives courses runs for two semesters, for twelve credits. Each is designed to fulfill the Core requirements of the relevant departments. Perspectives I (Perspectives on Western Culture), is normally open only to freshmen; however, at times a sophomore-only section may be offered with limited availability. Perspectives II (Modernism and the Arts), Perspectives III (Horizons in the New Social Sciences), and Perspectives IV (New Scientific Visions) may be taken at anytime while a student is enrolled at Boston College. Descriptions of Perspectives II, III, and IV are also listed in the University courses section of the catalog.

None of the courses in the Perspectives sequence is a prerequisite for any of the other courses.

Perspectives I

PL 090-091 (TH 090-091) Perspectives on Western Culture I and II (Perspectives I)

This 2-semester, 12-credit course fulfills the Core requirements in both Philosophy and Theology. For Freshmen Only.

Perspectives II

UN 104-105/UN 106-107 Modernism and the Arts I and II

This 2-semester course fulfills the 6-credit Philosophy Core requirement, the 3-credit Literature Core requirement, and the 3-credit Fine Arts Core requirement.

Perspectives III

UN 109-110/UN 111-112 Horizons of the New Social Sciences I and II

This 2-semester course fulfills the 6-credit Philosophy Core requirement and the 6-credit Social Sciences Core requirement.

Perspectives IV

UN 119-120/UN 121-122 New Scientific Visions I and II

This 2-semester course may fulfill the 6-credit Philosophy Core requirement and either the 6-credit Natural Science Core or the 3-credit Mathematics Core and 3-credits of the Natural Science Core.

PULSE Program for Service Learning

The PULSE Program for Service Learning provides students with the opportunity to explore basic questions in philosophy, theology, and other disciplines. In addition to class meetings and small discussion groups, all PULSE courses require a ten to twelve hour per week commitment to community service in one of over fifty carefully selected social service organizations throughout greater Boston. The combination of academic reflection and community service encourages students to integrate theory and practice. The PULSE Program aims to expose students to urban environments and the realities of urban life. Students should therefore expect to serve in an urban location.

Using classic and contemporary texts, PULSE students address topics such as the relationship of self and society, the nature of community and moral responsibility, the problem of suffering and the practical difficulties of developing a just society. PULSE students are challenged to connect course readings to their service work and reflect on the personal relevance of both.

By working in field placements in youth work, the corrections system, emergency shelters, health services, legal and community advo-

cacy and literacy and education programs, students forge a critical and compassionate perspective on both society and themselves. PULSE placement organizations aim at responding to community needs while simultaneously providing a challenging opportunity for students to confront social problems. Most students travel to their placements on public transportation.

Most PULSE students are enrolled in the course Person and Social Responsibility, which fulfills the Core requirements in philosophy and theology. Several PULSE elective courses are also offered, including Values in Social Services and Health Care, Boston: An Urban Analysis, Telling Truths: Writing for the Cause of Justice, and Telling Truths: Depth Writing as Service.

PULSE provides four levels of direction and supervision for student work: the on-site placement supervisor, faculty member, PULSE Council member, and PULSE staff. On-site supervisors meet regularly with students to provide information, direction, and constructive feedback. The faculty member directs the student's academic work in a regularly scheduled class. In addition, he or she meets with students weekly in smaller discussion groups to consider issues which have presented themselves in the student's service work. The PULSE Council member is a student coordinator, peer advisor, and support person. The PULSE Director has overall responsibility for the educational goals and interests of the PULSE program. In fulfilling that responsibility, the Director and the Assistant Directors consult and advise students, placement supervisors, and faculty.

PL 088-089 (TH 088-089) Person and Social Responsibility I

This is a 2-semester, 12-credit course that fulfills the University's Core requirements in Philosophy and Theology. **Must be taken prior to senior year.**

Fifth Year B.A./M.A. Program

Undergraduate Philosophy majors may opt to enter a 5-year B.A./M.A. program. Application to the program will normally take place during the junior year. Students admitted to the B.A./M.A. program will follow the curriculum for Philosophy majors, except that two courses taken during the senior year must be eligible for graduate credit. These two courses will count toward the M.A. as well as the B.A. The remainder of the M.A. may thus be completed by taking eight additional graduate courses as well as the master's comprehensive examination and meeting the language requirement for master's students.

It is advisable to consult with the Director of the Graduate Program during junior year. In addition to the two graduate level courses that count toward both the B.A. and the M.A., it is strongly recommended that the student take two graduate level courses in the senior year that are beyond the requirements for the B.A. and thus count only for the M.A. degree. This allows the student to take a normal graduate course load the fifth year of three courses a semester, in preparation for the M.A. comprehensive examination.

Interested undergraduate Philosophy majors must apply to the Graduate School of Arts and Sciences. Expectations are that such applicants will have achieved an overall GPA of at least 3.33 and a major GPA of 3.5 or above.

Graduate Program Description

The Department of Philosophy offers M.A. and Ph.D. programs. These programs provide a strong emphasis on the history of philosophy (ancient, medieval, modern, and contemporary), and a special focus on Continental philosophy from Kant to the present. Faculty also teach and conduct research in metaphysics, philosophy of science, philosophy of religion, ethics, aesthetics, and social and political philosophy. Students have considerable flexibility in designing programs of study, and have access to the resources of Political Science, Theology, and other departments. If a desired course is not offered, please consult with the appropriate professor. It may be possible to arrange a Readings and Research course on the desired topic. For further information refer to our website at http://www.bc.edu/philosophy.

All applicants who are native speakers of English must submit the results of the Graduate Record Examination. All applicants who are not native speakers of English must submit the results of the TOEFL Examination. Admission to the doctoral program is highly selective (five or six admitted each year from over 170 applicants).

M.A. Program Requirements

Requirements for the M.A. are as follows:

- Ten courses (30 credits)
- Proficiency in one foreign language (Latin, Greek, French, or German)
- One hour oral comprehensive examination on a reading list in the history of philosophy.

It is possible, though not common, for students to write a M.A. thesis in place of two courses (six credits). The M.A. may be taken on a full-time or part-time basis. Departmental financial aid and tuition remission are not normally available for students seeking the M.A.

Ph.D. Program Requirements

Requirements for the Ph.D. are as follows:

- One year of full-time residence
- Sixteen courses (48 credits)
- Proficiency in logic (tested by course or by examination)
- Proficiency in two foreign languages (Latin, Greek, French or German)
- Preliminary comprehensive examination
- Doctoral comprehensive examination
- Dissertation
- Oral defense of the dissertation
- Students entering the program with the M.A. in philosophy may be credited with six courses (eighteen credits) toward the Ph.D.

The preliminary comprehensive is a one hour oral examination on a reading list in the history of philosophy, and it is to be taken at the end of the student's first year. The doctoral comprehensive is a two hour oral examination on the student's dissertation proposal, a systematic problem, and two major philosophers; it is to be taken by November of the student's fourth year (third year, for students entering the program with the M.A. degree in hand).

Doctoral students are generally admitted with financial aid in the form of Research Assistantships and Teaching Fellowships. Research assistants and teaching fellows receive remission of tuition for required courses. Doctoral students generally teach after the first year; the program includes a seminar on teaching. Doctoral students are expected to pursue the degree on a full-time basis and to maintain satisfactory progress toward the completion of degree requirements.

Dual Degree Program

These programs are designed for students who have an interest in philosophy of law, legal theory and jurisprudence, and who may eventually wish to go into legal practice or teaching in those fields. Students may complete their master's in philosophy and law degree in four years

of joint study, or Ph.D. and law degree in seven. Students must apply to both the Law School and master's or Ph.D. program in the Philosophy Department of Boston College.

Institute of Medieval Philosophy and Theology

The Department of Philosophy is linked to the Institute of Medieval Philosophy and Theology. The Institute is a center that unites the teaching and research efforts of faculty members in the Philosophy and Theology Departments who specialize in medieval philosophy and theology. For information about the Institute of Medieval Philosophy and Theology, refer to the Research Centers in the About Boston College section of this catalog or to the website at http://www.bc.edu/schools/cas/theology/graduate/special/med-phil.html.

The Lonergan Institute

Studies related to the work of Jesuit theologian and philosopher Bernard Lonergan (1904-1984) are sponsored by the Lonergan Institute at Boston College. The Institute supports the renowned Lonergan Workshop and other conferences, scholarship assistance, and operates the Lonergan Center, a center for research with an extensive collection of published and unpublished works. For more information, refer to the Research Centers in the About Boston College section of the catalog, or to the website http://www.bc.edu/lonergan.

Electives

If a desired course is not offered, please consult with the appropriate professor. It may be possible to arrange a Readings and Research course on the desired topic.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

PL 070-071 Philosophy of the Person I and II (Fall/Spring: 3)
Satisfies Philosophy Core Requirement
2-semester, 6-credit course

This course introduces students to philosophical reflection and to its history through the presentation and discussion of the writings of major thinkers from ancient, medieval, modern, and contemporary periods. The course is designed to show how fundamental and enduring questions about the universe and about human beings recur in different historical contexts. Emphasis is given to ethical themes, such as the nature of the human person, the foundation of human rights and corresponding responsibilities, and problems of social justice.
The Department

PL 088-089 Person and Social Responsibility I and II (Fall/Spring: 3)
Corequisite: TH 088-089
Satisfies Philosophy Core Requirement
Satisfies Theology Core Requirement
Satisfies Philosophy and Theology Core requirements.
Enrollment limited to freshmen, sophomores, and juniors

The course requirements include ten to twelve hours per week of community service. In light of classic philosophical and theological texts, students in this course address the relationship of self and society, the nature of community, the mystery of suffering and the practical difficulties of developing a just society. PULSE students are challenged to investigate the insights offered by their readings in relationship to their service work. Places in the course are very limited.
The Department

PL 090-091 Perspectives on Western Culture I/Perspectives I and II (Fall/Spring: 3)
Corequisite: TH 090-091
Satisfies Philosophy Core Requirement
Satisfies Theology Core Requirement
Satisfies Philosophy and Theology Core requirements.
Freshmen only.

The course introduces students to the Judeo-Christian biblical texts and to the writings of such foundational thinkers as Plato, Aristotle, Augustine, Aquinas, Luther, Bacon, Descartes, Hobbes, Locke, Kant, Hegel, and Kierkegaard. The first semester considers the birth of the self-critical Greek philosophic spirit, the story of the people of Israel, the emergence of Christianity and Islam, and concludes with a consideration of medieval explorations of the relationship between faith and reason. Attention will also be paid to non-Western philosophical and theological sources.
The Department

PL 116 Medieval Religions and Thought (Fall: 3)
Cross Listed with TH 116

See course description in the Theology Department.
Stephen F. Brown

PL 160 The Challenge of Justice (Fall/Spring: 3)
Cross Listed with TH 160

See course description in the Theology Department.
Matthew Mullane

PL 193 Chinese Classical Philosophy: Confucianism, Taoism, and Buddhism (Fall/Spring: 3)
Satisfies Cultural Diversity Core Requirement

Starting from the general introduction to Chinese philosophy as a whole, the course will focus on three of the most important philosophical schools: Confucianism, Taoism, and Buddhism. Emphasizing social harmony and order, Confucianism deals mainly with human relationships and human virtues. Centered on the harmony between nature, man, and society, Taoism teaches the most natural way to achieve this harmony, Tao. Synthesized as soon as it arrived in China, Buddhism reveals that the ultimate reality both transcends all being, names, and forms and remains empty and quiet in its nature.
Francis Y. Soo

PL 216 Boston: An Urban Analysis (Spring: 3)

This course is intended for PULSE students who are willing to investigate, analyze, and understand the history, problems, and prospects of Boston's neighborhoods. With the exception of the fourth session, class meetings in the first half of the semester will meet on campus. Class number four will meet in the Skywalk Observation Deck at the Prudential Center. For the second half of the semester, as snow banks give way to slush and sun and blossoms, we will meet in the South End of Boston for a case study of a most intriguing and changing inner-city neighborhood.
David Manzo

PL 233 Values in Social Services and Health Care (Fall: 3)

Through readings, lectures, discussions, field placements and written work, we will attempt the following:to communicate an understanding of the social services and health care delivery systems and introduce you to experts who work in these fields; explore ethical problems of allocations of limited resources; discuss topics that include violence prevention, gangs, homeless, mental illness, innovating

nursing initiatives, economy inequality, community wealth ventures, and the law; and consider possibilities for positive changes in the social service and health care system.
David Manzo

PL 259 Perspectives on War, Aggression, and Conflict Resolution I (Fall: 3)
Cross Listed with SC 250, TH 327

This course is an interdisciplinary exploration of various alternatives to war, evaluated on the basis of both practical and ethical criteria. Topics include the following: ethics of war and conflict, mutual deterrence, arms control and disarmament, economic conversion, world government, regionalism, and nonviolent resistance.
Matthew Mullane

PL 261 Telling Truths I: Writing for the Cause of Justice (Fall: 3)

This PULSE elective will explore writing as a tool for social change. Students will read and experiment with a variety of written forms—fiction, poetry, creative non-fiction, and journalism—to tell the "truth" as they experience it in their own direct encounters with social injustice. This workshop is intended to provide a comprehensive introduction to the range of literary strategies that social prophets and witnesses have used, and are using today, to promote the cause of justice.
Kathleen Hirsch

PL 262 Telling Truths II: Depth Writing as Service (Spring: 3)
Students may expand on an issue that has effected them personally, or one which they have observed in their service work while at BC.

This PULSE elective will enable students to produce a portfolio of writings that engage a serious social concern. Class will be run as a writing workshop. Students early on will identify an issue they wish to pursue in-depth through the course of the semester. At the same time, they will want to develop and to work in: non-fiction, fiction, journalism or poetry.
Kathleen Hirsch

PL 264 Logic (Fall/Spring: 3)

This course will consider the principles of correct reasoning together with their application to concrete cases.
The Department

PL 293 Culture and Social Structures I: Philosophy of PULSE (Fall: 3)
Prerequisite: Membership on PULSE Council

This course focuses on examining the cultural foundations that underlie the contemporary ways in which people choose to structure—literally, figuratively and symbolically—the way they live together. Our study centers on questions about how our cultural and social structures are the concrete expression in politics, city planning, architecture, literature, etc., of what we value and of the things we consider meaningful and important.
Joseph Flanagan, S.J.
David McMenamin

PL 294 Culture and Social Structures II: Philosophy of PULSE (Spring: 3)
Prerequisite: Membership on PULSE Council

This course is a continuation of the themes developed in Culture and Social Structures I, with the focus on American culture in particular and on more specifically contemporary issues.
Joseph Flanagan, S.J.
David McMenamin

PL 335 Platonic Dialogues (Fall: 3)
Offered Biennially

This course, intended for students who are beginning Plato or have not studied him in-depth, is an inquiry into the developing thought of Plato, stressing Plato's probing into questions of the nature of man, relation of the individual to society, nature of human knowing, foundation of judgments of value, and the meaning of a virtuous life. Course will include nearly all of the early and middle dialogues of Plato, including *The Republic.* We will attempt to understand Plato's thought as this unfolds in each dialogue and to appropriate this thought in an understanding of the context of our own time.
Gerard C. O'Brien, S.J.

PL 338-339 The Heidegger Project I and II (Fall/Spring: 3)
Some knowledge of traditional philosophy would be helpful but is not required.

This is a course designed to allow undergraduates an opportunity to work closely with the major texts of Martin Heidegger, one of the leading twentieth century philosophers. Students will be expected to participate in assessing Heidegger's relevance to contemporary issues and in developing their own philosophical.
Thomas J. Owens

PL 377 Normative Ethical Theories (Fall: 3)

This course examines approaches to morality's theoretical reconstruction that respectively emphasize: (1) achieving good results, (2) performing dutiful actions, and (3) cultivating virtuous character. Readings will be selected from classic works by such philosophers as J.S. Mill, Kant, and Aristotle, as well as from recent writings by contemporary thinkers, including M. Baron, C. Korsgaard, P. Pettit, T.M. Scanlon, M. Slote, and L. Zagzebski.
Jorge Garcia

PL 403 Does God Exist? (Spring: 3)
Offered Biennially

This course aims to be a serious examination, for capable undergraduates, of arguments for and against the existence of God.
Ronald K. Tacelli, S.J.

PL 404 Rhetoric: Truth, Beauty, and Power (Fall: 3)
Offered Periodically

We will examine ancient Greek and Roman works on rhetoric and its relation to truth, beauty, and power. We will begin with early Greek courtroom speeches, continue onto works debating the merits or problems with rhetoric, and then read Plato, Aristotle, and Cicero's works on rhetoric. Throughout the course, contemporary speeches by political and other contemporary figures will be used to illustrate ancient concepts. Particular attention will be paid to the question as to whether philosophy and rhetoric are separable or compatible, and what a moral or philosophical use of rhetoric would look like.
Marina B. McCoy

PL 405 Greek Philosophy (Fall: 3)

Ancient philosophers were fascinated by human language. Speaking reveals and conceals who we are. Texts about language show how the ancients understand the world as true, good, and beautiful. For Plato, language is in between, keeping his metaphysical structure in tension with human experience and knowledge. Aristotle's Poetics reveals the nature of poetry and the philosophic character of humans as imitators. Longinus continues the rhetorical interest of Plato and

Aristotle. Plotinus discusses human nature in terms of beauty, which he traces not only to the forms as good, but examines in the nature of the self as double.
Gary Gurtler, S.J.

PL 406 History of Modern Philosophy (Fall: 3)

This course presents in a synthetic but not superficial manner the major philosophies, from Descartes to Kant, which have punctuated the rise of the modern mind, the development of scientific knowledge, the transformations of Western societies: a period in which conquering rationality asserted its autonomy and led to the idea of Enlightenment, but at the same time reflected on its own limits. This comprehensive survey will cover metaphysics, epistemology, ethics and political thought. We will analyze representative texts, paying attention to their argumentative structures, and highlighting the logic in the development of problems and answers.
Jean-Luc Solere

PL 407 Medieval Philosophy (Spring: 3)

In this course we will read a variety of texts and authors from the Medieval Period.
The Department

PL 408 Nineteenth- and Twentieth-Century Philosophy (Spring: 3)

This course will examine the revolutionary themes from nineteenth century philosophy.
The Department

PL 414 Race and Philosophy (Spring: 3)

This course employs methods of recent Anglophone philosophy to examine such topics as the bases and justification of racial solidarity; whether races are real and, if so, what they are (social constructions? natural categories?) and how they come to exist; racial identity; and the nature, preconditions, loci, subjects, and targets of racism. Readings will be drawn from the writings of K. Appiah, L. Blum, J.A. Corlett, G. Loury, C. Mills, P. Taylor, N. Zack, and others.
Jorge Garcia

PL 424 Worldly Spirituality: Jesuits and Jews (Spring: 3)

This course will investigate the similarities and differences between Jesuit and Jewish traditions in fashioning a spirituality of engagement with the world.
James Bernauer, S.J.

PL 429 Freud and Philosophy (Fall: 3)

This course will undertake a consideration of important development and themes in Freudian psychoanalysis. The latter will be addressed as a clinical therapy, and investigated for its philosophical significance. The first part of the course will concentrate on Freud's early work, clinical and theoretical, especially as his study of hysteria yields basic conceptions of body, language and subjectivity. The second part will inquire after the significance of the Freudian subject for contemporary philosophy. In addition to Freud, authors read will include Mikkel Borch-Jacobsen, Jean Laplanche, Monique David-Menard, and Maurice Merleau-Ponty.
Jeffrey Bloechl

PL 434 Capstone: Ethics in the Professions (Spring: 3)
Cross Listed with UN 502

See course description under University Courses.
Richard Spinello

PL 452 Science and Religion (Spring: 3)

An examination of religious and secular interpretations of and responses to science. Does science provide anything like a worldview? If so, to what extent is this view compatible with faith in God or divine action and how does it relate to empiricism, naturalism, physicalism or other philosophical perspectives often associated with science? Do science and Christianity offer competing answers to the same sorts of questions? Non-competing answers to different questions? Is religious belief, faith, hope, or trust reasonable in light of our latest and best scientific theories? Are such attitudes compatible with a properly scientific approach to inquiry?
Daniel McKaughan

PL 453 Gandhi, Satyagraha, and Society (Spring: 3)
Satisfies Cultural Diversity Core Requirement

Well known as a freedom fighter for India's independence, Gandhi's deep concern regarding the impact of industrialization and injustice on the social fabric is not as well known. His analysis of the effects of technological civilization on society was not provincial (limited to what is sometimes called the third world) but universal. We will examine Gandhian thought through his own writings and explicate their relevance to the contemporary society, and examine selections from classical and contemporary literature on the philosophy and ethics, which will help us understand Gandhi's integrated vision of the citizen as a reflective and active individual.
Pramod Thaker

PL 455 Kierkegaard and Nietzsche (Fall: 3)

Kierkegaard and Nietzsche are two of the most important thinkers of the nineteenth century and two leading influences on contemporary thought. This course will study their lives and the dominant themes of their thought along the lines of Christian belief and Atheistic Humanism.
Stuart B. Martin

PL 470 Philosophy of World Religions (Spring: 3)
Prerequisite: Philosophy core fulfilled.
Satisfies Cultural Diversity Core Requirement

The purpose of this course is the following: (1) to familiarize students with the teachings of each of the world's major religions; (2) to understand, empathize with, and appreciate them; (3) to appreciate one's own religion (or lack of one) better by comparison; (4) to philosophize critically and rationally about a subject that is not in itself critical and rational; and (5) to question and search for a universal nature of core of religion if possible.
Peter J. Kreeft

PL 474 A Philosophy of Laughter, Humor and Satire (Spring: 3)

This course involves studying a considerable sampling of the great works of satire and comedy from all ages, from the ancient Greeks to the contemporary period. The focus is on what light philosophy throws on the nature of humor and satire, and what humor and satire tell us about ourselves as wondering, rational, risible animals. The views of well known and less well known philosophers such as Kant, Bergson, and Chesterton will be discussed in some detail.
Gerard C. O'Brien, S.J.

PL 497 Parmenides and the Buddha (Spring: 3)

Parmenides lived during a time when momentous yet similar changes were taking place—or being resisted—in civilizations as distant as Greece and China, and as diverse as Israel and India. What relation did his teaching that Being is One have in the resulting divisions

within human consciousness? Was his teaching a logical miscalculation? Or is it a mystical insight? Arguably, Parmenides' message is especially relevant to our own time when the claims Rationalism and the allure of technology are gradually eroding our appreciation of, and access to, the mysterious realms of myth and religion.
Stuart B. Martin

PL 550 Capstone: Building a Life (Fall: 3)
Cross Listed with UN 550
See course description under University Courses.
David McMenamin

PL 533 Capstone: Poets, Philosophers, and Mapmakers (Spring: 3)
Prerequisite: Philosophy and Theology core already fulfilled.
Instructor permission required.
Cross Listed with UN 553
See course description under University Courses.
Paul McNellis, S.J.

Undergraduate and Graduate Course Offerings

PL 411 Hitler: In Search of His Evil (Fall: 3)
Offered Periodically
This course will examine the life, thought and deeds of Adolf Hitler in search of the sources of his evil. In addition, we will study those who have written on Hitler and the adequacy of their intellectual approach to his wickedness.
James W. Bernauer, S.J.

PL 500 Philosophy of Law (Spring: 3)
Offered Periodically
This course is intended for both pre-law students and those interested in the contemporary interface of philosophy, politics, and law.
David M. Rasmussen

PL 504 Plotinus: the One and the Many (Spring: 3)
This course is designed to look at the puzzles Parmenides set for Greek philosophy. We will examine Plotinus' treatise on omnipresence, Ennead VI 4-5, "On the Presence of Being, One and the Same, Everywhere as a Whole." The issues include the Platonic problems of participation, the relation of particulars to forms, of sensible to intelligible, of Platonic being to Aristotelian substance, and the priority of being and substance over number. The second part moves to Plotinus' One as the God beyond being in contrast with Stoic materialism.
Gary Gurtler, S.J.

PL 505 The Aristotelian Ethics (Spring: 3)
Prerequisite: Philosophy Core
This course includes a reading of Aristotle's *Nicomachean Ethics* and examines its principal themes: happiness, virtue, responsibility, justice, moral weakness, friendship, pleasure, and contemplation.
Arthur R. Madigan, S.J.

PL 506 Utilitarianism (Spring: 3)
Offered Periodically
This course examines the motivation, development, intricacies and difficulties of the influential moral/political doctrine characterized by the familiar slogans, "The greatest good for the greatest number" and "The end justifies the means." Readings will be selected from works by J. Bentham, Chas. Dickens, J.S. Mill, G.E. Moore, P. Pettit, G. Scarre, A. Sen and others.
Jorge Garcia

PL 508 Dante's *Divine Comedy* in Translation (Fall: 3)
Cross Listed with RL 526, TH 559, and EN 696
Course description is listed under Romance Languages Department.
Laurie Shepard

PL 511 African Philosophy (Spring: 3)
This survey course examines topical issues in African Philosophy and Cultures. We begin with the now famous rationality debate "on the existence or inexistence of African philosophy" and then acquaint ourselves with existing trends in African Philosophy. Drawing from the pluralism of African consciousness, the rich discourse on African cultures, and the developing canon on Africana thought, the course will concentrate on both challenging issues and seeds of hope pertinent to twenty-first Century Africa.
Charles O. Oduke, S.J.

PL 512 Philosophy of Existence (Spring: 3)
Offered Biennially
An introduction to the main questions of existentialist philosophy from Kierkegaard and Nietzsche to Heidegger, Sartre and Camus. The major issues dealt with include freedom and determinism, desire and death, anxiety and the search for the absolute.
Richard M. Kearney

PL 522 The Problem of Time: Ontology and Subjectivity (Spring: 3)
The nature of time is one of the trickiest puzzles in philosophy. Its elusiveness seems to be due to the fact that it pertains both to the objective world and our innermost subjectivity: there would be no time in the absence of movement, as well as in the absence of mind perceiving the movement. We will examine the main hypotheses regarding the essence of time, from Antiquity through Middle Ages, the nominalist and Newtonian revolution, until the threshold of contemporary approaches.
Jean-Luc Solere

PL 524 Ethics: An Introduction (Fall: 3)
Prerequisite: Philosophy Core
Offered Periodically
Ethics, properly understood, is a practical discipline, i.e., an intellectually rigorous study with implications for personal and social life. This course will introduce students to the standard issues of contemporary Anglo-American ethics, but also to a broader selection of issues addressed in classical and contemporary philosophy. 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.

PL 527 Philosophy of Language (Spring: 3)
Prerequisite: Philosophy core fulfilled.
This course will focus on the major strands in twentieth century philosophy of language, beginning with Bertrand Russell and ending with Jacques Derrida. Along the way we will study the views of I.A. Richards, Ludwig Wittgenstein, Kenneth Burke, J.L. Austin, Paul Ricouer, W.V.O. Quine, and John Searle.
Eileen C. Sweeney

PL 541 Philosophy of Health Science: East and West (Spring: 3)
Satisfies Cultural Diversity Core Requirement
This course will explore the underlying ethical suppositions of health care practice. Starting from concrete clinical problems such as the care of the elderly and the influence of technology, the course will

attempt to draw out the philosophical assumptions of health care practice and show the necessity of an appropriate philosophical perspective in the resolution of day-to-day ethical dilemmas in health care. A close examination of medical practice, from Hippocratic regimen to high-tech medicine, will be undertaken. As a counterpoint, another ancient medical tradition from India, of about 500 B.C., will be studied.
Pramod Thaker

PL 548 Art, Ethics, and Modernity (Fall: 3)

Art and ethics are two of the most profound sources of meaning and significance in modern life. But what is the relationship between art and ethics, and how do they each shape our lives and values? Are art and ethics rivals in this task, or can they be mutually supportive? After briefly looking at ancient views of this subject from Plato and Aristotle, we will discuss modern views from thinkers like Kant, Hegel, Schopenhauer, Heidegger and Wittgenstein. The class will then focus on those thinkers and artists like Kierkegaard, Nietzsche, and Camus whose works skillfully merge art and ethical philosophy.
Thomas Miles

PL 549 Kierkegaard on Self (Spring: 3)

Kierkegaard's account of the self is not an abstract theory but takes its orientation point from the concrete lived experience of selfhood. Pressed by the need to develop a new vocabulary to address phenomena like sin, repentance, guilt, and faith, Kierkegaard constructed a unique psychological discourse. Drawing on examples from literature, history, and his own fictions, he examines in his psychological works the phenomenon of selfhood in myriad ways, with special emphasis on the constitutive experiences of anxiety and despair.
Jeffrey Hanson

PL 555 The Quest for Authenticity (Spring: 3)

The purpose of this course will be to first render a philosophical understanding of what it means to be authentic. For this we will read Martin Heidegger, Charles Taylor, and Bernard Lonergan. Second, we will then explore how this quest for authenticity, properly understood, gets expressed through contemporary film.
Brian J. Braman

PL 577 Symbolic Logic: Theory and Practices (Fall: 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.
The Department

PL 584 C.S. Lewis (Fall: 3)

Prerequisite: Philosophy core fulfilled.

Lewis wrote poetry, literary criticism, science fiction, fantasy, philosophy, theology, religion, literary history, epics, children's stories, historical novels, short stories, psychology, and politics. He was a rationalist and a romanticist, a classicist and an existentialist, a conservative and a radical, a pagan and a Christian. No writer of our century had more strings to his bow, and no one excels him at once in clarity, in moral force, and in imagination: the true, the good, and the beautiful. We will consider a sampling of Lewis' fiction and non-fiction.
Peter J. Kreeft

PL 593 Philosophy of Science (Fall: 3)

An introduction to the central themes of twentieth century history and philosophy of science. Topics to be discussed include the classic and contemporary problems of demarcation, explanation, confirmation, laws of nature, inter-theoretic reduction, social and historical critiques of neo-positivism, and the realism-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

PL 595 Kant's Critique (Fall: 3)

Prerequisite: PL 070-01 or equivalent
Offered Biennially

This course is an analysis of the major theme of Kant's philosophy as expressed in his first critique, including a study of its antecedents and consequences in the history of philosophy.
Ronald K. Tacelli, S.J.

PL 606 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

PL 611 Global Justice and Human Rights (Spring: 3)

This course will study the history of the idea of global justice from its early inception in Stoic law; to its formulation in social contract theory in Hobbes and Locke; through Kant's idea of cosmopolitan justice; to its contemporary reconstruction in John Rawls, David Held, Jurgen Habermas and Thomas Pogge. In the context of examining the status of global justice we will consider the problem of world poverty and how human rights can be defended in a global context with ever increasing problems associated with homelessness on a world scale.
David M. Rasmussen

PL 614 Passions: Medieval and Modern Views (Fall: 3)

This course will look at how philosophers from Aquinas to Kant have understood the emotions and appetites, their relationship to the body, to reason, and to the moral life. Can the emotions be controlled by the mind? Is reason the slave of the passions? Are our actions moral only when they are devoid of passion? We will read the works of Aquinas, Descartes, Hobbes, Hume, Rousseau, and Kant with an eye both to the way their accounts of the emotions fit into their larger philosophical views and how their accounts of the emotions mesh with our own emotional experience.
Eileen C. Sweeney

PL 623 Spiritual Existence (Fall: 3)

Weimar Germany (1918-33) is customarily approached as a politically and economically disastrous period. Unfortunately, this approach has eclipsed that period's protean experimentation with practices of

spirituality among Christians, Jews and pagans. This course will examine the efforts of some of the major thinkers and artists to create a renewed spiritual existence for their epoch (Buber, Heidegger, Guardini, Bloch, Weil, the Expressionists, etc.).
James Bernauer, S.J.

PL 625 The Problem of Self-Knowledge (Fall: 3)

A human being is more than a rational animal. We are symbolic beings with a polymorphic consciousness, have language, and a relational existence to others, the cosmos, and transcendence. Insights from the selected readings and pedagogy will serve both as a maieutic and a heuristic; inspiring us to articulate who we are, how we ought to live with others, and how we are to collaborate with others and transcendence in originating creative and healing insights in response to challenges of humanity at the dawn of our twenty-first century. This course is inspired by Socrates' imperative and dictum: "Know thy self."
Charles O. Oduke, S.J.

PL 627 Time and Memory (Spring: 3)

This course will examine several key conceptions of memory in Western philosophical tradition in relation to the specific approach to time that each of them engages. I will emphasize three moments in the articulation of this tradition: reminiscence and the quest for eternity in the philosophies of Plato and Saint Augustine; recollection and the genetic time of personal identity in the empiricism of John Locke, which will be further elucidated through critical reflection on Locke's position presented in Leibniz's New Essays concerning Human Understanding; finally, remembrance in Hegel's interpretation of the historicity of the Spirit in Phenomenology of the Spirit.
Jeffrey Andrew Barash

PL 649-650 Philosophy of Being I and II (Fall/Spring: 3)
Oliva Blanchette

PL 670 Technology and Culture (Fall: 3)
Cross Listed with MI 670

This interdisciplinary course will first investigate the social, political, psychological, ethical and spiritual aspects of Western cultural development with a special emphasis on scientific and technological metaphors and narratives. We will then focus on the contemporary world, examining the impact of our various technological creations on cultural directions, democratic process, the world of work, quality of life, and especially on the emergent meanings for the terms "citizen" and "ethics" in contemporary society. Students will explore technologies in four broad and interrelated domains: (1) Computer, Media, Communications and Information Technologies, (2) Biotechnology, (3) Globalization, and (4) Environmental Issues.
William Griffith

PL 772 Insight and Beyond I and II (Fall/Spring: 3)

This course begins a 2-semester project exploring Lonergan's unique invitation to "self-appropriation" as a response to the crises of our times. Students in this course will also contribute to the learning of others. Sessions will be edited, placed online, and shared with the international community of those also wishing to study Insight and Lonergan's later works.
Patrick H. Byrne

PL 794 Philosophy and the Church Fathers (Spring: 3)
Cross Listed with TH 794

See course description in the Theology Department.
Margaret Schatkin

Graduate Course Offerings

PL 706 Advanced Topics in Medieval Philosophy (Fall: 3)

This class will offer the opportunity to study central issues of philosophy in the Middle Ages. The course is especially designed for giving graduate students a strong and in-depth presentation of an essential moment of the development of Western thought.
Jean-Luc Solere

PL 707 Habermas: Law and Politics (Fall: 3)

Between Facts and Norms, the recent work by Jurgen Habermas, is thought by some to be one of the most comprehensive works in political philosophy and law in recent decades. The book with its original thesis about the co-relation between private and public autonomy can be read in the great tradition of the philosophy of law inaugurated by Kant and continued by Fichte, Hegel and Weber. Habermas has written essays on religion and politics, globalization and human rights, cosmopolitanism and international law. We will read key chapters of Between Facts and Norms and Habermas' writings on law and politics.
David M. Rasmussen

PL 708 Philosophy of Religion (Spring: 3)

This course will discuss contemporary philosophical debates on the question of theism, atheism, and anetheism. Students will read and evaluate the major contributions to this topic in phenomenology (Levinas, Merleau-Ponty, Marion), hermeneutics (Ricoeur, Heidegger), deconstruction (Derrida, Caputo) and psychoanalysis (Lacan, Kristeva).
Richard M. Kearney

PL 710 Vulnerability and the Greeks (Fall: 3)

This course will examine the theme of vulnerability and human weakness in Greek philosophy and literature, focusing in particular on the image of 'woundedness.' We will especially focus on vulnerability in the Platonic dialogues in relation to Greek epic, tragedy, and love poetry. We will also read MacIntyre, Nussbaum, and other contemporary authors who have written on this issue.
Marina B. McCoy

PL 719 Virtue and Law in Ethics (Spring: 3)
Prerequisite: This course is open to graduate students only.
Offered Periodically

Ethics has become once again a central concern for the understanding of human life. Before After Virtue thee was Virtue. For "Legitimation Theory" thee has to be Law. This course will study Aquinas' systematic approach to ethics in the framework of the Summa Theologiae. After a discussion of the structure of the Summa, it will focus on the concepts of "Virtue and Law" in Part II.1 and on the "Particular Virtues" as elaborated in Part II.2.
Oliva Blanchette

PL 726 The Thought of Jacques Lacan (Spring: 3)

This course will approach Jacques Lacan's "return to Freud" as a clinical and philosophical enterprise. A first part of the course will attend to Lacan's account of subjectivity, desire and language, with particular interest in his essay on the subversion of the subject and the dialectic of desire. A second part of the course will focus on his conception of the Law and the ethical significance of psychoanalysis, whereupon reference can be made to the thought of Aristotle, Kant, and Levinas. Reading will concentrate on the texts of Lacan, aided by the commentaries of Bruce Fink and Philippe Van Haute.
Jeffrey Bloechl

PL 738 Husserl (Fall: 3)
Andrea Staiti

PL 748 Values and the Good (Fall: 3)
Prerequisite: Philosophy core fulfilled.
Offered Periodically

This course examines recent treatments of fundamental questions in value theory, including those of the existence and nature of intrinsic value, the logical structure of value judgments, the types of value, so-called "organic unities," the relation of value to virtue and duty, and the connections among valuation, meaning, and emotion. Readings will be selected from works by F. Brentano, M. Scheler, A. Meinong, N. Hartmann, G. E. Moore, P. T. Geach, Z. Vendler, R. Chisholm, R. Nozick, J. Raz, M. Zimmerman, J. J. Thomson, and T. Hurka, among others.
Jorge Garcia

PL 754 Heidegger and the Question of Truth (Fall: 3)
John Sallis

PL 780 Readings in Theory (Fall/Spring: 3)
Cross Listed with EN 780, RL 780

See course description under Romance Languages and Literature Department.
Richard P. Nielsen

PL 793 Aristotle on the Soul (Spring: 3)
William Wians

PL 799 Readings and Research (Fall/Spring: 3)

By arrangement.
The Department

PL 803 Heidegger: Contributions to Philosophy (Fall: 3)

This course will trace the development of Heidegger's concept of truth from his early lectures on logic, through Being and Time and "On the Essence of Truth," to such later texts as Contributions to Philosophy and "The End of Philosophy and the Task of Thinking." Some attention may also be given to other themes such as art, technology, and history that are closely linked to the question of truth.
John Sallis

PL 820 Reason and Religion in Hegel, Kierkegaard, Blondel (Fall: 3)

Reason and religion converge in the question of how we relate to the true Infinite. We will examine how the problem of the infinite arises in our consciousness according to these authors,how we try to resolve it immanently, and how it has to give way to absolute transcendence. We shall explore not only how these three authors converge around the question of the infinite but also how they diverge radically in handling the question as it affects the relation between reason and religion.
Oliva Blanchette

PL 826 Seminar on Law and Justice (Spring: 3)
David Rasmussen

PL 827 Advanced Topics in Modern Philosophy: Pleasure and Ethics (Spring: 3)

This class is especially designed for providing graduate students with an in-depth presentation of different aspects of early modern thought. This semester, we will study the controversies about the role of pleasure in moral life, from Descartes to Kant: neo-epicurism versus rigorism, classical rationalism versus eighteenth century. hedonism and utilitarianism, pure love versus Augustinianism, self-interest versus esthetic and alruistic pleasures, etc.
Jean-Luc Solere

PL 834 Modern Political Origins (Spring: 3)

Did the modern political tradition, which is often believed to have originated in the philosophical insights of thinkers such as Machiavelli, Bodin, Hobbes, Locke and Rousseau, truly break with ancient political orientations? If so, how might we characterize the novelty of modern political theories? Against the background of the classical political thought of Plato and Aristotle, we will examine possible responses to these questions, in relation to theoretical positions of Bodin, Hobbes and Rousseau. I will develop my analysis in light of salient twentith century interpretations of this theme from the different perspectives of thinkers Cassirer, Strauss, Arendt, and Vogelin.
Jeffrey Andrew Barash

PL 855-856 Seminar: Heidegger I and II (Fall/Spring: 3)

This course is a close textual analysis of Being and Time, focusing on Heidegger's epochal insights on man, world, time, and being.
Thomas J. Owens

PL 888 Interim Study (Fall/Spring: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.
The Department

PL 990 Teaching Seminar (Fall/Spring: 3)

This course is required of all first- and second-year doctoral candidates. This course includes discussion of teaching techniques, planning of curricula, and careful analysis of various ways of presenting major philosophical texts.
Patrick Byrne

PL 998 Doctoral Comprehensives (Fall/Spring: 1)

Required for doctoral candidates who have completed all course requirements but have not taken their doctoral comprehensive examination.
The Department

PL 999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.
The Department

Physics

Faculty

George J. Goldsmith, *Professor Emeritus;* B.S., University of Vermont; M.S., Ph.D., Purdue University
Pradip M. Bakshi, *Distinguished Research Professor;* B.S., University of Bombay, India; A.M., Ph.D., Harvard University
Kevin Bedell, *John. H. Rourke Professor and Vice Provost for Research;* B.A., Dowling College; M.S., Ph.D., S.U.N.Y. Stonybrook
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Michael J. Graf, *Professor;* B.S., Rensselaer Polytechnic Institute; Sc.M., Ph.D., Brown University
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Undergraduate Program Description

The Department of Physics offers a rich and comprehensive program of study leading to the B.S. degree in Physics. This program is designed to prepare students not only for advanced graduate studies in physics, but also for employment upon graduation in physics and other disciplines related to science and technology. Basic courses give the student a solid foundation in the concepts of classical and modern physics, and assist the students in developing their analytical reasoning and problem-solving skills. Laboratory courses complement this experience with an opportunity to develop experimental skills and a working knowledge of advanced technology. Students are strongly encouraged to further develop all these skills by participating in advanced experimental, analytical, or computational research under the supervision of faculty mentors.

Major Requirements

The minimum requirements for the B.S. program include eleven lecture courses. Of the eleven, two are introductory physics (PH 209-210 or equivalent), and nine are numbered above 300.

- Among the nine courses, the following seven are required: PH 301, PH 303, PH 401, PH 402, PH 407, PH 408, PH 420.
- In addition, a Physics major must choose at least two of the following elective courses: PH 412, PH 425, PH 480, PH 515, PH 525, PH 540, and PH 545. Other electives may be offered. At least two elective courses will be offered each year.
- The required laboratory courses are the following: PH 203-204, PH 409, and at least one of PH 430, PH 532, or PH 535. Students planning to take PH 430 need to take an introductory computer programming course such as CS 127; students planning to take PH 532 need approval from their faculty mentor.
- PH 532 is recommended for students planning graduate work in physics.
- The following mathematics courses are required: MT 102, MT 103, MT 202, and MT 305; students with advanced math placement (MT105 or above) are encouraged substitute to MT 210 and MT 410 for MT 305.
- The final requirement is two approved courses in a science other than physics (along with the associated laboratory), normally CH 109-110

Minor Requirements

The minimum requirements for a minor in Physics include the following courses:

- The following introductory courses: PH 209, PH 210 and accompanying labs PH 203 and PH 204; two semesters of Calculus (MT 102 and MT 103) is a Corequisite.
- The following intermediate level courses: PH 301 and PH 303.
- Two upper-level courses (PH 400 and above) or 3 credits or more each. Many of these courses have prerequisites. Students are advised to consult with the Undergraduate Program Director when selecting these courses.
- *Substitutions:* PH 211 and PH 212 may be substituted for PH 209 and PH 210, respectively, but the latter are preferred. Students must consult with the Undergraduate Program Director if they wish to substitute other equivalent courses for required courses or the Corequisite.
- *Corequisite:* MT 102 and MT 103 or MT 105 are required. MT 202 and MT 305 are typically required as prerequisites for the upper-level physics courses. Students should consult with the Undergraduate Program Director to determine whether they will need to take these additional mathematics courses.

Departmental Honors Program

A Physics major with a satisfactory scholastic average (3.3 or higher) may apply for entry into the Departmental Honors Program. Application must be made to the Undergraduate Affairs Committee no earlier than the beginning of the junior year and no later than the first quarter of the senior year. Each applicant must solicit a faculty advisor to supervise the proposed research project. Honors will be granted upon (1) satisfactory completion of a thesis based on the research project; and (2) demonstration through an oral examination of a broad comprehension of physics generally and the special field of the thesis. The examining committee shall be appointed by the Chairperson and will consist of a two member faculty Honors Committee, and one additional examiner from the Physics faculty or graduate student body.

Advanced undergraduate Physics majors may, with the approval of the Chairperson, enroll in first-year graduate courses, such as PH 711, 732, or 741.

Information for First Year Majors and Non-Majors

Physics majors, and other science or mathematics majors (non-premedical) planning on physics in the freshman year should enroll in PH 209 and the associated lab PH 203. Premedical students should enroll in PH 211 and the associated lab PH 203. The mathematics course specially designed for Physics majors, as well as Mathematics, Chemistry, Geology, and Geophysics majors, is MT 102. MT 100 is intended for Biology and Premedical students.

Information for Study Abroad

Before undertaking study abroad, it is strongly recommended that the Physics major complete PH 209, PH 210 (or PH 211, 212) with labs, PH 301, and PH 303 (also with labs,) and the co-requisite math courses MT 102, MT 103, MT 202, and MT 305. The Department typically allows a maximum of four courses taken abroad to count for major credit. Of these four courses, two should be major requirements, plus two Physics electives. The department recommends any program with a solid teaching and research program in physics (e.g., Glasgow, Parma, Amsterdam).

Students who are interested in studying abroad are encouraged to do so during the spring semester of their junior year. While planning their study abroad program, Physics majors should meet with the Undergraduate Program Director. Students are strongly encouraged to inquire early at our department, and with possible host institutions, to arrange for a course of study appropriate for physics majors.

Course Offerings

Courses numbered below 200 are introductory courses directed primarily towards non-science majors. These courses have no prerequisites and need no mathematics beyond ordinary college entrance requirements. The courses that satisfy the Science Core requirement are noted in the individual course descriptions. PH 209-210 Introductory Physics I, II (Calculus) or PH 211-212 Introduction to Physics I, II (Calculus) and PH 203-204 Introductory Physics Laboratory I and II are required of all Biology (B.S.), Chemistry and Physics majors. Courses numbered above 300 are advanced offerings primarily for Physics majors.

Graduate Program Description

The Department offers comprehensive programs of study and research leading to the degrees of Doctor of Philosophy (Ph.D.), as well as Master of Science (M.S.), and Master of Science in Teaching (M.S.T.) in conjunction with the Lynch School of Education. Courses emphasize a strong foundation in the basic principles of physics, preparing the student to undertake advanced research under the supervision of a faculty advisor. Graduate students are encouraged not only to collaborate closely with their research advisor, but also to draw upon the experience of the entire faculty and other graduate students. Our students are trained primarily to carry out independent research at the Ph.D. level, and our graduates have gone on to successful careers in many areas.

Master's Program

Each candidate for a terminal Master's degree must pass a Master's Comprehensive Examination administered by the Department, and meet specified course and credit requirements. The Master's Comprehensive Examination shall be prepared by a committee of at least three faculty members appointed by the Chairperson as necessary. This committee shall evaluate the Master's Comprehensive Examinations in conjunction with the graduate faculty. Generally, no more than three (3) credits of PH 799 Readings and Research may be applied to any Master's program. The M.S. degree is available with or without a thesis, and the M.S.T. requires a paper, but no thesis.

M.S. With Thesis

This program requires 30 credits that normally consist of 27 credits of course work plus three thesis credits (PH 801). Required courses include the following: PH 711, PH 721, PH 732, PH 741, and PH 707-708. The Master's comprehensive examination is essentially based on the contents of the first four required courses and is usually taken at the first opportunity following the completion of these courses. The M.S. thesis research is performed under the direction of a full-time member of the graduate faculty, professional, or research staff. A submitted thesis shall have at least two faculty readers, including the director, assigned by the Chairperson. The thesis is accepted after the successful completion of a public oral examination conducted by the readers.

M.S. Without Thesis

This program requires 32 credits of course work. The same courses and Master's Comprehensive Examination requirements for the M.S. with thesis apply here except that, in addition, the courses PH 722 and PH 742 are required.

M.S.T.

The Master of Science in Teaching (M.S.T.) degree is administered through the Lynch School of Education in cooperation with the Department of Physics. It requires admission to both the Lynch School of Education and the Department of Physics. This program requires at least fifteen (15) credits from graduate or upper divisional undergraduate courses in physics. These credits will most often include two of the following courses: PH 711, PH 721, PH 732, PH 741. All Master's programs leading to certification in secondary education include practica experiences in addition to course work. Students seeking certification in Massachusetts are required to pass the Massachusetts Educators Certification Test. The M.S.T. qualifying examination in physics will be based on the student's actual course program. A research paper supervised by a full-time member of the graduate faculty is required. For further information on the M.S.T., please refer to the Master's Programs in Secondary Teaching in the Lynch School of Education section of the University Catalog or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

Doctoral Program

A student enters the doctoral program upon faculty recommendation after passing the Doctoral Comprehensive Examination. Upon entering the doctoral program, each student shall select a field of specialization and establish a working relationship with a member of the faculty. With the approval of a faculty member, who normally shall be the principal advisor, the student shall inform the chairperson of his/her major field selection and the chairperson shall appoint a faculty Doctoral Committee consisting of at least two full-time faculty members to advise and direct the student through the remainder of his or her graduate studies.

Requirements

Required courses for the doctorate are the following: PH 722, PH 742, PH 707-708, and four additional courses in distinct areas outside the student's research specialty chosen from the graduate electives of the department or from other graduate departments with the approval of the chairperson. PH 761 and PH 762 are strongly recommended as two of these four courses.

Some teaching or equivalent educational experience is required. This requirement may be satisfied by at least one year of service as a teaching assistant or by suitable teaching duties. Arrangements are made with each student for a teaching program best suited to his or her overall program of studies.

Comprehensive Examination

Within one year of entering the graduate program, each student will take the comprehensive examination, usually offered each September. In principle, this examination covers all of physics that a physics graduate student can be expected to know at the end of one year of formal course work in the curriculum; however, it will stress classical mechanics, electromagnetism, quantum mechanics, and statistical physics. The examination has both a written and an oral part. The examination is prepared and administered by a faculty committee, appointed by the chairperson, and the examination is evaluated by this committee with approval of the entire graduate faculty of the department. Students may attempt this examination twice.

Research and Thesis

After passing the Comprehensive Examination, a student's principal activity is research. Normally, within a year after passing the Comprehensive Examination, the student shall take the Research Proposal Examination. The purpose of this examination is for the student to demonstrate knowledge of his/her area of research specialization and to expose the topic of his/her proposed thesis to scrutiny for its soundness and scientific merit. This will be done at a public meeting. The examination will be evaluated by the student's Doctoral Committee, and the results reported to the chairperson and recorded in the student's file. Upon the student's satisfactory performance in this examination, the chairperson shall recommend to the dean the appointment of a Doctoral Thesis Committee consisting of at least three members of the departmental faculty (including the student's Doctoral Committee) and an external examiner, where feasible, to read and evaluate the completed thesis and to conduct an open meeting at which the thesis is defended in an oral examination. The thesis is accepted when endorsed on the official title page by the Doctoral Thesis Committee after the oral examination.

Admission Information

Support for qualified students is available in the form of teaching assistantships. Research assistantships are also available during the summer and academic year, depending on research area and the extent of current funding.

Students are required to take the GRE Aptitude Test and Advanced Test and to have the scores submitted as part of their application. Students whose native language is not English must take the TOEFL exam.

General Information

Waivers of departmental requirements, if not in violation of graduate school requirements, may be granted by recommendation of the Graduate Affairs Committee with approval of the Chairperson.

A diagnostic examination is administered to entering students to help identify the strengths and weaknesses in their academic preparation, and to advise them accordingly. Students with an advanced level of physics preparation are encouraged to take the Doctoral Comprehensive Examination upon arrival thereby accelerating their progress in the program.

Research Information

The Physics Department is strongly research oriented with faculty involved in both experimental and theoretical areas. Some areas of current interest are the theory of plasmas, the theory of local, marginal, and other correlated Fermi liquids, theoretical and experimental studies of the optical and transport properties of novel condensed matter systems, laser physics, and superconductivity. In addition to individual research projects, faculty members have established major internal collaborative research efforts, including the search for plasma instabilities in novel condensed matter systems, the theory of strongly correlated electron systems, and the properties of nanostructured semiconductor systems.

Significant research facilities are available to our graduate students. Departmental facilities include laser-equipped optical laboratories, a low-temperature physics laboratory equipped with superconducting magnets, a SUN local area network, graduate and undergraduate computational facilities, and access to the University computing system. As part of its ongoing expansion, the Department of Physics will greatly enhance and supplement these facilities during the next few years.

The Department of Physics also has developed strong ties to many outside facilities, including Los Alamos National Laboratory, Argonne National Laboratory, the Institute for Complex Adaptive Matter (ICAM), Brookhaven National Laboratory, the Naval Research Laboratory, and the National High Magnetic Field Laboratory. Boston College's participation in the Boston Area Graduate School Consortium enables students to cross-register for graduate courses at Boston University, Brandeis University, and Tufts University.

Students wishing more detailed information can write to the Physics Department or visit their website at http://www.physics.bc.edu.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

PH 115-116 Structure of the Universe I and II (Fall/Spring: 3)
Satisfies Natural Science Core Requirement

An introductory course directed at non-science majors. Physical principles are developed and applied to our space and astrophysical environment. Topics include structure and evolution of the solar system, physics of the sun and planets, space discoveries, creation and structure of stars and galaxies, relativity and cosmology, extraterrestrial life, and astronomical concepts.

Jan Engelbrecht

PH 183-184 Foundations of Physics I and II (Fall/Spring: 3)
Satisfies Natural Science Core Requirement
Recommended Laboratory (optional): PH 101-102

First semester of a 2-semester algebra-based introductory physics course sequence, primarily for non-science majors, that covers the basic principles of physics. Emphasis is placed on problem-solving to demonstrate the implications of these principles, and to develop analytical skills. This course is similar to PH 211 in pace and content but with less emphasis on mathematical technique. First semester covers classical mechanics, including Newton's laws, energy, rotational motion, fluids, thermal physics, oscillations, waves, and gravitation. PH 101 is recommended as an optional laboratory to supplement the course material.

Rein Uritam

PH 199 Special Projects (Fall/Spring: 3)
Credits and requirements by arrangement with the approval of the Chairperson.

Individual programs of study and research under the direction of physics faculty members.
The Department

PH 203-204 Introductory Physics Laboratory I and II (Fall/Spring: 1)
Lab fee required.

A laboratory course that provides an opportunity to perform experiments on topics in mechanics and acoustics. One 2-hour laboratory period per week. This lab is intended for students in PH 209-210 or PH 211-212.
Andrzej Herczynski

PH 209-210 Introductory Physics I and II (Calculus) (Fall/Spring: 4)
Prerequisites: MT 102-103 (May be taken concurrently)
Satisfies Natural Science Core Requirement
PH 203-204 is the laboratory course to supplement the lecture course material.

These courses are a 2-semester calculus-based introduction to physics for those majoring in the physical sciences. Students utilize analytical reasoning combined with mathematical formalism to fully explore the development, consequences and limitations of the classical principles of physics; similar to PH 211 in pace and content but at a greater depth appropriate for physical science majors.
Michael Graf
Cyril Opeil

PH 211-212 Introduction to Physics I and II (Calculus) (Fall/Spring: 4)
Prerequisite: MT 100-101 (May be taken concurrently)
Corequisite: PH 213-214
Satisfies Natural Science Core Requirement
PH 203-204 is the laboratory course to supplement the lecture course material.

These courses are a 2-semester calculus-based introduction to physics primarily for biology majors and premedical students. The development and application of classical physical principles are covered, and students are introduced to more advanced mathematical techniques to extend these applications. Emphasis is placed on problem-solving to better understand the implications of these principles, as well as to develop analytical skills. Topics include classical mechanics, including Newton's laws, energy, rotational motion, hydrostatics and fluid dynamics, oscillations, waves, and gravitation.
The Department

PH 301 Vibrations and Waves (Fall: 4)

This course is an introduction to the phenomena of vibrations and waves that span most of the areas in physics. The basic subject matter includes the following: mechanical vibrations and waves, free and forced vibrations and resonances, coupled oscillations and normal modes, vibration of continuous systems, propagation of mechanical and electromagnetic waves, phase and group velocity, interference and diffraction. The course also covers the basic concepts in first and second order differential equations, matrices, eigenvalues and eigenvectors and Fourier series.
The Department

PH 303 Introduction to Modern Physics (Spring: 4)

This course is a transition between introductory and advanced physics courses for science majors. The basic subject matter includes the two principal physical theories of the twentieth century—relativity and quantum mechanics. Included are the following: the Lorentz transformation, kinematic consequences of relativity, origin of the quantum theory, one-dimensional quantum mechanics, quantum mechanics of a particle in three dimensions, applications to the hydrogen atom and to more complex atoms, molecules, crystals, metals, and semiconductors.
David Broido

PH 399 Advanced Independent Research (Fall/Spring: 6)

This course is reserved for physics majors selected as Scholars of the College. Content, requirements, and credits by arrangement with the Chairperson.
The Department

PH 401 Classical Mechanics (Fall: 4)

This course studies classical mechanics at the intermediate level and develops analytical skills for later physics courses. It includes: single particle dynamics and oscillations; conservative forces and conservation laws; gravitation and central force motion; Lagrangian and Hamiltonian dynamics; system of particles and rigid body dynamics.
Ziqiang Wang

PH 402 Electricity and Magnetism (Spring: 3)

To provide students with the background in electricity and magnetism necessary to deal with experimental problems in electromagnetism. Part 1 will present the mathematical foundations for the entire treatment of electromagnetism. Part 2 deals with Coulomb's law and the electrostatics based on this law. Part 3 addresses stationary currents and magnetostatics. Part 4 deals with induction and quasi-stationary phenomena, self- and mutual induction. Part 5 presents a treatment of Maxwell equations and the consequences of these equations, e.g. energy and momentum conservation, Plane waves, reflection and refraction.
The Department

PH 407 Quantum Physics I (Fall: 3)

First of a 2-semester sequence providing a comprehensive treatment of the principles and applications of non-relativistic quantum mechanics. This semester focuses on basic principles. Topics covered include: historical development of quantum mechanics; the uncertainty principle; the Schrodinger equation and its solution for simple one-dimensional potentials, including constant potentials and the harmonic oscillator; formal presentation of the postulates of quantum mechanics using Dirac notation; commutation relations; basic scattering theory; formulation of Schrodinger equation in three-dimensions, central potentials, orbital angular momentum, and the hydrogen atom; spin angular momentum and the addition of angular momenta.
Krzysztof Kempa

PH 408 Quantum Physics II (Spring: 3)

Second semester of the PH 407-408 sequence, focusing on applications. Topics covered include: treatment of the many-particle systems, including effects of spin and symmetry of the wave function; many-electron atoms and the periodic table; basic elements of quantum statistics; approximation techniques, including non-degenerate and degenerate perturbation theory and the variational principle; time-dependent perturbation theory and the interaction of electromagnetic radiation with matter.
Vidya Madhavan

PH 409 Contemporary Electronics Laboratory (Fall: 2)
Lab fee required.

A laboratory course, with lecture component, providing hands-on experience, including a brief review of fundamentals of electronics followed by a study of analog devices, including diodes, transistors, operational amplifiers, resonant circuits, and digital devices, including Boolean algebra, digital Gates, Timers, Counters, and practical combinations of Gates and other digital elements.
Cyril Opeil

PH 420 Statistical Mechanics and Thermodynamics (Fall: 4)

The results of classical thermodynamics are deduced from a statistical basis, including the concepts of temperature and entropy, and the three laws of thermodynamics. Applications to ideal and real gases. Basic elements of statistical mechanics, including the canonical ensemble, partition function, equipartition theorem and Maxwell velocity distribution. Simple application of Maxwell-Boltzmann, Bose-Einstein and Fermi-Dirac Statistic.
The Department

PH 425 Condensed Matter Physics (Fall: 3)

Condensed matter physics concerns all aspects of the physics of "condensed" materials, that is, solids, liquids, gels and plasma. It is the science behind many technologically-relevant applied and integrated science and engineering fields. This course primarily covers the solid state, starting with crystal lattices and their vibrations (phonons), and descriptions of crystalline metals, semiconductors, insulators and superconductors. It covers in some detail the electrical, magnetic, optical and thermal properties of materials, and introduces the student to noncrystalline solids and so-called "soft condensed matter".
The Department

PH 532 Senior Thesis (Fall/Spring: 3)

A semester-long project in the course of which a student carries out an investigation and research of an original nature or formulates a mature synthesis of a topic in physics. The results are presented as a written thesis, which the student will defend in an oral examination. This course is highly recommended for majors considering graduate study in physics.
The Department

PH 535 Experiments in Physics I (Spring: 3)
Lab fee required.

The course includes experiments in optics, solid state physics, nuclear physics, spectroscopy, x-ray and electron diffraction. Students will carry out independent projects aimed at acquiring a sound understanding of both the physical principles involved in each subject area and of the principles and problems of modern experimental physics.
Zhifeng Ren

PH 540 Cosmology and Astrophysics (Spring: 3)
Gabor Kalman

PH 599 Readings and Research in Physics (Fall/Spring: 3)
Credits by arrangement only.

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

Graduate Course Offerings

PH 700 Physics Colloquium (Fall/Spring: 0)

This is a weekly discussion of current topics in physics. No academic credit. No fee.
The Department

PH 707-708 Physics Graduate Seminar I and II (Fall/Spring: 1)

A discussion of topics in physics from the current literature.
Michael Naughton
The Department

PH 711 Classical Mechanics (Fall: 3)

Kinematics and dynamics, variational principles, Lagrangian and Hamiltonian formulations, canonical transformations, Hamilton-Jacobi theory, small oscillations, rigid body motion, relativistic mechanics.
Pradip Bakshi

PH 721-722 Statistical Physics I and II (Fall/Spring: 3)

Fundamental principles of classical and quantum statistics; kinetic theory; statistical basis of thermodynamics; ideal classical, Bose and Fermi systems; selected applications.
Gabor Kalman

PH 732 Electromagnetic Theory I (Spring: 3)

Topics include Maxwell equations in vacuum and media, potentials and gauges, energy and momentum conservation, wave propogation, waveguides, radiating systems, scattering, diffraction, metamedia, and photonic crystals.
The Department

PH 736 Techniques of Experimental Physics II (Spring: 3)

This is a laboratory course that introduces several important modern experimental techniques in physics, which may include x-ray diffraction, scanning electron microscopy, scanning tunneling microscopy, angle-resolved photoemission, optical reflectivity, neutron scattering and other techniques. Lectures on these topics will be given first, followed by experimental projects performed by students in real research laboratories.
Hong Ding

PH 741 Quantum Mechanics I and II (Fall/Spring: 3)

Introduction includes elements of the linear algebra in Dirac notation. Topics include postulates of quantum theory, simple problems in one dimension, classical limit, harmonic oscillator, Heisenberg uncertainty relations, systems with N-degree of freedom, symmetries, rotational invariance and angular mementum, hydrogen atom and an introduction to spin. Also included is the path integration formulation of quantum theory.
Pradip Bakshi
Vidya Madhavan

PH 750 Particle Physics (Fall: 3)

This graduate-level elective course is a survey of the basic principles of particle physics. The course will cover the `Standard Model¿, experimental tests of this model, and recent developments in extending the model to work towards a unified theory. A basic understanding of mechanics, quantum mechanics, electromagnetism, and special relativity is required.
The Department

PH 761-762 Solid State Physics I and II (Fall/Spring: 3)

Introduction to the basic concepts of the quantum theory of solids. Drude and Sommerfield theory, crystal structure and bonding, theory of crystal diffraction, and the reciprocal lattice, Bloch theorem and electronic band structure, nearly free electron approximation and tight binding method, metals, semiconductors and insulators, dynamics of crystal lattice, phonons in metals, semiclassical theory of electrical and thermal transport, introduction to magnetism and superconductivity.

Hong Ding
Willie Padilla

PH 799 Readings and Research in Physics (Fall/Spring: 0)
Credits by arrangement
By arrangement only.

The Department

PH 801 Physics Thesis Research (Fall: 3)

A research problem of an original and investigative nature.

The Department

PH 835 Mathematical Physics I (Fall: 3)

Matrix algebra, linear vector spaces, orthogonal functions and expansions, boundary value problems, introduction to Green's functions, complex variable theory and applications.

David Broido

PH 888 Interim Study (Fall: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

The Department

PH 950 Group Theory (Spring: 3)

Baldassare Di Bartolo

PH 998 Doctoral Comprehensive (Fall/Spring: 1)

For students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

The Department

PH 999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation

The Department

Political Science

Faculty

David Lowenthal, *Professor Emeritus;* B.A., Brooklyn College; B.S., New York University; M.A., Ph.D., New School for Social Research
Marvin C. Rintala, *Professor Emeritus;* A.B., University of Chicago; A.M., Ph.D., Fletcher School of Law and Diplomacy
Robert Scigliano, *Professor Emeritus;* A.B., A.M., University of California at Los Angeles; Ph.D., University of Chicago
Ali Banuazizi, *Professor;* B.S., University of Michigan; A.M., The New School for Social Research; Ph.D., Yale University
Christopher J. Bruell, *Professor;* A.B., Cornell University; A.M., Ph.D., University of Chicago
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Jonathan Laurence, *Assistant Professor;* B.A., Cornell University; M.A., Ph.D., Harvard University
Pierre Manent, *Visiting Professor;* Ancien éléve de l'Ecole Normale Supérieure, France; Agrégé de Philosophie, France
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Undergraduate Program Description

An undergraduate major in Political Science provides a foundation for careers in politics, public administration, international service, law, business, and journalism, as well as a foundation for graduate work and teaching in the social sciences.

Political Science Majors

The Political Science major at Boston College consists of ten courses: two introductory courses, four subfield courses, and four electives. The normal introductory sequence is a 2-semester course entitled Fundamentals of Politics (I and II). Following this sequence, students are required to take eight more courses, with at least one course in each of the four subfields of political science (American politics, comparative politics, international politics, and political theory). The Fundamentals sequence is not like the introductory courses in other majors, such as economics or the natural sciences. That is, it does not present a single curriculum which all students are expected to know before moving on to higher level courses. Rather, the Fundamentals course is designed to introduce the student to the study of politics in a variety of ways, and each faculty member who teaches Fundamentals has his or her own particular style of doing so.

There is, however, some common ground. Fundamentals I, usually taught in the fall, is devoted principally to a study of some of the classic texts in political theory, while Fundamentals II, usually taught in the spring, takes as its focus an understanding of the modern state and modern politics, using the United States as a central example, but teaching American politics from a comparative perspective. Classroom discussion is central to the way Fundamentals is taught and is encouraged by the diverse and seriously provocative works read in class (e.g., Plato and Aristotle, but also more modern authors, such as Tocqueville), and by the manageable size of the classes. We try to limit enrollment in the Fundamentals courses to no more than 35 students. That is small enough to foster not only conversation, but close associations among students and with faculty that often endure. The Fundamentals courses are taught by regular, full-time faculty and not by graduate assistants.

Beyond Fundamentals

Students go directly from Fundamentals into upper-level electives. The courses taken beyond Fundamentals do not have to be taken in any particular order, and the course numbers (PO 300-399 for American politics, PO 400-499 for comparative politics, and so forth) do not indicate a preferred sequence or level of difficulty. There is a considerable variety in these elective offerings, because each faculty member has a rotating set of courses and teaches four or five of these each year. There are approximately 100 courses open to undergraduates over a 4-year period. Many of these courses are seminars—some of them open to graduate students as well as to advanced undergraduates. The seminars meet for two hours once a week, and are usually limited to 15 members, so that there is much more opportunity for sustained and intense analysis of texts and problems than there is in a conventional lecture/discussion format.

The amount of work required in all of our courses is generally high. Clarity of thought and writing are two sides of the same skill, and for this reason, our courses place special emphasis on writing skills. In addition, most courses encourage classroom discussion on a regular basis, so that students may be graded on their participation in class as well as on their writing and exams.

Degree Requirements

Fields and Electives

- The two introductory courses Fundamentals I and II (PO 041 and PO 042). In some circumstances, and with approval from the Department, certain other introductory courses (those with course numbers beginning in zero) may be accepted as substitutes.
- At least one course in each of the four subfields of Political Science: American Politics (PO 300-399), Comparative Politics (PO 400-499), International Politics (PO 500-599), and Political Theory (PO 600-699)
- Four electives, from among any courses offered by the department. Note: Courses designated as PO 200-299 count as electives toward the major but do not fulfill the four subfield distributional requirements; courses numbered PO 700 and above are graduate courses.

Qualifications, Exceptions, and Special Rules

- PO 041 and 042 need not be taken in the numerical sequence, although it is generally wise to do so. We recognize that some students coming late to the major will need to take PO 042 prior to PO 041.
- Students who have already taken one or more Political Science elective courses before deciding on the major may be able to substitute one of those for one of the Fundamentals courses. Approval from the Department is necessary to do so, however.
- There are courses in Political Science offered in the Woods College of Advancing Studies (WCAS). WCAS courses may be used to fulfill elective requirements only. Students should consult in advance with the Department's Director of Undergraduate Studies, if they intend to use a WCAS course to fulfill a major requirement.
- Students may transfer up to four courses (12 credits) from other institutions, including foreign study programs. But in no case may a student earn a degree in Political Science without taking at least six courses in the Department. Transfer credits and foreign-study credits may not be used to satisfy the four subfield distributional requirements. Students should consult the Department's website for other limits and regulations that apply to transfer credits and Study Abroad credits.

Honors Program

The Department of Political Science has established its own Honors program to encourage and reward high academic achievement among its majors. Admission to the program is by invitation from the Department. Each year 15 to 20 Political Science majors who have completed their sophomore year are invited to join the Honors program. Selection is based on their academic records within the major and overall. The Honors program seeks to provide additional opportunities for intellectual exchange and friendship, among students as well as with the faculty. The Department hopes that the spirit of the Honors program will in turn extend to all our classes and our students.

The Department offers special Honors Seminars on a variety of topics to members of the program. These are topics not ordinarily available in our course offerings, and they frequently focus on the special interests of faculty in important policy questions or intellectual puzzles. Members of the Honors program must take at least two Honors Seminars during their Junior and Senior years, in addition to the ten courses otherwise required for the major. Students seeking to complete the Honors program and graduate with Honors must, therefore, take at least twelve Political Science courses in all.

Honors Seminar: One Honors seminar is given each semester. The seminars are scheduled a year in advance so that students can plan their programs (especially important for students who will be studying abroad for one or two semesters). These seminars are considered electives in the major, and so they do not exempt the student from the requirement of taking one course in each of four subfields in Political Science. The intention of these seminars is to provide a setting in which students who have shown their lively and nimble engagement with politics can come together with others who share their enthusiasm, for the enjoyment and rewards of shared scholarly exploration. With the permission of the Department's director of the Honors program, Honors students may substitute one graduate seminar for one of the two required Honors seminars.

Honors Thesis: As a culmination of the Honors program, members are strongly encouraged to write an Honors Thesis during their senior year, and in recent years almost all seniors in the Honors program have done so. An Honors Thesis is generally a 2-semester project, for which students earn credit for two elective courses in the major. Although the challenges of a senior thesis can seem daunting at the outset, the rewards upon completion are satisfying and enduring.

Students participating in the Honors program are eligible for one of three Honors designations when they graduate: Honors, High Honors, and Highest Honors in Political Science. All members of the program who complete at least twelve courses in Political Science, including two Honors Seminars, are eligible to graduate with Honors, if they have sustained a record of academic excellence in the major. Members of the program who have achieved particular distinction within the major are eligible to graduate with High or Highest Honors. In awarding High or Highest Honors, the Department takes into consideration such additional signs of academic merit as the completion of an Honors Thesis.

For further information on the Political Science Honors Program, contact the Department's director of the Honors program.

Study Abroad

Study abroad is an excellent way for Political Science majors to gain a comparative and cross-cultural perspective on politics. Study abroad is encouraged by the Department, so long as students have prepared themselves with a strong academic background and have chosen their study abroad location with care to assure that the courses taken abroad meet the Department's expectations with respect to quality and content.

Students planning to go abroad will be given a form by the Office of International Programs in Hovey House, which must be filled out in consultation with the Department's study abroad adviser. The purpose of this consultation is to make sure that a student is far enough along in the major so that he or she can finish in time to graduate and can successfully integrate the study abroad program with other academic plans. Students who are in the Department's Honors Program, for example, need to plan carefully to coordinate study abroad with the Honors requirements. Information on specific foreign study opportunities can be obtained from the Office of International Programs in Hovey House.

To be eligible for elective course credits toward the Political Science major while studying abroad, a student must have at least a 3.2 GPA generally and in the Political Science major before departing. If a student believes he or she should be exempted from this rule, he or she may discuss it with the Department's study abroad adviser. However, exemptions from this rule are rare.

Political Science majors should be aware that not all study abroad sites available to Boston College students will have courses acceptable toward the major. Some sites lack political science departments or have weak political science offerings.

Because gaining foreign-language fluency is one of the main benefits of study abroad, Political Science majors seeking to study abroad in an English-speaking country need to have a compelling academic reason for doing so. Students who believe that their foreign-language skills are not advanced enough to take college courses abroad in a foreign language should consider study-abroad programs in foreign-language countries where universities offer their own students courses in English. Information about such programs can be obtained from the Office of International Programs in Hovey House.

The Department's study abroad adviser can advise students about which programs and courses abroad will be acceptable. Students are urged to gain approval for specific courses from the Department's study abroad adviser before departing. A student who seeks approval only after he or she returns from abroad risks not getting Political Science credit for study abroad courses.

The Department will accept no more than two courses per semester (6 credits) from an institution abroad, or four courses for an entire year. These courses will count as major electives only. The four courses for the field distributional requirement in the Political Science major (one each in American, Comparative, and International Politics and in Political Theory) must be taken at Boston College. No courses taken abroad will be accepted for these distributional requirements. Final approval of courses taken abroad requires the signature of the Department's study abroad adviser on the Approval Forms available from the Office of International Programs in Hovey House.

Special Programs

Advanced Independent Research

Advanced Independent Research is a special designation conferred at Commencement on seniors who have successfully completed particularly creative, scholarly, and ambitious Advanced Independent Research projects during their senior year, while maintaining an overall cumulative grade point average of A- or better. For more information, consult the website for the Advanced Independent Research program.

Undergraduate Research Fellowships Program

The Undergraduate Research Fellowships program enables students 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 with faculty directly to express your interest in being involved in their research.

Awards and Fellowships

National Fellowships Competitions

Boston College students need to be aware, early in their undergraduate careers, of the fellowships and awards given on a competitive basis by national foundations: Fulbright Grants, Marshall Scholarships, Mellon Fellowships, National Science Foundation Fellowships, Rhodes Scholarships, and Truman Scholarships, are among the major grants available. Some of these are available to Juniors and Seniors for undergraduate study. In order to have a realistic chance of competing for one of these awards, students need to plan ahead. The Department Sponsor for these fellowship opportunities is Professor Donald L. Hafner. Many of these opportunities are especially for students planning a future in public service, so they are very appropriate for Political Science majors. In recent years, several of the Department's majors have been awarded Truman Scholarships, for instance. But early planning and preparation are important—the freshman year is not too early.

For further information about national fellowships, consult the website for the University Fellowships Committee.

Graduate Program Description

The department offers advanced study in American politics, comparative politics, international relations, and political philosophy. It displays a distinctive blend of philosophical and practical concerns within a tradition of friendly debate and scholarly exchange. Seminars and courses are supplemented by individual readings and informal gatherings. Both the Master's and Doctoral programs are flexible as to fields and courses, and they allow students to study in other departments and at other universities around Boston.

Master of Arts Degree

The Master's program requires ten courses with at least one course taken in three of the department's four fields (American Politics, Comparative Politics, International Politics, and Political Theory). The passing of a comprehensive examination completes the requirements of the program. A student is allowed to take two or, with permission, three courses in other departments, and may also receive credit for two courses by writing a thesis. If a student chooses to write a thesis, the written part of the comprehensive examination is waived.

Doctor of Philosophy Degree

Sixteen courses (48 credits) are required for students entering the program with no previous graduate work. Students generally take three courses a semester. Of the 16 courses, three may be in independent study and two (not more than one a semester) in non-graduate courses. This latter option is usually appropriate only when needed to offset a deficiency in a student's undergraduate background in a field. Generally, graduate students taking non-graduate courses are required to do additional work beyond the requirements set for undergraduates in those courses.

Admissions

An undergraduate major in political science is preferred, but not required. Applicants must demonstrate both past performance of exceptional quality in their academic work and promise of sustained excellence in the future.

Three letters of recommendation must be submitted to the Department at the time of application, in addition to the transcripts and results of the Graduate Record Examination. The Department requires the general GRE test, a Statement of Purpose, and a sample of scholarly work, such as a term paper.

Completed applications should be submitted to the department by January 15.

Financial Aid

The Department is usually able to provide financial support to our doctoral candidates for a period of four to five years, although the Department's initial commitment typically is only for two years, with additional years of funding contingent on the student's performance. Regular grants carry a stipend and full tuition remission. They involve twelve to fifteen hours per week of research assistance to members of the faculty or teaching assistance in undergraduate courses. Each year the Department also awards Thomas P. O'Neill Fellowships to two incoming students in American politics in honor of the late Speaker of the House.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

PO 041-042 Fundamental Concepts of Politics I and II
(Fall/Spring: 3)
Satisfies Social Sciences Core Requirement
For Majors only

This is an introduction to governments, political ideas and theories, and the study of politics. Each of the course instructors uses a different set of reading materials in his or her own section. Some draw from political philosophy texts, some from the arena of international politics, some from an examination of politics and government in other countries, but none draws primarily on American politics, which is the sphere of PO 042.

Kathleen Bailey
Alice Behnegar
Nasser Behnegar
Dennis Hale
Candace Hetzner
Marc Landy

PO 061 Introduction to American Politics (Spring: 3)
Corequisite: PO 063
Satisfies Social Sciences Core Requirement
For Non-majors.

An overview of contemporary American government and politics focusing on how the institutions envisioned by the Framers of the Constitution (Congress, the judiciary, the executive) function today. Particular emphasis will be placed on how developments since the 1960s have affected the interaction of national, state, and local governmental actors, political participation, the articulation of interests, and policy formulation and implementation. Topics covered will include the media, public interest and advocacy organizations, campaign technologies and consultants, and public policy research institutes (think tanks). Whenever possible, comparisons between the U.S. and other advanced industrial democracies will be explored.
Peter Skerry

PO 202 Environmental Policy (Spring: 3)

This course is an introduction to emerging issues in environmental management and politics. The course also will provide an introduction to the central institutional actors in environmental governance at the local, state and federal levels. The course will examine the intersection between science, policy and the law in current critical environmental issues and conflicts such as the management of public land, urbanization and sprawl, global climate change, natural resource management and public health.
Charles Lord

PO 250 U.S. Civil-Military Relations (Fall: 3)
Cross Listed with IN 250

Civil-military relations is the term used to describe the interactions between a society, its government, and its military. Of interest is how this relationship manifests in American society. How should a nation which emphasizes individuality, freedom, and equality reconcile these ideals with maintaining a military; that is, an institution that upholds uniformity, discipline, and hierarchy as necessary to its proper function? We examine episodes from the history of US civil-military relations, as well as specific issues like the garrison-state hypothesis, military advice on the use of force, women and homosexuals serving in the military, and the civil-military gap.
Hiroshi Nakazato

PO 270 Environmental Law and Policy (Spring: 3)
If your chosen section is closed, register for an alternate section, and email plater@bc.edu to be put on a hard-copy wait-list in case a spot in your chosen section opens up.

Introduces students to the legal system, environmental law. Covers virtually all the legal system, common law, constitutional litigation, complex agency regulations, creation and enforcement of international legal norms, ethics and policy issues. Air, water pollution, toxics, parks, wildlife, nuclear power, forests, mining, historic preservation, environmental justice.
Zygmunt Plater

PO 281-282 Individual Research in Political Science (Fall/Spring: 3)
Prerequisite: Permission of instructor

This is a 1-semester research course directed by a Department member that culminates into a long paper or some equivalent.
The Department

PO 297 Honors Seminar: Realism and International Politics (Fall: 3)

This course will examine the historical intellectual foundations and contemporary debates in the realist literature on international politics and the sources of state behavior. It also will consider realist perspectives on contemporary trends in in international politics and on contemporary foreign policies.
Robert S. Ross

PO 305 American Federalism (Fall: 3)

This course will examine the constitutional foundation, the historical development and the contemporary character of American Federalism. It will explore the tension between centralization and decentralization as an independent factor influencing the course of American politics and governance, as well as a factor in contemporary policy debate.
Marc Landy

PO 317 The American Presidency (Fall: 3)

This course examines the American presidency in the views and actions of major Presidents, in electoral politics, and in relations with political party, Congress, the courts, and the executive bureaucracy.
Marc Landy

PO 342 American Political Thought II (Spring: 3)

This course surveys the history of American political thought since the Civil War, with an emphasis on both recurring themes, such as liberal individualism and religiosity, and resurgent conflicts, such as over the scope of government power, and the meaning of democracy and political equality. Topics Populism, Progressivism, feminism, Social Darwinism, the Social Gospel, New Deal/Great Society liberalism, civil rights, the Beat Generation, Black Power, and student revolts of the 1960s, the sexual revolution of the 1970s, and the 1980s conservative ascendancy.
Dennis Hale

PO 351 Seminar: Religion and Politics (Fall: 3)

This course serves as an introduction to the relationship between religion and politics in the United States. We will examine such topics as the rise of conservative Christianity, the changing nature of American Catholicism, the relationship between faith and party identification, and legislative and judicial responses to the role of religion in the public sphere.
Alan Wolfe

PO 358 Seminar: American Culture War (Spring: 3)

Since at least the 1960s, pundits and social scientists have talked about the existence of a profound culture war in the United States. On issues ranging from abortion to immigration to homosexuality, we have been told, America is divided into two major camps, one leaning to the left and the other to the right. This course will examine the evidence behind such assertions, concentrating on some of the key issues around which theories of America's culture war are organized.
Alan Wolfe

PO 360 Seminar: Rights in Conflict (Fall: 3)
This seminar is primarily for sophomores. Juniors admitted with departmental permission provided there is an open seat in the course.

This course examines a series of political controversies in which at least one—and usually more than one—side makes a claim on the basis of rights. The political controversies we investigate involve demands made in the name of, among others, property rights, First

Amendment rights, the rights of the accused, and the right to vote as well as rights-based assertions on behalf of the disabled, students, and even animals.
R. Shep Melnick

PO 386 Civil Liberties (Spring: 3)

A consideration of modern constitutional doctrine concerning individual liberties as formulated by the U.S. Supreme Court. Topics include the freedom of speech, press, and association, religious liberty and non-Establishment, criminal punishment, and claims on behalf of economic freedom, and sexual and bodily autonomy.
Ken I. Kersch

PO 403 Rise and Rule of Islamic States (Fall: 3)

This course explores the nature of Islamic political systems from the Arab caliphates, Mongol Khanates and Turkic conquests to the problems and prospects faced by Muslem states today. The modern states to be examined include Turkey, Afghanistan, Tajikistan, Uzbekistan, Azerbaijan, Iran, as well as Moslem enclaves inside Russia such as Chechnya. Islamic philosophy, religion, and culture will also be treated.
Kathleen Bailey

PO 414 Politics and Society in Central Eurasia (Spring: 3)

This course explores political systems and contemporary society in Central Eurasia and devotes special attention to ethnic relations among the various peoples of the region. Greater Central Asia constitutes the western part of Inner Asia, stretching from the Caspian Sea to Xinjiang Province in China, from Chechnya in the north to Afghanistan and Pakistan in the south. It belongs culturally to the Islamic world. The region has been impacted by the imperial policies of the Soviet Union and China, by the rise of nationalism, and by religious radicalism, terrorism and war. Reform strategies and models will be discussed.
Kathleen Bailey

PO 415 Models of Politics (Spring: 3)

This course is an introduction to thinking analytically about human behavior by exposing students to various models of political phenomena. The emphasis is on improving students' skills in thinking about individual and collective behavior through the use of a few simple concepts and some imagination.
Kenji Hayao

PO 418 U.S.-European Foreign Policy Cooperation (Fall: 3)

Prerequisite: Previous coursework in European politics or international relations.

Permission of instructor required.

The transatlantic alliance is increasingly challenged by new geopolitical configurations and divergent assessments of what constitutes the most urgent threats to national security: a steady energy supply, democratization, or fighting terrorism? What are the inherent links, tensions and tradeoffs when pursuing one objective at the cost of another? Students will be challenged to identify the defining traits of the transatlantic partnership as nations redefine themselves and their foreign policy goals in the wake of massive population shifts and changing economic circumstances. What binds the U.S. and Europe: geography, institutions, regime types, shared values, or something else?
Jonathan Laurence

PO 420 Modern Iran (Fall: 3)

This course will provide an analysis of the trends and transformations in the political, social and cultural history of Iran from the late nineteenth century to the present. Emphasis will be placed on the following: structural changes in the Iranian economy and society in the latter part of the nineteenth century; social and religious movements; the constitutional revolution of 1905-1911; changing relations between Iran and the West; Iran's experience as a modernizing state, 1925-1979; cultural roots and the social-structural causes of the Iranian Revolution of 1977-79; economic and political developments since the revolution; and Iran's current regional and international role.
Ali Banuazizi

PO 421 The Politics of Northern Ireland, 1921-Present (Spring: 3)

This course seeks to trace the political development of Northern Ireland from its creation in 1921 to the present, examining in particular the political parties, organizations and movements that have shaped the political landscape of the six counties of historic Ulster that remain part of the United Kingdom. The focus of this course will be on the "Troubles," 1968-present, with special attention given to the 1998 Good Friday Agreement. There will also be a brief survey of the major political, economic, religious, cultural and social developments in Ireland from the early 1600s to the late 1800s.
Robert K. O'Neill

PO 422 Comparative Social Movements (Spring: 3)

This course examines the theoretical and empirical literature on social movements in order to understand their genesis, evolution, and successes and failures. We will start by exploring the international theoretical literature on social movements, in order to identify commonalities and differences in the experiences of social movements in a wide array of locations and historical moments. The course will then turn to a more detailed empirical study of a number of social movements, some international, some national, some regional, and some local, including labor movements, indigenous movements, women's movements, movements based on liberation theology, and national liberation/terrorist movements.
Paul Christensen

PO 424 Reform, Revolution, and the Communist Collapse (Fall: 3)

The class examines the collapse of communist regimes in Eastern Europe and the former Soviet Union. The focus is on the reform strategies of political leaders and the opposition movements of nationalists, workers and students. Cases include the Prague Spring, Poland's Solidarity, Fall of the Berlin Wall, Gorbachev's Perestroika, and the Rise of Boris Yeltsin and Independent Russia.
Gerald Easter

PO 432 Postcommunist Transitions (Spring: 3)

The course examines the multi-dimensional reforms underway transitions in Eastern Europe, Russia and the Former Soviet Union. The class will compare the strategies for establishing democracy, creating a market economy, and building nations.
Gerald Easter

PO 434 Post-Soviet Politics (Fall: 3)

This course explores the political, economic, and social changes that have taken place in the post-Soviet countries. We will examine the evolution of political institutions, the effects economic transition, the development of civil society, and regional political relations. The course is designed to familiarize students with the political and socioeconomic

realities of post-communist countries; to encourage students to think critically, using these countries as case-studies, about the meaning of democracy, democratization, economic change, and social empowerment and justice; and to evaluate competing arguments about the trajectory of the post-communist states and their place in the world.
Paul Christensen

PO 447 The Modern State (Spring: 3)

The class explores the rise of the modern state as the dominant form of political organization in world politics. It traces the development from premodern stateless societies, medieval states, and finally the modern nation-state. The class also examines the contemporary processes of globalization and their effect on the survival of the modern state.
Gerald Easter

PO 448 The Political Development of Western Europe (Fall: 3)

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

PO 449 Domestic Politics in Postwar Europe (Spring: 3)

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

PO 469 The Politics of Japan and the Republic of Korea (Fall: 3)

This course provides an overview to the politics of contemporary Japan and the Republic of Korea (South Korea). While most of the focus will mostly be on domestic politics, it will include some discussion of their respective foreign policies.
Kenji Hayao

PO 506 UN and International Security (Fall: 3)

The course begins with the League of Nations, and the origins of the UN and its key structures. Then we examine the UN's role in collective security, arms control and disarmament, and peacekeeping, as these activities were practiced during the Cold War and as they have evolved in recent years. We then turn to UN activities that go beyond treating the symptoms of conflict, and aim instead to fight its root causes, such as racism and human rights violations. Finally, we close with an exploration of the meaning of UN legitimacy and the future prospects of the Security Council.
Timothy Crawford

PO 508 U.S.-European Relations (Spring: 3)

This course examines the major issues and dynamics of transatlantic relations. Will new leadership permit reconciliation between the United States and Europe after Iraq? What forces are driving this relationship? This course will build on historical foundations to provide context for contemporary issues. It will also employ social science theories for insight and conceptual frameworks. Among other topics, this course will examine European and American approaches to world order, NATO, nuclear proliferation, terrorism, globalization, ethnic conflict, international law, humanitarian intervention, and the role of the European Union in the common defense.
Mark S. Sheetz

PO 510 Globalization (Fall: 3)
Cross Listed with IN 510
Satisfies Cultural Diversity Core Requirement

This course examines the political, economic, social and cultural implications of the increasingly integrated world system. The course focuses on conflicting assessments of international institutions (IMP, World Bank, WTO) and economic integration, and the effects of globalization on state sovereignty, social cohesion, and cultural diversity and autonomy.
Paul Christensen

PO 511 International Security (Fall: 3)

Why do states go to war? Is peace merely an "armistice" between wars or is war the exception? How can states provide for their security in a world where "the strong do what they can and the weak suffer what they must"? Course explores contemporary problems of war and peace. Historical studies are used to illustrate a variety of theoretical perspectives. Contributions of strategic thinkers like Sun Tzu, Clausewitz, and Mao Tse-tung are examined. Topics include threat perception, strategic interaction, democratic peace theory, preventive war, alliance politics, nuclear deterrence, insurgency and guerrilla war, terrorism, and the legitimate use of force.
Mark S. Sheetz

PO 512 The Causes of War (Fall: 3)

In the first two-thirds of the course we will survey the major strands of theory concerning the causes war, and apply them to the First World War—a monumental human disaster for Europe, and a pivotal event in world politics, and therefore a very important case. The last one-third of the class will focus on contemporary problems of war and peace (e.g., civil wars, ethnic conflict, proliferation of weapons of mass destruction, and terrorism) using theoretical approaches introduced earlier, as well as new ones.
Timothy Crawford

PO 513 Nuclear War (Spring: 3)

This course examines the role of nuclear weapons in world politics. Why do states acquire nuclear weapons? What are they good for? Do nuclear weapons make weak states more secure by leveling the playing field or less secure by making them targets for annihilation? Are nuclear weapons a force for stability or instability? Are missile defenses defensive or offensive? Are these weapons still relevant or is it time to re-think their usefulness? Topics include rational and extended deterrence, strategic doctrine, nuclear superiority, the stability-instability paradox, nuclear proliferation, rogue states, nuclear terrorism, missile defense, and cold war crises.
Mark S. Sheetz

PO 514 East Asian Security (Fall: 3)
Prerequisite: PO 081, PO 500, or PO 507
Satisfies Cultural Diversity Core Requirement

The class offers an analytical perspective on the strategic conditions of post-Cold War East Asia. It examines the regional political structure, the strategic characteristics of the region's primary great power relationship, U.S., China Relations, and the implications for the conflicts on the Korean peninsula, in the Taiwan Strait, and in the South China sea, and the role of alliance relationships in regional diplomacy. From these different perspectives, it attempts to understand the sources of stability and instability and the prospects for peace.
Robert S. Ross

PO 516 American Foreign Policy (Fall/Spring: 3)

What is the purpose of foreign policy? Should policy be shaped by ideals or interests? What is America's role in the world? Questions such as these are central to policy debates. This course will explore the premises of American foreign policy to get a better understanding of these debates. The first part of the course examines the roots of American foreign policy. The second part introduces alternative strategies for the conduct of policy. The third part is devoted to contemporary issues, including regional policy, alliances, nuclear proliferation, humanitarian concerns, terrorism, and military intervention.
Mark S. Sheetz

PO 518 Liberalism, Nation Building, and American Foreign Policy (Spring: 3)
Not open to students who have taken PO 517.

What are the historical roots and contemporary implications of liberalism and nation-building in American foreign policy? In what ways have liberalism and nation-building shaped presidential foreign policy doctrines and priorities? How have U.S. foreign policy leaders attempted to spread core ideas and institutions to other countries? In particular, how have key American officials understood the relationship between markets and democracy? To what extent might US policies and decisions be expected to spread liberalism to countries in the Middle East? Finally, what can be learned from the continuing cases of Afghanistan and Iraq?
David A. Deese

PO 519 The European Union in World Affairs (Fall: 3)

This course examines the external relations of the European Union, as it seeks to establish an economic, normative, and military power status in world affairs. It will employ theoretical approaches to understand in what capacity and to what effect the EU is involved with global governance and relations with states outside its borders. It will introduce the institutional arrangements of EU external relations and delve into EU activity in policy areas including human rights and democracy promotion, international peacekeeping, and trade and economic development.
Jennifer L. Erickson

PO 520 Seminar: Globalization and National Security (Fall: 3)

How have accelerated forces of globalization in recent decades affected national security? This course examines how globalization can amplify, change, and create challenges to national security in major powers and smaller states alike. We will explore how states define and respond to these challenges in the context of a number of issue areas, such as defense production, terrorism, trade, energy, and migration.
Jennifer L. Erickson

PO 522 International Institutions, Public, and Private (Spring: 3)

This course explores the structures, processes, and impacts of international institutions within the larger context of world politics. The course will first review the contending theoretical perspectives regarding the effect(s) that international institutions have on both interstate relations and political—economic discourse within states. The course will then examine a number of international institutions that are active in a diverse group of issue areas (e.g., security, political-economic, humanitarian, and environment) on both the global and regional levels.
David A. Deese

PO 523 Intelligence and International Security (Spring: 3)

This course examines the role of intelligence in international security. It provides an overview of the conceptual foundations of intelligence studies and the traditional dimensions of intelligence activity (clandestine collection, analysis, counterintelligence, and covert action). We will then examine classic cases of intelligence success and failure, in times of war and peace. Finally, we will explore intelligence's role in today's most important international security challenges: WMD proliferation; the war on terrorism; peacekeeping and humanitarian intervention; and War Crimes prosecutions.
Timothy Crawford

PO 525 Politics and Institutions of International Economics (Fall: 3)

Examines the contending theoretical approaches to the politics of international economic relations through the issue of globalization. Emphasizing the period since World War II, it analyzes the primary political questions and international institutions associated with trade, money and finance, multinational corporations, and development. It concludes with the perennial challenge of leadership and change in international political economy.
David A. Deese

PO 608 Introduction to Political Philosophy (Fall: 3)
Robert K. Faulkner

PO 631 Ethics and Politics (Fall: 3)

A study of the difficult relation between political life and a good life, drawing on various philosophic accounts.
Robert K. Faulkner

PO 634 Hobbes and Christianity (Spring: 3)

The seminar is an in-depth examination of the historical context for Thomas Hobbes's *Leviathan,* with a focus on analyzing his explicit intentions behind writing the text. Students will also read other works by Hobbes to see the development of his thinking on the problem of political authority, as well as contemporary and current scholarship and criticism of his ideas.
Hiroshi Nakazato

PO 638 Islamic Political Philosophy (Spring: 3)

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 modern secular west in late modernity.
Nasser Behnegar

PO 639 Shakespeare's Politics II (Spring: 3)

This course attempts to uncover Shakespeare's reflections on politics by a close analysis of a number of his plays. The plays chosen will be different from those examined in Shakespeare's Politics I, but that course is not a prerequisite for this one.

Nasser Behnegar

PO 644 Conservatism and Revolution (Fall: 3)

A consideration of some conservatives, especially Edmund Burke, and of relevant revolutionaries, especially Tom Paine.

Robert K. Faulkner

PO 645 Kant: Morality and Liberalism (Fall: 3)

A study of the political philosophy of Kant and its bearing on American political thought and practice. Part of the course will be devoted to various recent attempts to reconceive and/or revive American liberalism along Kantian lines.

Susan Shell

PO 649 Rousseau and Practice (Fall: 3)

This course will explore the abstract theoretical account of politics given in Rousseau's ***Social Contract*** and then examine his attempts to apply this theory to concrete political circumstances in a variety of countries.

Christopher Kelly

PO 652 Introduction to Ancient Greek Philosophy and Language (Spring: 3)

Amy Nendza

PO 655 The Question of Justice (Spring: 3)

This seminar is primarily for sophomores. Juniors admitted with departmental permission provided there is an open seat in the course.

Almost all human beings agree that to live well one must live with others. By examining the writings of various seminal thinkers, this seminar seeks to shed light on these questions which are at the core of the great controversies between political orders and even between political parties.

Christopher J. Kelly

Graduate Course Offerings

PO 702 American Government Field Seminar (Fall: 3)

Permission of the instructor is required for registration.

This seminar is intended to provide graduate students with a general intellectual survey of the field of American government and politics. In terms of the topics it covers, it is not unlike an introductory. American government course, but its intellectual agenda is obviously different, focusing on the prominent scholarly debates, lines of inquiry, and perspectives. Among the topics considered are: the Founding and the Constitution; public opinion and voting; parties and elections; organized interests; Congress; the presidency; the bureaucracy; the judiciary; and public policy.

R. Shep Melnick

Peter Skerry

PO 727 American Political Development I (Spring: 3)

This seminar looks at the course of American history from the Federalist period of the 1790's through the end of the nineteenth century for the purpose of understanding subsequent American politics. Its axiom is that contemporary politics cannot be adequately understand without understanding its philosophical and historical underpinnings nor without examining the critical political conflicts and institutional developments that have occurred.

Marc Landy

PO 732 Constitutionalism and Constitutional Design (Fall: 3)

The seminar examines the basic purposes and principles of democratic constitutions and some of the principal institutional design choices (including presidentialism vs. parliamentarianism; federalism; judicial review; and electoral and party systems). Roughly one-third of the course is devoted to constitutional and institutional theory; another third, to the United States Constitution; the remainder, to comparative questions, including constitutional design for divided societies.

Michael Greve

PO 799 Readings and Research (Fall/Spring: 3)

By arrangement

A directed study in primary sources and authoritative secondary materials for a deeper knowledge of some problems previously studied or of some area in which the candidate is deficient.

The Department

PO 801 Masters Thesis Seminar (Fall/Spring: 3)

A research course under the guidance of a faculty member for those writing a Master's Thesis.

Nasser Behnegar

PO 803 Comparative Politics Graduate Field Seminar (Fall: 3)

Open to undergraduates with permission of the instructor.

This seminar aims at training graduate students in asking and answering the broadest and deepest questions of comparative politics, which seeks to understand similarities and differences in political culture and political institutions, with differing individualist and sociological emphases in methodology.

Gerald Easter

PO 806 Political Cultures of the Middle East (Fall: 3)

This seminar explores the influence of cultural norms, religious traditions, and values on political behavior and institutional patterns in the Middle East. The political spheres to be explored include: conceptions of political leadership and legitimacy; different responses—from embrace to adaptation to outright rejection—to the West, modernity, and secularism; Islamic revival and rise of fundamentalism; relationship between the individual and the political community with special reference to notions of rights vs. obligations, citizenship, and human rights; role of women in private and public life; and patterns of associational life, civil society, and the prospects for democratic governance.

Ali Banuazizi

PO 813 Islam in Europe (Spring: 3)

Instructor's permission required.

Students will explore the policies that governments in Europe adopted in response to the presence of growing numbers of Muslims in their territories over the past half-century. How do democratic governments cope with the emergence of new religions? How are new citizens incorporated? How are challenging or threatening ideologies reconciled with the rule of law? What is the relationship between policies towards groups and incorporation outcomes? The course will examine how Muslims' presence affects the relationship between state and society, and explore how governments have come to treat Islam as a domestic religion and encourage Muslims to embrace national citizenship.

Jonathan Laurence

PO 825 Security Studies (Spring: 3)

This seminar covers major concepts, theories, and research programs in the field of security studies: the concepts of national security and interests, strategy, and grand strategy; morality and war; civil-military relations; the security dilemma and offense-defense theory; alliance politics and collective security; arms races and arms control; nuclear strategy; coercive diplomacy; proliferation and counter-proliferation; and terrorism and counter-terrorism. In additional to reviewing key theoretical works on these subjects, we will examine important empirical cases from the Cold War and recent international crises.
Timothy Crawford

PO 863 Institutions in International Politics (Fall: 3)
Not open to students who have taken PO 861. Open to undergraduates with permission of instructor.

This graduate seminar probes the nature and limits of cooperation in world politics. It begins by examining the fundamentals of power, conflict, and cooperation at international and global levels. It focuses on the sources, evolution, and prospects for cooperation, including competing theoretical understandings.
David A. Deese

PO 888 Interim Study (Fall/Spring: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.
Nasser Behnegar

PO 906 Burke and Revolution (Spring: 3)

A consideration of Reflections on the Revolution in France," "The Sublime and Beautiful," and "Vindication of Natural Society."
Robert K. Faulkner

PO 937 Rousseau's *Emile* (Spring: 3)

A careful reading of Rousseau's *Emile* with special attention to such themes as the conflict between virtue and happiness, and the proper ordering of the relations between men and women.
Christopher Kelly

PO 962 Kant (Fall: 3)

A careful reading of one or more of Kant's seminal texts.
Susan Shell

PO 982 Seminar: The Political Philosophy of John Locke (Fall: 3)

This course will focus on Locke's epistemological reflections in order to gain clarity about theoretical and moral foundations of modern liberalism.
Nasser Behnegar

PO 998 Doctoral Comprehensive (Fall/Spring: 1)

For students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.
The Department

PO 999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.
The Department

Psychology

Faculty

Lisa Feldman Barrett, *Professor;* B.Sc., University of Toronto; Ph.D., University of Waterloo
Hiram H. Brownell, *Professor;* A.B., Stanford University; M.A., Ph.D., Johns Hopkins University
Randolph Easton, *Professor;* B.S., University of Washington; A.M., Ph.D., University of New Hampshire
Peter Gray, *Research Professor;* A.B., Columbia University; Ph.D., Rockefeller University
G. Ramsay Liem, *Professor;* A.B., Haverford College; Ph.D., University of Rochester
Michael Numan, *Professor;* B.S., Brooklyn College; Ph.D., University of Chicago
James A. Russell, *Professor;* B.A., M.A., Ph.D., University of California, Los Angeles
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
Michael Moore, *Associate Professor;* A.B., A.M., Ph.D., Harvard University
Gilda A. Morelli, *Associate Professor;* B.Sc., University of Massachusetts, Boston; Ph.D., University of Massachusetts, Amherst
Karen Rosen, *Associate Professor;* B.A., Brandeis University; Ph.D., Harvard University
Joseph J. Tecce, *Associate Professor;* A.B., Bowdoin College; M.A., Ph.D., The Catholic University of America
Elizabeth A. Kensinger, *Assistant Professor;* B.A., Harvard University; Ph.D., Massachusetts Institute of Technology
Gorica D. Petrovich, *Assistant Professor;* B.S., University of Belgrade, Serbia; Ph.D., University of Southern California
Ehri Ryu, *Assistant Professor;* M.A., Ph.D., Arizona State University
Scott D. Slotnick, *Assistant Professor;* M.S., Ph.D., University of California, Berkeley
Maya Tamir, *Assistant Professor;* B.A., Tel-Aviv University; Ph.D., University of Illinois at Urbana-Champaign

Contacts

- Department Administrator: Barbara O'Brien, 617-552-4102, barbara.obrien@bc.edu
- Graduate Program Assistant: Maureen Burke, 617-552-4100, maureen.burke.1@bc.edu
- Program/Fiscal Assistant: Michael Ring, 617-552-4100, michael.ring.1@bc.edu
- Editorial Assistant, Emotion Review: Beatriz Valdés, 617-552-2954, beatriz.valdes.1@bc.edu
- http://www.bc.edu/psychology

Undergraduate Program Description

Psychology is the scientific study of how and why people think, feel, and behave as they do. Our courses embody the philosophy of Boston College's liberal arts education, providing students the opportunity for intellectual growth and enjoyment, and a deeper understanding of the human condition. The psychology major also provides the breadth, depth, knowledge, and tools necessary for students to prepare for graduate training.

Requirements for Psychology Majors

Students must take a minimum of ten courses in the Department, including the following required courses:

- Introduction to Psychology as a Natural Science (PS 110) and Introduction to Psychology as a Social Science (PS 111) should both be taken (in different semesters) as soon as possible after entering the major. The courses can be taken in either order.
- Introduction to Behavioral Statistics and Research I and II (PS 120 and PS 121) should be taken in the sophomore year, when possible.
- At least three 200-level courses, which must include at least one course each from three of the following four clusters: Biological (PS 285 or PS 287), Cognitive (PS 271, PS 272, or PS 274), Developmental and Clinical (PS 260 or PS 264), Social, Personality, and Cultural (PS 241, PS 242, or PS 254)
- Three additional courses in psychology, at least two of which must be at the 300-level or higher and the third course at the 200-level or higher.

A score of four or five on the A.P. Psychology examination may be substituted for either PS 110 or PS 111, but students substituting an A.P. exam score for one of these introductory courses are required to take an additional 200-level psychology course (for a total of four courses at the 200-level) to complete their major in Psychology.

Senior Thesis

Students may choose to write a thesis during the senior year. In most cases, the thesis will involve original, empirical research, although theoretical papers will also be permitted. Students must obtain the consent of a faculty member to serve as their thesis advisor.

Those who are interested in writing a thesis are encouraged to participate in an Independent Study with a prospective thesis advisor during the junior year to develop a thesis proposal.

Seniors who are engaged in writing a thesis may enroll in PS 490 in the fall and/or PS 491 in the spring. Only one semester may count as an elective to fulfill your psychology major requirement. Students who plan to write a thesis are advised to complete Introduction to Behavioral Statistics and Research I and II (PS 120 and PS 121) before their senior year.

Students whose theses are judged to be of exceptional merit will receive a note that their "Senior thesis passed with distinction." This is kept on file in the Psychology Department but not noted on their transcripts.

Clinical Concentration

The Undergraduate Clinical Concentration is designed for Psychology majors with a particular interest in careers in clinical or counseling psychology or clinical social work. Although the concentration does not lead to a license for such careers, it does lay a solid foundation in coursework, research, and field experiences that prepare students for applying to a graduate program in these fields.

To complete the clinical concentration, students must satisfy both the Psychology major requirements and some additional requirements. The requirements for the concentration are available at http://www.bc.edu/schools/cas/psych/undergrad/opportunities/clinical.html. Students should contact the concentration adviser for additional information, if necessary.

Neuroscience Concentration

The Neuroscience concentration within the Psychology major allows students to engage in course work and research that will provide them with a strong understanding of the brain mechanisms of behavior and mental function. Courses are selected from the Psychology, Biology, and Chemistry Departments that are related to the following: evolution and genetics of behavior; neural, neurochemical, and physiological control of behavior; neurobiology of behavioral development; molecular neurobiology of behavior; neural basis of higher cognitive and emotional processes in humans; evolution and genetics of behavior. The concentration is meant for students who plan to enter a graduate program in the neurosciences but will also be valuable to premedical students or those interested in the health-related professions. The requirements for the concentration are listed at http://www.bc.edu/schools/cas/psych/undergrad/opportunities/biopsych.html. Students should see one of the faculty advisers (Michael Numan, Gorica Petrovich, and Elizabeth Kensinger) for additional advice, if necessary.

Honors Program

The Psychology Honors Program offers students an excellent opportunity to get involved in research. The program is for students with strong academic records who wish to devote a substantial amount of time in their senior year to a senior honors thesis.

Students who are eligible to participate in the Psychology Honors Program receive a letter from the Honors Program Director at the beginning of their junior year. This invitation is sent to students who, by the end of their sophomore year, have a GPA of at least a 3.5 in Psychology and overall. If they are interested in participating in this program, students need to identify a Psychology faculty member who is willing to supervise them in their work. Students then need to complete a preliminary application by November 1 of their junior year. On this application, they need to indicate the issue or topic they would like to investigate in their honors thesis and the name of a faculty member in the Psychology Department who has agreed to work with them.

By May 1 of their junior year, students need to submit a completed proposal, together with a letter of support from their advisor and a copy of their transcript, to the Honors Program Director. At this point the student begins the process of executing the research plan, analyzing the data, and writing the thesis.

The principal requirement of the Honors Program is the successful completion of the Honors Thesis. During their senior year, students should enroll in PS 495-6 Senior Honors Thesis I and II. In addition, students in the Honors Program are required to take one additional upper-level course (500-level or above). One semester of the Senior Honors Thesis course (PS 495) may count toward the Department's ten-course requirement for all Psychology majors. The second semester of the Senior Honors Thesis course (PS 496), and the 500-level course, are taken in addition to the ten courses required for the major.Therefore, students in the Honors Program will have completed two courses in Psychology beyond the ten-course requirement.

A copy of the thesis, accompanied by a letter from the student's advisor that incorporates his/her evaluation of the student and the feedback from one additional reader of the completed thesis, needs to be submitted to the Department by April 15 of the senior year. A presentation of the student's honors thesis at the Psychology Undergraduate Research Conference in May of the senior year will provide all students in the Honors Program the opportunity to share their work with members of the Psychology Department.

Those students who fulfill all of the Honors Program course requirements, maintain their 3.5 GPA in Psychology and overall at the time of graduation, and successfully complete the final written thesis,will be deemed to have completed the Psychology Honors Program successfully.

For further information about the requirements of the Honors Program, distinctions between the A&S Honors and Psychology Honors Programs, and what to do if you are planning to study abroad, visit the Psychology Department website and/or contact the Director of the Honors Program in the Psychology Department.

Information for Study Abroad

Departmental decisions about international study are made on a student- by-student basis. Psychology majors should arrange an appointment with their advisor for permission to study abroad. Psychology majors should meet with the Assistant Chairperson for permission to apply courses taken abroad towards meeting major requirements. Approval should be obtained before the start of the study abroad program.

Dual B.A./M.S.W. Program in Psychology and Social Work

In cooperation with the Graduate School of Social Work, the Psychology Department offers a dual 5-year Master's degree program for those students who have decided upon a career in social work. Students in this program complete their undergraduate requirements including those for the Psychology major during their first four years. In addition, in their junior year students begin to take Social Work courses. Upon successful completion of all undergraduate requirements, students receive the B.A. after their senior year at which time they are formally enrolled in the Graduate School of Social Work. Upon successful completion of all graduate requirements at the end of the fifth year students are awarded the M.S.W. Students apply for admission to the 5-year program during their sophomore year. Contact Michael Moore, faculty advisor in the Psychology Department for more information.

Faculty Advisement

Psychology majors should seek psychology faculty advisement prior to each University registration period. Psychology faculty provide expanded office hours during these periods. Students interested in studying abroad should seek the consent of their advisor.

Psychology majors who do not have an academic advisor (e.g., majors in their first year of study or recent transfer students) should consult with the Assistant Chairperson prior to registration.

Social Science Core Requirements

Non-majors may fulfill the Social Science Core requirement with any two Psychology courses with a number between 010 and 111 (e.g., PS 011, PS 032, PS 045, PS 110, and PS 111).

Students receiving a 4 or a 5 on the Psychology AP exam are considered to have fulfilled half the Social Science Core requirement and may, if they wish, take either Ps 110 or Ps 111 to fulfill the second required semester of Social Science Core.

Prerequisites

Prerequisites for courses, if any, are listed with each course description. If none are listed, the course has no prerequisites.

Guide to Psychology Course Numbering

- **PS 000-PS 009:** Courses that *do not* satisfy the Social Science Core requirement and do not provide credit toward completion of the Psychology major.
- **PS 010-PS 099:** Core courses, primarily for non-majors, that satisfy the Social Science Core requirement but *do not* provide credit toward completion of the Psychology major.
- **PS 110-PS 111:** Courses that satisfy the Social Science Core requirement and also provide credit toward completion of the Psychology major.
- **PS 120-PS 199:** Introductory, statistical, and methodological courses that are required for Psychology majors.
- **PS 200-PS 299:** Introductions to primary subdisciplines of psychology, serving as prerequisites to more advanced courses.
- **PS 300-PS 399:** More advanced and/or specialized courses, requiring one or more 200-level courses as prerequisites.
- **PS 400-PS 499:** Research practica and advanced seminars in various areas of psychology limited to Psychology majors.
- **PS 500-PS 599:** Seminars and Advanced Topics courses open to advanced undergraduates and to graduate students.
- **PS 600 and above:** Graduate-level courses.

Graduate Program Description

The Psychology Department at Boston College offers three graduate programs, all research-oriented: a doctoral (Ph.D.) program, a master's (M.A.) program, and a B.A./M.A. program. Completion of the doctoral program typically requires four to five years of training after the B.A. Completion of the master's program requires two years of training after the B.A. Completion of the B.A./M.A. program requires one consecutive year beyond the B.A.

All three of our graduate programs require that students devote 100 percent of their time and effort to their studies, including summers. Students are admitted whose interests fall within or bridge one or more of our five areas of concentration, listed below. Our program requires adequate preparation, ability, maturity, and motivation to pursue a demanding program of individual research and scholarship. Because of our emphasis on research and on a mentoring relationship with one member of the faculty, a principal criterion for admission to our graduate programs is that a student's interests be compatible with those of at least one member of the faculty. Each student is admitted to work with a faculty member as his/her advisor.

The B.A./M.A. program is designed to allow selected students to earn both a B.A. and an M.A. in Psychology in five years. The purpose of the program is to allow students a greater opportunity for concentrated study and research training. Such training is excellent preparation for application to a Ph.D. program in any area of psychology. Undergraduate Psychology majors may apply to continue their studies beyond the B.A. and to earn an M.A. with the equivalent of another, consecutive year of full-time study. It is limited to Boston College undergraduates, and the fifth year must follow immediately after the fourth.

The Psychology Department's five areas of concentration are: Cognitive and Cognitive Neuroscience, Behavioral Neuroscience, Social-Personality, Developmental, and Quantitative.

Visit the department's website located at http://www.bc.edu/psychology for additional information on these areas.

General Information

Visit the department's website located at http://www.bc.edu/psychology and find detailed information about the research interests of individual faculty members, the requirements for completing the Ph.D. and M.A. programs, and the Graduate Program Handbook.

Students use the same forms to apply to both the M.A. and Ph.D. programs and should indicate which program they are applying to. For application materials or further information, direct inquiries to, Graduate School of Arts and Sciences, Admission Office, Boston College, McGuinn Hall 221, Chestnut Hill, MA 02467, or visit http://www.bc.edu/schools/gsas/admissions.html.

Applicants to the Ph.D. and M.A. programs should submit:

- Application form
- Official transcripts
- GRE and (optionally) GRE Psychology subject scores
- Three letters of recommendation
- Statement of research interests
- Application Fee

Applications are accepted for fall term admissions only. The deadline for applications is January 2.

Applicants to the B.A./M.A. program should submit:

- Application form
- Official transcripts
- Two letters of recommendation
- Statement of research interests

The deadline for applications is January 2 of the student's junior year.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

PS 005 Application of Learning Theory (Fall/Spring: 3)
Prerequisite: Consent of Learning to Learn Program

The course is a practicum designed to provide students with strategies to improve their analytical thinking and performance in academic course work. The course presents methods based on research in the psychology of learning. Practice in thinking skills is supplemented with related theoretical readings. Because of federal funding restrictions, course enrollment is limited to students who meet federal guidelines for the program.
Daniel Bunch
Rossana Contreras
Dacia Gentilella

PS 011 Psychobiology of Mental Disorders (Fall/Spring: 3)
Satisfies Social Sciences Core Requirement

Abnormal behaviors characteristic of mental disorders are discussed with respect to psychological and biological origins and treatments. Topics include theoretical approaches, such as cognitive science and neuroscience; brain mechanisms that regulate behaviors associated with mental disorders such as schizophrenia and Alzheimer's disease; interactive effects of genetic predispositions and environmental stresses in the cause of mental disorders; treatment of mental disorders by the use of biological methods, such as drug therapy, and psychological techniques, such as behavior therapies; and the prevention of mental disorders by behavior modification, stress management, and life style.
Joseph Tecce

PS 032 Emotion (Fall/Spring: 3)
Satisfies the Social Science Core Requiremen
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: "Can you read emotions in the faces of other people" (emotional expressions)? "How is emotion expressed in the body" (autonomic physiology)? "Where do emotions live in the brain" (affective neuroscience)? "Is emotion a source of wisdom or the enemy of rationality" (emotion and reasoning)? "Does emotion help or hurt your relationships with other people" (emotion and social behavior)? "Can you control your emotions or do they control you" (emotion regulation)?
Lisa Feldman Barrett

PS 045 Fundamentals of Humanistic Psychology (Fall: 3)
Satisfies the Social Science Core Requirement

This course presents central theories of humanistic psychology. Starting from historic writings of Freud and Jung, the course offers an array of psychological perspectives on existential questions, e.g., what motivates one to be altruistic as well as destructive; what constitutes meaning in relationships; how does one face suffering and death; and what are sources and resolutions for anxiety. Writers receiving primary attention include: Frankl, May, Maslow, Rogers, and Fromm. Clinical writing of Yalom show how humanistic/existential psychology is put into therapeutic practice.
David Smith

PS 110 Introduction to Psychology as a Natural Science (Fall/Spring: 3)
Satisfies the Social Science Core requirement

This is one of a 2-course introductory sequence required for Psychology majors. The course is concerned with the biological (genetic, evolutionary, and physiological) bases of behavior and with the attempt to characterize in physiological and cognitive terms the underpinnings of human motivation, emotion, sensation, and thought.
Gene Heyman

PS 111 Introduction to Psychology as a Social Science (Fall/Spring: 3)
Satisfies the Social Science Core requirement

This course is one of two introductory courses required for Psychology majors, along with PS 110. PS 110 and PS 111 can be taken in any order. This course introduces students to the basic questions, perspectives, and methods that characterize the fields of developmental, social, cultural, personality, and clinical psychology.
Michael Moore

PS 120 Introduction to Behavioral Statistics and Research I (Fall: 3)

This course is the first in a 2-semester sequence surveying research methodologies and statistical procedures used in psychological research. In the first semester, the emphasis is on statistics. Students will be introduced to the most common topics and procedures in descriptive and inferential data analysis such as averages, measures of variability, shapes of distributions, probability, sampling distributions, hypothesis testing, effect size, statistical power, correlation and regression, t-tests, and analysis of variance.
Hiram Brownell

PS 121 Introduction to Behavioral Statistics and Research II (Spring: 3)
Prerequisite: PS 120

The second semester of the PS 120-121 sequence will examine common research methodologies in conjunction with appropriate statistical analysis so that students will learn both how to design and critique empirical research and how to apply statistical procedures. Topics will include behavioral observation, surveys, psychological measurement and test construction, single subject designs, and standard experimental and quasi-experimental designs used in laboratory research. Some statistical

procedures not covered in PS 120 will be introduced as relevant, such as multiple regression, repeated measures analysis of variance, and analysis of frequencies.
Hiram Brownell

PS 125 Introduction to Feminisms (Fall/Spring: 3)
Cross Listed with EN 125, HS 148, SC 225
See course description in the History Department.
The Department

PS 206 Independent Study (Fall/Spring: 3)
This course offers students the opportunity to study a topic of personal interest, working independently under the supervision of a faculty member of his/her choice within the Department. The instructor, working with the student, decides on the nature of readings and related activities involved as well as the precise form of scholarly work required.
The Department

PS 241 Social Psychology (Fall/Spring: 3)
Prerequisite: PS 111
This course examines how people act and react to other people and how they think about and respond to their social experience. Included are such topics as social interaction and influences, attitudes and attributions, aggression and altruism, cooperation and conflict. Emphasis is placed on both theoretical and applied issues.
Kevin McIntyre

PS 242 Personality Theories (Fall/Spring: 3)
Prerequisite: PS 111
This course introduces students to a variety of theoretical approaches to the understanding of character and personality.
James Russell

PS 260 Developmental Psychology (Fall/Spring: 3)
Prerequisite: PS 111
This course is an introduction to developmental psychology. The course examines topics in personality, social, and cognitive development.
Ramsay Liem
Sherri Widen

PS 264 Abnormal Psychology (Fall/Spring: 3)
Prerequisite: PS 111
This course provides an introduction to the field of abnormal psychology. Major topics include theoretical and empirical approaches to the study of psychopathology; assessment and diagnosis of abnormality; and psychological, behavioral, biological, and sociocultural characteristics of the major syndromes of psychopathology. Legal and ethical issues and current approaches to the treatment and prevention of psychological disorders will also be discussed.
Judith Dempewolff
Ramsay Liem

PS 271 Sensory Psychology (Fall: 3)
Prerequisite: PS 110
Visual, auditory, and haptic (touch) perception will be considered from a sensory or receptor-function level of analysis. The nature of different physical energies as well as the physiology of the eyes, ears, and limbs will be discussed as major topics.
The Department

PS 272 Cognitive Psychology (Spring: 3)
Prerequisite: PS 110
This course introduces the scientific study of mental function from an information processing perspective, by examining how information from the environment is processed and transformed by the mind to control complex human behavior. Specific topics of discussion may vary by section, but generally include the history of cognitive psychology, cognitive neuroscience, attention and consciousness, models of knowledge representation, short-term and long-term memory systems, language, problem solving and decision making, and cognitive development.
Scott Slotnick

PS 274 Perception (Spring: 3)
Prerequisite: PS 110
PS 271 is recommended.
The goal of this course is to account for the nature of our conscious perceptual experience of the environment. Two major approaches to perceptual theory—Helmholtzian constructive inference and Gibsonian direct detection—will contrasted as we consider major perceptual phenomena. Topics in visual perception will be emphasized and will include perceptual constancy, perceptual ambiguity, perceptual illusion, intersensory integration, and the distinction between perception and mental imagery. In addition, a developmental approach to understanding perception will be stressed in later stages of the course.
The Department

PS 285 Behavioral Neuroscience (Fall: 3)
Prerequisite: PS 110, BI 100-102, or BI 200-202
This course presents an introduction to the physiological basis of behavior. Basic neuroanatomy and neurophysiology are presented and the following topics are then discussed: neuropharmacology, psychopharmacology, and the biological bases of mental illness; brain mechanisms of reward and reinforcement; hormones and behavior; an introduction to the development of the nervous system; brain mechanisms of learning and memory; and brain mechanisms of emotion.
Michael Numan

PS 287 Learning and Motivation (Fall/Spring: 3)
This course examines fundamentals of learning theory. We will examine principles of classical and instrumental learning in animals and will discuss the human application of these principles in the home, classroom and clinical settings. Do animals simply acquire stimulus-response tendencies or do they have expectations and cognitions? How would we ask this experimentally? Finally, we will discuss recent findings regarding the brain mechanisms underlying simple learning.
Jeffrey Lamoureux

PS 332 Disorders in Adolescence (Spring: 3)
Adolescence is a pivotal stage of development sometimes characterized by turbulence and 'Storm and Stress.' This course presents developmental themes usually encountered at this stage of transition and explores more extraordinary issues that compromise psychological functioning from adolescence into adulthood. Specific topics for study include: identity/gender issues, personality formation, problems with attachment and separation, psychosexual trauma, substance abuse, anti-social conduct, body image, eating disorders, and other more serious disturbances in mood state and thought. Case studies will illustrate current clinical practices in working with this population.
David Smith

PS 333 Addictions (Spring: 3)
Prerequisites: Two courses in a social and/or natural science or permission of the instructor.

This course provides a research based account of addiction, focusing largely but not exclusively on drug addictions. The readings and lectures address the history of addiction, addictions to legal and illegal drugs, whether there are nondrug addictions (e.g., Internet addiction), treatment, the distinction between voluntary and involuntary behavior, and how people make choices. Themes include the idea that addiction provides a window into the nature of voluntary behavior and the use of research to answer questions regarding individual and social well-being.
Gene Heyman

PS 335 Faculty Disorders and Interventions (Fall: 3)
The Department

PS 344 Psychology of Gender (Spring: 3)
Prerequisite: PS 241 or 254

This course involves a multi-faceted and critical look at how gender shapes identities, beliefs, and behavior. Rather than concentrating on questions of sex differences, we will explore how females and males do gender in their everyday lives. We will review competing theoretical models and scrutinize empirical findings that support and fail to support common sense ideas about gender. Topics include a number of controversial issues such as violence in intimate relationships, sexual orientation, media constructions of femininity and masculinity, ethnic/racial/cultural critiques of feminist psychology, and gender harassment.
Judy Dempewolff

PS 353 Culture and Emotions (Spring: 3)
Prerequisites: Any course at 200 level as prerequisite or with permission

The course is devoted to major psychological perspectives on emotion (such as cognitive and social psychological) both historic and contemporary, with an emphasis on how culture enters into the theory. The second part of the course focuses on ethnographies and other evidence on the possible roles of culture in emotion.
James Russell

PS 354 Culture, Identity, and Asian American Experience (Spring: 3)
Prerequisite: PS 254 or permission of the instructor.
Satisfies Cultural Diversity Core Requirement
Required for the Asian American Studies Concentration.

This course explores concepts of the self and ethnic identity as shaped by culture and history as well as individual life experience and development. It focuses on the contemporary and historical experience of Asian Americans and employs psychological, historical, and literary texts. Students are also introduced to current social issues of particular relevance to Asian American communities.
Ramsay Liem

PS 360 Clinical Psychology (Fall: 3)
Prerequisite: PS 264

Issues associated with the treatment of psychological disorders will be examined. The concepts of normality and pathology will be discussed in the context of various models of intervention. Several different schools of psychotherapy will be covered, with an emphasis on the theoretical assumptions and practical applications of each perspective. Studies on the effectiveness of psychotherapy will be reviewed.
Karen Rosen

PS 361 Developmental Psychopathology (Spring: 3)
Prerequisite: PS 260

This course will provide an introduction to the field of developmental psychopathology. This is an area of psychology that combines the topics of developmental and abnormal psychology in order to facilitate an understanding of maladaptive behavior within a developmental framework. Course material will emphasize how aspects of development bear upon the subsequent adaptation of an individual, and will generate an appreciation of normal and pathological behavior in the context of the individual, his or her developmental history, and current conditions.
Amy Tishelman

PS 363 Early Cognitive Development (Spring: 3)
Prerequisite: PS 260 or permission of the instructor

In this course we explore the astonishing cognitive capacities of infants and young children, plus some of their strange misconceptions and cognitive limitations. Questions we address include: Do they believe that objects continue to exist when they are no longer visible? Do they have an inborn capacity to do simple arithmetic? Can they tell the difference between a picture of an object and the real thing? What do their first words mean? Do they realize that other people have minds? We will look at Piaget's answers to such questions, as well as at what more contemporary researchers have found.
Thalia Goldstein
Ellen Winner

PS 364 Interpersonal Violence (Fall: 3)
Prerequisite: PS 241 or PS 242

This course will review research, assessment, treatment, and current controversies in the area of family violence, focusing on child sexual abuse, child physical abuse, and spousal abuse. The course will consist of a combination of a lecture and class discussion of the issues, including those related to memories of abuse, identification of abuse, and the legal, psychological, and social ramifications of extracting women and children from abusive homes.
Amy Tishelman

PS 365 Adolescent Development (Fall: 3)
Prerequisite: PS 260

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

PS 366 Social and Emotional Development (Spring: 3)

In this course, we will explore developmental changes in social and emotional functioning from birth through adolescence. We will study the beginning of emotion expression and the emergence of attachment relationships, the development of emotional regulation, and the socialization of children during infancy. We will then continue to examine emotional changes and social development through toddlerhood, early childhood, middle childhood, and adolescence. The influences of parents, siblings, peers, and caregivers will be examined, as will the issues of individual differences, stability and change, and coherence of development across contexts and over time.
Karen Rosen

PS 371 Cognitive Neuroscience: Exploring Mind and Brain (Spring: 3)

What happens in your brain when you are secretly paying attention to a conversation at the next table? How is that conversation recorded into memory? Cognitive neuroscience aims to address such questions by exploring the brain mechanisms that underlie human mental processing. This course will examine the neural basis of core cognitive processes including perception, attention, memory, action, and language (identified using techniques such as functional MRI, event-related potentials, and lesion studies).

Scott Slotnick

PS 374 Animal Cognition (Fall: 3)

Offered Periodically

This course explores intelligence and cognitive processes across a variety of animal species, including humans. It addresses such questions as, do chimpanzees lie? Can dolphins count? What makes us uniquely human? Topics include mental representation, memory, tool use, counting, problem-solving, self-awareness, social knowledge, and communication/language. For each area, we will examine the evidence from both wild and laboratory settings, continually returning to the questions of what such knowledge tells us about non-human animals, and how this knowledge informs our theories of human cognition.

Kelly Jaakkola

PS 375 Human Memory (Spring: 3)

Prerequisite: PS 110

The field of memory research studies how people organize, maintain, and access experiences they have had, and knowledge and information they have encountered. This course introduces the theories, methodologies, and findings in current memory research. Topics, among others, include memory structures, processes, the flow of information, implicit and explicit memory, working memory, short- and long-term memory as they are currently defined, metacognitive processes, memory and aging, and the neuroscience of memory.

Elizabeth Kensinger

PS 383 Neurobiological Basis of Learning (Fall: 3)

This course will explore the neural mechanisms that underpin basic processes of learning and memory. Students will read primary journal articles from a diverse literature investigating the role of several brain structures and neurotransmitter systems in the storage and retrieval of information. Topics covered will include 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 neurochemicals and intracellular processes in producing changes in synaptic connections.

Jeffrey Lamoureux

PS 384 Neurobiology of Sensory and Motor Systems (Spring: 3)

Prerequisite: Behavioral Neuroscience, Introductory Neuroscience, or Sensory Psychology

This advanced neuroscience course focuses on the anatomy, physiology, molecular biology, and to some extent the psychophysics of four sensory systems (vision, audition, somatosensory, and the chemical senses) as well as the anatomy and physiology of the motor system (spinal, supraspinal, muscle, and nerve). Various pathologies associated with defects in the anatomy or physiology of sensory and motor systems are used to illustrate the critical importance of certain aspects of these systems.

Marilee Ogren

PS 386 Psychopharmacology: Behavior, Performance, and Brain Function (Spring: 3)

Prerequisite: PS 264, PS 285 or PS 287

This course explores Psychopharmacology, the science of drugs and behavior. We will discuss synaptic neurochemistry associated with a number of specific mechanisms of drug action and outline brain circuits which mediate drug actions such as reward. Major classes of psychotropic drugs will be introduced including both drugs of abuse and psychotherapeutic agents used in the treatment of mood disorders and psychosis.

The Department

PS 387 Developmental Neuroscience and Behavior (Fall: 3)

Prerequisite: PS 285 or PS 286

Cross Listed with BI 387

This course will examine the interaction among genetic and environmental influences on the development of the nervous system and behavior. A multi-level analysis will be emphasized, ranging from cellular control of gene expression during development to complex behavioral phenomena.

Marilee P. Ogren-Balkema

PS 388 Neurobiology of Eating and Eating Disorders (Fall: 3)

Prerequisite: PS 285, PS 287, PS 384, PS 572, or PS 573

This course will review the neural mechanisms controlling food intake, and body weight regulation under normal circumstances and in eating disorders. Eating is not only controlled by metabolic signals (e.g., hormones, peptides), but also by extrinsic or environmental factors that are not directly related to energy balance (e.g., stress, emotion, social/cultural factors). Likewise the brain systems regulating hunger are associated with networks mediating stress, reward, emotion, and learning and memory.

Gorica Petrovitch

PS 390 Psychology in Law (Fall: 3)

Prerequisite: PS 241 or PS 264

Understanding the relationship between law and psychology in the U.S. in 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.

Marie D. Natoli

PS 392 Visual Perception in Art and Science (Fall: 3)

Cross Listed with CS 092 and FA 294

Satisfies the Fine Arts requirement of the University Core.

See course description in the Fine Arts Department.

Michael Mulhern

PS 440 Seminar in Positive Psychology (Spring: 3)

Prerequisites: PS 121, and either PS 241 or PS 242

This advanced undergraduate seminar reflects a new direction in psychology that focuses on topics that emphasize people's positive characteristics and processes. Characteristics that will be studied include happiness, kindness, generosity, love and gratitude. Growth, healing, relatedness and curiosity are among the processes that will be examined. The course will also address the antecedents and consequences of positive social situations such as peace, solidarity, and massive public responses to catastrophes like 9/11.

Donnah Canavan

PS 444 Research Practicum in Social Psychology (Fall/Spring: 3)
Prerequisite: PS 241
For majors only

This course provides students with a hands-on approach to research in psychology with an emphasis on personality and social approaches. The course requires students to put into practice the knowledge of psychological science that they have accumulated from previous courses.
Donnah Canavan

PS 447 Individual Differences and Social Behavior (Fall: 3)
Prerequisite: PS 111, PS 120/121, PS 241 or PS 242

This course will study a series of individual differences or personality variables such as narcissism, self-esteem, defensive styles, fear of success/self defeat, and the big five. Each of these personality variables will be studied in a framework that focuses on the context of development as well as the traits and behaviors which are consequences (and correlates) of these personality variables. While the social context (of development) will be emphasized, the biological and cultural contexts will also be presented. Issues surrounding measurement and change in these variables will also be discussed.
Donnah Canavan

PS 448 Achievement Motivation (Spring: 3)
Prerequisites: PS 111, 120, 121, and 241 or 242

Achievement Motivation is an advanced undergraduate seminar. This course presents a wide-ranging set of theories/ideas about achievement and what facilitates and hinders it. Topics include intrinsic and extrinsic motivation, success, productivity, competition, fear of success, fear of failure, greed, risk, and social energy. Some of the psychological processes that will be covered are the childhood, cultural and educational origins of achievement motivation, the development of expertise, and success and psychological health.
Donnah Canavan

PS 460 Clinical Fieldwork in Psychology (Fall/Spring: 3)
Prerequisites: PS 360 or PS 363 and permission of the instructor

This course will provide students with an opportunity to integrate theoretical and empirical work in clinical psychology with the real-life experience of working in a clinical setting. Students will select, together with the professor, a field placement (e.g., hospital, community clinic, day treatment center, shelter, emergency hot line, preschool classroom, prison).
Karen Rosen

PS 464 The Psychology of Trauma (Spring: 3)
Prerequisite: Developmental Psychology, Abnormal Psychology, Cognitive Psychology, or permission of instructor

This course examines trauma and its pernicious effects on the psychological and physiological functioning of the victim survivor. Students will learn diagnostic criteria characterizing acute stress, post-traumatic reaction, and dissociative disorders.
David Smith

PS 466 Current Issues in Developmental Psychology (Spring: 3)
Prerequisite: PS 260

An intensive analysis of issues in developmental psychology, including infancy, motivation, and cognition. This seminar will focus on recent research findings as a source for understanding human development. Recommended for juniors and seniors.
Michael Moore

PS 467 Stress and Behavior (Fall/Spring: 3)
Prerequisite: PS 264

This course provides a description and evaluation of theory, methodology, and research in the field of stress as it relates to behavior. Discussions include psychological, social and biological determinants and effects of stress as well as methods of stress control, particularly behavioral strategies.
Joseph Tecce

PS 468 Infancy (Spring: 3)
The Department

PS 480 Addiction and Choice (Fall/Spring: 3)
Prerequisites: A course in Cognitive, Affective, and Behavioral Neuroscience, or Biology, or Economics, or permission of the instructor

This seminar studies the biology and psychology of impulsive patterns of behavior, such as obsessive compulsive disorder, and the biology and psychology of decision making. One of the goals is to test the degree to which modern understandings of decision making can make sense of self-destructive behavior.
Gene Heyman

PS 490 Senior Thesis I (Fall: 3)

Students may elect to write a thesis during the senior year. In most cases, the thesis involves original empirical research, although theoretical papers may be permitted in exceptional instances. Students must obtain the consent of a faculty member to serve as thesis advisor. Students who choose to write a thesis are encouraged to take an Independent Study with a prospective thesis advisor during the junior year to develop a thesis proposal.
The Department

PS 491 Senior Thesis II (Spring: 3)

This is a continuation of PS 490. Students writing a thesis may take only a 1-semester thesis course, or they may take a 2-semester sequence, PS 490 and PS 491.
The Department

PS 495-496 Senior Honors Thesis I and II (Fall/Spring: 3)

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

Undergraduate and Graduate Course Offerings

PS 377 Psycholinguistics (Fall: 3)
Prerequisites: PS 272, PS 254

This course explores classic issues in the interface of language and mind. Topics include language acquisition (both by children and by adults); the psychological reality of generative grammars; versions of the innateness hypothesis; speech production, perception, and processing; and the question of whether animals other than humans communicate through language.

PS 540 Advanced Topics in Social Psychology (Spring: 3)
Prerequisites: PS 241 and permission of instructor
Offered Periodically
For majors only

This graduate seminar is designed to provide students with an overview of current themes and research in social psychology. We will review topics such as culture, personality, self-regulation, prejudice, and free will.
Maya Tamir

PS 545 Affective Neuroscience (Spring: 3)
Prerequisites: PS 285 or PS 241 or PS 242 and permission of instructor
Offered Periodically

Affective and cognitive processes have traditionally been studied in isolation. Yet, in most circumstances, there are interactions among these different types of processes. Affective neuroscience applies the tools traditionally used to study cognition (neuroimaging, neuropsychology) to better understand the neural bases of affective processes, and the ways that affective processes interact with cognitive ones.
Elizabeth Kensinger

PS 549 Special Topics in Social Psychology (Fall: 3)
Prerequisite: Permission of instructor
Offered Periodically

The topic of this advanced seminar will vary from year to year, with an eye to covering in depth an issue of current concern to field.
Kevin McIntyre

PS 561 Seminar in Social and Emotional Development (Spring: 3)
Prerequisites: PS 260 and permission of instructor
Offered Periodically

In this seminar, we will explore qualitative changes that occur in social and emotional functioning from birth through adolescence. We will examine normative trends and individual differences in the development of attachment relationships, peer relations, self-control, aggression, sex-typed behaviors, empathy and prosocial behavior, and morality.
Karen Rosen

PS 571 Controversies in Cognitive Neuroscience (Fall: 3)
Prerequisite: Permission of instructor
Offered Periodically

Cognitive Neuroscience is the study of how human mental processing relates to activity in specific brain regions. Current controversies in Cognitive Neuroscience will be critically examined.
Scott Slotnick

PS 579 Special Topics: Cognitive, Affective, and Behavioral Neuroscience (Fall: 3)
Prerequisite: Permission of instructor

The topic of this advanced seminar will vary from year to year, with an eye to covering in depth an issue of current concern to the field.
Lisa Feldman Barrett

PS 585 Brain Systems: Motivation and Emotion (Spring: 3)
Prerequisite: Permission of instructor
Offered Periodically

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

PS 600 Introduction to Social Work (Fall/Spring: 3)
Cross Listed with SC 378, SW 600
The Department

PS 606 Experimental Design and Statistics (Fall: 3)
Ehri Ryu

PS 608 Multivariate Statistics (Spring: 3)
Prerequisite: PS 606
Offered Periodically

Matrix algebra for multivariate procedures, component and factor analysis, canonical and discriminant analysis, MANOVA, logistic regression, and hierarchical linear model.
Ehri Ryu

PS 721 Human Behavior and the Social Environment (Fall: 3)
Cross Listed with SW 721
The Department

Graduate Course Offerings

PS 606 Experimental Design and Statistics (Fall: 3)
Prerequisite: An undergraduate course in statistics

This course focuses primarily on the design of research experiments and the inferential statistics used to assess their results. Analysis of variance techniques that assess the main and interactive effects of multiple independent variables on single dependent variables will be emphasized.
Ehri Ryu

PS 625 Graduate Independent Study (Fall/Spring: 3)
Norman H. Berkowitz

PS 640-641 Research Workshop in Social Psychology I and II (Fall/Spring: 3)

Graduate students and faculty in the field of Social Psychology discuss ongoing research; students in the Honors Program may attend with permission of the instructor.
Donnah Canavan

PS 646-647 Research Workshop in Emotion, Gender, and the Self I and II (Fall/Spring: 3)

Graduate students and faculty in the field of Social Psychology who have a special interest in emotion, gender, and the self discuss ongoing research; students in the Honors Program may attend with permission of the instructor.
Lisa Feldman Barrett

PS 654-655 Research Workshop in Cultural Psychology I and II (Fall/Spring: 3)

Graduate students and faculty in the field of Cultural Psychology discuss ongoing research; students in the Honors Program may attend with permission of the instructor.
Ramsay Liem
Gilda Morelli

PS 660-661 Research Workshop in Developmental Psychology I (Fall/Spring: 3)

Graduate students and faculty in the field of Developmental Psychology discuss ongoing research; students in the Honors Program may attend with permission of the instructor.
Gilda Morelli
Karen Rosen
Ellen Winner

PS 672-673 Research Workshop in Cognition and Perception I and II (Fall/Spring: 3)

Graduate students and faculty in the field of Cognition and Perception discuss ongoing research; students in the Honors Program may attend with permission of the instructor.
Hiram Brownell
Randolph Easton
Jeanne Sholl

PS 686-687 Research Workshop in Behavioral Neuroscience I and II (Fall/Spring: 3)

Graduate students and faculty in the field of Behavioral Neuroscience discuss ongoing research; students in the Honors Program may attend with permission of the instructor.
Michael Numan
Gorica Petrovich

PS 690 Scientific Writing (Spring: 3)
James Russell

PS 691-692 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.
Lisa Feldman Barrett
Ellen Winner

PS 888 Interim Study (Fall/Spring: 0)
Hiram Brownell

PS 999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted into Doctoral Candidacy must register and pay the fee for Doctoral Continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week on the dissertation.
The Department

Romance Languages and Literatures

Faculty

Vera Lee, *Professor Emerita;* A.B., Russell Sage College; A.M., Yale University; Ph.D., Boston University
J. Enrique Ojeda, *Professor Emeritus;* M.A., Ph.D., Harvard University
Maria L. Simonelli, *Professor Emerita;* Libera Docenza in Filologia Romanza, Rome; Dottore in Lettere e Filosofia, University of Florence
Rebecca M. Valette, *Professor Emerita;* B.A., Mt. Holyoke College; Ph.D., University of Colorado
Robert L. Sheehan, *Associate Professor Emeritus;* B.S., Boston College; A.M., Ph.D., Boston University
Matilda T. Bruckner, *Professor;* A.B., Bryn Mawr College; M.Phil., Ph.D., Yale University
Dwayne Eugène Carpenter, *Professor;* B.A., M.A., Pacific Union College; Ph.D., University of California at Berkeley; Ph.D., Graduate Theological Union at Berkeley
Jeff Flagg, *Adjunct Professor;* B.A., University of Massachusetts; M.A., Brown University; Ph.D., Boston University
Norman Araujo, *Associate Professor;* A.B., A.M., Ph.D., Harvard University
Sarah H. Beckjord, *Associate Professor;* B.A. Harvard University; M.A., M.Phil., Ph.D., Columbia University
Stephen Bold, *Associate Professor;* B.A., University of California; M.A., Ph.D., New York University
Rena A. Lamparska, *Associate Professor;* LL.M., University of Wroclaw; M.A., Catholic University of America; Ph.D., Harvard University
Ernesto Livon-Grosman, *Associate Professor;* B.A., Empire State College; M.A., Ph.D., New York University
Irene Mizrahi, *Associate Professor;* B.Sc., Technion-Israel Institute of Technology; M.A., Ph.D., University of Connecticut
Franco Mormando, *Associate Professor;* B.A., Columbia University; M.A., Ph.D., Harvard University
Ourida Mostefai, *Associate Professor;* Chairperson of the Department; Licence de lettres, Université de la Sorbonne Nouvelle, Paris; M.A., Ph.D., New York University
Kevin Newmark, *Associate Professor;* B.A., Holy Cross; M.A., Middlebury College, France; Ph.D., Yale University
Elizabeth Rhodes, *Associate Professor;* B.A., Westhampton College, University of Richmond; M.A., Ph.D., Bryn Mawr College
Harry L. Rosser, *Associate Professor;* B.A., College of Wooster; M.A., Cornell University; Ph.D., University of North Carolina at Chapel Hill
Laurie Shepard, *Associate Professor;* Director of Graduate Studies; B.A., Wesleyan University; M.A., Ph.D., Boston College
Joseph Breines, *Adjunct Assistant Professor;* B.A., University of Michigan, Ann Arbor; M.A., Boston University; M.A.T., Oakland University; Ph.D., Yale University
Régine Michelle Jean-Charles, *Assistant Professor,* B.A., University of Pennsylvania; A.M., Ph.D., Harvard University
Kathy Lee, *Adjunct Assistant Professor;* B.A. Pennsylvania State University; Ph.D., Yale University
Brian O'Connor, *Adjunct Assistant Professor;* B.A., Northern Illinois University; M.A., Ph.D., Boston College
Catherine Wood Lange, *Adjunct Assistant Professor;* B.A., M.A., Boston College; Ph.D., State University of New York at Stony Brook
Christopher R. Wood, *Adjunct Assistant Professor;* B.A., Columbia University; M.A., Ph.D., Yale University
Andrea Javel, *Senior Lecturer;* B.A., University of Dayton; M.A., Universite René Descartes (Paris); M.Ed., Harvard University
Debbie Rusch, *Senior Lecturer;* B.S., M.S., University of Wisconsin-Madison

Contacts

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- Graduate and Undergraduate Records Secretary**:** 617-552-3820
- http://www.bc.edu/rll
- rll@bc.edu

Undergraduate Program Description

The Department of Romance Languages and Literatures offers both majors and minors in French, Hispanic Studies, and Italian, each of which affords a wide exposure to literature and culture in the target language.

Major in French

Requirements: Ten 3-credit courses

- Four courses to be chosen from among the following:
  RL 305 Introduction to Drama and Poetry
  RL 306 Introduction to Narrative Forms
  RL 307 Masterpieces of French Literature
  RL 308 Advanced Language Studies in French
  RL 309 Topics in French Culture and Civilization

Note: Students may repeat a semester of RL 307, RL 308, or RL 309 as an elective with the permission of the instructor and the Director of Undergraduate Studies.

- Four advanced courses in French language, literature, or culture at the 400 level or above
- Two electives to be chosen among the following:
  RL 210 French Composition, Conversation, and Reading II*
  Additional courses at the 300 or 400 level
  RL 572 Comparative Development of the Romance Languages
  RL 595 (ED 303) Teaching Foreign Languages: Topics in Second Language Acquisition
  RL 210 French Composition, Conversation and Reading II can be taken for elective credit as the first course in the major.
  Senior Year Requirement: All majors must take one advanced course each semester of their senior year.

Minor in French

Requirements: Six 3-credit courses

- Two foundation courses to be chosen from among the following:
  RL 305 Introduction to Drama and Poetry
  RL 306 Introduction to Narrative Forms
  RL 307 Masterpieces of French Literature
  RL 308 Advanced Language Studies in French
  RL 309 Topics in French Culture and Civilization
- One advanced course at the 400 or 700 level.
- Three electives to be chosen among the following:
  RL 209-RL 210 French Composition, Conversation and Reading I and II (as entry-level courses only)
  Additional courses at the 300 or 400 level
  Senior Year Requirement: All minors must take one advanced course during a single semester of their senior year.

Major in Hispanic Studies

Requirements: Ten 3-credit courses that must include the following:

- RL 395 Contextos
- Four 600-level advanced courses in literature and culture, which must include one course in each of the following categories:
  Pre-1800 Peninsular literature and culture
  Pre-1800 Latin American literature and culture
  Post-1800 Peninsular literature and culture
  Post-1800 Latin American literature and culture
- Five electives, which can be chosen from among the following:
  RL 216 Spanish Conversation, Composition, and Reading II
  Any 300 level course
  Any 600 level course
  Related courses allowed by departmental permission
  Senior Year Requirement: All majors must take one advanced course each semester of their senior year.

Note the following conditions:

Students enter the major at a point appropriate to their level of linguistic proficiency. The earliest point at which a student can begin the major is RL 216 Spanish Conversation, Composition, and Reading II.

The prerequisite for all 600-level courses (and above) is the linguistic proficiency level of Naturalmente II (RL 392) or equivalent.

Only one course may be in English.

Maximum transfer credit from study abroad: 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 for the major are transferred from study abroad, then all other courses must be taken in the department.

Students who do not study abroad are allowed a maximum of two related courses outside the Department of Romance Languages and Literatures.

Minor in Hispanic Studies

Requirements: Six 3-credit courses that must include RL 395 Contextos and at least two courses at the 600-level.

Note the following conditions:

The prerequisite for all 600-level courses (and above) is the linguistic proficiency level of Naturalmente II or equivalent.

Minimum entry level for the minor is RL 216 Spanish Conversation, Composition, and Reading II.

Maximum transfer credit from study abroad: Nine (9) credits (three courses) for one year of study; six (6) credits (two courses) for one semester of study.

Senior Year Requirement: All minors must take one advanced course during a single semester of their senior year.

Major in Italian

Requirements: Ten 3-credit courses

- Six advanced courses in Italian literature, culture, and civilization (RL 500 or above or the equivalent)
- Two electives to be chosen from 300, 500, or 800 level courses
- RL 213 and 214 Italian Conversation, Composition, and Reading I and II (or the equivalent).

Senior Year Requirement: All majors must take one advanced course each semester of their senior year.

Minor in Italian

Requirements: Six 3-credit courses

- Two foundation courses: RL 213 and RL 214 Italian Composition, Conversation, and Reading I and II (or the equivalent)
- Two advanced courses in Italian literature or culture at the RL 500 level or above (for undergraduates)
- Two electives to be chosen among the following: RL 114 Intermediate Italian II (as entry-level course and only for students in the classes of 2007-2010), RL 300 (or above) courses in culture, or approved courses taken abroad

Senior Year Requirement: All minors must take one advanced course during a single semester of their senior year.

For further information or to declare a major or minor, contact the Romance Languages and Literatures Department, Lyons 304, 617-552-3820.

General Information

The major curriculum is designed to help students attain a high linguistic proficiency in at least one Romance language and broad insight into the literature and culture of other nations. Graduates with Romance Languages and Literatures majors are currently employed in many different fields including law, interpreting, and international business. For students interested in graduate studies, the major offers solid preparation and guidance.

Students who plan to major or minor in Romance Languages and Literatures should consult the Director of Undergraduate Studies of the

Department in order to be assigned an advisor, review their qualifications and placement within the program, and organize a course of study suited to their individual needs and objectives.

Romance Languages and Literatures majors are strongly encouraged to study abroad and may do so through Boston College programs or other programs approved by the International Study Center. 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 are encouraged to place themselves in advanced-level language courses in French, Italian, and Spanish as first-year students. Students should place themselves initially in the most challenging course they can handle, and adjustments in scheduling can be made if necessary. The department carefully organizes a program to suit each student's individual needs and objectives.

Students who have not already fulfilled the language proficiency requirement through an achievement or advanced placement test should sign up for an appropriate language course. Refer to the requirements for the A&S degree programs found in the Academic Regulations section of this catalog. Placement tests in French and Spanish are available online.

The Department offers courses, some taught in the target languages and some in English, which count for University Core requirements and for elective credit in the major. Students interested in advancing their major credits at the early stages of their careers are encouraged to consider these Core courses.

Core Offerings: Literature and Cultural Diversity

All the courses offered in the Department of Romance Languages and Literatures propose an exploration of the culture and literature in countries around the world where French, Italian, and Spanish are spoken. In addition, the department has created a number of courses for inclusion in the Arts and Sciences Core in Literature and Cultural Diversity designed especially to meet the needs of non-specialists.

Literature Core

Core offerings, whether in the target language or in translation, are distinctive in several important ways. The department is committed to reading literary texts in their fullest linguistic, artistic, and cultural context. Literature Core courses offer majors and non-majors alike the opportunity to read great books with the guidance of a teacher sensitive to their original language. Even in courses given in English, qualified students may decide to read texts in the original language. Comparative literature courses introduce students to the interplay of literary forms and themes across national boundaries. In order to achieve an intimate understanding of the texts studied, all Core courses propose close reading and thorough discussion of a limited number of texts.

Consult the Student Services website for courses that will satisfy the Literature Core requirement during the 2009-2010 academic year.

Cultural Diversity Core

In addition to their focus on the languages, literatures and cultures of western Europe, the course offerings of the Department of Romance Languages and Literatures also take into account the presence of Hispanic and Francophone cultures in the Caribbean, South and Central America, Africa, and Asia. Students can choose from a number of courses that focus on these cultures in order to satisfy the Cultural Diversity Core requirement.

Honors Program

The Honors Program offers its majors a unique opportunity to conduct research and write a thesis on a topic of their choice, under the guidance of a faculty member in the department. Students admitted into the program will work throughout the senior year with their Thesis Director.

Faculty members will nominate students for the Honors Program in April of their junior year. To be eligible, candidates must be declared majors in the Department of Romance Languages and Literatures with a 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. 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, read the RLL Honors Program Guidelines. After consulting the guidelines, interested students should contact their current RLL instructor to inquire about nomination to the program. For any further questions, contact the RLL Honors Program Coordinator.

Information for Study Abroad

Applying For Study Abroad

RLL majors and minors wishing to study abroad will meet with the RLL International Study Advisor to help determine their eligibility. Their progress in the major or minor as well as their GPA will be checked and a recommendation will be made. Students will then be directed to a specific Program Advisor with whom they will select their courses. Courses will be approved based on the recommendation from the Program Advisor. To schedule appointments with the RLL International Study Advisor, contact the Departmental Administrator in Lyons 304B.

Study Abroad Policies

Ideally, students expecting to transfer credits into an RLL major will have completed the equivalent of a third-year university-level language class or more. Minimally, students should have completed at least the second semester of the intermediate course. Italian majors and minors who have only completed Elementary Italian II are eligible for the Fall or full-year program in Parma only. Students majoring or minoring in Hispanic Studies should consult the Hispanic Studies Guidelines for Study Abroad.

During their senior year all RLL majors are required to enroll in an advanced course each semester of their senior year, regardless of whether they have completed the ten-course requirement for the major. Students who are nominated to the RLL Honors program are encouraged to line up a thesis topic before going abroad.

Transfer Credit for Study Abroad

RLL minors earn credit for up to two courses (six credits) toward their minor in a single semester of study abroad, and credit for up to three course (nine credits) in a year-long program.

Restrictions

Departmental pre-approval of courses is required prior to departure. For all other courses, the International Study Advisor and the Director of Undergraduate Studies will evaluate the courses taken abroad and make a decision.

No RLL credit will be granted for courses conducted in English. Credit is not automatically granted for courses taken in the target language. Courses must show a direct relationship to the student's program of study in the department.

Programs not listed in the "Partner Programs" section will be evaluated on case-by-case basis. Students majoring or minoring in Hispanic Studies should consult the Hispanic Studies Guidelines for Study Abroad.

Residency Requirement

All RLL majors are required to enroll in an advanced course each semester of their senior year, regardless of whether they have completed the ten-course requirement for the major. All RLL minors must enroll in one advanced course during their senior year, regardless of whether they have completed the 6-course requirement for the minor.

BC Programs Abroad

French

Paris IV-Sorbonne; Paris VII-Denis Diderot; Institut Catholique de Paris; Centre Sèvres-Facultés Jésuites de Paris; Institut des Sciences Politiques (Paris); Université de Strasbourg, Marc Bloch (USHS); Institut d'Etudes Politiques (IEP Strasbourg); Institut d'Etudes Commerciales Supérieures (IECS Strasbourg)

Contact: Professor Kevin Newmark

Hispanic Studies

Universidad Autónoma de Madrid (Spain); Universidad Complutense de Madrid (Spain); Universidad Carlos III (Madrid, Spain); Universitat Pompeu Fabre, Barcelona (Spain); Universidad de Deusto, Bilbao (Spain); Universidad de Granada (Spain); Universidad San Francisco de Quito (Ecuador); Universidad Iberoamericana (Puebla, Mexico)

Consult Hispanic Studies Guidelines for Study Abroad Barcelona and Bilbao: Contact Professor Rhodes, rhodese@bc.

All other Spain programs contact Professor Mizrahi, irene.mizrahi.1@bc.edu.

Quito and Puebla: Consult Hispanic Studies Guidelines Study Abroad: Contact Professor Rosser, rosserh@bc.edu.

Italian

Università di Parma

Contact Professor O'Connor, brian.oconnor.1@bc.edu.

Approved External Programs

Prior to applying to any study abroad program that is not affiliated with Boston College, you must contact the following people:

French: Professor Norman Araujo, araujo@bc.edu

Italian: Professor Rene Lamparska, lamparsk@bc.edu

Spanish: consult Hispanic Studies Guidelines Study Abroad and contact Professor Sarah Beckjord, sarah.beckjord.1@bc.edu.

Graduate Program Description

M.A., M.A.T., and Ph.D. Programs

The Department includes the fields of French, Italian, and Hispanic (Peninsular and Spanish American) literatures and film, and grants the Ph.D. in French Literature, Hispanic Literature (Peninsular and Latin American), or two Romance literatures. In the Ph.D. program, students specialize in French or Hispanic literature, or pursue a focused comparative study of two Romance literatures. The Ph.D. in Medieval Romance Literature is unique in the Boston area and one of the special strengths of the Department.

The M.A. is granted in Hispanic Studies, French, and Italian. The M.A. is designed to develop and strengthen teachers at the secondary school level and to prepare students to continue their studies in a Ph.D. program. The Department also grants a Masters of Arts in Teaching, in conjunction with the Lynch School of Education. The department accepts M.A. candidates from Boston College into its Ph.D. program.

Deadlines and Prerequisites for Admission

The departmental deadline for Ph.D. and M.A. applicants requesting financial aid is January 2. Those not requesting departmental financial aid should apply by May 15.

Students applying for admission to graduate degree programs in the Romance literatures must satisfy the following prerequisites: (1) a general coverage of their major literature at the undergraduate level; (2) a formal survey course or a sufficient number of courses more limited in scope; (3) at least four semesters of advanced work in period or general courses in the major literature. Only Ph.D. candidates with a B.A. from an American college are required to submit G.R.E. exam results. There is no G.R.E. requirement for M.A. candidates.

For complete information concerning the graduate programs, visit http://www.bc.edu/schools/cas/romlang/gradprog/handbook.html.

Doctor of Philosophy

The Department of Romance Languages and Literatures offers doctoral students a course of study adapted to individual needs and designed to train effective scholars and teachers. Students may structure their programs according to one of two distinctive models:

Plan I: Ph.D. in Hispanic or French Literature and Culture

Students structure their programs to study the chronological development of one Romance language, literature, and culture (French or Hispanic), and analytic methodologies pertinent to their field.

Plan II: Ph.D. in Romance Literatures

Students structure their programs to focus on one period or genre in two Romance languages and literatures.

Plan I: Ph.D. in Hispanic or French Literature and Culture

Broad Chronological Coverage: In consultation with their advisors, students select courses to develop broad coverage of their major literature from the Middle Ages to the present, as well as specific expertise in the field. Given the nature of the comprehensive examination, students are encouraged to take courses in all periods.

Related Graduate Courses: With the approval of their advisors, students may include in their doctoral program up to six credits earned in related courses, if they are relevant to their field of specialization. These may include graduate courses in other Romance or non-Romance literatures, language pedagogy, fine arts, history, film, philosophy, etc.

Plan II: Ph.D. in Romance Literatures

Lateral Coverage: Early in the program, the student formulates a coherent program of study in consultation with the advisor. Students select two Romance literatures and a period or genre that merits investigation across linguistic and national boundaries.

Medieval Studies: Given the particular strengths of Boston College, concentration in Medieval Studies is an important option within this lateral model. Students may choose any two of the following literatures: Medieval French, Italian, Spanish, or Provençal. Students are encouraged, with the approval of their advisor, to include extra-departmental courses in their doctoral program: twelve credits if they are entering with a B.A. or six credits with an M.A. Boston College has a rich array of medieval offerings in the Theology, Philosophy, History, Fine Arts, Literature, and Political Science Departments.

Language Competence: For admission to the Ph.D. in Romance Literatures, applicants must have fluent command of two Romance languages. An exception may be made for students intending to work in Provençal.

Admission to the Ph.D. Programs

Candidates with a Master's Degree: Students accepted for the doctoral program are granted transfer credit for the M.A. or its equivalent, i.e., 30 credits. The M.A. equivalency of foreign diplomas is determined, whenever necessary, through communication with the Bureau of Comparative Education of the Division of International Education, Washington, D.C.

Candidates with a Bachelor's Degree: Students possessing the bachelor's degree, or its equivalent, should achieve coverage of their major literature equal to that required for Boston College's M.A. in French or Spanish. After 30 credits and the M.A. comprehensive examination, candidates will be evaluated with special attention before being allowed to continue on to the Ph.D. At that point, the additional coursework required for the Ph.D. may be reduced from 30 to 15 credits for some students who have entered the program with a B.A.

Ph.D. Degree Requirements

- Students earn 60 credits (students entering with the B.A.) or 30 credits (students entering with the M.A.), including three credits in the History of the Language in French or Spanish, and three credits in RL 780/RL 945 Readings in Theory.
- Students must maintain an average of B or better in their courses.
- If the student's M.A. program did not include a second language examination, then a translation test will be required.
- A reading knowledge of Latin is required of all candidates and should be demonstrated early in the program. A reading knowledge of German is required only for candidates in Medieval Studies.
- One year of residence is required, in a fall-spring or spring-fall sequence. Teaching Fellows of the Department fulfill the residence requirement by taking two courses per semester while also teaching two courses. Students not engaged in teaching who wish to fulfill the residence requirement by taking three courses per semester must petition the Department. During the year of residence, the student must be registered at the University, and he or she must be engaged in a program of course work approved by the Department. The residence requirement may not be satisfied by the candidate during the year in which he or she is writing the dissertation. Students should specify in writing to the Director of Graduate Studies which two semesters will satisfy the residence requirement.
- Upon completion of all course work and language requirements, the doctoral student must pass an oral comprehensive examination.
- Upon successful completion of an oral comprehensive examination, the degree candidate will select a Dissertation Advisor. Second and third readers will be appointed by the Dissertation Advisor, in consultation with the student and the Director of Graduate Studies, to form the Dissertation Committee.
- It is expected that a dissertation proposal will be submitted by the degree candidate within six months of passing the oral comprehensive. The candidate will remain in consultation with the Dissertation Advisor while preparing the proposal.
- After approval by the Dissertation Committee, the dissertation will be defended by the candidate in a one-hour oral defense that is open to the public.

Master of Arts Degree in French, Hispanic, or Italian Literature and Culture

- Thirty credits (i.e., ten courses) in Romance Languages and Literatures courses.
- M.A. candidates may receive a maximum of nine credits for courses taken in languages/literatures other than the primary language/literature of study, including courses on literary theory, pedagogy, and linguistics. Included in this limit, and with the approval of the Graduate Studies Committee, up to six credits may be earned from courses in related areas of study, or from courses taken at other institutions.
- Distribution Requirement: Each student in the French M.A. Program must take at least one course from every area of the curriculum (Medieval, Early Modern, eighteenth century, nineteenth century, twentieth century). The fulfillment of the Distribution Requirement is to be overseen and verified by the Faculty Advisor.
- Distribution Requirement: Hispanic Studies students must take a minimum of nine credits in Peninsular Spanish and nine credits in Spanish American Literature.
- Entering M.A. students in French and Hispanic Studies are strongly encouraged to take RL 704, Explication de textes, and RL 901, Advanced Textual Analysis in Spanish, respectively, during their first year of graduate study.
- Students wishing to register for Consortium Institution courses must secure permission to do so from the head of their program, during the semester before they plan to enroll.

Master of Arts Degree in Teaching

The Masters of Arts in Teaching (M.A.T.) program is administered through the Lynch School of Education in cooperation with the Department of Romance Languages and Literatures. It requires admission to both the Lynch School of Education and the Department of Romance Languages and Literatures. The program provides licensure and continued professional development for primary and secondary school teachers of French and Spanish.

Course requirements vary depending upon the candidate's prior teaching experience; however, all master's programs leading to licensure in secondary education include practical experience in addition to course work. Students seeking licensure in Massachusetts are required to pass the Massachusetts Educators Certification Test. Candidates for

the M.A.T. in Romance Languages and Literatures must earn 15 credits in graduate courses in their target language. Consult the Departmental Graduate Handbook concerning other requirements.

Further information on the Graduate Program, including funding in the Department of Romance Languages and Literatures can be found athttp://www.bc.edu/schools/cas/romlang/gradprog/handbook.html.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

RL 003-004 Elementary Italian I and II (Fall/Spring: 3)
Conducted in Italian.

The purpose of 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. The approach is communicative, and while memorization and mechanical practice is required, the greater part of class time will be dedicated to practicing acquired knowledge in a conversational and contextualized atmosphere.
Brian O'Connor
The Department

RL 009-010 Elementary French I and II (Fall/Spring: 3)
Classes are conducted primarily in French.
Students with prior French experience admitted only by placement test.

This beginning course is designed for students with no prior French experience and those who have studied French before and have placed into this level. (True beginners should also sign up for RL 011, the Elementary French I Practicum.) Emphasis is on building oral and written communication skills and exploring the cultural specificities of life in France.
Andrea Javel
The Department

RL 011-012 Elementary French Practicum I and II (Fall/Spring: 1)
Required of students enrolled in RL 009 with no prior experience in French. Open to other students of RL 009 only by permission of the coordinator. Only open to students concurrently enrolled in RL 009.

This intensive one-hour supplementary course gives "real beginners" the extra conversation, listening, and reading practice they need to maintain the pace of Elementary French.
Andrea Javel
The Department

RL 015-016 Elementary Spanish I and II (Fall/Spring: 3)
Prerequisite: This course is for beginners. Students with prior Spanish experience are admitted only after taking the placement test.
Classes are conducted in Spanish. May be taken concurrently with RL 017.

This beginning course is designed for students with no prior Spanish experience, as well as those who have had some high school Spanish and are not sufficiently prepared for intermediate level work. (Students with no prior Spanish experience should also sign up for RL 017.) Emphasis is on building oral and written communication skills and acquiring a greater awareness of the Hispanic world.
Debbie Rusch
The Department

RL 017-018 Elementary Spanish Practicum I and II (Fall/Spring: 1)
Required of students enrolled in RL 015 with no prior experience in Spanish. Open to other students of RL 015 only by permission of the coordinator. Only open to students concurrently enrolled in RL 015.

This intensive one-hour supplementary course gives "real beginners" the extra conversation, listening, and reading practice they need to maintain the pace of Elementary Spanish. All concepts presented in this course review those covered in RL 015.
Debbie Rusch
The Department

RL 041 Intensive Elementary Spanish for Oral Proficiency (Spring: 6)
Classes are conducted in Spanish. Open to students with no prior experience in Spanish.

The aim of this 6-credit course is to provide motivated beginning students an opportunity to study Spanish language and culture in an intensive oral environment. The course's materials are particularly suitable for students wishing to acquire listening comprehension and speaking skills that may be put to immediate use.
The Department

RL 042 Intensive Elementary French for Oral Proficiency (Spring: 6)
Conducted in French.
Open to students with no prior experience in French.

The aim of this 6-credit course is to provide motivated beginning students an opportunity to study French language and culture in an intensive oral environment. The course's video-based materials are particularly suitable for students wishing to acquire listening comprehension and speaking skills that may be put to immediate use.
Margaret Flagg

RL 043 Intensive Elementary Italian (Spring: 6)
Conducted in Italian. This course is for beginners. Students with prior Italian experience admitted only by placement test.

The aim of this total immersion, 6-credit course is to provide students with an opportunity to study Italian language and culture in an intensive oral environment. While reading and writing are important elements of the learning process, the main focus will be on oral expression in everyday situations. Successful completion of this course will qualify students for RL 113 Intermediate Italian I the following fall, or participation in the Parma summer language program or in the fall semester at Parma.
Brian O'Connor
The Department

RL 109 Intermediate French I (Fall: 3)
Prerequisites: RL 010, RL 042, or admission by placement test
Conducted in French.

The emphasis will be on building upon prior study and developing a practical knowledge of the French language, as spoken by native speakers in contemporary France. Our goal is to help students develop oral and written proficiency in the language. The emphasis is on contemporary French culture and history, vocabulary expansion, accuracy of expression, and interactive language use. Short literary and cultural readings will provide authentic insight.
Andrea Javel
The Department

RL 110 Intermediate French II (Spring: 3)
Prerequisite: RL 109 or admission by placement test
Satisfies Foreign Language Proficiency Core Requirement
Conducted in French.

This course is a continuation of RL 109 (Intermediate French I) and is also open to students who have placed into this course. Students will continue to expand their vocabulary and develop their fluency, both written and oral. Emphasis is on active student participation and a broadening of historical and cultural knowledge. Francophone culture will be explored through literary excerpts by authors from France, Africa, and the Caribbean.
Andrea Javel
The Department

RL 113 Intermediate Italian I (Fall: 3)
Conducted in Italian. Admitted by placement test, consent of instructor, or completion of RL 004.

The prime objective of the course is to improve reading and writing skills, to continue building oral proficiency, and to provide a lively and current cultural background of contemporary Italy. A review of the elements of language will be supplemented by the reading of selected texts, oral practice, and individual research, all presented within the context of contemporary Italian society and classic Italian culture. Students will develop their ability to satisfy basic survival needs and to engage in conversation on a fairly complex level.
Brian O'Connor
The Department

RL 114 Intermediate Italian II (Spring: 3)
Satisfies Foreign Language Proficiency Core Requirement
Conducted in Italian. Elective for the Italian minor when taken as first course in language sequence. Admitted by placement test, consent of instructor, or completion of RL 113.

The prime objective of the course is to improve reading and writing skills, to continue building oral proficiency, and to provide a lively and current cultural background of contemporary Italy. A review of the elements of language will be supplemented by the reading of selected texts, oral practice, and individual research, all presented within the context of contemporary Italian society and classic Italian culture. Students will develop their ability to satisfy basic survival needs and to engage in conversation on a fairly complex level.
Brian O'Connor
The Department

RL 115 Intermediate Spanish I (Fall: 3)
Prerequisites: RL 016, RL 041, or admission by placement test
Conducted in Spanish.

This course builds on previously acquired language skills and helps prepare students to interact with native speakers of Spanish. Emphasis is on vocabulary expansion, accuracy of expression, and interactive language use. Short literary and cultural readings will provide authentic insight into the Hispanic world.
Catherine Wood Lange
The Department

RL 116 Intermediate Spanish II (Spring: 3)
Prerequisites: RL 115 or admission by placement test
Satisfies Foreign Language Proficiency Core Requirement
Conducted in Spanish.

This course is a continuation of RL 115. Students will expand their vocabulary and develop written and oral fluency. Emphasis is on active student participation and broadening historical and cultural knowledge. Short literary and cultural readings will provide authentic insight into the Hispanic world.
Catherine Wood Lange
The Department

RL 151 Italianissimo: Intermediate Italian II, Track 2 (Spring: 3)
Satisfies Foreign Language Proficiency Core Requirement
Conducted in Italian. Elective for Italian minor when taken as first course in language sequence. Admitted by placement test, consent of instructor, or completion of RL 113.

This course is designed for motivated students interested in continuing the study of Italian language, culture, and literature beyond the Intermediate level, and especially for those students who intend to major or minor in Italian or study at Parma. The development of oral proficiency is emphasized, but there is a new focus on reading and writing in accurate Italian.
Brian O'Connor

RL 153 Adelante I (Fall: 3)
Prerequisites: RL 016, RL 041, or admission by placement test
Conducted in Spanish.

Adelante I can be taken in lieu of Intermediate Spanish I. It is especially targeted toward students who have a solid preparation in Spanish and a strong motivation to further expand their knowledge of the language and its cultures. It also provides excellent preparation for study abroad. Adelante I builds on previously acquired language skills. Emphasis is on vocabulary expansion, accuracy of expression, and interactive language use. Short literary and cultural readings will provide authentic insight into the Hispanic world.
The Department

RL 154 Adelante II (Spring: 3)
Satisfies Foreign Language Proficiency Core Requirement
Conducted in Spanish.

Adelante II is a continuation of RL 153 and can be taken in lieu of Intermediate Spanish II to fulfill the language requirement. It is targeted toward students who have a solid preparation in Spanish and a strong motivation to further expand their knowledge of the language and its cultures. It also provides excellent preparation for study abroad. Students will expand their vocabulary and develop written and oral fluency
The Department

RL 181 Intensive Intermediate Spanish for Oral Proficiency (Fall: 6)
Prerequisites: RL 016, RL 041, or permission of instructor
Conducted in Spanish.

The aim of this 6-credit course is to provide motivated students an opportunity to study Spanish language and culture in an intensive oral environment. The course's materials are particularly suitable for students wishing to strengthen previously acquired conversational skills.
The Department

RL 182 Intensive Intermediate French for Oral Proficiency (Fall: 6)
Prerequisites: RL 010, RL 042, or permission of the instructor
Conducted in French.

The aim of this 6-credit course is to provide motivated students an opportunity to study French language and culture in an intensive oral environment. The course's video-based materials are particularly suitable for students wishing to strengthen previously acquired conversational skills.
Margaret Flagg

RL 209-210 French Conversation, Composition, and Reading I and II (Fall/Spring: 3)
Prerequisites: RL 110, RL 182, or admission by placement test
Satisfies Foreign Language Proficiency Core Requirement
Conducted in French. An elective towards the French minor when taken as first course in sequence.

This course will focus on the further development of oral and written language skills. Films, videos, songs, selected literary and cultural readings, interviews, and Internet activities will form the basis for classroom discussions and compositions. This course is 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

RL 213 Italian Conversation, Composition, and Reading I (Fall: 3)
Prerequisites: Admitted by placement exam, consent of instructor, or completion of RL 114 or RL 151
Satisfies Foreign Language Proficiency Core Requirement
Conducted in Italian. Elective for major and minor in Italian.

The course topic, "Italian through Fiction and Films", allows development of oral and written language skills. Centered on the analysis of short stories and films related to contemporary Italian society, attention will be paid to analytical and lexical enrichment.
Cecilia Mattii

RL 214 Italian Conversation, Composition, and Reading II (Spring: 3)
Prerequisite: Consent of instructor or completion of RL 213
Satisfies Foreign Language Proficiency Core Requirement
Conducted In Italian. Elective for Italian major or minor.

In this course students will continue to strengthen and expand their language skills through oral and written practice. The analysis of a contemporary novel and its cinematographic adaptation will be the basis for class discussion, written assignments and oral presentations.
Cecilia Mattii

RL 215 Spanish Conversation, Composition, and Reading I (Fall/Spring: 3)
Prerequisites: RL 116, admission by placement test, or appropriate score on SAT II or AP Exam
Satisfies Foreign Language Proficiency Core Requirement
Conducted in Spanish.

This course will focus on the further development of oral and written language skills. Films, videos, and selected cultural and literary readings, all centering on contemporary Spain, will form the basis for classroom discussions and compositions.
Kathy Lee
Christopher Wood
The Department

RL 216 Spanish Conversation, Composition, and Reading II (Fall/Spring: 3)
Prerequisites: RL 215, admission by placement test, or appropriate score on SAT II or AP Exam
Satisfies Foreign Language Proficiency Core Requirement
Conducted in Spanish. Hispanic Studies major or minor elective.

This course will focus on the further development of oral and written language skills. Films, videos, and selected cultural and literary readings, all centering on contemporary Mexico, will form the basis for classroom discussions and compositions.
Kathy Lee
Christopher Wood
The Department

RL 217-218 French CCR Practicum I and II (Fall/Spring: 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 1-credit, fifty-minute weekly supplementary practicum.
The Department

RL 300 The French and the Peoples of America (Fall: 3)
Prerequisites: Four years of high school French or RL 210
Satisfies Literature Core Requirement
Satisfies Cultural Diversity Core Requirement
Conducted in French. Elective for French major or minor.

From the early modern period to the present, letters, travel accounts, engravings, essays and narrative fiction have borne witness to attempts of the French to understand peoples different from themselves in the Americas. We will explore issues of cultural diversity and commonality as we analyze accounts of their encounters with Native Americans, descendants of African slaves, Colonial Boston's Puritans, New Yorkers of the 1940s, and New England's university students, politicians and writers.
Jeff Flagg

RL 302 Racism: French and American Perspectives (Spring: 3)
Cross Listed with BK 316
Satisfies Cultural Diversity Core Requirement
Offered Periodically
Conducted in English. Elective for French major or minor.

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?
Jeff Flagg

RL 305 Introduction to Drama and Poetry (Fall/Spring: 3)
Prerequisites: Four years of high school French or RL 209 or RL 210
Satisfies Foreign Language Proficiency Core Requirement
Conducted in French.
Fulfills one of the 300 level requirements for the French major.

This course is open to any students interested in expanding their linguistic and cultural horizons, while developing their literary skills

through writing in French. Guided compositions will help students to gain precision and sophistication in their written French and in their writing in general.
Stephen Bold (Fall)
Norman Araujo (Spring)

RL 306 Introduction to Narrative Forms (Fall/Spring: 3)
Prerequisites: Four years of high school French or RL 209 or RL 210
Satisfies Foreign Language Proficiency Core Requirement
Conducted in French.
Fulfills one of the 300-level requirements for the French major.

This course is designed to help students with a good background in French to progress to the next level. Students in this course will continue to solidify their mastery of French grammar through structural exercises tied to the readings as well as through discussion and written analysis of selected short stories, novels, and narrative film. The stories have been chosen and presented to allow students to progress substantially both in their basic reading skills in French and in their awareness of critical aspects of storytelling such as narrative voice, point of view, and plot structure.
Matilda Bruckner (Fall)
Joseph Breines (Spring)

RL 307 Masterpieces of French Literature (Fall/Spring: 3)
Prerequisites: Four years of high school French or RL 209 or RL 210
Satisfies Foreign Language Proficiency Core Requirement
Conducted in French.
Fulfills one of the 300-level requirements for the French major.

This course allows students to proceed to a more advanced level of study in French through the reading and discussion of a selection of important works of French literature. It will provide an introduction to the history of the French literary tradition through the study of a specific theme. The selected works will be studied from a variety of literary, historical, and cultural perspectives.
Norman Araujo (Fall)
Matilda Bruckner (Spring)

RL 308 Advanced Language Studies (Fall/Spring: 3)
Prerequisites: Four years of high school French or RL 209 or RL 210
Satisfies Foreign Language Proficiency Core Requirement
Conducted in French. TNE Course
Fulfills one of the 300-level requirements for the French major.

This course will help students expand their understanding and strengthen their command of advanced structures of modern French. Students also continue to work on advanced topics of French grammar through structural exercises and guided written compositions.
Ourida Mostefai (Fall)
Stephen Bold (Spring)

RL 309 Topics in French Culture and Civilization (Fall: 3)
Prerequisites: Four years of high school French or RL 209 or RL 210
Satisfies Foreign Language Proficiency Core Requirement
Conducted in French.
Fulfills one of the 300-level requirements for the French major.

This course introduces students to the study of French culture and its tradition by exploring questions related to contemporary France, its cultural history, monuments and institutions. Discussions and students' work focus on a selection of relevant documents chosen from a variety of print and audio-visual documents.
Anne Bernard Kearney

RL 320 Le Francaise des Affaires (Spring: 3)
Prerequisites: Four years of high school French or RL 209 or RL 210
Satisfies Foreign Language Proficiency Core Requirement
Conducted in French. Elective for French major or minor.

This course offers an introduction to the French vocabulary and syntax specific to business and politics. Students will learn advanced French language communication skills, will study the functioning of the French business world, and review the essential grammatical structures of the French language. This course prepares for the Paris Chamber of Commerce and Industry examinations. Students will obtain an official certificate attesting to their proficiency in French for Business. This course is especially designed for students interested in international business affairs or those who intend to work in French speaking countries.
Nelly Rosenberg

RL 323 Navigare l'Italia (Spring: 3)
Prerequisite: Consent of instructor or completion of RL114
Satisfies Foreign Language Proficiency Core Requirement
Offered Periodically
Conducted in Italian. Elective for Italian major or minor.

A comprehensive course which will put you in touch with contemporary Italy through reading different texts (short stories, poems, articles), viewing films and listening to music from various regions. Emphasis will be on oral skills, especially during class work, but writing will be part of the evaluation.
The Department

RL 331-332 Writing Tutorial I and II (Fall/Spring: 0)

Offered in conjunction with RL courses beyond the 300-level and by arrangement only. Includes individual work with a writing tutor for students whose written French is in need of improvement.
The Department

RL 350 Jewish Writers in French Literature (Fall: 3)
Prerequisites: Four years of high school French or RL 209 or RL 210
Satisfies Foreign Language Proficiency Core Requirement
Offered Periodically
Conducted in French.Elective for French major or minor.

The course will introduce French Jewish literature from the nineteenth century to the present. Students will research and discuss the main events that have shaped the recent history of France and influenced French Jewish writers such as Patrick Modiano, Georges Perec, Elie Wiesel and others.
Nelly Rosenberg

RL 366 Spanish Culture and Civilization (Fall: 3)
Corequisite: RL 216, concurrent enrollment in RL 391, or permission of instructor
Satisfies Foreign Language Proficiency Core Requirement
Offered Periodically
Conducted in Spanish. Elective for Hispanic Studies major or minor.

This course will examine Spain's multicultural civilization from the prehistoric cave paintings of Altamira through post-Franco Spain. The history of Spanish civilization will be integral to the study of examples of Spanish literature, art and film.
Kathy Lee

RL 376 Conversational Approach to Contemporary France (Spring: 3)
Satisfies Foreign Language Proficiency Core Requirement
Conducted in French.
Counts as an elective towards the French major or minor.

This course is designed to familiarize students with the political and social features of contemporary France while helping them to develop oral communication skills in French. Using authentic documents (television, videos, films, songs, newpapers and magazines), we will discuss current events and socio-political issues.
The Department

RL 390 Reading, Writing, and Telling (Fall: 3)
Prerequisites: RL 213 and RL 214 or by permission of the instructor
Satisfies Foreign Language Proficiency Core Requirement
Offered Periodically
Conducted in Italian.
Strongly recommended for Italian majors and minors.
May be taken concurrently with 500-level courses.

In this course, designed as a bridge between RL 213, RL 214 and the 500-level courses, we will read a small number of stories by Italian contemporary authors. Our purpose is twofold: to examine and analyze the theme, structure, and syntax and style of the text, and subsequently have the students write, through guided activities, original short stories modeled on the stories they have studied.
Cecilia Mattii

RL 391 Naturalmente I (Fall/Spring: 3)
Prerequisites: RL 216 or, with the permission of instructor, the equivalent level of proficiency
Satisfies Foreign Language Proficiency Core Requirement
Conducted in Spanish.
Counts as elective for Perspectives on Spanish America (LSOE). Counts as elective for Hispanic Studies major and/or minor.

This is an intensive course in advanced Spanish proficiency. The proficiency goals for this course are the accurate and spontaneous control of the communicative functions associated with narration of the past. Films, videos, and selected cultural and literary readings, all centering on Hispanic immigration in the United States.
Kathy Lee
Christopher Wood
The Department

RL 392 Naturalmente II: Spanish Proficiency for Advanced Speakers (Fall/Spring: 3)
Prerequisites: RL 391 Naturalmente I, with permission of the instructor, or the equivalent level of proficiency
Satisfies Foreign Language Proficiency Core Requirement
Conducted in Spanish.

This is an intensive course in advanced Spanish proficiency. Enrollment is limited and the course is designed to allow for small group work, debates and other interactive activities. The goals for this course are the accurate and spontaneous control of the communicative functions associated with the subjunctive. Films, videos, and selected cultural and literary readings, all centering on contemporary Latin American politics.
Kathy Lee
Christopher Wood
The Department

RL 393 Life Stories: Life at the Limit (Spring: 3)
Cross Listed with EN 084.01
Satisfies Literature Core Requirement
Offered Periodically
Conducted in English.
Elective for the French major. .

This course will concentrate on texts following the path of a person on his/her journey from alienation, loss, hardship, through a *turning point.* We will read stories of people who were caught in a major life crisis but who managed to keep a deep connection with themselves and the world. People who survived to share their experience with others. .
Anne Bernard Kearney

RL 395 Contextos: Introduction to Literary Analysis in Spanish (Fall/Spring: 3)
Satisfies Literature Core Requirement
Conducted in Spanish. Required for Hispanic Studies majors and minors and priority for enrollment is given to them.

Contextos is an introduction to critical reading and writing. The course includes a range of authors who represent different periods and genres, and introduces students to basic research skills.
Kathy Lee
Christopher Wood
The Department

RL 397 El Espanol de los Negocio (Spring: 3)
Catherine Lange

RL 412 Yesterday's Provence (Fall: 3)
Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309
Offered Periodically
Conducted in French. Undergraduates Only.

An exploration of the "Midi," the culture of southern France, through film, literary, historical and cultural documents. Topics include love and power politics (troubadours and trobairitz), rural and urban life (Pagnol's Marseilles in the *Fanny* trilogy; his autobiographical writings; *Jean de Florette* and *Manon des sources),* religious and spiritual struggles (*Montaillou* and Catharism, Conques and pilgrimage, the nature of evil explored in Bernanos' novels), regional differences (including language, geography, and customs) vs. a centralized France.
Matilda Bruckner

RL 522 The Most Beautiful Pages of Italian Literature (Spring: 3)
Satisfies Foreign Language Proficiency Core Requirement
Offered Periodically
Conducted in Italian.
The course is for undergraduates only.Fulfills the requirements for Italian major and minor.

In our itinerary through selected texts of Italian literature (from Marino to Calvino) we will be exploring the most compelling and profound thoughts, ideas and feelings.
Rena A. Lamparska

RL 524 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

RL 550 In Search of the Meaning of Life (Fall: 3)
Offered Periodically
Conducted in Italian.

The course focuses on choices of identity and the meaning of life in existential, social and religious situations. We will start with the discussion on the origin and essence of values as presented in selected writings. The nature of human passions and behavior will be explored in texts by modern Italian novelists and poets. Questions include a protagonist's alienation in modern society, the search for ones place in family and society, sacrifice as the ultimate confirmation and defense of one's values, apathy as a response to life's problems, determination in the pursuit of goal.
Rena A. Lamparska

RL 611 Medieval Spain-Crossroads of the World (Fall: 3)
Prerequisite: Contextos or permission of instructor
Satisfies Foreign Language Proficiency Core Requirement
Conducted in Spanish.
Fulfills Peninsular pre-1800 major requirement.

This course is devoted to Spanish literature composed between the twelfth and fifteenth centuries. We will examine the main literary genres of the period, including lyric and epic poetry, exemplary tales, and the origins of the novel. Special attention will be given to the *Poema de mio Cid, Libro de buen amor,* and *Celestina.*
Dwayne E. Carpenter

RL 629 Latin American Novels (Fall: 3)
Prerequisite: Contextos or permission of instructor.
Satisfies Cultural Diversity Core Requirement
Offered Periodically
Conducted in Spanish.

The focus of this course will be on the shift in Latin American novels of the twentieth century from exterior descriptions to the interior dimensions of the self. Themes and techniques of selected writers such as Ernesto Sábato, María Luisa Bombal, Alejo Carpentier, Carlos Fuentes, Mario Vargas Llosa, Elena Poniatowska, Gabriel García Márquez, Laura Esquivel, and Antonio Skarmeta.
Harry L. Rosser

RL 646 The "Eye" of Latin American Film (Spring: 3)
Prerequisite: Contextos or permission of instructor.
Offered Periodically
Conducted in Spanish.
Fulfills post-1800 Latin American requirement for major.

This course focuses on recent Latin American cinema in order to explore the aesthetic and critical trends of its most recent films. How are those films shaped by always changing political circumstances? And what do they tell us about Latin America's present political realities?
Ernesto Livon-Grosman

RL 647 Spanish Short Stories since Clarin (Spring: 3)
Corequisite: Contextos or permission of instructor
Satisfies Foreign Language Proficiency Core Requirement
Offered Periodically
Fulfills post-1800 requirement in Penisular Literature for Hispanic Studies majors.

A panoramic study of Spanish short fiction since Leopoldo Alas (Clarin). We will study this genre, which achieves its most mature expression in the twentieth century. During the semester, we will analyze a representative sample of writers of both sexes, paying particular attention to modern and postmodern contributions.
Irene Mizrahi

RL 651 Exile in Medieval and Twentieth Century Spanish Literature (Spring: 3)
Prerequisites: Contextos, concurrent enrollment in Contextos, or permission of instructor.
Offered Periodically
Conducted in Spanish. Elective for Hispanic Studies major or minor.
Fulfills pre-1800 Peninsula requirement for major.
Fulfills post-1800 Peninsular requirement for major.

A narration of exile, the eleventh century *Cantar de mío Cid,* is a foundational work in the Spanish literary canon, and exile is a structuring principle in a vast corpus of significant Spanish texts from the Middle Ages to today.
Christopher Wood

RL 652 Hispanic Nobel Prize Winners in Literature (Fall: 3)
Satisfies Literature Core Requirement
Offered Periodically
Conducted in Spanish.
Fulfills Peninsular or Latin American post-1800 major requirement.

A wide variety of Spanish and Latin American writes 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

RL 658 Don Quijote and You (Spring: 3)
Prerequisites: Contextos, concurrent enrollment in Contextos, or permission of instructor
Offered Periodically
Conducted in Spanish.
Fulfills the pre-1800 Peninsula requirement for Majors in Hispanic Studies

Don Quijote is universally recognized as one of the most important texts of all literary history. Why? What does this funny, poignant book continue to say to ongoing generations? Students will read the entire text of Cervantes' masterpiece, and consider its relationship to texts of other media and other ages (Velázquez, Cortázar, the Russian film version, *The Man of La Mancha,* for example). Contextos extremely helpful.
Elizabeth Rhodes

RL 668 The Experimental Tradition (Fall: 3)
Offered Periodically

Through a combination of poetry, theory and visual art this course will follow the impact of the historical avant-garde in Twentieth Century Latin America. Attention will be paid to the dialogue between different experimental and critical texts by a variety of poets and critics, in particular to the idea of poetry as the praxis of theory. From César Vallejo, Vicente Huidobro, and Pales Matos and critics such as Peter Bürger, Haroldo de Campos, and Beatriz Sarlo we will look at the evolution of Latin American experimental poetics in and out of the printed page.
Ernesto Livon-Grosman

RL 671 Introduction to Hispanic Film (Fall: 3)
Prerequisites: RL 395 Contextos, or permission of instructor.
Cross Listed with FM 471
Offered Periodically
Conducted in Spanish.

It's easy to watch a movie, but can you see it? This course uses films of several genres from Spain and Latin America to teach students to view visual culture intelligently. Principles of mise en scène, sound, narrative games, and techniques of propaganda and horror are among the components studied. Students build on the skills acquired in Contextos (RL 395), learning to apply them to visual media. Films include *Fresas y chocolate, Todo sobre mi madre, Como agua para chocolate,* and others.
Elizabeth Rhodes

RL 682 Latin American Perspectives: Civilization and Culture (Spring: 3)
Prerequisite: Contextos or permission of Instructor
Satisfies Cultural Diversity Core Requirement
Offered Periodically
Fulfills Capstone course for Latin American Studies Program Minor.
Conducted in Spanish.
Fulfills post-1800 Latin American requirement.

Selected texts showing cultural similarities and differences among countries of Latin America will be studied for the ways in which their authors reveal the perspectives, customs, and products of their people. The primary objective of the course is to introduce and explore the aesthetic and ideological solidarity of a vast region of the world that continues to seek and establish its true identity in the midst of global change.
Harry L. Rosser

RL 698 Honors Research Seminar (Fall: 3)

This semester is devoted to defining and researching the thesis. Students will work closely with their thesis director and meet regularly as a group with the program coordinator to discuss their work in progress. At the end of the semester students will present a clear statement of their thesis, accompanied by an outline, a bibliography of works consulted, and one chapter.
The Department

RL 699 Honors Thesis Seminar (Spring: 3)

This semester is devoted to the writing and completion of the thesis. Students will continue to work closely with their thesis director, and to meet as a group with the program coordinator.
The Department

Undergraduate and Graduate Course Offerings

RL 420 Performing the Middle Ages (Spring: 3)
Prerequisite: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309
Offered Periodically
Conducted in French. Elective for French major or minor.

Performing the Middle Ages" invites students to discover the dramatic potential of medieval French literature, which continues to come alive in our own experience, as it did in the life and times of medieval France. Reading in and off the written page, we'll examine a variety of texts from the eleventh to the fifteenth century, including lyric poetry, theater, and short narratives.
Matilda Bruckner

RL 427 Studies in Rabelais and Montaigne (Fall: 3)
Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309
Conducted in French

We will be reading selected works of the two great prose writers of the French Renaissance: Rabelais' *Pantagruel* and Montaigne's *Essais.* Some critical writing on these authors will also be considered, including essays by Bakhtine, Auerbach, and Starobinski.
Joseph Breines

RL 431 Classicism in Seventeenth-Century French Literature (Spring: 3)
Offered Periodically
Conducted in French.

This course offers an advanced introduction to the literature of France's classical age. We will conduct a close reading of some of the century's greatest works by its greatest writers (Corneille, Descartes, Racine, Pascal, Lafayette, et al.) and covering the major genres (tragedy comedy, philosophical essay, novel). Along the way we will come to understand better the meaning of Classicism in French literature, the complex and delicate doctrine of simplicity that tries to capture light not in a bottle but in a text.
Stephen Bold

RL 440 Images of the Family in Eighteenth-Century French Literature (Fall: 3)
Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309
Offered Periodically
Conducted in French.

This course will study the emergence of the private sphere in the Enlightenment by focusing on the changing representation of the family in eighteenth-century French literature and culture.
Ourida Mostefai

RL 442 Women of the Enlightenment (Spring: 3)
Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309
Offered Periodically

This course will focus on a number of women who participated in the Enlightenment as artists, scientists, salonnieres, novelists, pamphleteers, and playwrights and who thus played an important role in the transformation of the role of women in French society. We will analyze their works, as well as their contribution to the often heated debates surrounding the question of woman's legal, social and sexual status. We will

study the representation of women in eighteenth-century art and culture and read works by Francoise de Graffigny, Olympe de Gouges, Isabelle de Charrière as well as by Diderot, Laclos, and Rousseau.
Ourida Mostefai

RL 454 Contemporary Francophone Women Writers (Spring: 3)
Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309
Cross Listed with BK 208
Offered Periodically
Conducted in French.
Elective for French major or minor.

Borrowing from Hélène Cixous' model of *écriture feminine,* this course explores the specificity of francophone women's writing in a contemporary context. We will examine narratives from a wide variety of geographic locations including the Caribbean, North Africa and Sub-Saharan Africa. The question of genealogy is central to this course as we attempt to delineate a matrilineal francophone literary tradition. As such we will also consider these narratives in relation to feminist theory, history, socio-cultural politics, culture and ethnicity. Some of the themes we will study include silence and voice, the female body, mother-daughter relationships, migration and immigration, and canon formation.
Régine Michelle Jean-Charles

RL 458 Contes et Nouvelles in the Nineteenth Century (Fall: 3)
Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309
Conducted in French.

While devoting proper attention to the general evolution of the conte in the nineteenth century, the course will center on the most significant works of Mérimée, Maupassant, and Daudet.
Norman Araujo

RL 476 Francophone African Cinema (Fall: 3)
Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309
Cross Listed with BK 239
Offered Periodically
Conducted in English.
Elective for French major or minor

This class focuses on cinematic traditions of francophone Africa by looking at both narrative film and documentaries. We will consider how African filmmakers use film as a medium for creative expression, historic representation, and political engagement. How do filmmakers analyze social questions on screen? How has film discourse developed in relation to colonialism, post-colonialism, and globalization? How are issues of language, identity and nation approached stylistically and thematically? These questions will guide our inquiry as we examine the works of Sembene Ousmane, Safi Faye, Abderrahmane Sissako, and Jean-Marie Teno among others.
Régine Michelle Jean-Charles

RL 477 Twentieth-Century Fiction (Fall: 3)
Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309
Offered Periodically
Conducted in French.

This course engages in a detailed study of some exemplary literary texts written in French during the twentieth century. Questions of meaning will be addressed by way of theme as well as form. Theoretical issues such as modernism, existentialism, feminism, post-modernity, and post-colonialism will also be considered in passing. Works will be chosen from authors such as Proust, Gide, Breton, Colette, Queneau, Bataille, Sartre, Fanon, Blanchot, Camera Laye, Duras, Perec, Ben Jelloun, Djebar, Des Forêts, Modiano, among others.
Kevin Newmark

RL 495 Trends in Second Language Acquisition (Fall: 3)
Cross Listed with SL 378

See course description in the Slavic and Eastern Languages and Literatures Department.
Claire Foley

RL 526 Dante's *Divine Comedy* in Translation (Fall: 3)
Cross Listed with PL 508, TH 559, EN 696
Offered Periodically
Conducted in English. Elective for Italian major or minor.

An introduction to and critical reading of the *Divine Comedy* (in English translation), one of the world's greatest epic poems, produced by "the chief imagination of Christendom" (Yeats). Dante's journey through Hell, Purgatory, and Paradise will be analyzed at its multiple levels of interpretation: literal and allegorical, theological, philosophical, political, and literary. Compendium of an entire epoch of European civilization, the *Comedy* will also be interrogated for its responses to the fundamental questions of human existence: God, the Cosmos, the Self, Good and Evil, Right and Wrong, Suffering, and Happiness.
Laurie Shepard

RL 597 Foreign Language Pedagogy (Fall: 3)
Cross Listed with ED 303
Conducted in English. This course can count as an elective for the French, Italian, or Hispanic Studies majors, but not for the minors.

This course introduces students to research in second-language acquisition and assessment while providing ample opportunity to put into practice what is taught. Emphasis is placed on developing classroom techniques and lesson plans for teaching to meet the five standards of communication, culture, connections, comparison, and community. Students are introduced to professional organizations, observe actual classes, and evaluate materials (electronic, audio, video, and print). Students will learn about the Massachusetts State Frameworks for foreign language education. This course is particularly recommended for students who plan to teach a foreign language and fulfills the Massachusetts licensure requirement methods in foreign language education.
Kathy Lee

RL 680 A Contrastive Analysis of Spanish and English (Spring: 3)
Offered Periodically
Conducted in Spanish. Open to undergraduates with permission of instructor. Elective for Hispanic Studies majors and minors. Especially appropriate for LSOE students.

This course is a rigorous introduction to Spanish linguistics; especially, phonology and second language acquisition. Emphasis will be placed on a contrastive study of Spanish and English. This course is required of students seeking certification to teach Spanish in Massachusetts.
Kathy Lee

Graduate Course Offerings

RL 499 College Teaching of Foreign Languages (Fall: 1)
Conducted in English.

This course introduces students to foreign language pedagogy. Although theory in Second Language Acquisition research will be discussed, the emphasis will be on teaching. Upon completion of this course students will be better able to construct communicative lessons, gain an understanding of major tenets in SLA, and be familiar with professional journals and organization. Students will also be able to better present themselves in an interview situation for a teaching position at all levels of instruction. Students will also learn about groups at BC that provide assistance to students.
Debbie Rusch

RL 704 Explication de Textes (Fall: 3)
Offered Periodically
Conducted in French.First-year masters' candidates in French are very strongly encouraged to enroll in this course as an introduction to graduate studies in literature.

This course offers graduate students an advanced introduction to the practice of close reading and textual analysis in the French mode. A variety of shorter works and excerpts selected from a wide chronological and generic spectrum will be used to help students read texts analytically and organize their commentaries effectively. Students will have the opportunity to work extensively on their written French and to discuss their progress during regular consultations with the instructor.
Stephen Bold

RL 752 Mirror or Mirage in the Realistic Novel? (Spring: 3)
Offered Periodically
Conducted in French.Undergraduates may enroll with permission of the instructor.

This course traces the evolution of the realistic novel in the nineteenth century, endeavoring to determine what realism meant for each of the novelists studied, what devices were selected to represent it in a work of fiction, and how much success was achieved in this representation. This success will be appreciated in the broader framework of inquiry as to the novel's ability, as a literary genre, to accommodate realism. Students will read Stendhal's *Le Rouge et le Noir* and *La Chartreuse de Parme;* Balzac's *Le Père Goriot* and *La Cousine Bette;* Flaubert's *Madame Bovary,* and *L'Education sentimentale.*
Norman Araujo

RL 780 Readings in Theory (Spring: 3)
Cross Listed with EN 780, PL 780
Offered Periodically
Conducted in English.Open to undergraduates with permission of instructor onlyFulfills a Ph.D. requirement in Romance Languages and Literatures.

This course is organized as an introduction to the reading of literary theory for graduate students in various disciplines. Its aim is to develop in students an awareness and sensitivity to the specific means and ends of interpreting literary and extra-literary language today. The course seeks to provide students with a basic familiarity with some of the most formative linguistic, anthropological, philosophical, and literary antecedents of the diverse and often contentious theoretical models occupying, some would say, plaguing, the contemporary literary critical scene.
Kevin Newmark

RL 799 Readings and Research (Fall/Spring: 3)
By arrangement
The Department

RL 805 La Novella Premoderna: Boccaccio, Sercambi, Sermini, Masuccio e Bandello (Fall: 3)
Offered Periodically
Conducted in Italian.

The seminar focuses on Boccaccio's *Decameron,* a fourteenth-century masterpiece. With this collection of tales Boccaccio sought to renew and elevate the bourgeoisie, then emerging as the dominant class in Florence, and in the final analysis the *Decameron* teaches us the difficult lessons of personal virtue in troubled times. The invention of the novella genre, the author's art of narration, and the author's device of a frame to structure the interpretation of his tales will be among the topics discussed.
Laurie Shepard

RL 806 Il romanzo e la saggistica di Italo Calvino (Spring: 3)
Conducted in Italian.
Rena Lanparska

RL 813 Dante's *Divina Commedia* (Spring: 3)
Franco Mormando

RL 821 I Ritratti Femminili Nella Letteratura Italiana (Fall: 3)
Conducted in Italian.

We will examine portrayals of women in modern and contemporary Italian literature from Verga to Morazzoni, and discuss these representations in relation to the place and role of woman in the changing social landscape and intellectual life of the times. Attention will be brought to the question of freedom, love, and women's positions in the family and society. We will also focus on the literary convention authors write within and against; the stylistic strategies of dramatizing the protagonists individual identities, and whether we can we distinguish between points of view in depiction of women protagonists by male and female authors.
Rena A. Lamparska

RL 830 Rome in the Age of Bernini (Spring: 3)
Offered Periodically
Conducted in Italian.Open to undergraduates with permission of instructor.

An interdisciplinary study of Italian literature and culture, focusing on the city of Rome during the age of Gian Lorenzo Bernini (1598-1680), the glorious era of the Baroque. Against the backdrop of the political and institutional crises and social-religious metamorphoses of the period, we will explore the fertile and intimate inter-relationship between literature (elite and popular, sacred and profane) and the arts, both visual and performing.
Franco Mormando

RL 842 Giocomo Leopardi (Fall: 3)
Rena Lamparska

RL 880 Ph.D. Thesis Seminar (Spring: 0)
Offered Periodically
For Ph.D. students only.

This bimonthly seminar provides Ph.D. students with a forum in which to discuss their works in progress and further develop the variety of skills necessary for conducting effective academic research and bringing to successful completion the writing of their dissertation.
The Department

RL 888 Interim Study (Fall/Spring: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

The Department

RL 899 The Art and Craft of Literary Translation (Fall: 3)

Prerequisite: Knowledge of a Classical, Germanic, Romance, or Slavic language beyond the intermediate level.

Cross Listed with SL 427, EN 675

Offered Periodically

Permission of instructor required in the cases of Hebrew, Yiddish, and other languages.

Literary translation as an art. Discussion of the history and theory of literary translation in the West and in Russia, but mainly practice in translating poetry or artistic prose from Germanic, Romance, Slavic, or Classical Languages, into English. Conducted entirely in English as a workshop. Instructor's permission required for undergraduates and for other languages.

Maxim D. Shrayer

RL 901 Advanced Textual Analysis in Spanish (Fall: 3)

Conducted in Spanish.Required of all beginning graduate students in Hispanic Studies.

An intensive writing workshop designed to improve students' skills in textual analysis, this course includes the practice of various types of professional writing: summaries, critical analyses, book reviews, as well as oral presentations. Students confront a sophisticated range of critical terms from the fields of linguistics and critical theory, and practice using those terms. Class members engage in peer review, summarize critical readings, and conduct advanced bibliographic research.

Irene Mizrahi

RL 905 History of the Spanish Language (Fall: 3)

Conducted in Spanish.Required for Ph.D. in Hispanic Studies.

This course focuses on the evolution of medieval Spanish from Latin. Although primary attention will be given to the period from 1000 to 1500, later linguistic developments will also be studied. The course is divided into two main parts: phonology and morphology, with a brief look at dialectology. There will be abundant exercises to supplement the lectures. Students will benefit from having at least some acquaintance with Latin.

Dwayne E. Carpenter

RL 931 Cervantes and the Foundation of Hispanic Narrative (Fall: 3)

Conducted in Spanish.

This seminar studies *Don Quijote* as the master script of Hispanic narrative, focusing on the innovative narrative strategies of Cervantes which were most useful to future authors. Works by other authors, such as Galdós and García Márquez, will be included. Students are encouraged to have read *Don Quijote* before the seminar if possible.

Elizabeth Rhodes

RL 965 Modern and Postmodern Spanish Short Story (Spring: 3)

Irene Mizrahi

RL 973 The Latin American 60's: A Comeback? (Fall: 3)

Ernesto Livon-Grosman

RL 978 The Latin American Avant-Garde (Fall: 3)

Ernesto Livon-Grosman

RL 982 Art of the Short Story: Latin American Trajectory (Fall: 3)

Harry Rosser

RL 996 Advanced Film Analysis (Spring: 3)

Elizabeth Rhodes

RL 998 Doctoral Comprehensive (Fall/Spring: 1)

For students who have not yet passed the Doctoral comprehensive, but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.

The Department

RL 999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay for the doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.

The Department

Slavic and Eastern Languages and Literatures

Faculty

Lawrence G. Jones, *Professor Emeritus;* A.B., Lafayette College; M.A., Columbia University; Ph.D., Harvard University

Maxim D. Shrayer, *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

Michael J. Connolly, *Associate Professor;* Chairperson of the Department; A.B., Boston College; Ph.D., Harvard University

Sing-chen Lydia Chiang, *Assistant Professor; Coordinator, East Asian Languages;* B.A. National Taiwan University; M.A., University of Washington; Ph.D., Stanford University

Franck Salameh, *Assistant Professor; Coordinator, Arabic and Hebrew;* B.A., University of Central Florida; M.A., Boston University; Ph.D., Brandeis University

Contacts

- Administrative Secretary: Demetra Parasirakis, 617-552-3910, demetra.parasirakis@bc.edu
- http://fmwww.bc.edu/SL/SL.html

Undergraduate Program Description

The Department administers undergraduate majors in Linguistics, Russian, and Slavic Studies, as well as minors in Arabic (departmental), Chinese (departmental), Linguistics (departmental), Russian (departmental), East European Studies (interdisciplinary). The Department co-administers the interdisciplinary minor in Jewish Studies. Students also participate in the Minor in Asian Studies (interdisciplinary). Departmental honors require successful completion of honors requirements. For information, contact the department at 617-552-3910.

The Department maintains listings of related courses from other departments that satisfy various program requirements. Substitutions and exemptions from specific program requirements, as well as the application of courses from other institutions, require express permission from the Chairperson or the Undergraduate Program Director.

Students fulfilling the undergraduate Core requirement in Literature should consider Core offerings taught by members of the Department under the title SL 084 (EN 084) Literatures of the World.

Major in Linguistics (ten courses)

The focus of the Linguistics program does not lie alone in the acquisition of language skills, but rather in learning to analyze linguistic phenomena with a view toward making significant generalizations about the nature of language.

Students majoring in Linguistics build their programs around a specific area of emphasis. A program of study tailored to the individual student's interests and goals is designed in consultation with the faculty. Areas of emphasis include, but are not limited to, philology (the historical and comparative study of ancient languages), psycholinguistics, and language acquisition.

A typical program for this major requires the following:

- SL 311 General Linguistics
- SL 344 Syntax and Semantics
- SL 367 Language and Language Types
- Two courses of a philological nature on the detailed structure of a language
- Five additional courses drawn from departmental offerings, supplemented by approved language-related courses in other departments.

Linguistics majors should have proficiency in one foreign language and competence in at least one other language at a level appropriate to their career plans. Some exposure to a non-Indo-European language is desirable (e.g., Chinese, Hebrew, Japanese, Korean—all of which are taught within the Slavic and Eastern Languages and Literatures Department).

Minor in Linguistics (departmental)

This departmental minor requires a minimum of six approved 1-semester courses:

- One course SL 311 General Linguistics
- One course SL 344 Syntax and Semantics
- Two courses on philological topics
- Two courses on general linguistic topics.

Major in Russian

The normal program for the major in Russian concentrates on acquiring advanced proficiency in the language and the ability to comprehend and analyze important aspects of Russian literature and culture.

The requirements for majors in Russian are as follows:

Track 1: Russian Language and Literature (ten 1-semester courses)

- Three courses in Russian grammar, composition, and stylistics beyond the intermediate level
- Three courses in Russian literature, including two survey courses for classical and modern Russian literature (SL 222 and SL 223)
- One course in Russian linguistics (The Structure of Russian, Early Slavic Linguistics and Texts, Old Church Slavonic, or Old Russian)
- Three electives in Russian literature or advanced Russian linguistics (list of approved courses available)

Track 2: Russian Culture and Civilization (ten 1-semester courses)

- One course in Russian Civilization (usually SL 285 Russian Civilization and Culture)
- Two courses in Russian language beyond the intermediate level
- Two survey courses for classical and modern Russian literature (SL 222 and SL 223)
- Five electives from Russian and Slavic offerings, of which at least three must be in Russian literature or culture

Minor in Russian (departmental)

- Two courses in Russian at or above the intermediate level
- Two courses in Russian literature: one pre-twentieth century and one post-nineteenth century.
- Two courses in Russian literature, culture, or linguistics.

Major in Slavic Studies (ten courses)

The major in Slavic Studies provides broadly based training in scholarship about Russia and the nations of Eastern Europe and the former U.S.S.R.. The normal program for this major requires the following:

- Two courses in a Slavic language at or above the intermediate level
- One course in Slavic civilizations (usually SL 213 Slavic Civilizations)
- Two courses in a Slavic literature
- Two courses in Slavic history or social sciences
- Three electives in general Slavic studies (list of approved courses available).

Minor in Arabic Studies (departmental)

The departmental minor in Arabic Studies covers areas of Modern Standard Arabic and Modern Hebrew languages, Modern Middle Eastern literature and cultural history, and Near Eastern Civilizations. The minor requires a minimum of six approved 1-semester courses:

- Two courses in Modern Standard Arabic above the intermediate level;
- Four courses in Middle Eastern languages, cultures, literatures and civilizations, which may include a language course in Modern (Israeli) Hebrew, courses taught in translation, and "Near Eastern Civilizations."

Minor in Chinese (departmental)

The departmental minor in Chinese focuses on acquiring modern language proficiency and knowledge of aspects of Chinese culture, literature and civilization. The minor requires a minimum of six approved 1-semester courses:

- Two courses in modern Mandarin Chinese above the intermediate level;
- Four courses in Chinese culture and literature, which may include courses taught in translation, language courses in Classical Chinese and Advanced Chinese, and "Introduction to Far Eastern Civilizations."

Minor in Asian Studies (interdisciplinary)

For information concerning the Asian Studies minor, contact the Director of the interdisciplinary minor in Asian Studies, Prasannan Parthasarathi, at prasannan.parthasarathi@bc.edu or 617-552-1579.

Minor in East European Studies (interdisciplinary)

The East European Studies interdisciplinary minor requires a minimum of six approved 1-semester courses, distributed as follows:

- One introductory course: either Russian Civilization (SL 284) or Slavic Civilizations (SL 231)
- One additional course in Russian or East European history or politics
- Two courses in Russian or another East European language at or above the intermediate level
- Two approved elective courses from related areas such as: art history, economics, film studies, literature or language, philosophy, or theology. One of these electives may be a directed senior research paper on an approved topic.

For more information on the minor in East European Studies, contact Professor Cynthia Simmons, Director, East European Studies minor, cynthia.simmons@bc.edu

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 six 3-credit courses, including one foundation course, four electives and a concluding seminar/capstone course.

For information concerning the interdisciplinary undergraduate minor in Jewish Studies, visit the program's webpage, http://bc.edu/schools/cas/jewish/ or contact Professor Dwayne E. Carpenter (Department of Romance Languages and Literatures), Co-Director, Jewish Studies Program, dwayne.carpenter@bc.edu

Study Abroad

The Department of Slavic and Eastern Languages and Literatures requires, in general, at least two years of language study, in addition to coursework (tailored to the individual student's program of study) that would provide cultural orientation. Since the Department offers a wide-variety of majors, there is no particular limit as to how many courses taken abroad will be allowed for major credit.

Individual programs of study are arranged according to the types of instruction available and the student's goals and background.

Students majoring in Linguistics may profit from any number of study-abroad opportunities, depending on the specific language(s) they elect to focus on. Students of East Asian languages have participated to great advantage in a variety of different study abroad opportunities in Japan, the People's Republic of China, the Republic of China, Korea, and other nations of Asia.

Junior year is the most popular time to study abroad, but seniors have done so successfully as well. All Slavic and Eastern Languages and Literatures majors should obtain department course approval before going abroad. 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 http://www.bc.edu/offices/international.

Teachers of English to Foreign Students

The Department of Slavic and Eastern Languages and Literatures offers a number of linguistics courses for training teachers of English to foreign students. The Department of English offers elective and core-level undergraduate courses of English language and literature for foreign students enrolled at Boston College (EN 117-120).

Graduate Program Description

Program Overview

The Department administers three different Master of Arts degree programs—Linguistics, Russian, and Slavic Studies. Additionally, the Department participates in a program for the Master of Arts in Teaching (M.A.T.) with the Lynch School of Education and entertains applications for dual M.A./M.B.A. and M.A./J.D. degrees.

Graduate Admission

For admission to M.A. candidacy in Russian or Slavic Studies, students must be able to demonstrate a working knowledge of the Russian language equivalent at the very least to the proficiency expected at the end of three years (advanced level) of college study. They must also be acquainted with the major facts of Russian literature and history.

Students applying in Linguistics, a program that stresses the interdisciplinary nature of linguistics (i.e., not restricted to Slavic topics), should have a good preparation in languages and some undergraduate level work in linguistics.

Slavic Studies and Linguistics programs involve a proportion of work in other departments of the University, and candidates in these areas are expected to meet all prerequisites for such courses and seminars. Students must also be prepared, in the course of studies, to deal with materials in various languages as required.

Students with an undergraduate degree who require preparation for admission to the M.A. program may apply as special students. This mode of application is also suited to those who are looking for post-undergraduate courses without enrolling in a formal degree program and for guests from other universities who are enrolling in the BC St. Petersburg program.

Degree Requirements

All M.A. programs require:

- A minimum of 10 one-semester courses (30 credits) in prescribed graduate-level course work
- Qualifying and special field examinations
- A supervised research paper of publishable quality on an approved topic

The grades for the qualifying examinations, special-field examinations, and the research paper are reported to the Office of Student Services as a single comprehensive examination grade. Comprehensive examination sectors are in written or oral format, depending on the nature of the subject matter.

The Department has exemption procedures to allow limited substitution of requirements. A student may apply up to two courses (six credits) of advanced work from other universities or research institutes toward program requirements, provided this work has not been previously applied to an awarded degree.

Course Information

Courses below SL 300 do not normally apply for graduate degree credit but are open to interested graduate and special students.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

SL 003-004 Elementary Russian I and II (Fall/Spring: 4)

A course for beginners which stresses thorough training in Russian grammar, accompanied by reading exercises and elementary composition. Additional conversation and language-laboratory work required.
Elena Lapitsky

SL 009-010 Elementary Chinese I and II (Fall/Spring: 4)

An introduction to the fundamentals of modern Chinese (Mandarin) grammar and vocabulary. Exercises in pronunciation and sentence structure, development of basic conversation, reading, and character writing skills. Additional language laboratory work required.
The Department

SL 017-018 Elementary Arabic I and II (Fall/Spring: 4)

An introduction to the study of literary and formal spoken Arabic. The course is designed to develop simultaneously the fundamental skills: reading ability, aural comprehension, oral and written self-expression. Exercises in pronunciation, grammar and reading. Additional conversation practice and language laboratory work required.
Atef Ghobrial

SL 019-020 Elementary Chinese for Heritage Speakers I and II (Fall/Spring: 4)

An introduction to the fundamentals of modern Chinese (Mandarin) for heritage speakers who have a degree of comprehension and conversation ability. Emphasis on mastering pronunciation and grammar and on development of reading, writing, and speaking skills. Additional conversation practice and language laboratory work required.
Ying Wang

SL 023-024 Elementary Japanese I and II (Fall/Spring: 4)

An introduction to the study of modern Japanese. The course is designed to develop the fundamental skills of reading ability, aural comprehension, oral and written self-expression.
Mari Takahashi Shiveley

SL 031-032 Introduction to Korean I and II (Fall/Spring: 3)

An introduction to the study of modern Korean. The course develops the four fundamental skills of reading ability, aural comprehension, and oral and written expression through exercises in pronunciation, grammar, and reading. An additional language laboratory drill is available.
Hyang-sook Yoon

SL 035-036 Introduction to Bulgarian I and II (Fall/Spring: 3)
The Department

SL 037-038 Introduction to Modern Hebrew I and II (Fall/Spring: 3)
Cross Listed with TH 037-TH 038

A course for beginners in Hebrew, with attention to both modern Israeli and Biblical Hebrew. The course is intended to develop the ability to read the Hebrew Bible and other Hebrew prose and poetry and to set a foundation for both conversational and compositional skills. No previous knowledge of Hebrew is assumed.
Gil Chalamish

SL 051-052 Intermediate Russian I and II (Fall/Spring: 4)
Prerequisite: SL 004 or equivalent
Corequisite: SL 055
Completion of this course satisfies the undergraduate language proficiency requirement.

A review of major difficulties in Russian grammar with extensive practice in reading, translation, paraphrase, and analysis of selected Russian texts. Additional conversation practice required.
Elena Lapitsky

SL 061-062 Intermediate Chinese I and II (Fall/Spring: 4)
Prerequisite: SL 010 or equivalent
Completion of this course satisfies the undergraduate language proficiency requirement.

Continuation of course work in spoken and written modern Chinese (Mandarin) with extensive practice in listening, speaking, reading, and writing, as well as the development of specialized vocabularies and cultural dimensions.
Ying Wang
Xu Zhang

SL 063-064 Intermediate Japanese I and II (Fall/Spring: 4)
Prerequisite: SL 024 or equivalent
Completion of this course satisfies the undergraduate language proficiency requirement.

Continuation of course work in spoken and written Japanese with extensive practice in listening, speaking, reading, and writing. .
Kazuko Oliver

SL 075-076 Continuing Korean I and II (Fall/Spring: 3)
Prerequisite: SL 032, SL 075, or equivalent
Conducted mostly in Korean. Completion of this course satisfies the undergraduate language proficiency requirement.

Continuation of course work in reading and writing literary Korean, with coextensive conversation practice.
Hyang-sook Yoon

SL 081-082 Continuing Modern Hebrew I and II (Fall/Spring: 3)
Prerequisite: SL 037, TH 081 or equivalent
Completion of this course satisfies the undergraduate language proficiency requirement
Cross Listed with TH 081, TH 082
Offered Biennially

A study of the Hebrew language. The Hebrew alphabet, printed and script, and the acquisition of a basic vocabulary of 1,000 words, with simplified rules of grammar designed to facilitate the reading and comprehension of simple texts
Gil Chalamish

SL 085-086 Intermediate Chinese for Heritage Speakers I and II (Fall/Spring: 4)
Prerequisites: SL 009 and SL 010 Elementary Chinese I and II, or SL 019 and SL 020 Elementary Chinese for Heritage Speakers I and II
Satisfies Foreign Language Proficiency Core Requirement

This course focuses on the acquisition of intermediate level of fluency in modern Mandarin for students who grew up in a Chinese-speaking environment. Emphasis will be on reading, writing, and oral communication.
Ying Wang

SL 089-090 Intermediate Arabic I and II (Fall/Spring: 4)
Prerequisite: SL 018 or equivalent
Conducted mostly in Arabic. Completion of this course satisfies the undergraduate language-proficiency requirement.

Continuation of course work in reading and writing literary Arabic with coextensive conversation practice.
Atef Ghobrial
Wallada Rasoull

SL 091-092 Introduction to Biblical Hebrew I and II (Fall/Spring: 3)
Cross Listed with TH 582, TH 583

See course description in the Theology Department.
Avi Winitzer

SL 147 Language, Memory, and Identity in the Middle East (Spring: 3)
Cross Listed with SC 148
Satisfies Cultural Diversity Core Requirement
Offered Periodically

A broad-based overview of the role of language choice plays in the construction of national and cultural identity in the Middle East. We will examine the role of Modern Standard Arabic (or Fus-ha) in the elaboration of Arab Nationalism, and the role of local dialects in the

conceptualization of competing national identities and territorial nationalisms. In particular, and in addition to Arab Nationalism and Zionism, we will examine the ideas of Greater Syria, the Egyptian Pharaonic idea, Lebanonism, Mesopotamianism, and the Canaanite movement in Israel.
Franck Salameh

SL 157-158 Third-Year Russian I and II (Fall/Spring: 3)
Prerequisite: SL 052 or equivalent
Conducted in Russian. Completion of any semester of this course satisfies the undergraduate language-proficiency requirement.

The development of active skills in contemporary standard Russian to beyond a high-intermediate level of proficiency in reading, writing, listening and speaking, with an emphasis on vocabulary building, composition, and *pereskaz.*
The Department

SL 165-166 Third-Year Chinese I and II (Fall/Spring: 3)
Prerequisite: SL 062 or equivalent
Conducted in Chinese. Completion of any semester of this course satisfies the undergraduate language-proficiency requirement.

The development of active skills in modern Mandarin to beyond a high-intermediate level of proficiency in reading, writing, listening and speaking, with an emphasis on grammar, phrases, and sentence patterns.
Xu Guo Chan
Sing-chen Lydia Chiang

SL 167-168 Third-Year Japanese I and II (Fall/Spring: 3)
Prerequisite: SL 064 or equivalent
Conducted in Japanese. Completion of any semester of this course satisfies the undergraduate language-proficiency requirement.

The development of active skills in modern Japanese to beyond a high-intermediate level of proficiency in reading, writing, listening and speaking, with an emphasis on grammar, phrases, and sentence patterns.
Kazuko Oliver

SL 171-172 Third-Year Arabic I and II (Fall/Spring: 3)
Prerequisite: SL 090 or equivalent
Conducted in Arabic. Completion of any semester of this course satisfies the undergraduate language-proficiency requirement

The development of active skills in modern standard Arabic to beyond a high-intermediate level of proficiency in reading, writing, listening and speaking, with an emphasis on broadcast and print materials.
Wallada Rasoul

SL 208-209 Advanced Russian I and II (Fall/Spring: 3)
Prerequisite: SL 158 or equivalent
Conducted in Russian. Completion of any semester of this course satisfies the undergraduate language-proficiency requirement.
Undergraduate Major Elective

Advanced-level work toward a thorough proficiency in all aspects of contemporary standard Russian, with an emphasis on composition, syntax and style, and through careful translation of advanced texts.
Elena Lapitsky

SL 222 Classics of Russian Literature (in translation) (Fall: 3)
Cross Listed with EN 227
Offered Periodically
All readings and discussions are in English.
Undergraduate Major Elective

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. Shrayer

SL 223 Twentieth-Century Russian Literature (in translation) (Spring: 3)
Cross Listed with EN 228
Offered Periodically
Conducted entirely in English.
Undergraduate Major Elective

Study of major landmarks of Russian literature, in light of Russia's turbulent history in the twentieth century. Works by Akhmatova, Babel, Belyi, Berberova, Bunin, Venedikt Erofeev, Gladkov, Olesha, Platonov, Solzhenitsyn, Trifonov, and others.
Cynthia Simmons

SL 231 Slavic Civilizations (Spring: 3)
Satifsfies the Cultural Diversity Core Requirement
The Department

SL 232 Literature of the Other Europe (in translation) (Fall: 3)
Cross Listed with EN 229
Offered Periodically

A survey of outstanding and influential works of and about the political and social upheavals of the twentieth century in Central and South Eastern Europe. A study of the often-shared themes of frontier and identity (political and religious), exile, and apocalypse in the works of selected leading writers, such as Witold Gombrowicz (Poland), Bruno Schulz (Poland), Bohumil Hrabal (Czech Republic), Milan Kundera (Czech), Dubravka Ugresic (Croatia), Mesa Selimovic (Bosnia), Muharem Bazdulj (Bosnia), and Emilian Stanev (Bulgaria).
Cynthia Simmons

SL 245-246 Advanced Chinese I and II (Fall/Spring: 3)
Prerequisite: SL 166 or equivalent
Conducted in Chinese. Completion of any semester of this course satisfies the undergraduate language-proficiency requirement.

Advanced-level work toward a thorough proficiency in all aspects of modern Mandarin Chinese, with an introduction to important aspects of culture and society.
Fang Lu

SL 250 Conversion, Islam, and Politics in the Balkans (Spring: 3)
Cross Listed with IC 250
Satifsfies the Cultural Diversity Core Requirement
Offered Periodically

See course description in the Islamic Civilizations Department.
Mariela Dakova

SL 251-252 Advanced Arabic I and II (Fall/Spring: 3)
Prerequisite: SL 172 or equivalent
Conducted in Arabic. Completion of any semester of this course satisfies the undergraduate language-proficiency requirement.

Advanced-level work toward a thorough proficiency in all aspects of modern standard Arabic, with an emphasis on composition, syntax and style, and careful translation of advanced texts.
Franck Salameh

SL 257-258 Advanced Japanese I and II (Fall/Spring: 3)
Prerequisite: SL 168 or equivalent
Conducted in Japanese. Completion of any semester of this course satisfies the undergraduate language-proficiency requirement.

Advanced-level work toward a thorough proficiency in all aspects of modern Japanese, with an introduction to important aspects of culture and society.
Mari Takahashi Shiveley

SL 263 Far Eastern Civilizations (Fall: 3)
Satisfies Cultural Diversity Core Requirement
Required for Asian Studies minors.
All readings in English translation.

An overview of the modern and ancient cultures of the Far East with emphases on China, Japan, and Korea through selected illustrative topics from language and literature, history and politics, social structures and economy, philosophy and religion, and to some extent, art and archaeology.
Sing-chen Lydia Chiang

SL 280 Society and National Identity in the Balkins (Spring: 3)
Cross Listed with SC 280

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)). A study of what constitutes the various parameters of identity including 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.
The Department

SL 283 The Christian East: Orientale Lumen (Spring: 3)
Cross Listed with CL 268 and TH 383
Satisfies Cultural Diversity Core Requirement
Offered Periodically

The spirituality and traditions of Eastern Christianity across places and times. The worlds of Eastern Orthodoxy, Oriental Orthodoxy, and the Catholic Eastern Churches in their doctrine and practice. Liturgy and ritual; iconography and architecture; music, chant and hymnography; languages, social order, and ethnicity; history and the present. With emphasis on Byzantine Greek, Syrian, and Slavonic usages and the Armenian church, but not neglecting the Nestorian churches and Coptic and Ethiopian Christianity.
M.J. Connolly

SL 388 Senior Honors Project (Fall/Spring: 3)
May be repeated for credit

Supervised preparation of a senior paper for Honors Program students or for students working toward departmental honors.
The Department

SL 390 Advanced Tutorial: Russian Language (Spring: 1)
Offered Periodically
May be repeated for credit

A course of directed study on Russian grammar and style, intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics.
The Department

SL 393 Advanced Tutorial: Chinese (Fall/Spring: 3)
Offered Periodically
May be repeated for credit

A course of directed study Chinese language and style, intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics.
Sing-chen Lydia Chiang

SL 398 Advanced Tutorial: Arabic (Fall/Spring: 3)
Offered Periodically
May be repeated for credit

A course of directed study on Arabic grammar and style, intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics.
Franck Salameh

Undergraduate and Graduate Course Offerings

SL 291 Near Eastern Civilizations (Fall: 3)
Satisfies Cultural Diversity Core Requirement
Offered Periodically

This course explores the peoples, places, and events of the so-called "Cradle of Civilizations," the Near East. It surveys the cultural, political, religious, social, and intellectual evolution of Mesopotamia, Egypt, Canaan, Israel, and Arabia, from ancient times to the present. The course examines shared cultural patterns and practices, as well as distinguishing aspects of the peoples of the Near East.
Franck Salameh

SL 306 Approaches to Russian Literature (Fall: 3)
Cross Listed with EN 250
For undergraduates and non-Slavic graduate students.
All readings are in English translation

The application to Russian literature of literary criticism and theory from Aristotle's *Poetics* up through traditional criticism, the Prague School, various types of structuralism, and deconstruction. The study of Russian literature in its native context receives special attention, with readings from Belinskij, Shklovskij, Baxtin, Lotman, and others.
Cynthia Simmons

SL 311 General Linguistics (Fall: 3)
Cross Listed with EN 527
Undergraduate Major Elective—Linguistics

An introduction to the history and techniques of the scientific study of language in its structures and operations: articulatory and acoustic phonology, morphological analysis, historical reconstruction, and syntactic models. This course provides an intensive introduction to the study of what languages are and how they operate.
M.J. Connolly

SL 322 The Structure of Modern Russian (Fall: 3)
Prerequisite: Previous experience with an inflected language
Offered Biennially

Prerequisite: Previous experience with an inflected language. A systematic review coverage of the phonology and grammar of Contemporary Standard Russian with attention to specific topics in the linguistic analysis of the language, especially phonological structure, accentuation, and morphological patterning. Open to upper-division students requiring a very intensive introduction to Russian, as well as to students in Linguistics or Slavic looking to see what makes the language "tick."
M.J. Connolly

SL 324 The History and Structure of Latin (Fall: 3)
Prerequisite: Prior study of Latin
Cross Listed with CL 286
Offered Periodically

An introduction to the phonological, morphological, and syntactic structures and history of Latin from the earliest inscriptions through the classical and medieval periods up to neo-Latin.
M.J. Connolly

SL 325 Historical Linguistics (Spring: 3)
Prerequisites: SL 311 or equivalent, and knowledge of Latin and/or Greek
Cross Listed with EN 528

See course description in the English Department.
M.J. Connolly

SL 343 Old Irish (Spring: 3)
Prerequisite: Previous familiarity with an inflected language or with Modern Irish
Cross Listed with EN 512
Offered Periodically

A descriptive and historical examination of the linguistic features of Old Irish among the Celtic and Indo-European languages; the reading of Early Irish texts.
M.J. Connolly

SL 362 Language in Society (Spring: 3)
Cross Listed with EN 122, SC 362
Satisfies Cultural Diversity Core Requirement
Offered Periodically

This course provides an introduction to the study of language in its social context: varieties of language associated with social class, ethnicity, locale, and age; bilingualism; pidgin and Creole languages; proposals about the relationship of language, thought, and culture; and the structure and role of discourse in different cultures. Sociolinguistic issues of contemporary interest, including language and gender, language planning, and language and public policy will be studied.
Margaret Thomas

SL 367 Language and Language Types (Spring: 3)
Prerequisites: SL 311, EN 527, and at least one other course in Linguistics recommended
Cross Listed with EN 127
Offered Periodically
Undergraduate Major Elective—Linguistics

Researches the diversity of natural languages and the limits of that diversity. How are human languages similar, and how are they different? What factors control the attested range of cross-linguistic variation? Focus is on morphological and syntactic data, with some discussion of the genetic (historical) relationships among the world's languages, and of methodological problems facing modern linguistic typologies.
Margaret Thomas

SL 377 Linguistic Analysis and Field Methods (Fall: 3)
Prerequisites: SL 311, and at least one other Linguistics course
Offered Periodically
This course is restricted to upper-level Linguists majors/minors and graduate students. (Seminar-style teaching method alternating with lectures.)

Analysis of a little-studied language through direct interaction with a native speaker: techniques for eliciting, transcribing, and interpreting linguistic data, some of which go back to the beginnings of Western language science, while others employ modern computer technology. Working individually and in small groups, students analyze the sound patterns, words, syntax, and pragmatics of the target language, with some attention to cultural and ethnographic matters. The course also addresses the complex ethical issues involved in archiving linguistic materials that current debate about language rights raises. The identity of the target language varies from year to year (e.g. Austronesian, Dravidian).
Margaret Thomas

SL 378 Trends in Second Language Acquisition (Fall: 3)
Cross Listed with RL 495
Offered Biennially

An introduction to what it means to learn, and know, a second or foreign language. The course focuses on research carried out since the development of the "interlanguage hypothesis": the role of the learner's native language, Krashen's Monitor Model; application of Greenbergian language universals in the analysis of learner language; generative grammar-based proposals; debate about the role of input and interaction; research on the social and psychological factors that bear on second language learning. Emphasis is on the acquisition of second-language morphology, grammar, and vocabulary by adults, with some treatment of child language acquisition.
Claire Foley

SL 385 Contemporary Chinese Literature (Spring: 3)
Prerequisite: SL 245 or equivalent
Offered Periodically
Taught in Chinese

This course introduces students to contemporary Chinese short fiction and its cultural context. Emphasis will be placed on the acquisition of advanced reading proficiency in literary texts.
Sing-chen Lydia Chiang

SL 427 The Art and Craft of Literary Translation: A Seminar (Fall: 3)
Prerequisite: Knowledge of a Classical, Germanic, Romance or Slavic language beyond the intermediate level
Cross Listed with EN 675
Offered Periodically
Conducted entirely in English
Permission of instructor required in the cases of Hebrew, Yiddish, and other languages

Literary translation as an art. Discussion of the history and theory of literary translation in the West and in Russia, but mainly practice in translating poetry or artistic prose from Germanic, Romance, Slavic, or Classical Languages, into English.
Maxim D. Shrayer

Graduate Course Offerings

SL 390 Advanced Tutorial: Russian Language (Fall/Spring: 1)
By arrangement only.
Cynthia Simmons

SL 522 Seminar: Klassicheskaja russkaja literatura (Fall: 3)
By arrangement only.
Maxim Shrayer

SL 532 Seminar: Literature of the Other Europe (Fall: 3)
Cynthia Simmons

SL 888 Interim Study (Fall/Spring: 0)
The Department

Sociology

Faculty

Severyn T. Bruyn, *Professor Emeritus;* A.B., A.M., Ph.D., University of Illinois
John D. Donovan, *Professor Emeritus;* Ph.D., Harvard University
Charles Derber, *Professor;* A.B., Yale University; Ph.D., University of Chicago
Lisa Dodson, *Research Professor;* B.A., M.A., Boston University; Ph.D., Brandeis University
William A. Gamson, *Professor;* A.B., Antioch College; A.M., Ph.D., University of Michigan
Jeanne Guillemin, *Research Professor,* A.B., Harvard University; Ph.D., Brandeis University
Sharlene Hesse-Biber, *Professor;* A.B., A.M., Ph.D., University of Michigan
Lynda Lytle Holmstrom, *Professor;* B.A., Stanford University; A.M., Boston University; Ph.D., Brandeis University
David A. Karp, *Professor;* A.B., Harvard College; Ph.D., New York University
Ritchie Lowry, *Professor;* A.B., A.M., Ph.D., University of California at Berkeley
Stephen J. Pfohl, *Professor;* B.A., The Catholic University of America; M.A., Ph.D., The Ohio State University
Catherine Kohler Riessman, *Research Professor;* B.A., Bard College; M.S.W., Yeshiva University; Ph.D., Columbia University
Paul G. Schervish, *Professor;* A.B., University of Detroit; A.M., Northwestern University; M.Div., Jesuit School of Theology at Berkeley; Ph.D., University of Wisconsin
Juliet Schor, *Professor;* B.A., Wesleyan University; Ph.D., University of Massachusetts
John B. Williamson, *Professor;* B.S., Massachusetts Institute of Technology; Ph.D., Harvard University
Sarah Babb, *Associate Professor;* B.A., University of Michigan; M.A., Ph.D., Northwestern University
Eva Marie Garroutte, *Associate Professor;* B.A., Houghton College; M.A., SUNY, Buffalo; M.A., Ph.D., Princeton University
Paul S. Gray, *Associate Professor;* A.B., Princeton; A.M., Stanford University; A.M., Ph.D., Yale University
Zine Magubane, *Associate Professor;* Chairperson of the Department; B.A., Princeton University, M.A., Ph.D., Harvard University
Michael A. Malec, *Associate Professor;* B.S., Loyola University; M.S., Ph.D., Purdue University
Charlotte Ryan, *Associate Research Professor;* B.A., Harvard University; Ph.D., Boston College
Leslie Salzinger, *Associate Professor;* B.A., Harvard University; Ph.D., University of California, Berkeley
Eve Spangler, *Associate Professor;* A.B., Brooklyn College; A.M., Yale University; M.L.S., Southern Connecticut State College; Ph.D., University of Massachusetts
Shawn McGuffey, *Assistant Professor;* B.A., M.A., Transylvania University; Ph.D., University of Massachusetts, Amherst
Natasha Sarkisian, *Assistant Professor;* B.A., State Academy of Management, Moscow, Russia; M.A., Ph.D., University of Massachusetts, Amherst

Contacts

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- http://www.bc.edu/sociology
- sociolog@bc.edu

Undergraduate Program Description

The undergraduate program in Sociology is designed to satisfy the intellectual and career interests of students who are concerned about what is happening in their society and in their daily personal interactions. The program prepares students for graduate study in sociology, social work, law, urban affairs, governmental administration, criminal justice, industrial organization, education, etc. The sociological perspective and the technical knowledge and skills developed in this program contribute to personal growth and are useful in a broad range of occupations.

Courses numbered SC 001 through SC 099 are part of the Core. These courses address a wide range of important sociological themes ranging from the study of major social institutions, such as the family, religion, education, mass media, the workplace, and justice system, to the analysis of global social processes including culture, identity formation, war and peace, deviance and social control, aging, social movements, and inequalities in the areas of race, class, and gender.

Information about Core Courses

Sociology courses numbered from SC 001 through SC 099 provide Social Science Core credit. Note that any Sociology Cultural Diversity courses numbered above SC 099 do not satisfy the Social Science Core requirement.

Major Requirements

Sociology majors are required to take a minimum of ten Sociology courses for a total of thirty credits. These courses must include the following:

- Introductory Sociology (SC 001), preferably the section designed for Sociology majors (SC 001.01).
- Statistics (SC 200), Social Theory (SC 215), and Research Methods (SC 210) are also required. It is recommended that Statistics be taken before Research Methods.
- Any of the required courses above may be taken concurrently with the six required electives numbered SC 002 or above. Of the six electives, at least three must be upper level courses (SC 299 or higher).

Minor Requirements

Sociology minors are required to take a minimum of six Sociology courses for a total of eighteen credits. These courses must include the following:

- Introductory Sociology (SC 001), preferably the section designed for Sociology majors (SC 001.01).
- Statistics (SC 200), Social Theory (SC 215), and Research Methods (SC 210) are also required. It is recommended that

Statistics be taken before Research Methods.

- Any of the required courses above may be taken concurrently with one required elective numbered SC 299 or above and one additional elective at any level.

Honors Program

The undergraduate Honors Program in Sociology is designed to give eligible Sociology majors (3.5 GPA, 3.5 in Sociology) the experience of doing original sociological research that leads to a Senior Honors Thesis. The program includes a 3-course Honors sequence that allows students to work closely with their faculty and other students in the Program. The courses include reading the most engaging classics of sociological research, designing an original project, and, in the last semester of senior year, gathering and analyzing the data, then writing the thesis. For details, consult Professor David A. Karp.

Information for Majors and Non-Majors

Sociology majors are required to take a minimum of ten courses for a total of 30 credits. SC 001 Introductory Sociology is required for majors (preferably SC 001.01).

For non-majors, courses from SC 001 through SC 099 provide Social Science Core credit. Note that not all Sociology Cultural Diversity courses satisfy the Social Science Core requirement.

Information for Study Abroad

Although the Sociology Department designates no particular prerequisites, it strongly recommends that students have completed at least five courses in Sociology, including all of the required courses (Statistics, Methods, and Theory), prior to going abroad.

There are no official limits as to how many courses taken abroad will count toward major credit. Courses taken overseas in a department of Sociology or Anthropology of a BC-approved program will almost always be accepted for credit towards the Sociology major. Courses taken in other departments will not be considered unless a syllabus, reading list, and list of other course requirements are submitted. However, the department recommends not more than three Sociology courses in any one semester or five Sociology courses in a full year. All Sociology majors should consult with Professor Michael Malec, McGuinn 402, when planning their study abroad program. The Sociology Department does not accept overseas courses for Social Science Core credit.

Internship

The department offers internship placements in court probation offices and other legal settings, and in settings designed for students who wish to acquire practical work experience in human services, political or social research, or social policy agencies. Most take positions in government or non-profit organizations, but some get placements in various business settings. Students typically take these courses in their junior or senior year as a way to find out more about what it is like to work in one of the many settings where Sociology majors may find employment after graduation. For details, consult Professor John B. Williamson.

Five Year Master's Degrees with a Sociology Major

Majors in Sociology have the opportunity to earn two degrees over a period of five consecutive years. There are two separate programs:

B.A./M.A. Program Admission

Application normally takes place early in the second semester of the junior year. The usual deadline each year is January 15. The applicant must submit the same admissions materials as are required of all graduate degree applicants. Apply online at http://www.bc.edu/schools/gsas/admissions.html.

Undergraduates must understand that the admissions requirements are strict. Normally, a student must have an overall GPA, after five semesters, of at least 3.5 with at least a 3.5 GPA in Sociology courses. For details, consult Professor David Karp.

B.A./M.S.W. Program

The choice of this program will provide the Sociology major with an undergraduate B.A. degree in Sociology and with the professional degree of Master of Social Work. The B.A. degree will be awarded with the student's undergraduate class. The Master's degree will be awarded one year later. The choice of this program should be made by Sociology majors in their sophomore year so that the required course sequence and degree requirements can be fulfilled. For details, consult Professor Paul Gray.

Graduate Program Description

Below is a general description of our M.A. and Ph.D. programs. For more detailed information, see our Graduate Handbook under http://www.bc.edu/schools/cas/sociology/grad.html.

Master's Program

The M.A. program prepares students for careers in the areas of social research, applied sociological analysis, and basic college-level teaching, while also providing the foundation for advanced graduate level study toward the Ph.D.

Admissions: Superior students, regardless of their undergraduate area of specialization, are encouraged to apply. Applicants should submit, in addition to the usual transcripts and letters of reference, a statement of purpose and any other information that might enhance their candidacy. GREs are recommended but not required. Apply online at http://www.bc.edu/schools/gsas/admission.html.

Master's Degree Requirements: Among the ten courses (30 credit hours) needed for completion of the M.A. degree, five courses are required. These include: a 2-semester sequence in sociological theory (SC 715, SC 716), a 1-semester course, Survey of Research Methods (SC 710), and a 2-semester sequence in statistics (SC 702, SC 703). An MA paper or thesis and oral defense are also required.

Doctoral Program

The Ph.D. program is organized around the theme of Social Economy and Social Justice: Gender, Race, and Class in a Global Context. The program seeks to combine the rigors of scholarly analysis with a commitment to social justice in a wide range of social institutions and settings. With the pursuit of social justice as an overarching theme, the program prepares students for careers as university and college faculty and as researchers and decision makers in business, the public sector, and not-for-profit organizations.

Admissions: The primary criteria for admission are academic performance and promise of outstanding independent work. Applicants should submit, in addition to the usual transcripts and letters of reference, a statement of purpose and any other information that might enhance their candidacy. GREs are required. Apply online at http://www.bc.edu/schools/gsas/admissions.html.

Ph.D. Degree Requirements: The Doctoral degree is fulfilled by completing all MA requirements plus an additional eight courses (for a total of 54 credits), including another graduate level Methods course. Other requirements include meeting a one year full-time residency requirement, writing a research paper of publishable quality, passing general comprehensive examinations, completing a doctoral dissertation, and passing an oral defense.

Ph.D./M.B.A. Program (M.A./M.B.A. also offered)

The Department and the Carroll Graduate School of Management administer this dual degree program, which trains social researchers, providing them with a systematic understanding of the business and work place environment and trains managers in social research techniques appropriate to their needs. The program is interdisciplinary, focusing on topics such as corporate responsibility and accountability, social investment, workplace democracy, and industrial relations. Contact Sociology Professor Paul Gray at gray@bc.edu for additional information. Apply online to both schools, the Graduate School of Arts and Sciences at http://www.bc.edu/schools/gsas/admissions.html and the Carroll Graduate School of Management at http://www.bc.edu/schools/csom/mba.

Financial Assistance

The Department has a limited number of financial assistance packages in the form of Graduate Teaching and Research Assistantships, Graduate Fellowships, and tuition waivers, with all candidates accepted to the Ph.D. program assured of receiving funding. Apply online at http://www.bc.edu/schools/gsas/admissions.html.

The Sociology Department's email address is sociology@bc.edu.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

SC 001 Introductory Sociology (Fall/Spring: 3)
Satisfies Social Sciences Core Requirement

This course presents the basics of sociology. It conveys a sense of the history of sociology, how research is conducted, and various theoretical approaches to the field. Attention is given both to micro-level (interpersonal) and macro-level (organizational) behavior. Special topics emphasized include interaction in everyday life, sociology of the family and gender roles, education, race and ethnic relations, and sociology of work and occupations. One of the major goals of the course is to enable students to ground themselves and their families sociologically, by examining their own community and social class origins.

David Karp
Ritchie Lowry
The Department

SC 003 Introductory Anthropology (Fall/Spring: 3)
Satisfies Cultural Diversity Core Requirement
Satisfies Social Sciences Core Requirement

This course introduces students to the main themes, methods and intellectual traditions of cultural anthropology. We will explore concepts of culture, human origins, food procurement, marriage and the family, gender, political organization, social stratification and globalization.

James Hamm
The Department

SC 005 Planet in Peril: Environmental Issues and Society (Fall/Spring: 3)
Satisfies Social Sciences Core Requirement
Offered Periodically

Sociology points us beyond scientific issues to the social roots of contemporary ecological problems, as well as to the justice questions this circumstance entails. This course provides the foundation for an informed, critical approach to contemporary environmental issues in society. We cover the distinctive dimensions of modern ecological challenges, the role of economic systems, the history of the U.S. environmental movement, environmental justice, the role of culture and religion in shaping a society's environmental ethic, environmental issues abroad and in the global context, and the relationship between democracy and ecology. Throughout students learn a cross-section of sociological modes of analysis.

The Department

SC 020 Poverty in America (Fall/Spring: 3)
Offered Periodically

In this class we will identify and move beyond stereotypes about the poor to look at contemporary lives of those who live at, below, and slightly above the poverty line. We will build understanding of the complexities of low-income lives, the realities of living with minimal resources and the experience of families as they draw on governmental, non-profit and other social supports to supplement those of their needs that cannot be met through their own income. Throughout this class we will consider variations in experience as marked by race, ethnicity, gender, ability, parenting status, immigration, and language issues.

Autumn Green

SC 021 The Question of Consumer Society: Shop 'Til You Drop (Fall: 3)
Satisfies Social Sciences Core Requirement

This course addresses long-standing debates about consumer society: How does advertising work? Are consumers manipulated by marketing? Why are consumer choices so important in the constitution of identity? How is consumption affecting the environment? How is consumer culture going global? Special attention will be paid to the ways in which consumer culture structures division by class, gender, and race. Readings by Adorno and Horkheimer, Galbraith, Friedan, Bourdieu, Vebleu, Baudrillard, Hooks, Bordo, and others.

Juliet B. Schor

SC 024 Gender and Society (Spring: 3)
Satisfies Social Sciences Core Requirement
This can be taken as part of the Women's Studies minor.

This course explores the formation, experience and change of women and men's social lives in history. Its topics include (1) gendered differences in the organization of power, kinship, economic well-being, race, national identity, and ethnicity, religion, sexuality, and culture; (2) socialization into masculine and feminine social roles; (3) the impact of global economic and technological change on social constructions of gender; (4) gender, popular culture and the mass media; (5) gender equality and social justice.

Abigail Brooks
The Department

SC 030 Deviance and Social Control (Spring: 3)
Satisfies Social Sciences Core Requirement
May be taken as part of the Women's Studies Minor.

This course explores the social construction of boundaries between the "normal" and the so-called "deviant." It examines the struggle between powerful forms of social control and what these exclude, silence, or marginalize. Of particular concern is the relationship between dominant forms of religious, legal, and medical social control and gendered, racialized and global economic structures of power. The course provides an in-depth historical analysis of theoretical perspectives used to explain, study and control deviance, as well as ethical-political inquiry into such matters as religious excess, crime, madness, corporate and governmental wrong-doing, and sexual subcultures that resist dominant social norms.
Jared Del Rosso
Stephen J. Pfohl

SC 037 Introduction to American Indian Societies (Fall: 3)
Offered Periodically

This course takes an institutional approach to Native American societies by examining their development from before European contact into the present. We will explore institutions such as government, the economy, the family, religion, and education, along with the impact of European cultures upon them. We will also consider the distinctive philosophies of knowledge that have informed tribal institutions. Focus will be on southeastern peoples, especially the Cherokees.
Eva Garroutte

SC 038 Race, Class, and Gender (Fall: 3)
Cross Listed with BK 138
Satisfies Social Sciences Core Requirement
Satisfies Cultural Diversity Core Requirement
Offered Periodically

Viewing race, class, gender, sexuality, and other identities as inseparable from discussions of inequality and power, this course will begin by discussing the social construction of these categories and how they are connected. We will then look at how these social identities shape and are also shaped by four general subject areas: (1) wealth and poverty, (2) education, (3) family, and (4) crime, law, and social policy. Although this course is separated into subject areas, we shall see that these areas greatly overlap and are mutually influenced by one other.
Shawn McGuffey

SC 039 African World Perspectives (Fall: 3)
Cross Listed with BK 139
Satisfies Social Sciences Core Requirement
Satisfies Cultural Diversity Core Requirement
Offered Periodically

The aim of this course is to provide a broad overview of how Africa has impacted the world and how the world has impacted upon Africa. The course is divided into six basic topic of "units". Each unit deals with a major area of debate in the field of African studies.
Zine Magubane

SC 040 Global Sociology (Fall/Spring: 3)
Satisfies Social Sciences Core Requirement
Satisfies Cultural Diversity Core Requirement
Offered Periodically

This course introduces a variety of sociological theories and themes through examining the processes of globalization, social change, and the formation of the modern world. Topics covered include colonialism and the rise of the West, economic development, global inequality, race and gender, and social movements. Although we will examine a variety of national experiences, the course focuses particularly on the United States, Latin America and the Caribbean.
Sarah Babb

SC 043 Introduction to African-American Society (Fall/Spring: 3)
Cross Listed with BK 155
Satisfies Cultural Diversity Core Requirement
Satisfies Social Sciences Core Requirement

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.
Shawn McGuffey

SC 046 Technology and Society (Fall/Spring: 3)
Cross Listed with MI 266 and CS 266
Satisfies Social Sciences Core Requirement

In an accelerated global culture driven forward by dramatic developments in technology, no aspect of culture and society is left undisturbed. Electronic voting, digital communication technologies, and work-related technologies all raise new questions of ethics, privacy and social responsibility, and impact how individuals prepare for employment, structure their daily lives, and think about the future. This course is designed to enable students to focus on the experiential aspects of where technologies intersect with their lives.
Ted Gaiser
The Department

SC 049 Social Problems (Fall: 3)
Satisfies Social Sciences Core Requirement

This course will examine the connection between popular myths, social scientific paradigms, and social policies related to various social problems such as war, poverty, environmental pollution, racial and gender discrimination, addiction, and crime. We will look for the reasons why so many private/public programs fail because of inappropriate myths and paradigms. We will also examine the usefulness of newly emerging and alternative interpretations and paradigms, particularly those that are based on a historical, cultural, and critical perspective.
Ritchie Lowry
The Department

SC 072 Inequality in America (Fall/Spring: 3)
Satisfies Social Sciences Core Requirement
May be taken as part of the Women's Studies minor.

This course examines class inequity in American society. It not only describes how the rich, the poor, and the middle classes live, but also how they relate to one another. Topics include the strategies used by the rich for maintaining the status quo, the hopes cherished by the middle class for improving their position, and the obstacles that keep the poor in their place.
Eva Garroutte
Eve Spangler

SC 076 Sociology of Popular Culture (Spring: 3)
Satisfies Social Sciences Core Requirement
Offered Periodically

This course is dedicated to investigating popular culture and its role in American society and abroad. We'll be looking at a variety of sociological perspectives to examine the role of media and popular culture in everyday life, with a particular emphasis on mass media, the relationship between cultural consumption and social status, and the social significance of leisure activities from sports to shopping. We will explore definitions of "popular culture," as well as those who create it and consume it. We'll look at gender, race and ethnicity as they are expressed in mainstream popular culture and subculture.

Johanna Pabst
The Department

SC 084 Mass Media in American Society (Fall: 3)
Satisfies Social Sciences Core Requirement

The purpose of this course is to increase the understanding of how the mass communication system operates in American society, and how and why media products take the form that they do. It focuses on the production of news, advertising and entertainment. We will examine how various media industries are organized and how such organization is sometimes transformed by regulation, competition, and/or technology. We will focus on media content and investigate factors that promote stability, change, and diversity. We will address the consumers of mass media products and how they utilize and are affected by media content.

Johanna Pabst

SC 089 Women and the Body (Fall: 3)
Satisfies Social Sciences Core Requirement
Offered Periodically

This course covers Western cultural pressures on women be superslender. We consider a range of biological, sociological, and feminist perspectives with regard to issues of beauty, and body image. Is women's anatomy her destiny? In what way do biological perspectives illuminate as well as cloud understanding of women's relationship to their bodies? We explore mass-mediated pressures on women's bodies through films ***Fat Like Me, Slim Hopes*** and *Bridget Jones' Diary,* as well as reality TV shows such as *The Swan,* and *Extreme Makeover.* We examine plastic surgery trends toward "designer bodies."

Sharlene Hesse-Biber

SC 092 Peace or War (Fall/Spring: 3)
Satisfies Social Sciences Core Requirement

We analyze issues of war and peace before and after the Cold War, focusing on U.S. wars, largely in the Third World. In the first part of the course, we explore core theories of the roots of war. In the second part, we focus on the Cold War era, examining Vietnam, El Salvador, and other U.S. conflicts. In the third part, we focus on more recent wars: Iraq, the Israeli-Palestinian conflict, the "war on terrorism" as well as conflicts such as Rwanda and Sudan. The fourth section explores the United Nations, social activism among students, and other routes to peace.

Charles Derber

SC 096 Aging and Society (Fall: 3)

Sarah Moorman

SC 097 Death and Dying (Fall/Spring: 3)
Satisfies Social Sciences Core Requirement

The course presents an overview of the major issues, themes, and controversies in the death and dying literature. Historical, cultural, political, economic, and psychological aspects are considered, but the emphasis is on sociological dimensions and perspectives. Among the issues to be considered are the following: historical trends in attitudes toward death, cross-cultural and historical perspectives on death, the development of children's understanding of death, health care for the dying, hospice, patient-caregiver relationship, the social role of the dying patient, funeral practices, bereavement, truth-telling and the terminal patient, suicide, suicide bombers, genocide, homicide, the death penalty, near-death experiences, and social immortality.

John B. Williamson

SC 123 Nicaragua: Service-Immersion Experience (Spring: 1)
Offered Periodically
Pass/Fail.
This course is open only to those students who are going on the May 2009 service trip to Nicaragua sponsored by the Department of Sociology.

This course will provide a basic introduction to Nicaragua: its history, politics, cultures, and institutions such as health care and education. We will look at related themes, such as human rights, liberation theology, U.S.-Nicaragua relations, ethnicity, and gender. We will also explore the nature and meaning of the service component of the trip, and how what we experience in Nicaragua can be brought back to our everyday lives.

Michael Malec

SC 144 Legal and Illegal Violence Against Women (Fall: 3)
May be taken as part of the Women's Studies minor.

This course will analyze the use of violence and the threat of violence to maintain the system of stratification by gender. The focus will be on rape, incest, spouse abuse, and related topics.

Lynda Lytle Holmstrom

SC 148 Language, Memory, and Identity in the Middle East (Spring: 3)
Cross Listed with SL 147
Satisfies Cultural Diversity Core Requirement
Offered Periodically

See course description in the Slavic and Eastern Languages and Literatures Department.

SC 200 Statistics (Fall/Spring: 3)
Required for the Sociology major

This course is an introduction to statistics, with some emphasis is on the SPSS statistical software. Statistical issues covered include measures of central tendency, measures of dispersion, probability and sampling, hypothesis testing, measures of correlation, simple regression, and one-way analysis of variance.

Michael Malec
The Department

SC 210 Research Methods (Fall/Spring: 3)
Required for the Sociology major

This course acquaints students with the range of research methods used in sociological work. We cover the philosophical assumptions which underlie a scientific approach to the study of social life, and consider the

interplay of data method and theory. In addition to presentation of specific techniques, we will also consider questions surrounding the politics and ethics of research in the social sciences.
Paul S. Gray
David A. Karp
Deborah Piatelli
The Department

SC 215 Social Theory (Fall/Spring: 3)
Required for the Sociology major

This course reviews the major lines of classical to contemporary sociological theory. The classical writers emphasized are Marx, Weber, and Durkheim. Twentieth-century authors highlighted include Mills, Dahrendorf, and Parsons. More contemporary figures, including Collins, Bordieu, Foucault, and Giddens, are presented in the context of their intellectual forebears.
Jared Del Rosso
Paul Gray
Eve Spangler
The Department

SC 225 Introduction to Feminisms (Fall/Spring: 3)
Cross Listed with HS 148, EN 125, PS 125

See course description in the History Department.
The Department

SC 250 Perspectives on War, Aggression, and Conflict Resolution (Fall: 3)
Cross Listed with PL 259, TH 327

See course description in the Theology Department.
Matthew Mullane

SC 280 Social and National Identity in the Balkans (Spring: 3)
Cross Listed with SL 280
Satisfies Cultural Diversity Core Requirement

See course description in the Slavic and Eastern Languages and Literatures Department.
Mariela Dakova

SC 299 Reading and Research (Fall/Spring: 3)
Prerequisite: Permission of instructor
No more than two Readings and Research courses can be taken to fulfill the course requirements for the Sociology major.

Independent research on a topic mutually agreed upon by the student and professor. Professor's written consent must be obtained prior to registration. This is not a classroom course.
The Department

SC 303 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. .
Deborah Piatelli

SC 305 Capstone: Doing Well and Doing Good (Spring: 3)
Cross Listed with UN 539

Are you prepared to balance doing well in life and doing good in the world? I will argue that to answers life's challenges, you need good questions—those that reveal the intersection of biography and history, showing how personal choices are shaped by and mold societal forces. Good questions, in turn are connected to good answers: ones that allow you to act productively while respecting the fact that most knowledge is incomplete, ambiguous and, often, contested. .
Eve Spangler

SC 310 Studies in Crime and Social Justice (Fall/Spring: 3)
Offered Periodically

Crime and social justice is considered not as distinct, but indivisible constructs produced through specific knowable institutional/personal practices. Course allows students to: analyze perspectives on the process through which laws and criminal justice institutions have been/continue to be constructed; situate crime study within a "power reflexive" framework, while being attentive to the operation of race, class, and gender as features of contemporary social relations/institutions; discuss contemporary intellectual and practical efforts challenging existing conceptual and political structures relating to crime and social justice; and imagine/articulate institutions parallelling the vision of social justice developed throughout the course.
Jessica Hedges

SC 335 Theorizing Torture (Fall: 3)

This course examines the historical uses of torture in order to address its contemporary relevance, as well as the practice of it in democratic societies. In doing so, we will consider important ethical, social psychological, and sociological explanations of torture. We will then evaluate these explanations through close studies of films, documentaries, memoirs, and investigations of historical cases of torture—such as during The Algerian War and at Abu Ghraib.
Jared Del Rosso

SC 348 Environmental Sociology (Fall: 3)
Cross Listed with IN 348
Brian Gareau

SC 367 Social Justice in Israel/Palestine (Fall: 3)
Offered Periodically

This seminar provides the intellectual underpinnings for an immersion trip to Israel/Palestine in January. Students in this course must commit to the trip and, upon their return, to a project that uses the knowledge they gained in Israel/Palestine. The seminar will include a review of the Israeli and Palestinian history, an analysis of the contested theological claims to the land, and an examination of conflict resolving strategies focusing on cross-border groups operating in Israel/Palestine (e.g. Prime, Combatants for Peace, Parents Circle). Finally, we will consider possible economic futures for the area under both one and two state scenarios.
Eve Spangler

SC 375 American Economic Crisis and Social Change (Fall/Spring: 3)
Offered Periodically

This course offers a new way to think about America, focusing on our values, our intertwined economic and social problems, and systemic solutions. Our economic problems include growing poverty and inequality, a shrinking job market, and the failure of many of our industries and corporations to compete globally; our social crisis includes the growth of violence, family breakdown, global warming, overweening corporate power and erosion of democracy. We look at new visions and social movements to transform our socio-economic system.
Charles Derber

SC 377 Sociology of Revolutions (Fall/Spring 3)
Offered Periodically

The word "revolution" is often used metaphorically to emphasize the dramatic nature of certain events, as in "the Reagan revolution," or "the Industrial revolution." However, this course will focus on "revolutions" in the literal sense of the term—that is to say, rapid, fundamental, and violent change in a society's political institutions, social structure, leadership, and government policies. The first two-thirds of the class will be devoted to the causes and consequences of revolutions; the final third will be devoted to in-depth case studies of the Cuban and Mexican revolutions, including the legacies of the Cuban and Mexican revolutions today.
Sarah Babb

SC 388 Culture Through Film (Fall: 3)

Satisfies the Cultural Diversity Core Requirement
The Department

SC 399 Advanced Independent Research (Fall/Spring: 6)
Prerequisite: Permission of instructor

Enrollment limited to candidates for Scholar of The College. This is not a classroom course.
The Department

SC 530 International Studies Senior Seminar (Fall: 3)
Cross Listed with IN 530
Offered Periodically

See course description in the International Studies Department.
Paul Christensen
Paul Gray
Laurie Shepard

Undergraduate and Graduate Course Offerings

SC 362 Language in Society (Fall: 3)
Cross Listed with EN 122, SL 362
Satisfies Cultural Diversity Core Requirement

See course description in the Slavic and Eastern Languages and Literatures Department.
Margaret Thomas

SC 378 Introduction to Social Work (Fall/Spring: 3)
Cross Listed with PS 600, SW 600

The purpose of this course is to give students an overview of the field of social work. Starting with a discussion of the history of social work and the relevance of values and ethics to the practice of social work, the course then takes up the generalist method of social work intervention. The course also examines the current policies and programs, issues, and trends of the major settings in which social work is practiced.
The Department

SC 507 Sociology of Mental Health and Illness (Fall: 3)

The purpose of this seminar is to consider what a sociological perspective brings to our understanding of mental health and illness. The goal throughout will be to examine critically how history, institutions, and culture shape our conceptions of mental illness and ill persons. We will especially examine how a medical model has triumphed in defining the causes and cures for mental illness.
David Karp

SC 520 Gender and Society (Fall: 3)
Clifton McGuffey

SC 525 Social Gerentology (Fall: 3)
The Department

SC 540-541 Internship in Sociology I and II (Fall/Spring: 3)
Prerequisite: Permission of instructor

This internship program is designed for students who wish to acquire practical work experience in a human service, political, social research, or social policy agency—private or governmental, profit or nonprofit. Students have the primary responsibility of locating their own placement setting, however, both the instructor and the BC Internship Program Office in the Career Center can be of help.
John B. Williamson

SC 550 Important Readings in Sociology (Spring: 3)
Prerequisite: Permission of the department
This course is designed as the first in the sequence of courses required of students who have been admitted into the Sociology Department's Undergraduate Honors Program.

Ordinarily, students will take this course during the spring of their junior year. The purpose of this seminar will be to read and discuss a series of books that are generally thought to be important contributions to the field. The books chosen will reflect a range of substantive issues, methodological approaches, and theoretical perspectives. The abiding question throughout this seminar class will be the following: What are the characteristics of powerful and compelling sociological work?
David A. Karp

SC 555 Senior Honors Seminar (Fall: 3)
Prerequisite: Permission of the department
Only students who have been accepted into the Sociology Honors Program should enroll.

This course is required of participants in the Sociology Department Honors Program. Students develop a research prospectus that is to be the basis of the Senior Thesis. This is an interactive seminar stressing hands-on experience. Skills in topic selection, research design, and theory construction are emphasized.
Paul Gray

SC 556 Senior Honors Thesis (Spring: 3)
Prerequisite: Permission of the department

After having completed their research proposal in SC 555, Students in the Undergraduate Sociology Honors Program then complete the data collection, the analysis, and the writing of their senior thesis during the spring of the senior year. In SC 556 students complete their thesis research under the direction of their faculty advisor. Although SC 556 is normally a 6 credit course, students may opt to complete their thesis using only 3 credits. Ordinarily, students are expected to complete their thesis by April 15, approximately two weeks before all senior honors students present the findings of their research in a public meeting.
Paul Gray
David Karp

SC 563 Trauma, Culture, and Coping (Spring: 3)
Offered Periodically

This seminar will introduce students to various theoretical approaches to trauma and traumatic impact and examine the sociological, psychological, and service oriented implications of these approaches. Multiple types of trauma will be conceptualized and investigated; from interpersonal level traumas like child sexual abuse and rape, to mass level traumas such as the Holocaust, U.S. slavery, and the September 11,

2001, terrorist attack against the U.S. Larger socio-cultural forces will be examined in analyzing both the exposure to and recovery from traumatic events. The course will be highly attuned to differences based on race, class, and gender.
C. Shawn McGuffey

SC 568 Sociology of Education (Fall: 3)
Cross Listed with ED 349
Offered Periodically

This course will examine the scope and usefulness of the sociology of education. A number of critical problems will be examined such as the following: How does schooling influence socialization, the social organization of knowledge, and the structure of economic opportunity? How do schools as formal organizations transmit and institutionalize social norms and habits? How do the dynamics of educational organization work? Does education generate inequality by reproducing social classes? Are there any relationship between educational achievement and economic opportunity? What role does schooling play in modernization and social change in less developed societies?
Ted Youn

SC 570 Political Sociology (Spring: 3)
Offered Periodically
Darcy Leach

SC 571 Gender, Environmental Health, and New Technologies (Spring: 3)
Offered Periodically

This course explores the different ways that new technologies influence, and interact with, contemporary understandings of health and gender in American society. How does the marketing, prevalence, and use of cosmetic surgery, reproductive technologies, and pharmaceutical drugs both challenge and re-affirm traditional understandings of what it means to be male or female, and what a healthy body feels and looks like? Finally, the reciprocal relationship between new technologies, bodily health, and ecological health will be investigated. Modern agri-business practices, genetically modified foods, and plastics are among several of the technology industries that will be examined through this multi-lensed, sociological perspective.
Abigail Brooks

SC 576 Philanthropy in Moral Biography and Civil Society (Spring: 3)
Offered Periodically

This course examines the origins, current features, and horizons of philanthropy as a component of one's moral biography, and with an emphasis on charitable giving by wealth holders.
Paul Scherivish

SC 579 American Economic Crisis and Social Change (Fall: 3)

This course offers a new way to think about America, focusing on the connection between our deepest values as a nation and our intertwined economic and social problems. Our economic problems include growing poverty and inequality, a shrinking job market, and the failure of many of our industries and corporations to compete globally; our social crisis includes the growth of violence, the breakdown of family and neighborhood, the decline of the middle class, and the erosion of democracy.
Charles Derber

SC 583 Postmodernity and Social Theory (Fall: 3)
Offered Periodically

This seminar will examine recent theoretical and historical claims concerning the emergence of postmodern social formations. It will also explore the implications of postmodernity for the practice of sociological theory and methods. Of central concern will be critical theoretical attempts to understand shifting configurations of economic, gendered and racialized forms of power within a global context of information-driven capital.
Stephen J. Pfohl

SC 584 Sociological Roots of War (Fall: 3)

This seminar will explore the historical change in nature and current character of wars and the use of power in contemporary society. Proper/improper uses of wars and power from utilitarian and ethical perspectives will be examined. Specific topics include growth of the national security state, the increasing use of force and violence to resolve domestic and international problems, the military-industrial complex, the social and cultural origins of militarism, the development of international terrorism, and the prevalence of war in contemporary society. Alternatives to war will also be discussed.

SC 590 Carework and Inequality (Fall: 3)

What is carework? Is it work? Is it a private or a public "good"? As a society, who do we believe should do carework and what—if anything— should they be paid? In this course we will trace carework as unpaid labor primarily provided by women (in the wealthiest families, by slaves and servants) to the current "commodification" of care as a market product that increasingly employs an immigrant workforce. Throughout, we will probe the complex intersections of race, gender, class and globalization as critical forces in this expanding workforce.
Lisa Dodson

SC 591 From Poor Law to Working Poor: Low-Income America (Spring: 3)

From warning off paupers to getting welfare mothers to work, this course provides an overview of social attitudes, national debates and public policies toward low-income families and their communities. Readings examine relationships between poverty and race, gender, families with children and the low-wage job market. We will consider images and language describing the poor and how these may influence public opinion and social investment.

SC 664 Colloquium: Teaching Women's Studies (Fall/Spring: 3)
Cross Listed with HS 665, EN 603

See course description in the English Department.
Abigail Brooks

SC 670 Technology and Culture (Fall: 3)
Cross Listed with CS 267, PL 670, and MI 267

See course description in the Computer Science Department.
William Griffith

Graduate Course Offerings

SC 520 Gender and Society (Fall: 3)
Offered Periodically

Although biological and psychological approaches will be considered, this reading and participation intensive course will examine gender primarily as a social and structural construct. The course will begin with central debates in gender studies (e.g., the merits of biological explanations of gender) and how feminisms—mainstream, Black, and others—have shaped theoretical and empirical studies of gender. We will then move into specific topics, such as family and sex work, and students will be required to lead a class discussion. The course will be highly attuned to differences based on race and class.
Shawn McGuffey

SC 702 Introduction to Statistics and Data Analysis (Fall: 3)
Required for graduate students

This course will introduce the basic statistical concepts used in social research including centrality and dispersion, correlation and association, probability and hypothesis testing, as well as provide an introduction to the BC computer system and the SPSS data analysis package.
Michael A. Malec

SC 703 Multivariate Statistics (Spring: 3)
Offered Periodically
Requirement for graduate students; enrollment for students outside the sociology department is by permission of the instructor.

This course assumes knowledge of the material covered in SC 702. Thus it assumes a solid background in SPSS as well as a basic course in statistics. We will focus on three or four general statistical procedures including factor analysis, regression analysis, logistic regression, and if time permits, discriminant analysis. However, the course is focused primarily on multiple regression and related procedures. In this context we consider data transformations, analysis of residuals and outliers, covariance analysis, interaction terms, quadratic regression, dummy variables, and stepwise regression.
John B. Williamson

SC 705 Advanced Statistics (Fall/Spring: 3)

This applied course is designed for students in sociology, education, nursing, organizational studies, political science, psychology, or social work with a prior background in statistics at the level of SC 703: Multivariate Statistics. It assumes a strong grounding in multivariate regression analysis. The major topics of the course will include hierarchical linear modeling and structural equation modeling. We will use HLM and LISREL to conduct the analyses.
Natasha Sarkisian

SC 706 Longitudinal Data Analysis (Fall: 3)

This applied course is designed for students in sociology, education, nursing, organizational studies, political science, psychology, or social work with a prior background in statistics at the level of SC 703: Multivariate Statistics. It assumes a strong grounding in multivariate regression analysis. The major topics of the course will include event history analysis (also known as survival analysis), time series analysis (ARIMA models), and pooled time-series of cross-sections analysis (fixed effects, random effects, and mixed effects models). All analyses in the course will be conducted using Stata, but no previous Stata experience is necessary.
Natasha Sarkisian

SC 710 Survey of Research Methods (Spring: 3)
Required for graduate students

This course presents the wide range of alternative research methods available to and widely used by the social researcher. Among those considered are the following: survey research, observational field research, intensive interviewing, experimental research, historical analysis, and content analysis. Considerable attention will be given to comparisons among these alternative methods, to an assessment of the relative strengths and limitations of each, and to issues related to research design and proposal writing. In the context of these alternative research methods, attention will be given to problem formulation, measurement, reliability, validity, sampling, and ethical considerations.
Paul Gray
Sharlene Hesse-Biber

SC 715 Classical Social Theory (Fall: 3)
Required for graduate students

Focusing on the work of Marx, Durkheim, and Weber, the course traces the philosophic, intellectual, and social history of the ideas, themes, concepts, and schools of thought we now call "classical sociological theory." Supportive thinkers will also be discussed as they contributed to the emergence and establishment of modern sociological thought.
Paul G. Schervish
Eve Spangler

SC 716 Contemporary Social Theory (Spring: 3)
Required for graduate students

This seminar is a graduate level introduction to contemporary social theory. It concerns the historical context and development of a wide variety of perspectives used by social theorists to make sense of multiple social worlds. It also concerns the ways in which social theories are themselves sociologically constructed. Theoretical frameworks addressed include: functionalism and cybernetics; symbolic interactionism and pragmatism; exchange, behavioral, and conflict perspectives; feminism; Marxism; phenomenolgy and ethnomethodology; critical race theory; queer theory; structuralism and poststructuralism; as well as postcolonial and postmodern theories of the subject and power.
Stephen J. Pfohl
Paul Schervish
Eve Spangler

SC 744 Philanthropy in Biography and Society (Spring: 3)
Paul Schervish

SC 751 Quest for Social Justice (Fall: 3)
SESJ Program course

This seminar draws on the literature in political sociology and social movements to address sustained efforts to bring about social and political change. It is geared toward the problems and issues faced by groups involved in such efforts: (a) diagnosing the opportunities and constraints provided by the system in which they are operating; (b) analyzing the problems of mobilizing potential supporters and maintaining their continued loyalty and commitment; (c) devising effective strategies for influencing targets of change; and (d) dealing with counter-efforts at social control.
William A. Gamson

SC 761 Second Year Graduate Writing Seminar (Fall/Spring: 3)
Students should register for the two semester course in the spring term only, and contact the professor about attending in the fall. A completed research proposal is required for entry. The course does not meet every week.

The writing seminar is intended for second year M.A. and Ph.D. students working on their M.A. theses/papers and second-year papers. The 3-credit, 2-semester seminar begins in fall and continues into the spring term. Students are encouraged to take the seminar in the fall term immediately following their completion of the spring Research Methods course (SC 710). The writing seminar employs a supportive structure and a collaborative learning environment to help students to carry out their own independent projects.
Sarah Babb
Leslie Salzinger

SC 771 Understanding Consumer Society (Fall: 3)
Offered Periodically

This course will examine debates about consumer society and culture, with emphasis on sociological literature. In addition to classic texts (Veblen, Adorno and Horkheimer, Bourdieu, Baudrillard), we will consider more recent contributions (Holt, Bordo, Thompson). We will also consider how consumer culture structures identities, including by class, race, and identity. The latter part of the course will address particular topics such as globalization, the politics of consumption, and ecology.
Juliet Schor

SC 781 Dissertation Seminar (Fall/Spring: 1)

This is a continuing research workshop which covers all stages of the research process, from conceptualization and theory development through data analysis and writing. The workshop is intended primarily for sociology graduate students working on dissertations. Others will be welcomed on a case-by-case basis. The group meets bi-weekly, with individual meetings with the professor as necessary. All students who are writing dissertations are strongly recommended to enroll in this workshop, at least for one semester.
Natasha Sarkisian
Juliet Schor
The Department

SC 799 Readings and Research (Fall/Spring: 3)

Independent research on a topic mutually agreed upon by the student and the professor. Professor's written consent must be obtained prior to registration.
The Department

SC 801 Thesis Seminar (Fall: 3)

A research course under the guidance of a faculty member for those writing a master's thesis.
The Department

SC 888 Interim Study (Fall/Spring: 0)

Required for master's candidates who have completed all course requirements but have not taken comprehensive examinations. Also for master's students (only) who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis. Interim Study requires a commitment of at least 20 hours per week working on the thesis.
The Department

SC 901 Research Apprenticeship (Fall: 3)

By arrangement.
The Department

SC 998 Doctoral Comprehensive (Fall/Spring: 1)

This course is for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.
The Department

SC 999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree are required to register and pay the fee for doctoral continuation during each semester of their candidacy. Doctoral Continuation requires a commitment of at least 20 hours per week working on the dissertation.
The Department

Theatre

Faculty

Scott Cummings, *Associate Professor;* B.A., University of Michigan; M.A., D.F.A., Yale University
Stuart J. Hecht, *Associate Professor;* B.A., University of Michigan; M.A., Ph.D., Northwestern University
John H. Houchin, *Associate Professor;* Chairperson of the Department; B.A., Houston Baptist University; M.F.A., Ph.D., New York University
Crystal Tiala, *Associate Professor;* B.A., University of Mississippi; M.F.A., University of Connecticut
Luke Jorgensen, *Adjunct Assistant Professor;* B.A., Boston College; M.A., Northwestern University; Ph.D., Tufts University
Patricia Riggin, *Adjunct Assistant Professor;* B.A. Cornell University; M.F.A. Brandeis University

Contacts

- Undergraduate Program Information: Dr. John Houchin, 617-552-4612, john.houchin.1@bc.edu
- http://www.bc.edu/theatre

Undergraduate Program Description

The Boston College Theatre Department—faculty and students—is committed to merging scholarship and art. We challenge ourselves to engage the dynamic and evolving experience of theatre—the vast sweep of its history, the diversity of its literature, and the ever changing contours of its criticism. We give these intellectual inquiries flesh and bone presence through an array of productions that are supported by rigorous training in acting, dance, design, playwriting, play direction and theatre technology. As students you will receive a solid foundation of skills and knowledge that prepare you to begin advanced theatre studies or embark upon a career in professional theatre or one of its sister arts.

However, we are not merely a department whose goals are limited to the production of plays. We know that philosophies, economies, religions, and wars are profoundly embodied in the creation, performance, and reception of theatre. By acknowledging the connection between this, our art, and the external forces that shape it, we are thus able to use theatre as a window onto history, a method of analysis and a vehicle for social change.

Major Requirements

In order to graduate from Boston College with a Bachelor of Arts in Theatre, students must successfully complete twelve 3-credit classes in theatre. In addition they must complete six theatre production labs. Ideally, they should complete the following six classes by the end of their sophomore year. These provide the context and foundation of skills upon which more advanced courses are built.

- CT 062 Dramatic Structure and Theatrical Process (Fall only) Students unable to register for this class may substitute CT 060 Introduction to Theatre.
- CT 101 Acting I
- CT 140 Elements of Theatre Production I (Spring only)
- CT 141 Elements of Theatre Production II (Fall only; prerequisite CT 140)
- CT 275 History of Theatre I
- CT 276 History of Theatre II

Students must also complete six courses designed to provide more specialized information and experience. Two courses must be chosen from the upper level Performance and Production category. These courses are numbered CT 300 to CT 359 and CT 400 to CT 459. Two other courses must be selected from the upper level Literature, Criticism, and History category. These courses are numbered CT 360 to CT 379 and CT 460 to CT 479. The remaining two courses are General Electives that students may select based on their interests and needs.

Finally, students must complete six Production Labs that are arranged at the beginning of each semester.

Mentoring and Advisement

The Boston College theatre faculty places great emphasis on academic advisement and professional mentoring. We are committed to working with students to maximize their learning experiences by helping them design an academic program that stimulates their curiosity and supports their interests. Moreover, we support and guide students as they face the challenges of leaving their undergraduate career for graduate school or the professions.

Internships

The Department of Theatre encourages students to avail themselves of professional internships. As such we have developed programs, both formal and informal, for students to spend their summers working under the tutelage of experienced and successful marketing directors, producers, film and stage directors, stage managers, and casting directors in New York, Boston, and Washington, D.C. Some internships earn academic credit and many offer jobs upon graduation.

Color-Blind Casting

The Department of Theatre bases its casting choices upon a number of criteria. Chief among these are the effectiveness of the audition, quality of previous performances and class work, dedication, and discipline. Race and ethnicity are not considered when casting decisions are made. As such the Department of Theatre practices color-blind casting.

Certification in Theatre Option for Education Majors

Elementary Education

Elementary Education majors may follow a program that allows them to seek alternative certification in theater from the Massachusetts Department of Education. More information is available from the Assistant Dean of Students and Outreach in the Lynch School of Education, Campion 104.

Secondary Education

Secondary Education/English majors may follow a carefully designed program that allows them to seek alternative certification in theater from the Massachusetts Department of Education. More information is available from the Assistant Dean of Students and Outreach in the Lynch School of Education, Campion 104.

For more information, contact the department Chairperson.

Information for Study Abroad

If students want to spend a semester abroad, the Department strongly encourages them to meet with their advisor at least one year in advance of their planned departure. Not all foreign study plans are created equal and the faculty wants to insure that students receive maximum credit for their academic courses while studying abroad. For more information contact John Houchin, Department Chair.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

CT 060 Introduction to Theatre (Fall/Spring: 3)
Satisfies Arts Core Requirement

This is a survey course for primarily non-majors. Its aim is to impart an appreciation of the theatre as an artistic and humanizing experience. There will be discussion of the various elements that contribute to the development of theatre as a specialized art form including historical and cultural influences, staging styles and techniques, and the multiple genres of dramatic writing. Several plays illustrating the above will be read and attendance at selected performances is required.
The Department

CT 062 Dramatic Structure and Theatrical Process (Fall: 3)
Satisfies Arts Core Requirement
Required for all Theatre majors

This foundational course provides a thorough introduction to theater and drama study. It is geared towards, though not limited to, theater majors (or prospective majors) in their first year. Dramatic texts are studied as blueprints for performed events. Students will read a wide range of plays in order to develop play analysis skills and to gain an awareness of how structure shapes meaning. Fundamental aspects of theatrical process and production are also taken into consideration.
Scott T. Cummings

CT 101 Acting I (Fall/Spring: 3)
Prerequisite: Instructor's permission

In Acting I students train to acquire the essential skills of an actor. Vocal and physical exercises are taught to free the body and voice, and a personal warm-up is developed by each student by the end of the term. Improvisations and ensemble exercises to release emotional spontaneity, to encourage creativity, and to free one's imagination are also major components of this class.
Patricia Riggin

CT 140 Elements of Theatre Production I (Spring: 3)
Corequisite: CT 145
Required for theatre majors. Also open to interested non-majors by permission.

Elements I introduces the history, theory, and practice of technical theater production through lectures, discussions, observation and hands-on experience. The class consists of two paths of learning. The first will be practicing the necessary skills for the preparation of scenery, props,

costumes and lights. Students will be required to learn to safely rig scenery, use many power tools, hang and focus lighting equipment, and cut and stitch fabric. The second path develops literacy in the visual design elements as it applies to theater and theatrical spaces.
Jacqueline Dalley
Crystal Tiala

CT 141 Elements of Theatre Production II (Fall: 3)
Prerequisite: CT 140 or permission of instructor
Corequisite: CT 145

The course is a continuation of the Elements of Theatre Production I class. In addition to learning more of the basic knowledge and skills necessary for the preparation and execution of theatrical production work, students will use class projects to begin creating designs for the stage. The final project will focus on professional design processes and collaborative procedures as they apply to scenic, costume, lighting and sound design. In addition, Elements II in combination with the Theatre Production Laboratory will introduce you to skills necessary for the preparation and execution of lights, sound, painting, and make-up for stage productions.
Jacqueline Dalley
Crystal Tiala

CT 201 Acting II: Characterization (Spring: 3)
Prerequisite: CT 101

Acting II focuses on tools and techniques essential for the actor. Using improvisation and character development at its core, the class will challenge actors to encounter both monologues and scene work in a new and different way. Actors will use improvisation and physical work from the commedia to build a more elastic sense of their bodies and voices while analyzing text to find clues for building character. Selections include comic scenes, modern realism and Shakespeare. The course culminates in a final performance.
Luke Jorgensen

CT 202 Acting Techniques I (Fall: 3)
Prerequisite: CT 101

Acting Techniques I will explore the basic principles of acting through the methods developed by Sanford Meisner. Through his improvisational techniques, the actor's abilities to work moment by moment and to truthfully live in those moments will be developed. A series of exercises will take the actor from simple improvisations to advanced ones that challenge the student's imagination and emotional life. During the semester you will apply the skills developed through these exercises to two scenes from the modern theatre repertoire.
Patricia Riggin

CT 205 Elements of Dance (Fall/Spring: 3)
Satisfies Arts Core Requirement

This course is designed to develop the student's knowledge and experience of dance as an art form. The elements of dance used in ballet, modern and jazz will be introduced along with the principles of composition. The aesthetics of dance as an art form will also be studied. Students will be reading texts as well as viewing dance works in live performance and on video. This course will provide a groundwork for students who wish to do further work in technique, composition, and performance.
Robert Ver Eecke, S.J.

CT 207 Jazz Dance I (Fall: 3)

This course is designed for the beginning and intermediate dancer. The class will introduce a variety of techniques thereby giving young dancers a complete overview of jazz dance as practiced today. Each class will contain body toning and shaping exercises, technique and jazz combinations that may include lyrical, video and classic jazz. Jazz shoes or jazz sneakers required.
Kirsten McKinney

CT 209 Ethnic Theatre Studies (Fall: 3)
Cross Listed with BK 209
Satisfies Cultural Diversity Core Requirement
Offered Periodically

Robbie McCauley has originated processes for developing theater pieces using personal and public stories with actors in communities throughout the United States, in Europe, as well as in Boston. In this course you will engage in building a theater piece with Ms. McCauley. All levels of interest in acting are invited if you are willing to take risks, work ensemble, and have serious fun. Subject matter such as race and gender will be explored while learning to extend abilities in storytelling, acting, and physical and vocal presence. The process-oriented workshop class intends to make a performance piece, though the main objective is to extend possibilities for deconstructing harmful prejudices through theater.
Robbie McCauley

CT 210-211 Intermediate Ballet I and II (Fall/Spring: 3)
Prerequisite: Permission of instructor

This course is designed to challenge the intermediate dancer who has a solid command of ballet vocabulary and who has had two to three years of secure ballet training or who has completed Ballet II. Individual attention will be given with the goal of perceiving the technical and artistic aspects of dance as a performing art.
Margot Parsons

CT 215 Dance: An Invitation to the Sacred (Spring: 3)
Although dance experience is not required, it is recommended.

This course explores the sacred place of the body in prayer and worship in the contemporary experience. It includes a study of the language of movement and dance as it relates to the dynamic movement of religious experience. Biblical stories and psalms will be used, along with the individuals' religious experience. It includes a study of movement and dance used in ritual and liturgical context, as well as in artistic performance. Readings will include works on dance composition and movement improvisation along with contemporary studies of sacred and liturgical dance.
Robert Ver Eecke, S.J.

CT 225 Voice for the Stage (Spring: 3)
Prerequisite: CT 101
Kristin Linklater's voice work is the basis of this course taught by one of her designated teachers.

This course develops the student's vocal instrument and vocal/physical awareness through exercises designed to release tension in the body, free the breath, and expand the use of resonators and articulators. The voice work will progress from the rediscovery of sound in the body, to the opening of the vocal channel (jaw, tongue, soft palate), to the exploration of resonance and vocal freedom. Speech and dialect work are also a component of this course as the students explore monologues from the classical theatre and scenes that require dialects.
Patricia Riggin

CT 238 Marketing the Arts (Spring: 3)
Cross Listed with CO 238

The course will have a major focus on the practical application of the art and science of marketing the arts, especially theater, in today's increasingly competitive economic environment. Specifically, the course will investigate the evolution of modern marketing, market principles and terms, marketing approaches and management, and strategic marketing plans. The course will also investigate fund raising, financial management, economics, and the arts.
Howard Enoch

CT 239 Principles of Theatre Management (Fall: 3)
Cross Listed with CO 239
Offered Biennially

This course is designed to address the issues involved in the operations and management of a performing arts center. Areas to be covered in the course are: basic management theory as it relates to arts management, strategic planning and decision making, fundamentals of organizational design, fundamentals of leadership and group dynamics, budgeting and economics in the arts, and financial management.
Howard Enoch

CT 243 Makeup Design for the Stage (Spring: 3)

This course introduces students to basic makeup techniques for the stage. Students will study both makeup design principles, and develop a mastery of applied techniques. Using the theories of highlight and shadow, and an examination of facial anatomy and how it changes with age, the student will learn to change the look of the face to suit different characters. Emphasis will be placed on character analysis and research, and translating that into a makeup design. Time will also be given to study various styles of makeup (e.g., fantasy, cartoon, period makeup, etc) and special-effect makeup.
Jacqueline Dalley

CT 248 Computer Aided Drafting and Design (Fall: 3)
Cross Listed with CO 248, FS 248
Offered Biennially

This course will use VectorWorks software to introduce students to 2-dimensional drafting and 3-dimensional modeling for a theatrical stage/architectural design context. Projects will include drafting in orthographic projection, 3-D modeling in wire-frame, quality renderings with realistic textures and dramatic lighting and shadowing, and fully textured and animated presentations including "fly-over" and "walk through" effects. Computer-aided drafting and design technology is an indispensable design tool for theatrical, architectural, mechanical, industrial and landscape design.
Crystal Tiala

CT 252 Creative Dramatics I (Fall: 3)
Prerequisite: Instructor's permission

This class investigates the power of drama to educate, inspire and empower the individual. The course focuses on drama pioneers whose work crosses over borders between the fields of education, theater, drama therapy and social justice. This is a hands on investigation of theories and techniques and will include working with local middle school students to observe and apply ways of making drama with adolescents. Creative Dramatics is essential for teachers in obtaining additional certification to teach drama. Subjects include improvisation, Viola Spolin, Augusto Boal, Winifred Ward, and children's theatre.
Luke Jorgensen

CT 261 Modern Greek Drama in English (Spring: 3)
Cross Listed CL 166 and EN 084.02
Satisfies Literature Core Requirement

See course description in the Classical Studies Department.
Dia M.L. Philippides

CT 262 Creative Dramatics II (Spring: 3)
Prerequisite: CT 252 or instructor's permission

This class investigates builds upon the knowledge acquired in Creative Dramatics I. During this semester; however, students create an original piece of children's theatre that tours to local schools.
Luke R. Jorgensen

CT 275 History of Theatre I (Fall: 3)

This course follows the simultaneous development of the actor, playwright, architect, and director from the Egyptian theatre through to the Elizabethan and Jacobean theatre. The course will also study the development of dramatic structure and form over time.
John Houchin

CT 276 History of Theatre II (Spring: 3)

Continuation of History of Theatre I. It begins in 1642 in England and tracks the simultaneous development of the actor, playwright, architect and director. However, it studies this evolution within the larger cultural and political contexts that implicated every decision from the content of dramas to the seating arrangements within auditoriums. Among the epochs and influences that will be considered are art and decadence in English Restoration comedy, the role of the playhouse in the rise American proletarian culture, the impact of sentimentalism and Victorian morality on playwriting, the advent of psychology and its effect on acting.
John Houchin

CT 301 Acting III (Fall: 3)
Prerequisites: CT 101 and CT 201 and either CT 202 or CT 220

This course takes the basic acting skills for granted and proceeds to examine specific problems in scene study and script analysis. Understanding the text and translating that understanding through performance is the basis of the several scenes that are performed as works in progress.
John Houchin

CT 307 Jazz Dance II (Spring: 3)
The Department

CT 308 Shakespeare Acting (Fall: 3)
The Department

CT 322-323 Physical Theatre I and II (Fall/Spring: 3)
The Department

CT 352 Stage Design I (Spring: 3)
Prerequisite: Studio art experience preferred
Cross Listed with FS 352

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

CT 357 Costume Design (Fall: 3)
Cross Listed with FS 357
Students are not required to have advanced drawing skills to take this class. There are several class sessions devoted to learning and practicing drawing and painting techniques.

The course is designed to help students develop the fundamental skills used by costume designers, focusing particular attention on character analysis, period research, and visual communication. The course will include a series of exercises and projects to develop skills in figure drawing, rendering in various media, fabric selection and color. Students will learn how to communicate character, mood and style through costume following two learning tracks: (1) developing the concept and theory of the design and (2) communicating the design through figure drawing and rendering.
Jacqueline Dalley

CT 361 Shakespeare on the Stage (Fall: 3)
Cross Listed with EN 245
Offered Biennially

William Shakespeare wrote his plays to be performed. Consequently, the most effective method of understanding his work is through performance. Lectures will describe the condition of Elizabethan England and its theatre, providing a larger social and historical context in which to view the playwright and his work. The class will read, analyze and discuss some ten to twelve Shakespearean plays, including his comedies, tragedies, history plays, and the so-called problem plays. Students will also be expected to perform scenes form Shakespeare's plays, not to show off their acting skills, but rather as a means to explore how each play works.
Stuart J. Hecht

CT 364 American Theatre and Drama (Spring: 3)

This course will attempt to trace American theatre and drama from the end of the Civil War to the present. Special emphasis will be placed on how the plays and their productions reflect America's changing social, political and cultural concerns.
John Houchin

CT 368 Contemporary Theatre and Drama (Spring: 3)
Cross Listed with EN 249
Offered Biennially

This upper-level theater studies course surveys important playwrights and developments in American theater and drama over the past four decades. Works by Sam Shepard, Maria Irene Fornes, David Mamet, David Henry Hwang, Tony Kushner, Paula Vogel, Suzan-Lori Parks, and others are studied. Special topics include the off-Off Broadway movement of the 1960s; the resident-regional movement and the decentralization of American theater; the advent of multiculturalism and performance studies; and the rise of solo performance.
Scott T. Cummings

CT 384 Playwriting I (Fall: 3)
Cross Listed with EN 241

This writing-intensive course offers a practical introduction to the art and craft of writing for performance. Students will engage in numerous writing exercises that highlight the special demands and opportunities of writing for the stage. Emphasis is placed on finding ways to contact and release the theatrical imagination and on mastering the basics of writing a solid dramatic scene.
Scott T. Cummings

CT 385 Playwriting II (Spring: 3)
Prerequisite: CT 285, EN 241, and permission of instructor
Cross Listed with EN 248
Offered Biennially
Attendance at local productions of new plays is expected.

This laboratory course continues the work begun in Playwriting I on an advanced level and a more independent basis. In addition to in-class writing and take-home assignments, students will write a fully developed full-length play or two complete one-acts. The course places particular emphasis on the completion of lively, well-structured, rehearsal-ready scripts, and in that interest, a major revision of a work-in-progress is important.
Scott T. Cummings

CT 430 Directing I (Fall: 3)
Prerequisite: Permission of instructor

This is a course in the fundamentals of script analysis, staging, and interpretation. Students learn through both lecture and practical application the basic skills that constitute the stage director's craft. Previous acting or other stage experience, along with background in dramatic literature, is strongly recommended.
Stuart J. Hecht

CT 431 Directing II (Spring: 3)
Prerequisite: Permission of instructor

This course is built upon the foundation of skills and knowledge developed in Directing I. The students will further refine skills acquired in the first course and will also gain an understanding of the theoretical aspects of the director's craft.
Stuart J. Hecht

CT 432 Directing Lab I (Fall: 3)
Corequisite: CT 430

This course provides students enrolled in Directing I with a setting to test out ideas and develop directorial skills through concentrated scene work.
Stuart J. Hecht

CT 433 Directing Lab II (Spring: 3)
Corequisite: CT 431

This course is a continuation of CT 432 and functions in much the same way though in relation to the material covered in Directing II.
Stuart J. Hecht

CT 450 Teaching Assistantship (Fall/Spring: 2)
Prerequisites: Senior standing, 12 credit hours in Theatre, and permission of the instructor
This lab class may not be used toward the six lab credits required to majors.

This 2-credit laboratory course is intended to provide undergraduate Theatre majors with teaching experience. Students assist a professor in planning and implementing various aspects of a course. This course is limited to senior Theatre majors who have already taken the course for which they wish to serve as an assistant.
The Department

CT 464 American Popular Entertainment (Fall: 3)

Our social history can easily be written in terms of our ambiguous and contradictory attitudes about social dancing, rock concerts, professional wrestling, beauty contests and clubbing. Throughout the twentieth century, a dizzying array of committees, courts, associations and synods have tried to suppress various forms of athletic, sexual

and/or ecstatic entertainments. At the same time, we have regaled hitters, runners, dancers, singers and actors with the adulation once reserved for popes, presidents and kings. This course attempts to uncover some of the reasons for this conflicted behavior and to understand the convoluted evolution of popular entertainment in the United States.
John Houchin

CT 530 Theatre Practicum in Directing (Fall/Spring: 3)
Prerequisite: Permission of sponsoring instructor

This is a senior project in which a limited number of students direct a departmental Workshop production, contingent upon the acceptance of a written proposal submitted to the faculty. An independent study for those students interested in advanced study in directing, done under close faculty supervision. Only those students who have successfully completed both directing classes may be considered to direct a Workshop production.
Stuart J. Hecht

CT 540 Theatre Practicum in Design (Fall/Spring: 3)
Prerequisite: Permission of instructor
Consideration for enrollment will be given to those students who have successfully completed the design sequence of Elements of Theatre Production I and II, the relevant upper level design course in scenic, lighting or costume design, and a student workshop design.

This is a senior project involving the design of sets, lights, costumes and/or sound for a departmental mainstage production. Candidates are selected in the second semester of their junior year and will discuss the scope of the project with the faculty. Consultation with the faculty will determine whether the student enrolls in the Practicum in the fall or the spring semester of their senior year.
Jacqueline Dalley
Crystal Tiala

CT 550 Honors Project in Theatre (Fall/Spring: 3)
Prerequisite: Permission of sponsoring instructor

A year-long project open only to senior Theatre majors. An advanced independent study in the area of readings and research, though it may include a performance or production aspect. This will result in a written thesis at year's end.
Stuart J. Hecht

CT 598 Readings and Research in Theatre (Fall/Spring: 3)
Prerequisites: Senior standing, 12 credit hours in theatre, and permission of instructor required

Students are not encouraged to employ this course for anything but a very specific research program, which must be approved in advance by a Theatre faculty member.
Scott T. Cummings
Jacqueline Dalley
Stuart J. Hecht
John Houchin
Luke Jorgensen
Patricia Riggin
Crystal Tiala

Theology

Faculty

Robert Daly, S.J., *Professor Emeritus;* A.B., A.M., Boston College; A.M., Catholic University; Dr. Theol., University of Wurzburg
Philip King, *Professor Emeritus;* A.B., M.A., St. John Seminary College; S.T.L., Catholic University of America; S.S.L., Pontifical Biblical Institute; S.T.D., Pontifical Lateran University
Patrick J. Ryan, S.J., *Associate Professor Emeritus;* A.B., A.M., Boston College, S.T.D., Gregorian University
Stephen F. Brown, *Professor;* A.B., St. Bonaventure University; A.M., Franciscan Institute; Ph.L., Ph.D., Universit de Louvain
Lisa Sowle Cahill, *Monan Professor;* A.B., University of Santa Clara; A.M., Ph.D., University of Chicago
Donald J. Dietrich, *Professor;* B.S., Canisius College; M.A., Ph.D., University of Minnesota
Harvey D. Egan, S.J., *Professor;* B.S., Worcester Polytechnic Institute; A.M., Boston College; Th.M., Woodstock College; Dr. Theol., University of Munster (Germany)
Roberto S. Goizueta, *Flatley Professor of Catholic Theology;* B.A., Yale University; M.A., Ph.D., Marquette University
Michael J. Himes, *Professor;* B.A., Cathedral College; M.Div., The Seminary of the Immaculate Conception; Ph.D., University of Chicago
David Hollenbach, S.J., *University Professor of Human Rights;* B.S., St. Joseph's University; M.A., Ph.L., St. Louis University; M.Div., Woodstock College; Ph.D., Yale University
James F. Keenan, S.J., *Founders Professor of Theological Ethics;* B.A. Fordham University; MDiv., Weston Jesuit School of Theology; STL, STD, Gregorian University, Rome
James W. Morris, *Professor;* B.A., University of Chicago; Ph.D. Harvard University
John J. Paris, S.J., *Walsh Professor;* B.S., 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
M. Shawn Copeland, *Associate Professor;* Ph.D., Boston College
Catherine Cornille, *Associate Professor;* M.A. University of Hawaii; Ph.D., Catholic University of Leuven, Belgium
John A. Darr, *Associate Professor;* A.B., A.M., Wheaton College (Illinois); A.M., Ph.D., Vanderbilt University
Charles C. Hefling, *Associate Professor;* A.B., Harvard College; B.D., Th.D., The Divinity School Harvard University; Ph.D., Boston College
Kenneth R. Himes, O.F.M., *Associate Professor;* Chairperson of the Department; B.A., Siena College; M.A., Washington Theological Union; Ph.D., Duke University
Mary Ann Hinsdale, *Associate Professor;* B.A., Marygrove College; S.T.L., Regis College; Ph.D., University of St. Michael's College, Toronto
Robert P. Imbelli, *Associate Professor;* B.A., Fordham University; S.T.L., Gregorian University, Rome; M. Phil., Ph.D., Yale University
Ruth Langer, *Associate Professor;* A.B., Bryn Mawr College; M.A.H.L., M.Phil., Ph.D., Hebrew Union College

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
Bruce T. Morrill, S.J., *Associate Professor;* Director of Graduate Studies, B.A., College of the Holy Cross; M.A., Columbia University; M.Div., Jesuit School of Theology, Berkeley; Ph.D., Emory University
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
Thomas E. Wangler, *Associate Professor;* B.S., LeMoyne College; M.A., Ph.D., Marquette University
James M. Weiss, *Associate Professor;* A.B., Loyola University of Chicago; A.M., Ph.D., University of Chicago
Boyd Taylor Coolman, *Assistant Professor;* B.A., Wheaton College; M.Div., Princeton Theological Seminary; Ph.D., University of Notre Dame
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Paul R. Kolbet, *Assistant Professor;* B.A., Oral Roberts University; M.Div., Yale University Divinity School; Ph.D., University of Notre Dame
Michael A. Fahey, S.J., *Adjunct Research Professor;* B.A., Boston College; Ph.L., University of Louvain; S.T.L., Weston Jesuit School of Theology; Th.D., University of Tübingen
Francis P. Kilcoyne, *Adjunct Associate Professor;* Assistant Chairperson; Director of Undergraduate Program, B.A., Cathedral College; S.T.B., Catholic University, M.A., St. Michael's College; M.A., St. John's University (MN); Ph.D., Boston College
Aloysius Lugira, *Adjunct Associate Professor;* B.A., Katigondo Seminary; B.Th., M.Th., Th.D., Fribourg University
Erik C. Owens, *Adjunct Assistant Professor;* B.A., Duke University; M.T.S., Harvard University; Ph.D., University of Chicago
Francis A. Sullivan, S.J., *Adjunct Professor;* B.A., M.A., Boston College (Weston College); M.A., Fordham University; STL, Weston College; STD, Pontifical Gregorian University
Meghan Sweeney, *Adjunct Assistant Professor;* B.A., College of the Holy Cross; M.Div. Harvard University; Ph.D., Emory University
Matthew Mullane, *Adjunct Senior Lecturer;* B.A., St. Columban's College; B.D., St. John's Seminary; M.A., Boston College; (Ph.D. candidate), Boston College

Contacts

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- 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 M.A. and Ph.D. degrees in several specialties. Nevertheless, the Department as a whole remains fully committed to the teaching of undergraduates and to the education of Theology majors.

Course Offerings

The Department distinguishes five levels of course offerings:

- (l) Core—introductory, designed for the fulfillment of the University's basic Theology requirement
- (2) Level One—introductory, but not fulfilling the Core requirement
- (3) Level Two—advanced undergraduate, more specifically aimed at minors and majors
- (4) Level Three—addressed to advanced undergraduates (usually majors) and graduate students who are more theologically proficient
- (5) Graduate—offered exclusively for professionally academic theological formation

Core Options

Two-semester sequence. Students must take both semesters of the same Core course (preferably with the same instructor) to fulfill the requirement and receive Core credit. Students shall select one 2-course sequence from the following:

- TH 001-002 Biblical Heritage I and II
- TH 016-017 Introduction to Christian Theology I and II
- TH 023-024 Exploring Catholicism: Tradition and Transformation
- TH 161-162 The Religious Quest I and II

Twelve-credit courses. Students may take these courses to fulfill the Theology requirement. There are two of these Philosophy/Theology courses: PL/TH 090-091 Perspectives on Western Culture (**for freshmen only**) and PL/TH 088-089 Person and Social Responsibility (for PULSE Program students only).

Major Requirements

The major curriculum in Theology incorporates both structure and flexibility. Majors take a combination of essential, required courses and electives from within and outside the Department of Theology. Programs are designed in consultation with the Director of Undergraduate Studies. The ordinary requirements are ten courses, distributed as follows:

- Either The Religious Quest or The Biblical Heritage. (Majors taking the Biblical Heritage option are encouraged to enroll in the enhanced section which is restricted to majors only.) These year-long Core sequences count as two courses each.
- Either Introduction to Christian Theology or Exploring Catholicism: Tradition and Transformation, Perspectives, Pulse, or the Honors Program. These year-long Core sequences count as two courses each.
- Five electives chosen in consultation with the departmental Director of Undergraduate Studies. At least three of these are to be from above the Core level. In some cases, the Director may also approve one or two electives from outside the Theology Department. A unifying factor such as an overarching theme, doctrine, or cross-disciplinary interest will guide the choice of electives.
- The Majors' Seminar, ordinarily taken in the junior year, is designed to help majors synthesize course work by focusing on key themes, questions, and areas for further theological inquiry. This course is offered each fall.

Majors are encouraged to work with other departments in cross-disciplinary study. Students in the Lynch School of Education can also major in Theology. Theology majors can concentrate in education in the Lynch School of Education.

The Department's membership in the Boston Theological Institute (BTI) allows advanced Theology majors to cross-register into some 700 courses taught by 150 faculty members at eight other BTI schools. Students thus have access to the resources of one of the world's great centers of theological study.

Minor Requirements

The minor in Theology requires the Core and five additional courses. Three of these additional courses must be beyond the Core level.

Departmental Honors Program

Requirements for graduation with departmental honors:

- Completion, with at least a grade of A-, of at least one majors seminar, which will involve students in specialized study within one of the areas of our field (e.g., systematics, comparative, ethics, bible, etc.) and which will enable them to develop the skills of research and writing necessary for writing the senior thesis.
- Completion of at least four Level III courses (or the equivalent, e.g., a graduate course by permission of the instructor).
- Completion of a senior honors thesis under the direction of a designated faculty member. Students writing the honors thesis will be given three credits per semester in the fall and spring of their senior year. These six credits will contribute to the thirty required to obtain the major in theology.

Information for First Year Majors and Non-Majors

Theology is the academic discipline concerned with the realities that are the center of religious faith and with the traditions of belief and worship that inform the life of communities of faith. Historical, biblical, psychological, ethical, pastoral, comparative, philosophical, and doctrinal studies are all included within the scope of Theology at Boston College, which introduces the undergraduate to a mature, critical approach to religious knowledge and experience. There is a strong, but by no means exclusive, emphasis on Christianity, and more specifically, on the Roman Catholic tradition.

The courses offered are grouped in four categories: (1) Biblical, (2) historical, (3) ethical and social-scientific, and (4) comparative and systematic or doctrinal. All courses, particularly those taught at the Core level, aim at fulfilling certain goals:

- A liberal arts goal of fostering awareness of the religious roots and background of our culture—for example, by giving students a coherent view of religion and its development, a groundwork for moral decision, and an awareness of their own existence as religious persons
- A specifically theological goal of introducing the materials and methods of one or more approaches to the academic study of religious faith and tradition
- A religious or confessional goal, explicit in some—though not all—courses, of exploring a particular tradition from the inside, healing negative encounters with religion, inviting commitment and belief, and the like.

Information for Study Abroad

There are no formal requirements stated by the Theology Department, but it is presumed that students will have completed at least one Core course before going abroad. The Department will allow six credits or two courses taken abroad to count toward major credit. A maximum of one Core course (three credits) may be taken abroad.

The international programs at the University of Durham and Oxford University are both recommended by the Theology Department. All Theology majors should contact the Director of Undergraduate Studies, while planning their study abroad program.

Fifth Year B.A./M.A. Program

Undergraduate Theology majors may opt to enter a 5-year B.A./M.A. program. **Please Note:** Application to the program must take place during the junior year. Students admitted to the B.A./M.A. program will follow the curriculum for regular Theology majors, except that all five of their electives in the major must be upperlevel courses (level three and above). Furthermore, these upper-level electives must be chosen in consultation with the Department's Director of Undergraduate Studies, who will make an evaluation of their appropriateness for the student's graduate education. Two of these courses will count toward the M.A. as well as the B.A. The remainder of the M.A. may thus be completed by taking eight additional graduate courses. Interested undergraduate Theology majors must apply to the Graduate School of Arts and Sciences. Expectations are that such applicants will have achieved an overall GPA of at least 3.33 and a major GPA of 3.5 or above.

Lonergan Center

Studies related to the work of the Jesuit theologian and philosopher Bernard Lonergan (1904-1984) have a focus in the Lonergan Center at Boston College. The Center houses a growing collection of Lonergan's published and unpublished writings as well as secondary materials and reference works, and it also serves as a seminar and meeting room. Kerry Cronin is the Director of the Lonergan Center, which is located on the fourth level of Bapst Library and is open during regular hours as posted. Information about the Center or the Lonergan Institute is available at http://www.bc.edu/lonergan.

Joseph Gregory McCarthy Lecture Series

The Joseph Gregory McCarthy Lecture Series, established by Dr. Eugene and Maureen McCarthy (and family) in the memory of their son, Joseph Gregory McCarthy, is held annually. The Joseph Gregory McCarthy Visiting Professor offers a series of lectures and student and faculty discussions about contemporary theological and religious issues during his or her visit to Boston College.

Graduate Program Description

Boston College offers unusual resources for a Catholic and ecumenical study of all areas of theology. The combined faculties of the Theology Department and the School of Theology and Ministry make Boston College a premier International Theological Center, but the city of Boston is one of the richest environments for the study of theology in the world. The Boston Theological Institute, a consortium of theology faculties primarily in the Boston-Newton-Cambridge area, has as its constituent members the following institutions:

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

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

Ph.D. Program in Theology

The program has as its goal the formation of theologians who intellectually excel in the church, the academy, and society. It is confessional in nature and envisions theology as "faith seeking understanding." Accordingly, the program aims at nourishing a community of faith, scholarly conversation, research, and teaching centered in the study of Christian life and thought, past and present, in ways that contribute to this goal. It recognizes that creative theological discussion and specialized research today require serious and in-depth appropriation of the great philosophical and theological traditions of the past, as well as ecumenical, interdisciplinary, inter-religious, and cross-cultural cooperation.

The program is designed and taught by an ecumenical joint faculty drawn from the Theology Department, Andover Newton Theological School, and Boston College's School of Theology and Ministry, each of which is rooted in and committed to a theological tradition: the Reformed tradition at Andover Newton Theological School and the Roman Catholic tradition at Boston College and Boston College's School of Theology and Ministry. The creation of this faculty represents a unique degree of Catholic and ecumenical cooperation at the doctoral level, bringing together faculty and students from diversified cultural and religious backgrounds. Indeed, one of the intrinsic components of the Program is a call for a wise appropriation of Catholic and/or Protestant theological and doctrinal traditions, as well as critical and constructive dialogue with other major religions, with other Christian theological positions, and with contemporary cultures.

The program is rigorous in its expectation that students master Catholic and/or Protestant theological traditions and probe critically the foundations of various theological positions. Students are expected to master the tools and techniques of research and to organize and integrate their knowledge so as to make an original contribution to theological discussion. Because the program includes faculty members who are expert in the Hindu, Buddhist, Muslim, and Jewish traditions, it also offers a context in which the issues raised by religious pluralism can be explored, responsibly and in detail, and in which a Christian comparative theology pursued seriously.

Students admitted to the Ph.D. Program should have completed the M.Div., or equivalent degree; a master's degree in religion, theology, or philosophy; or a bachelor's program with a strong background in religion, theology, and/or philosophy.

Areas of Specialization

Students in the doctoral program specialize in one of five major areas: Biblical Studies, History of Christian Life and Thought, Systematic Theology, Theological Ethics, or Comparative Theology.

Biblical Studies focuses on the canonical books of the Bible both within their historical and cultural world and in relation to their reception within the Christian and Jewish traditions. All students will acquire a thorough competency in both the Old Testament/Hebrew Bible and the New Testament including competency in Hebrew, Aramaic, and Greek. They may learn other ancient languages and literatures as their research requires and must acquire a reading knowledge of German and either French or Spanish. The comprehensive exams will cover the whole Bible, with emphasis on either the Old Testament/Hebrew Bible or the New Testament, and will include a specialized exam in an area of study pertinent to the student's dissertation. Students will also acquire and be tested on a limited competency (a minor or the equivalent) in an area of theology other than Biblical Studies.

The History of Christian Life and Thought examines how different forms of Christian faith, theology and doctrine, behavior, ritual, and institutional setting came to manifest themselves over the course of Christian history. Students focus on how these various forms of Christian life and thought developed over time by looking not only to their direct social and religious contexts and their underlying philosophical and spiritual presuppositions, but also to the implications of such developments for the life of the Church, both immediate and long-term.

While students in this area can study such diverse fields as history of exegesis, history of education, and institutional church history, as well as focus on individual authors, the current faculty in this area have a strong common interest in spirituality and in the history of theological developments. Their emphasis is on the study of the past in its "pastness," although secondarily the contemporary relevance of historical developments may be brought out as well. The faculty is interested in imparting to students a keen awareness of historical method by keeping them abreast of the contemporary historiographical debate.

This area is for scholars whose teaching interests fall into a broad range of courses in the history of Christianity and whose research interests lie within at least one subfield of historical Christianity—such as the early Church, the medieval Church, the Reformation, counter-reformation, the Enlightenment, modernity, American Christianity, or Jewish history.

Systematic Theology is the contemporary intellectual reflection on the Christian Mysteries as an interrelated whole. The Systematics faculty seeks to develop the student's ability to treat theological material systematically and constructively, that is, according to a method that attends to the coherence and interconnectedness of the elements of the Christian tradition. The necessary role of historical, dogmatic, and descriptive theological activity is hereby acknowledged.

Our primary concern is the systematic and constructive elucidation of the Christian faith in a contemporary context, and we emphasize the relationships among theological themes and topics, including their growth and development in historical and systematic contexts. Essential to the practice of Systematic Theology is a methodical appreciation of the concerns that form the context for the great inquiries and debates of the tradition and modern times.

Theological Ethics prepares its graduates for teaching and research positions that call for specialization in theological ethics. It includes the ecumenical study of major Roman Catholic and Protestant thinkers, and it attends to the Biblical foundations and theological contexts of ethics.

In line with the conviction that faith and reason are complementary, the program explores the contributions of philosophical thought, both past and present. It includes a strong social ethics component, as well as offerings in other areas of applied ethics. The exploration of contemporary ethics is set in a critical, historical perspective and encourages attention to the global and multicultural character of the Christian community.

Comparative Theology prepares students for careful theological reflection, usually from a Christian perspective, on non-Christian religions in their particularity, and on their significance for theology. Comparative Theology entails the study of one or more religious traditions in addition to one's own, and critical reflection on one's own tradition in light of that other tradition or other traditions. Students are expected to acquire a significant understanding of a major non-Christian religion as well as a critical method used in the study of religions, for example, philosophy of religion, comparative religion, or history of religions.

Like all other areas of Theology, Comparative Theology's ultimate horizon is knowledge of God, the transcendent, or the nature of ultimate reality; it aims to be constructive theology. The practitioner, while rooted in one tradition (in this program, normally Christianity), becomes deeply affected by systematic, consistent attention to the details of one or more other religious and theological traditions, thereby informing continuing theological reflection upon his or her own tradition. It is this focused attention to the distinctive details of different traditions that distinguishes Comparative Theology from the Theology of Religions, but also opens the possibility of a newly and more deeply informed Theology of Religions. In turn, this study is brought into dialogue with some particular theme or topic of study in Christian Theology (usually, as studied in one of the other areas of specialization: Bible, History of Christian Life and Thought, Systematic Theology, Theological Ethics, or Pastoral Theology), and articulated in light of a Theology of Religions. Students in this Area are thus prepared to take up a wide range of research projects, and also to teach one or more religious traditions in addition to chosen areas of Christian Theology.

Language Requirements

Each doctoral student must pass examinations in at least two languages (normally, French and German). These test the student's proficiency in reading languages important for his or her research, and must be passed before admission to the comprehensive examinations. Students may take the departmental translation examinations (offered three times a year) or pass (with a grade of B or better) a 12-week summer intensive language course. Some areas require more than the minimum of two languages. Knowledge of various ancient languages may also be required, depending on the student's dissertation topic. Thus, Greek, Latin, and Hebrew may well be required for students working in the early Christian and/or medieval period. Students in Biblical Studies are expected to demonstrate proficiency in appropriate ancient and modern languages, and those in Comparative Theology are expected to acquire at least an intermediate level of proficiency in languages related to the non-Christian religious traditions they are studying.

Ph.D. Minors

A student may minor in any one of the areas listed above or in Pastoral Theology.

The minor in Pastoral Theology recognizes that all Christian Theology, ultimately, has the pastoral interest of serving the life of the Church in the world. Pastoral Theology, however, makes this interest in the dynamic reality of the Church its primary focus, allowing it to shape its methodology, themes, and intent. This minor requires completion of a doctoral-level seminar in the themes and methods of Pastoral Theology, three other courses within or approved by the Pastoral area, and a written comprehensive exam.

Religious Education, Theology, and Ministry

See separate listing under the School of Theology and Ministry.

Institute of Medieval Philosophy and Theology

A unique resource available to Theology Department doctoral students is Boston College's Institute of Medieval Philosophy and Theology. The Institute unites the teaching and research efforts of faculty members in the Theology and Philosophy Departments who specialize in Medieval Philosophy and Theology. Doctoral degrees are awarded in the Theology (or Philosophy) Department, and students study within one of these departments.

The focus of the Institute is the relationship between Medieval Philosophy and Theology and Modern Continental Philosophy and Theology. The concentration of the Philosophy and Theology Departments at Boston College is in modern continental thought, so the context for carrying on a dialogue between Medieval and Modern Philosophy and Theology is well established. To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the Institute offers graduate student fellowships and assistantships, sponsors speakers programs, runs a faculty-student seminar to investigate new areas of Medieval Philosophical and Theological research, and runs a research center to assist in the publication of monographs and articles in the diverse areas of Medieval Philosophy and Theology, to encourage the translation of medieval sources and the editing of philosophical and theological texts.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

TH 001-002 Biblical Heritage I (Fall/Spring: 3)
Satisfies Theology Core Requirement
You must take both sections of Biblical Heritage to receive Core credit. There are no exceptions.

The Bible has been an influential and often fundamental source for many modern, Western views of God, nature, human beings, a just society, and the origin and destiny of humanity and the world. An intelligent, serious reading of the Bible raises most of the perennial questions that have traditionally stood at the center of philosophical and theological debate. Thus, a thorough analysis of Biblical texts in terms of the central concerns of the Core curriculum will be the primary goal of the Biblical Heritage.
The Department

TH 016-017 Introduction to Christian Theology I and II (Fall/Spring: 3)
Satisfies Theology Core Requirement
You must take both sections of Introduction to Christian Theology to receive Core credit. There are no exceptions.

This sequence of courses considers significant questions in conversation with some of the most important writings in the tradition of Western Christian thought. Its purpose is to encourage students by drawing systematically on primary sources of historical significance to uncover the roots of the Christian faith and life and to delineate the values for which this tradition of faith stands. Students considering a minor course of study in the Faith, Peace, and Justice Program will find this course of special interest.
The Department

TH 023-024 Exploring Catholicism: Tradition and Transformation I and II (Fall/Spring: 3)
Satisfies Theology Core Requirement
You must take both sections of Exploring Catholicism to receive Core credit. There are no exceptions.

This course is a 2-semester exploration of the vision, beliefs, practices, and challenge of Catholicism. The first semester explores human existence lived in the light of the Mystery of God and the gift of Jesus Christ. The second semester considers the Church as the people of God, gathered and sent forth in the Spirit, the sacraments as catalysts of ongoing transformation in Christ, and the challenge of the spiritual life today. Close analysis of passages from the Bible will be supplemented by readings from contemporary theologians, literary figures, and social commentators.
The Department

TH 037-038 Introduction to Hebrew I and II (Fall/Spring: 3)
Cross Listed with SL 037-SL 038

See course description in the Slavic and Eastern Languages and Literatures Department.
Gil Chalamish

TH 081-082 Continuing Hebrew I and II (Fall/Spring: 3)
Cross Listed with SL 081-SL 082

See course description in the Slavic and Eastern Languages and Literatures Department.
Gil Chalamish

TH 088-089 Person and Social Responsibility I and II (Fall/Spring: 3)
Corequisite: PL 088-089
Satisfies Theology Core Requirement
Satisfies Philosophy Core Requirement

This is a 2-semester course that fulfills all the Core requirements in Philosophy and Theology. The course requirements include ten to twelve hours per week of community service at a PULSE field placement (see Special Programs section), as well as participation in a correlated class. The course will focus on problems of social injustice and the possibilities of surmounting those injustices. The field projects will put students directly in contact with people experiencing the consequences of social injustice—delinquency, poverty, psychological problems, prejudice, and alienation.
The Department

TH 090-091 Perspectives on Western Culture I and II (Fall/Spring: 6)
Corequisite: PL 090-091
Satisfies Theology Core Requirement
Satisfies Philosophy Core Requirement
Total of six credits each term. Freshman only.

The course introduces students to the Judeo-Christian biblical texts and to the writings of such foundational thinkers as Plato, Aristotle, Augustine, Aquinas, Luther, Bacon, Descartes, Hobbes, Locke, Kant, Hegel, and Kierkegaard. The first semester considers the birth of the self-critical Greek philosophic spirit, the story of the people of Israel, the emergence of Christianity and Islam, and concludes with a consideration of medieval explorations of the relationship between faith and reason. Attention will also be paid to non-Western philosophical and theological sources.
The Department

TH 102 Human Setback: The Unexpected Grace (Fall: 3)
Offered Periodically

This course acknowledges that for many persons the shortest distance between them and spiritual depth lies in traveling—what some call—life's "crooked" line. Disappointments, sickness, and other human setbacks, that cause us to feel lost and diminished at times, can turn out to be serendipitous avenues to new birth and growth when negotiated with faith, ritual, and religious wisdom. Christian themes of Cross, Resurrection, Evil, Forgiveness, Hope, Compassion, Community, and Prayer will be examined.
Anthony Penna, S.J.

TH 107 Religion in Africa (Fall: 3)
Cross Listed with BK 120
Satisfies Cultural Diversity Core Requirement

The course is designed to introduce the variety of African religious experiences within the context of world religions. The significance and contents of Africism as the African autochthonal religion will be outlined. Heterochthonal religions to Africa will be discussed. These include the following: Middle East originating religions, like Judaism, Christianity, Islam, and those originating in India, like Hinduism, Jainism, Sikhism, Parseeism. While emphasis will be laid on the impact religion has had on African communities within the context of peace and justice in the world, the course will also consider the role of Africism in a changing Africa.
Aloysius M. Lugira

TH 108 Christianity in Africa (Spring: 3)
Cross Listed with BK 121
Satisfies Cultural Diversity Core Requirement

This course is intended to give a historically interdisciplinary bird's-eye-view of Christianity in Africa. While Christianity in general will be touched upon, emphasis will be laid on the development and extension of the Christian tradition in Africa. The three stages within which Christianity has so far been established in Africa will be discussed. Finally a response Christianity has received in Africa will be considered for the purpose of visualizing the future role of Christianity in changing Africa.
Aloysius M. Lugira

TH 116 Medieval Religions and Thought (Fall: 3)
Cross Listed with PL 116

The medieval world of philosophy and theology was a multicultural world: Arabian, Jewish and Christian thinkers from the three great religious traditions adopted, adapted and shared the philosophical riches of the classical world and the religious resources of the biblical heritage. This course introduces students to the great Arabian thinkers: Alfarabi, Avicenna, Algazel and Averroes, the respected Jewish authors: Saadiah Gaon, Moses Maimonides and Gersonides, and the famous Christian writers: Anselm, Bonaventure and Thomas Aquinas and the intellectual challenges from the Greek intellectual world that they met and faced in the Middle Ages.
Stephen F. Brown

TH 128 Service, Social Justice, and Solidarity: Latin America and Beyond (Fall: 3)
Cross Listed with IN 128 and HS 128

See course description in the International Studies Program.
Deborah Levenson-Estrada
Linda MacKay

TH 160 The Challenge of Justice (Fall/Spring: 3)
Cross Listed with PL 160
This course satisfies the introductory requirement for students taking the minor in Faith, Peace and, Justice Studies.

This course introduces the student to the principal understandings of justice that have developed in the Western philosophical and theological traditions. Care is taken to relate the theories to concrete, practical and political problems, and to develop good reasons for choosing one way of justice rather than another. The relationship of justice to the complementary notion of peace will also be examined. Special attention is paid to the contribution of Catholic theology in the contemporary public conversation about justice and peace. Select problems may include human rights, hunger and poverty, and ecological justice.
Matthew Mullane

TH 161-162 The Religious Quest: Comparative Perspectives I and II (Fall/Spring: 3)
Satisfies Theology Core Requirement
Satisfies Cultural Diversity Core Requirement
You must take both sections of the Religious Quest I and II to receive Core credit. There are no exceptions.

The Religious Quest explores the individual and communal search for wisdom about human nature, the world, ultimate realities and God, secrets of love and death, also enduring values to live by and paths to spiritual maturity. Although each section is different, likely themes include symbols, myths, doctrines, rituals, holy texts, saints, comparisons and contrasts among traditions, relevance of classical religious traditions to issues in today's world, interreligious dialogue today, and religious diversity in the Boston area.
Catherine Cornille—Hinduism
Natana DeLong-Bas—Islam
Aloysius Lugira—African Religions, Judaism, Christianity, Islam, and Hinduism
John Makransky—Buddhism
Bienvenu Mayemba—Christianity and African Religion
James Morris—Judaism, Christiantiy, and Islam
Rifat Sonsino—Judaism

TH 164 The Challenge of Peace (Spring: 3)
Prerequisite: Department permission. Faith, Peace, and Justice minors only.

The Poet says peace and peacemaking are hard, hard almost as war. Then those who aspire to peace, need all the advantages they can marshal. Toward this end, the course presents the foundational ethical, theological and religious issues which bear on Peace Studies. These include origins of violence, the use of force, just and unjust war, pacifism, non-violence as well as interdisciplinary issues on the conditions, causes and ways of preventing/resolving conflicts. Particular attention is paid to how Christian discipleship and solidarity with victims makes a distinctive contribution to the analysis of our contemporary crisis of security and terror.
Stephen Pope

TH 174 Islamic Civilization (Fall: 3)
Cross Listed with FA 174, HS 171, and IC 199
Satisfies Cultural Diversity Core Requirement

See course description in the History Department.
Sheila Blair
James Morris
Dana Sajdi

TH 206 Relationships: A Way to Know God (Fall/Spring: 3)

The search for intimacy is a major developmental task of young adulthood. Intimacy is multi-faceted and includes not only sexual attraction and expression, but the whole range of interpersonal relationships that serve to fulfill this deep longing of the human spirit. Intimacy with God is mediated through other people. How do we experience the unseen God through those whom we see and know? A variety of relationships in life will be examined in order to explore our own religious and psycho-sexual development. Of special concern will be seeing our search for intimacy as deeply connected to our seeking after God.
Joseph Marchese

TH 222 Bioethics and Social Justice (Spring: 3)
Prerequisite: Completion of theology core.

Will stress approaches to death and dying, infertility therapies, abortion, genetics, health care reform, and AIDS, in a social ethics context. Feminist and intercultural perspectives will be included.
Lisa Sowle Cahill

TH 223 Chile: Ethics and Social Justice (Spring: 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. January 2-January 17 at Universidad Alberto Hurtado, Santiago, Chile

Designed to offer a general introduction into the field of Social Ethics with an emphasis on the issues of justice, human rights and Catholic Social Teaching in the Latin American historical and social context. Special attention to the experience of the people of Chile in their struggle to defend human rights and to work for justice during their recent turbulent political history. A theoretical and practical framework is developed for understanding the requirements of social justice in the emerging context of globalization and the contribution of movements for restorative justice and reconciliation in the building up social peace.
Matthew Mullane

TH 285 Voices, Visions, and Values: Exploring Vocation (Spring: 3)

A primary source for Americans to derive meaning and purpose in their lives is work. Career and professional advancements do not seem to be sufficient in creating a life that captures the human spirit and makes a difference in the world. How do we fit the practical activity of our lives together with a sense of character and mission so that our work truly is a vocation? This course will use fictional and nonfictional voices as well as psycho/social analysis, cultural critique and theological/spiritual concepts to help envision a balanced life.
Joseph Marchese

TH 309 Liberation Theology (Fall: 3)

This course will examine the Latin American liberation theology movement, its historical development, 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

TH 310 Mentoring and Leadership Seminar (Fall: 3)
Joseph Marchese

TH 327 Perspectives on War, Aggression, and Conflict Resolution I (Fall: 3)
Cross Listed with PL 259, SC 250

This course is an interdisciplinary exploration of various alternatives to war, evaluated on the basis of both practical and ethical criteria. Topics include the following: ethics of war and conflict, mutual deterrence, arms control and disarmament, economic conversion, world government, regionalism, and non-violent resistance.
Matthew Mullane

TH 330 Theology Majors' Seminar (Fall/Spring: 3)
Prerequisite: Completion of Theology Core
Theology majors only.

The Majors' Seminar is designed to help majors extend their understanding of the meaning and methods of theology and religious studies. It provides students with an opportunity to synthesize aspects of their course work, identify key themes, questions, and areas in need of further study. This course is offered each fall spring and may be taken senior or junior year. Sufficiently advanced students are urged to take the seminar in junior year.
Boyd Taylor Coolman
Catherine Cornille
Francis P. Kilcoyne

TH 342 Peaceful and Ethical Methods of Leadership (Spring: 3)
Cross Listed with UN 163

See course description under University Courses.
Richard Nielsen

TH 360 Living Truthfully: Way to Personal Peace and Social Change (Spring: 3)
Prerequisite: Completion of Theology core.

The primary purpose of this course is to examine the proposition that it is better to tell the truth than tell the lie. Too often, we are tempted to live out an illusion. The personal and social costs of keeping an illusion pumped are steep. Personal peace and courage are born when we settle in on the truth of our identity and dare to live it. In short, this course proposes that the larger life is possible when we come home to the smaller life that defines us as individual women and men.
Rev. Anthony Penna

TH 361 Praying Our Stories (Fall/Spring: 3)

For many, spiritual experiences are thought of as extraordinary. They are encounters or moments that might be expected to happen on a retreat in a worship setting. This course will explore how God is present primarily in the ordinary events, conversations, feelings, and relationships of our daily lives. As we think about what it means to pay attention to the story of our lives, we will explore how our own stories—gathered with the stories of others—become the means by which God is revealed in the world.
Daniel Ponsetto

TH 383 The Christian East: Orientale Lumen (Spring: 3)
Cross Listed with SL 283, CL 268
Satisfies Cultural Diversity Core Requirement

See course description in the Slavic and Eastern Languages and Literatures Department.
M.J. Connolly

TH 393 Suffering, Polotics, and Liberation (Spring: 3)
Satisfies Cultural Diversity Core Requirement
Bruce Morrill

TH 410 Capstone: One Life, Many Lives (Fall/Spring: 3)
Cross Listed with UN 500

This course helps you to recognize the person you are becoming. Looking back, you will discover major themes in your college years: how has education fulfilled or frustrated you? Looking forward, you can envision other lives lying ahead. How will you negotiate all your choices? How will you shape your promises and desires? We read psychology, fiction, sociology, and spirituality.
James Weiss

TH 523 Capstone: Telling Our Stories, Living Our Lives (Spring: 3)
Prerequisite: Must be a senior.
Cross Listed with UN 523

Our lives take shape and meaning from the stories that we tell ourselves about what it means to be a man or a woman, what is worth doing in a life, and who or what is ultimately valuable and trustworthy.

In this course, we shall investigate our own life narratives by looking at the significant myths that derive from religion, culture, and our families. We shall read in developmental psychology, cultural anthropology, and narrative theology. We shall also use selected fiction and film.
John McDargh

TH 606 Peace, Justice, and Reconciliation (Fall: 3)

This course will consider theological and philosophical questions posed by the ethics of reconciliation in the social and political realms: In what respects are the reconciliation of peoples related to the themes of justice, liberation, reparation, and forgiveness? What are the appropriate forms of moral discourse invoked in assessing genocide, "ethnic cleansing," institutional racism, or the systematic rape of victims? In what respects are distinctively theological interpretations possible or necessary? This course explores the ethical dimensions of reconciliation, examining the interrelated aspects of justice, reconciliation, reparation, historical memory, and forgiveness. It gives special attention to recent attempts at public reconciliation.
Stephen Pope

Undergraduate and Graduate Course Offerings

TH 217 Sex, Gender, and the Human Body (Fall: 3)

The scandal in the church prompts us to reexamine in-depth on how church teaching on each of these three topics has evolved historically (surprisingly the trajectories do not overlap as much as one might think). Then we will estimate critically the relevance these teachings have or should have on church members. We will then turn to contemporary proposals, to see what promise they may hold.
James Keenan, S.J.

TH 290 The Problem of Belief in Modernity (Fall: 3)

The various critiques of religion which have emerged since the Enlightenment have raised issues which call into question the possibility of Christian faith. This course will explore several of those issues (esp. regarding the doctrines of God, creation, incarnation, and grace) in order to appreciate the truth and relevance of the critiques. It will then consider how responsible persons today can express the Christian faith in such a way as to take account of the critiques.
Michael Himes

TH 316 Forgiveness and Reconciliation (Spring: 3)

In a contemporary world gone Manichaean in its political judgments of good and evil, the Christian imperative is to forgive as our heavenly Father forgives, to leave our gift at the altar and go to be reconciled with those who have something against us. This course will examine these themes in the light of American responses to terrorist and other perceived perils to our security, of the passions aroused by international conflicts on which we feel bound to take responsible positions, and of the punitive culture of legal retribution with its fondness for the death penalty and other drastic punishments.
Raymond Helmick, S.J.

TH 351 Faith Elements in Conflicts: The Role of Theological Positions in the Fomenting or Resolution of Conflict (Spring: 3)

Religious differences appear often to figure in the dehumanization of enemies and rationalization of violence. This course will look at the way key concepts such as revelation, election and universality in various religions, especially in sectarian guise, affect the origins and progress of violent conflicts, and will ask to what extent such employment of these concepts betrays the religions themselves. It will also examine how far the institutional interests of religious bodies make them vulnerable to manipulation by other parties engaged in any given conflict, and how the religious elements and loyalties relate to other interests that figure in such conflicts.
Raymond Helmick, S.J.

TH 352 Israelis and Palestinians: Two Peoples, Three Faiths (Fall: 3)
Satisfies Cultural Diversity Core Requirement

The parties in the Middle Eastern Conflict came, in 1993, to a watershed agreement, which had eluded them earlier, to recognize one another's legitimacy as peoples. The agreement has been difficult to maintain and to withdraw, and has figured massively in the turbulent events in the region since that time. This course examines how, in the whole history of the conflict, the elements of ethnicity and faith have contributed to the hatreds and resentments of these peoples, and the extent to which mutual acceptance and respect at these levels of faith and ethnicity can contribute to healing the conflict.
Raymond Helmick, S.J.

TH 378 Jesus in Story and History (Spring: 3)

Prerequisite: Biblical Heritage II or equivalent introduction to the New Testament

An extensive literary-critical analysis of the diverse portrayals of Jesus in the Gospels of Matthew, Mark, Luke and John will be followed by an examination of modern historical-critical attempts to reconstruct the historical Jesus within and behind the various Gospel depictions of him.
John Darr

TH 405 Christianity and Politics (Fall: 3)

This seminar will examine how the Christian tradition has understood basic questions of the political order, e.g. the nature, purpose and role of the state; the church's mission to the political order; the church and democracy; church-state relations in the U.S. context; law and morality; states and the international order.
Kenneth Himes, OFM

TH 406 War and Peacemaking in Eastern Christianity (Spring: 3)

Despite its compelling record on pacifism, the Eastern Church had occasionally derailed from this position due to heresies and political pressures. First, a focused literature review of patristic writings, liturgical compositions, Canon Law, etc., will be conducted to identify Church's position on violence. Secondly, phenomena such as evil and dualism will be analyzed in the context of attitudes of demonizing the enemies, while the Just War Theory and Nationalism will be analyzed in the context of instances when the Church sanctioned defensive violence. Thirdly, special peacemaking methods will be explored in light of the tripartite dimension of violence.
Marian Simion

TH 409 Michelangelo's Chapel (Fall: 3)
Cross Listed with HS 409
Offered Periodically

See course description in the History Department.
Benjamin Braude

TH 419 Orthodox Christian Spirituality (Spring: 3)
This course is sponsored by a grant from the Alexander S. Onassis Public Benefit Foundation.

What value do old traditions of mysticism and spirituality have in a modern world? This seminar helps students answer that question by introducing them to the spiritual classics of the Eastern Orthodox churches. Students trace developments in thought and practice from antiquity to

their present appropriation, by reading works from the traditions of Egypt, Byzantium, Greece, and Russia. Topics to be discussed include the progress through the stages of the spiritual life; the nature of the body, soul, mind and heart; the acquisition of virtues and struggle against the vices; and sacraments and prayer as mystical experiences of God.
Demetrios Katos

TH 422 Introduction to Orthodox Christianity (Fall: 3)
Offered Periodically
This course is sponsored by a grant from the Alexander S. Onassis Public Benefit Foundation.

Eastern Orthodox Christianity is receiving increased media attention because of recent political, cultural, theological shifts. The European Union's eastward expansion, the assimilation of Orthodox churches into the American mainstream, and scholarly interest in Orthodox thinkers have raised awareness and questions about the relationship of Orthodox Christianity to other denominations and modern societies. This course surveys Orthodox Christian history, doctrine, and practices to offer perspectives on contemporary issues and challenges. Topics covered include the ancient church, Byzantium, East-West divisions, the Slavic missions, nationalism, mysticism, the Trinity, Christ, the saints, sacraments, deification, spirituality, prayer, rituals, and art.
Demetrios Katos

TH 425 Seminar in Greek Patrology (Fall: 3)
Prerequisite: Introduction to Ancient Greek.

Translations of selected patristic texts from the original Greek. Introduction to patristic philogy.
Margaret Schatkin

TH 426 Fathers of the Church (Fall: 3)
Theology Majors only.

Introduction to the Fathers of the Church, with special emphasis on the period after the apostles to the Council of Nicea (A.D. 325). The lives, writings, and teachings of the Church Fathers will be studied through readings in English translation.
Margaret A. Schatkin

TH 427 Ethical Issues in Business and Economics (Spring: 3)
Prerequisite: Previous theology or ethics course.

Why should we care if Steve Jobs back-dated stock options grants for Apple executives, or if hedge fund managers take home billion-dollar bonuses? Is there anything wrong with outsourcing jobs to India or Mexico? Are corporations responsible for reducing environmental waste or ending discrimination (whether based on race, sex, or religion)? Is it really a "dog-eat-dog world out there" in the business world? We'll ask these questions (and a lot more) next semester as we study ethical issues in business and economics at the individual, corporate and systemic levels from the perspective of various theological and philosophical traditions.
Erik Owens

TH 428 Ten Commandments: Biblical and Contemporary Ethics (Spring: 3)
This course is sponsored in part by the Jewish Chautauqua Society.

In this elective we shall study the Ten Commandments in light of biblical, rabbinic, and modern Jewish interpretations of the sages, with specific emphasis on the moral issues of our time requiring difficult choices.
Rabbi Rifat Sonsino

TH 430 North American Catholic Theologians (Fall: 3)
Prerequisite: Undergraduates-completion of theology core.

A survey of North American theologians who have influenced Catholic theology since the Second Vatican Council (1962-65): Gregory Baum, Avery Dulles, David Tracy, Rosemary Radford Ruether and Roger Haight. Focusing on primary texts, this course will locate the authors' work within the larger context of nineteenth and twentieth c. Catholic theology, paying particular attention to fundamental theological questions: i.e., their understanding of faith, revelation, theological method, and authority (Scripture, Tradition, Magisterium).
Mary Ann Hinsdale, IHM

TH 432 Women in World Religions (Fall: 3)
Prerequisite: Religious Quest or World Religions Course

The issue of gender plays an important and at present controversial role in most of the World Religions. We will explore the position and roles of women in Judaism, Christianity, Islam, Hinduism, Buddhism and Confucianism. Within each of these traditions, we will focus on the conception of women in sacred scripture, institutional and hierarchical development of the tradition, and contemporary feminist reflection. Critical issues which will be discussed; relation between the conception of the absolute and that of women, connection between religious authority and the traditional images of women, and diversity of contemporary conceptions of gender within any particular religion.
Catherine Cornille

TH 433 Theology of Service (Spring: 3)
Offered Periodically
Department permission only.

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 given to Scripture, Thomas Aquinas, Ignatius of Loyola, as well as various contemporary authors.
Stephen Pope

TH 438 Career, Work, and Spirituality (Spring: 3)
Offered Periodically

This seminar explores Christian spiritualities, traditions, and theologies of work, career, professional life, and calling. We use some relevant contemporary sociology, psychology, and management theory. We also explore practical lives of real individuals, including an opportunity for discernment of the student's own relationship to work, career, and calling.
James Weiss

TH 439 Transatlantic Catholicism Since 1750: Responses to an Age (Spring: 3)
Prerequisite: History and Theology undergraduate core.
Offered Periodically

Intellectual, social, political, and technological upheavals in America (1776-83), France (1789-1815), Italy (1848-70) and throughout Europe (1919) confronted Catholic communities on a theoretical, organizational and pastoral level. From the Enlightenment through the conflicts of the twenty-first century, the Western Mediterranean and North Atlantic Catholic community contended with issues of rationalism and belief, democracy and statism, imperialism and religious inculturation beyond Europe. It addressed questions of social justice

and issues both internal and with its Christian and non-Christian neighbors concerning the very nature of the Church, its development, its intellectual, spiritual and pastoral life, conflicts regarding gender, governance, and dissent.
Francis P. Kilcoyne

TH 440 A Religious History of American Catholicism (Spring: 3)
Offered Periodically

This course will reconstruct the ways in which American Catholics have believed and lived the Catholic faith from the era of John Carroll to the present. The major focus of the class will be on the relationship between the official forms of the tradition as expressed in the catechisms, hymnals, liturgical, devotional, and spiritual books, and the more flexible and culturally sensitive forms found in sermons, architecture, the naming and interior decoration of churches, and heroic lifestyles.
Thomas E. Wangler

TH 448 Seminar: Latin Patrology (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

TH 464 Liberation Christology (Spring: 3)

This course will examine the person of Jesus Christ as the foundation of Latin American liberation theology. Beginning with an analysis of the roots, methodology, and key themes of liberation theology, course readings and discussions will explore how a "preferential option for the poor" influences the understanding of the life, death and resurrection of Jesus Christ. Topics to be addressed, among others are: the relationship between Christian faith and the social order, the implications of globalization for Christology, Jesus and violence, differences between "low" and "high" Christologies, and the meaning of salvation in the light of liberation Christologies.
Roberto Goizueta

TH 469 Doctrine of God in the Fourth Century: John Chrysostom and the Cappadocians (Fall: 3)
Team taught with Professor George Dion Dragas of Holy Cross Greek Orthodox School of Theology.

The teachings of the Cappadocians (Basil, Gregory of Nazianzus, Gregory of Nyssa) and John Chrysostom about God, Trinity, and Christology. Study of their dogmatic writings in light of modern interpretation and contemporary debate.
Margarat Schatkin

TH 472 Buddhist Ethics (Fall: 3)
Offered Periodically
Permission of the instructor required.

Connections between doctrines, practices and ethical principles in early Buddhism, in Mahayana traditions, and in contemporary ethical cultivation and social values. Readings in ancient texts in translation, manuals of meditation and ethics, and current analyses of Buddhist ethics and society.
John Makransky

TH 482 Hitler, the Churches, and the Holocaust (Spring: 3)
Cross Listed with HP 259, HS 460
Offered Periodically

This course will examine the anti-Semitism and nationalism that weakened the churches' response to Hitler's policies. It will also analyze the theological and institutional resistance that emerged in response to totalitarianism and to the Holocaust as well as consider the post-Holocaust paradigm shift in theology.
Donald J. Dietrich

TH 498 HIV/Aids and Ethics (Spring: 3)

Explores the ethical issues emerging from HIV/AIDS: questions of prevention (sexual abstinence and chastity programs, needle exchange, condoms), testing, discrimination, shaming, the vulnerability of women and children to the virus, homophobia, funding, the function of religion in public health, poverty issues, access to pharmaceuticals, drug patenting, human rights, etc.
James Keenan, S.J.

TH 504 Seminar: Ethics and International Studies (Fall: 3)
Cross Listed with IN 504
Offered Periodically
Open to seniors in International Studies and others with the permission of the instructor.

This course will examine the evolution of individual and group rights throughout the history of modern international relations, but with special attention to the post-World War II period. The unifying question is how individuals and groups obtain fundamental civil, political, social and economic rights not only within the states but also across them.
Donald J. Dietrich

TH 506 Tibetan Buddhist Traditions (Spring: 3)
Permission of instructor required.

Focusing on the Vajrayana (tantric) Buddhism of Tibet. Includes early Buddhist and Mahayana foundations of tantric Buddhism, philosophical bases of Vajrayana, sacred myths and biographies, concepts of tantric mandala, guru, empowerment, meditation methods, inner yogas, unities of wisdom and means, the feminine divine in Tibet, and supporting cultural and social institutions. We will explore Tibetan traditions both through writings of modern Buddhist studies scholars and Tibetan lamas.
John J. Makransky

TH 517 The Sacramental Principle (Spring: 3)

The Christian tradition can be understood and organized in various ways. Among the central systematic principles which have provided lenses through which to see the relationship among the elements of the tradition is sacramentality. This course will explore the sacramental principle using initiation, reconciliation and Eucharist as prime instances of its functioning. The focus of the course, however, is not on particular sacramental rituals but on the sacramental vision of reality which characterizes Christianity as it is understood in the Catholic tradition.
Michael Himes

TH 520 Encountering God in Classics of Spirituality (Spring: 3)
Limited to 12 undergraduate Theology and Philsophy majors and minors.

This seminar will undertake a careful reading of Classics of Spirituality from three historical contexts: Augustine's *Confessions,* Dante's *Divine Comedy,* and Teilhard de Chardin's *Divine Milieu.* Participants will probe the meaning and scope of transformation in Christ which each work articulates. We will seek to cull from them resources for a new Christological integration of theology and spirituality.
Robert Imbelli

TH 527 Meditation, Service, and Social Action (Spring: 3)
Prerequisite: Department permission only.
Cross Listed with TM 544

Meditations of loving communion and presence are adapted from Tibetan Buddhism for students of all backgrounds and faiths to explore. Contemplative theory, meditation guidance, daily meditation practice and writings of leading social activists mutually inform each other to help students freshly appropriate their own spiritualities as a basis for social service and social action throughout their lives. Contemplative theory is explored through the professor's recent book and through the students' deepening meditation experience. This is brought into conversation with weekly readings in Martin Luther King, Mohandas Gandhi, Thich Nhat Hanh, Michael Himes, Thomas Merton, Ram Dass, and other social activists.
John Makransky

TH 528 The Gospel of Matthew (Fall: 3)
Offered Periodically

An in-depth examination of the Gospel of Matthew, with sustained analysis of it narrative contents and structure, sources, and theology. This course aims to produce thorough familiarity with the text and its interpretive problems, as well as traditional and recent methodological approaches that have produced promising solutions. Topics of primary interest will include ethics, eschatology, and ecclesiology, with focus on the relationship of Matthew's community to the Judaism of its day.
Yonder Gillihan

TH 531 Abrahamic Family Reunion (Fall: 3)

Jews, Christians and Muslims are commonly referred to as members of the Abrahamic family of faith. Each faith tradition looks to Abraham as progenitor. Christianity and Judaism experienced a "parting of the ways" in the second to the fourth century. Islam emerged as a further prophecy and self-perceived clarification of earlier prophetic witness in the seventh century (610 A.D.). Today, at the heart of political and military tension in the Middle East and elsewhere are deep issues of religious identity that are either specific to this family of faiths or particularly exacerbated within the relationships among them.
Raymond Helmick

TH 537 Theology of Christian Initiation (Spring: 3)

This course explores the rich, multi-faceted theology inherent in the Church's rites for initiating adults, children, and infants (baptism, confirmation, Eucharist). We (1) study the history of Christian initiation, (2) inquire about practices of initiation in relation to theologies of the Church, sacraments, Trinity, and human person, and (3) analyze the roles of ministers and the entire faith community in the various rites. An exercise in liturgical theology, our study draws on biblical, historical, and theological scholarship, as well as cultural anthropology.
Bruce Morrill

TH 544 Prophetic Tradition: Exploring the Hadith (Fall: 3)
For Advanced Undergraduates and Graduates.

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 (adab); the interpretation of the *Qur'an* and sacred history; and later disciplines of Arabic learning. 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

TH 559 Dante's *Divine Comedy* in Translation (Fall: 3)
Cross Listed with RL 526, PL 508, EN 696

See course description in the Romance Languages and Literatures Department.
Laurie Shepard

TH 563 Ethics, Religion, and International Politics (Fall/Spring: 3)
Prerequisite: Preference for international studies and theology majors and minors. Permission of instructor.
Cross Listed with IN 600

An examination of the role of religion in international politics and of ethical approaches to international affairs. Special emphasis will be given to religion as a source of conflict, religious communities as transnational agents for justice, protection of human rights, and peace; the historical development and contemporary formulations of ethical norms for the use of force, ethical and religious contributions to reconciliation and solidarity.
David Hollenbach, S.J.
Erik Owens

TH 566 Mystical Poetry in the Islamic Humanities (Spring: 3)
Limit 16 with maximum of nine undergraduates.
Additional Master's students with consent.

Spiritual poetry and music have long been the primary cultural vehicle for the popular communication of Qur'anic teaching throughout the Islamic world. Beginning with essential background from the *Qur'an* and hadith, this seminar will focus on three classics of the Islamic humanities: Attar's *Language of the Birds,* Rumi's *Masnavi,* and Hafez's lyrical poetry. Each participant will also study another major work from the Islamic humanities in a different Muslim culture (in translation), or cognate artistic forms (film, music, literature) from contemporary spiritual settings.
James Morris

TH 569 Johannine Community (Spring: 3)

Emergence and development of the Johannine community as reflected in the Gospel and epistles of John. Analysis of the gospel text from the perspective of historical-criticism, literary criticism, and theological developments in gospel traditions. Introduces the student to exegetical methodology as well as basis themes in Johannine theology.
Pheme Perkins

TH 572-573 Intermediate Biblical Hebrew I and II (Fall/Spring: 3)
Prerequisite: Introduction to Biblical Hebrew I and II, or equivalent
Offered Periodically

The course begins with a refresher of the basic grammar learned in an Introduction to Biblical Hebrew I and II. Students will deepen their familiarity with Hebrew grammar and syntax. Strong emphasis is

placed on reading and translating narrative selections directly from the Hebrew Bible. Texts for study will include passages from Genesis, Samuel, Jonah, and Ruth, among others.
David Vanderhooft

TH 574 Theology and Spirituality in the Work of von Balthasar (Spring: 3)
Open to graduate students and to undergraduate theology majors, and limited to 12 participants.

Von Balthasar has written that "Only those theologies became vitally effective in history which bore their spirituality not as an addition, but within themselves, embodied in their innermost being." This seminar will read many of the "shorter" writings of von Balthasar, including: *Engagement with God, Love Alone, Heart of the World,* and *A Theology of History* in order to explore the interrelation of theology and spirituality in his work.
Robert Imbelli

TH 582-583 Introduction Biblical Hebrew I and II (Fall/Spring: 3)
Cross Listed with SL 091, SL 092
No previous knowledge of Hebrew is assumed.

This course is thorough introduction to Biblical Hebrew and its principal grammatical structures in preparation for translation of prose and poetic texts. Readings in the Hebrew Bible/Old Testament begin the fall semester and increase in variety throughout the year.
The Department

TH 585 Introduction to the Dead Sea Scrolls (Fall: 3)

Discovery of nearly 800 manuscripts stashed in eleven caves near the Dead Sea, along with a ruined settlement and a large cemetery nearby, is one of the greatest archaeological finds of the twentieth century. This course will explore the relation between the texts, settlement and cemetery, introducing students to the basic problems in interpreting these artifacts. Our primary focus, however, will be on the texts, many of which are contemporaneous with those of early Christian literature, and which shed light upon ideas in the New Testament about the Messiah, law, and God's action in history on behalf of the righteous.
Yonder Gillihan

TH 587 Early Christianity in Its Jewish Context (Spring: 3)

The course surveys the Jewish context of early Christian literature and history, through close analysis of primary texts. We begin with the origins of Jewish sectarianism in the second century BCE and study the development of various Jewish and Christian sects, concluding with Jewish and Christian groups in the second century CE. We will explore how closely related, and in many cases inseparable, Christian and Jewish identity were, well into the second century CE.
Yonder Gillihan

TH 594 New Testament Ethics (Fall: 3)
Offered Periodically

A survey of ethical material in the New Testament including ethical arguments in their cultural and literary context. Particular attention to exegesis of the Sermon on the Mount and Pauline letters. Themes to be discussed include Christianity and culture, violence and love of enemy, obligation to the marginalized, sexuality, marriage, and divorce, Christians and the social order, and the religious basis of ethical transformation.
Pheme Perkins

TH 598 Law, Medicine and Ethics (Fall: 3)

This course examines legal and ethical issues in medicine. It is designed so that students take an ethical position on difficult or emerging issues in medicine such as appropriate care of seriously ill newborns, new forms of reproduction, and proposals for health care reform. The student is expected to provide a principled rationale for the position. The goal is to have the students think, be prepared to recognize inadequacies or difficulties in their position, modify it if necessary, and ultimately arrive at a thought through principled position. A Socratic method is used to achieve that goal.
John J. Paris, S.J.

TH 794 Philosophy and the Church Fathers (Spring: 3)
Cross Listed with PL 794

Introduction to the major Church Fathers and Christian "schools" of antiguity and their varying attitudes towards philosophy. The influence of classical philosophy upon patristic thought. The reciprocal influence of Christianity upon Greek thought. The development of Christian philosophy and its fundamental principles.
Margaret Schatkin

TH 795 Catholic Systematic Theology I: Theology of Joseph Ratzinger (Fall: 3)
Offered Periodically
For the sake of active participation, the seminar (open to graduate students and to undergraduate theology majors) will be limited to twelve students.

A seminar devoted to the theology of Joseph Ratzinger/Pope Benedict XVI. The major texts to be read and discussed are: *An Introduction to Christianity, Eschatology: Death and Eternal Life,* and *The Spirit of the Liturgy.*
Robert Imbelli

TH 826 Introduction to the Hebrew Bible (Fall: 3)

A survey of the Hebrew Bible in its ancient Near Eastern context, focusing on historical and religious ideas and on the literary expression of those ideas. Participants are introduced to methods and results of modern critical biblical scholarship, but attention is also paid to the traditions of biblical interpretation in Judaism and Christianity.
Rabbi Rifat Sonsino

Graduate Course Offerings

TH 443 History and Methods in Comparative Religion (Spring: 3)
Offered Periodically

The Comparative Study of Religions has evolved through different stages of methodological reflection since its establishment as an autonomous discipline over a century ago. Questions concerning the nature and goal of comparison and the possibilities and limits of understanding individuals belonging to other religions remain at the heart of any engagement with religious pluralism. In this course we will explore these questions through a study of the theories of early phenomenologists of religion such as Gerardus Van der Leeuw, through the work of Mircea Eliade and his critics, up to the contemporary approaches of figures such as Jonathan Z. Smith.
Catherine Cornille

TH 461 Human Rights Interdisciplinary Seminar (Fall/Spring: 3)
Prerequisite: Permission of instructor required.
Cross Listed with ED 461, PY 461, UN 461, LL 461
Brinton Lykes

TH 480 Ecclesiology (Fall: 3)
Offered Periodically

The course provides an introductory survey of issues in the field of ecclesiology through a reading of classic texts in the field. The careful reading and discussion of these texts is central to the course. We begin with texts, which, while not themselves specifically ecclesiological, became loci communes once the field developed.
Francis P. Kilcoyne

TH 518 Aquinas' Ethics (Spring: 3)
Offered Periodically

A study of Thomas Aquinas's *Pars Secunda* of the *Summa Theologiae*, including his writings on Faith, Hope, Charity, Justice, Prudence, Fortitude and Temperance.
James Keenan, S.J.

TH 542 Liturgy and Ethics (Fall: 3)
Offered Periodically

This seminar seeks to understand the interrelated roles of sacrament, word, and ethics in the praxis of Christian faith in church and society. Methodologically focused, the course attends to history, major theologians, and current constructive proposals in the areas of early Christian sources, fundamental and political theology, and liturgical and sacramental theology.
Bruce T. Morrill, S.J.

TH 567 Theology and Bioethics (Spring: 3)

Will stress Protestant and Catholic approaches to death and dying, infertility therapies, abortion, genetics, health care reform, and AIDS. Social justice will be a key concern. Feminist and intercultural perspectives will be included.
Lisa Sowle Cahill

TH 602 Soundings in the *Summa* (Fall: 3)
Knowledge of Latin, while obviously helpful, is not required.

This seminar will study a dozen topics in the *Summa Theologiae* of Thomas Aquinas, with the aim of understanding both the lineaments of the "forest" and the content of some of its most significant "trees": sacred science, knowing and naming God, Trinity, Creation, the last end of humankind, law and grace, virtues, faith, charity, the Incarnation, redemption, and sacraments.
Charles Hefling

TH 606 Peace, Justice, and Reconciliation (Fall: 3)
Stephen Pope

TH 610 Renaissance and Reformation Biography (Fall: 3)

As new kinds of cultural and religious leaders emerged in the Renaissance and the Catholic and Protestant Reformations, new kinds of biography emerged to describe their lives. This seminar will examine a select number of those shifts in biography. Since the majority of works appeared in Latin and lack modern translations, a working knowledge of Latin will be desirable.
James Weiss

TH 613 Thirteenth-Century Franciscan Theology (Spring: 3)

This course will explore the Franciscan theological tradition beginning with Francis and Clare, and then looking at important thirteenth-century theologians identified one way or another with the Franciscan tradition, including Alexander of Hales, Bonaventure, and Angela of Foligno.
Boyd Taylor Coolman

TH 616 Origen of Alexandria: Life and Thought (Spring: 3)

A course examining the life and times of the great third century Christian intellectual, Origen of Alexandria. While reading his major works, special emphasis will be placed on the particular historical factors that contributed to the beginnings of Christian systematic thought. Since Origen's writings have been controversial for so many centuries and have been frequently misinterpreted, the seminar will focus on developing skills to understand his peculiar style of theological inquiry and the various literary genres it adopts. Topics addressed include Christian asceticism, scriptural exegesis, martyrdom, philosophy, as well as pertinent doctrinal issues including Origen's Trinitarian and Christological thought.
Paul Kolbet

TH 618 Development of Theology as a Scientific Discipline in the Middle Ages (Fall: 3)
Offered Periodically

A historical study of the way the monastic reading of the Scriptures developed into the university discipline of theology. The course examines the roles played by Scripture, by patristic and medieval authorities, and by philosophy in theological inquiry during the medieval period. The sources for this study are the translated primary texts from Robert Melun to Luther.
Stephen F. Brown

TH 627 Late Medieval Mystical Traditions (Fall: 3)

This course will explore the influence of the Pseudo-Dionysian corpus on late medieval descriptions of the human-divine relationship. In particular, it will analyze in detail (in both the original Latin and in English translation) the use and interpretation of Dionysian mystical theology in the writings of Hugh of St. Victor, Thomas Gallus, Bonaventure, Hugh of Balma, and the author of the *Cloud of Unknowing*."
Boyd Taylor Coolman

TH 653 Theology and the Body (Fall: 3)
Shawn Copeland

TH 672 Theology of the Spirit and Grace (Spring: 3)

We will study works on the Theology, the Spirit such as Congar and Lonergan and Augustine, Aquinas, Luther/Erasmus, and Lonergan on grace.
Frederick Lawrence

TH 673 The Minor Prophets: Judgment, Justice, Restoration (Spring: 3)

Prerequisite: Four semesters of college level Hebrew or the equivalent.

The seminar will investigate the corpus of the Book of the Twelve, sometimes called the Minor Prophets. Emphasis will be on the first nine books, from which students will read substantial selections in Hebrew. The course will emphasize philological precision, exegetical skills, critical methods, and theological interpretation. Recent scholarly approaches to understanding the corpus will figure prominently. Students will also have the opportunity to read Qumran commentaries on the Twelve directly from original photographs.
David Vanderhooft

TH 687 Catholic Theological Ethics: 1300-1900 (Fall: 3)

A survey of major figures in theological ethics: Duns Scotus; William of Ockham; Jean Gerson; Antoninus of Florence; Desiderius Erasmus; John Mair; Bartolome de las Casa; Juan Gines de Sepulveda; Francisco de Vitoria; Dominic Soto; Bartolome Medina; Council of

Trent (1545-1563); Francesco de Toldeo; Thomas Sanchez; Francisco Suarez; Antonio Escobar; Blaise Pascal; Alphonsus Liguori; Johann Michael Sailer; Johann Baptist von Hirscher; Thomas Slater.
James F. Keenan, S.J.

TH 742 Early Christianity Seminar: Asceticism and Spirituality (Fall: 3)

This seminar examines the variety of spiritual practices that evolved among Christians in the East and West in the third to fifth centuries. Attention is given both to ancient and contemporary theories of asceticism, including those of the Hellenistic philosophical schools. Authors read include Musonius Rufus, the Desert Fathers, Clement of Alexandria, Origen, Athanasius, Gregory of Nyssa, Pelagius, Augustine of Hippo, and John Cassian. In each case, the seminar explores the relationship between spiritual practices and the broader philosophical and theological commitments of their practitioners
Paul Kolbet

TH 762 Christian Ethics: Major Figures (Fall: 3)
Offered Periodically

This course will consider fundamental questions in Christian theological ethics, as treated by Augustine, Aquinas, Luther, Calvin, Jonathan Edwards, and (tentatively) Julian of Norwich. Two areas of applied ethics will receive special attention: 1) just war and pacifism; 2) gender, sex, marriage. The approach will be both historical or descriptive, and critical or normative.
Lisa Sowle Cahill

TH 795 Catholic Systematic Theology I (Fall: 3)
Robert Imbelli

TH 801 Thesis Seminar (Fall: 6)
By arrangement only.
The Department

TH 850 Research Seminar in Biblical Studies I (Fall: 3)
By arrangement only.
Pheme Perkins

TH 880 Psychotherapy and Spirituality (Spring: 3)
Offered Periodically
Undergraduates with permission of instructor.

Participants explore the theoretical and practical integration of theological and psychological perspectives in the practice of clinical psychotherapy as well as in the practice of pastoral counseling and spiritual direction.
John McDargh

TH 888 Interim Study (Fall/Spring: 0)
By arrangement only.
Bruce Morrill

TH 893 Contemporary Theories of Justice (Spring: 3)
Prerequisite: Permission of instructor required.

A study of some major recent interpretations of the meaning of justice (e.g., Rawls, Sandel, Walzer, Sen and Nussbaum, Taylor); of their historical antecedents (e.g., Aquinas, Locke, Kant); and the critique and appropriation of these interpretations in recent Christian ethics.
David Hollenbach, S.J.

TH 899 Readings and Research (Fall/Spring: 3)
By arrangement only.
Francis Kilcoyne

TH 957 Theology as Political (Fall: 3)
Formerly listed as Political Theology.

We will read Aristotle's *Politics*, and selections from Leo Strauss, Eric Voegelin, Johann Baptist Metz, and Graham Ward, as well as a couple of my own essays. We will emphasis not merely cultural critic, but also responsible constitutionalism, as well as the problems of political theology in a faith without a theologico-political project.
Frederick Lawrence

TH 968 Theological Anthropology (Spring: 3)
Offered Periodically

This seminar explores modern and postmodern theological approaches to the Christian doctrines concerning the human person. After a brief overview of biblical/patristic/medieval conceptions and controversies concerning human personhood, we will look at the theological anthropologies of Barth, Rahner, von Balthasar, and Pannenberg. Critiques and correctives offered by post-liberal, political and liberationist theologians (Baum, Copeland, Ford, Goizueta, McFague, Metz, Ruether), as well as the challenges posed by contemporary neuroscience and cosmology, social constructivist understandings of gender, sexuality and selfhood; and the perspectives of excluded and marginalized persons will be also be considered as time and interest permit.
Mary Ann Hinsdale, IHM

TH 969 Suffering, Solidarity, and the Cross (Fall: 3)

This course understands massive public or social suffering as an outcome of social oppression or social sin. Nearly each decade of the previous century witnessed instances of ethnic or racial killing—the attempted extermination of the Armenians, the Romani peoples, the Jews, the Tutsis. But protracted and pervasive state participation in structuring social and racial discrimination and containment remind us that social oppression cannot be labeled as rare and extreme. The course aims to raise practical-political theological and ethical questions, while developing responses rooted in Christian hope.
M. Shawn Copeland

TH 982 Ethics Doctoral Seminar (Fall/Spring: 3)
By arrangement only.
Lisa Cahill

TH 984 Systematics Doctoral Seminar (Fall/Spring: 3)
By arrangement only.
Roberto Goizueta

TH 985 Comparative Doctoral Seminar (Fall/Spring: 3)
By arrangement only.
Catherine Cornille

TH 998 Doctoral Comprehensives (Fall/Spring: 1)
By arrangement only.
Bruce Morrill

TH 999 Doctoral Continuationz (Fall/Spring: 1)
By arrangement only.
Bruce Morrill

University Courses

Contacts

Undergraduate Program Description

University Capstone Courses

For up-to-date information on Capstone, including the best way to register, see the Capstone website at http://www.bc.edu/capstone

A course for seniors: Reserved for seniors and second-semester juniors only, the Capstone program is designed to cap off college by facing the questions of life after graduation. The Capstone Seminars (UN 500-580 only) directly address the hopes and anxieties that seniors face but seldom find treated in traditional courses. They relate the life and learning of the past four years to the life and learning ahead. The Capstone Seminars take seriously the struggle to integrate four crucial areas of life: work, relationships, society, and spirituality.

Ask some inevitable questions now, not later.

How did my education prepare me to live? With everything I want to do, what will I have to compromise? How can I balance my career and my family? Can I find work with a higher meaning than my income?

Special features of the course:

- Faculty from various departments
- Each section limited to 15-20
- Class meetings held in leisurely, informal settings
- Innovative teaching methods
- Interdisciplinary reading
- Guest speakers from professional life

Capstone Seminars satisfy major requirements in certain departments.

To register for a Capstone Seminar:

You must be a senior or a second-semester junior to take the course. **Students may take only one Capstone Seminar.**

Different Capstone Seminars will be offered each semester. All Seminars are interdisciplinary. You may register for any one of the seminars as a University (UN) course.

Students are reminded that several Capstone seminars are cross-listed, both as University courses with a UN number and also as courses in the department of the professor offering the course. In the event a course is closed, be sure to check whether there is space under its cross-listed number. If you find a particular Seminar closed, try to register under the cross-listed number (e.g., if UN 523 is closed, try to register for the class as TH 523, and vice versa). The Seminar can count as an elective for all students. For majors in English, Philosophy, Theology, and certain other departments it can satisfy the major requirements if the student takes a seminar as cross-listed in the department of his/her major.

Students should also understand the following rule:

No student may take more than one Capstone seminar during his/her undergraduate years. Thus, you may not take two Capstone courses in one semester or in two different semesters. This is true whether the course is listed under UN numbers or as a course in a specific department. If a second Capstone course appears on your record, it will be removed. This could make you ineligible for graduation.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

UN 010 Perspectives on Management (Spring: 3)
Cross Listed with MM 010

This course, taught by practitioners Peter Bell (BC '86) and John Calvin (BC '84), provides Boston College sophomores with an excellent opportunity to explore the functional disciplines of business from a real world perspective. This course provides you the opportunity to get grounded in each of these disciplines as well as get some outside views on careers in each of these areas.The course will also provide students a framework to explore and discuss cross-functional issues that effect business strategy and execution.

Peter Bell
John Calvin

UN 104-105 Modernism and the Arts I/Perspectives II (Fall: 3)
Satisfies Arts Core Requirement
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.

This is a full-year course in the literature, music, and visual arts usually connected with the term modernism.

The Department

UN 106-107 Modernism and the Arts II/Perspectives II (Spring: 3)
Satisfies Arts Core Requirement
A 2-semester sequence (UN 104/105 and UN 106/107). Total of 6 credits each term.

See description under UN 104.

The Department

UN 109-110 Horizons of the New Social Sciences I/Perspectives III (Fall: 3)
This 2-semester course fulfills the 6-credit Philosophy Core requirement and the 6-credit Social Science Core requirement.

This is a full-year course designed to lead the student to an understanding of the unity that underlies the diversity of the separate social sciences of economics, sociology, political science, and law from a viewpoint that does not prescind from the theological issues.

The Department

UN 111-112 Horizons of the New Social Sciences III/Perspectives III (Spring: 3)
A 2-semester sequence (UN 109/110 and UN 111/112). Total of 6 credits each term.

See description under UN 109.

The Department

UN 119-120 New Scientific Visions I/Perspectives IV (Fall: 3)
Satisfies Mathematics Core Requirement
This 2-semester course may fulfill the 6-credit Philosophy Core requirement and either the 6-credit Natural Science Core or the 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, into the twentieth century achievements and paradoxes of modern number theory, the discovery of DNA, relativity theories, quantum mechanics, and contemporary cosmologies.
The Department

UN 121-122 New Scientific Visions II/Perspectives IV (Spring: 3)
Satisfies Mathematics Core Requirement
A 2-semester sequence (UN 119/120 and UN 121/122). Total of 6 credits each term.

See course description under University Courses.
The Department

UN 163 Peaceful Ethics: Social Action Leadership Methods (Spring: 3)
Cross Listed with TH 342

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

UN 201 The Courage to Know: Exploring the Intellectual, Social, and Spiritual Landscapes of the College Experience (Fall: 3)
This will be an interactive 3-credit seminar of fifteen students, serving as one of the 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. g.
The Department

UN 245 Freshman Topic Seminars (Fall: 1)
Roberto Avart-Mier

UN 250 Internship (Fall/Spring: 1)
John J. Burns

UN 251 Mock Trial Practicum (Fall/Spring: 1)
John J. Burns
Robert C. Moran
Mark C. O'Connor

UN 254 Community Service Research Seminar (Fall/Spring: 3)
Students should contact the Office of AHANA Student Programs to obtain permission to register.

Students learn quantitative and qualitative research techniques and develop a proposal for a research project on issues affecting the Latino or the Asian-American community.
Ana Martinez Alemán.

UN 255 Introduction to Legal Studies (Spring: 3)
The course is intended for students interested in studying law as an intellectual inquiry or in preparation for entering law school.

Using original sources, articles, and reported appellate cases, this course will examine the meaning and uses of law in a democratic society and the extent to which it promotes justice. It will begin with an examination of the functions of law, the concept of authority, and a review of the major schools of jurisprudence. It will then introduce students to American constitutional theory, closely examining the concept of the separation of powers followed by an introduction to the American court system, the common law, the meaning of precedent and an approach to reading and analyzing appellate cases.
James P. Dowden
Sanford N. Katz

UN 320 Vertices: From Half-Time to Course-Times and Lifetimes (Fall: 3)
Michael Sacco

UN 500 Capstone: One Life, Many Lives (Fall/Spring: 3)
Cross Listed with TH 410
Offered Periodically

See course description in the Theology Department.
James Weiss

UN 502 Capstone: Ethics in the Professions (Spring: 3)
Cross Listed with PL 434

This course deals with two distinct but complementary approaches to ethics. It considers programmatic moral analysis, i.e., how to handle and resolve various moral dilemmas that are common in the workplace. For this part of the course we will rely on case studies that typify the vexing moral problems that arise in four major professions: law, medicine, business and journalism. Before considering these cases we will discuss some general ethical frameworks and basic themes in moral philosophy.
Richard Spinello

UN 505 Capstone: Life and Career Planning (Fall: 3)
Prerequisite: Seniors only

This course provides an overview of life and career planning in the context of (1) career, (2) personal relationships, (3) spirituality, and (4) ethical decision making. Students are asked to develop autobiographical responses to a series of questions about their lives to find themes related to possible careers and relationship issues. Readings, cases, exercises, and guest lecturers will amplify those personal themes and common issues in life as we enter the twenty-first century.
Robert F. Capalbo

UN 513 Capstone: Ways of Knowing (Spring: 3)
Cross Listed with EN 627
Offered Periodically

See course description in the English Department.
Carol Hurd Green

UN 521 Capstone: Science and Religion: Contemporary Issues (Fall: 3)
Cross Listed with BI 214
Some knowledge of science, particularly familiarity with some basic concepts of physics, will be assumed.

Is it possible for a contemporary scientist to be a believer in God and, in particular, a Christian believer? Course will explore this question by examining the interaction between religion and science from early modern times (Galileo and Newton) to the present (Hawking, Peacocke, Teilhard de Chardin). Origin of the universe and the origin and evolution of life on earth will be explored. Influence of contemporary physics and biology on the believer's understanding of God's interaction with the world will be considered.
Donald J. Plocke, S.J.

UN 523 Capstone: Telling Our Stories, Living Our Lives (Spring: 3)
Cross Listed with TH 523

See course description in the Theology Department.
John McDargh

UN 526 Capstone: Spirituality, Science and Life (Fall: 3)

This seminar opens the door to the question: Who am I? Students will be encouraged to enter into self exploration and reflection, creating the potential for a fuller and more integrated life experience. Books, articles, and videos will provide the context for our discussions. Personal sharing, assignments, journal writing, and meditation will help us explore our inner landscapes and bring us closer to our authentic self. While this class experience is not meant to provide definitive answers to questions about life, it will provide the opportunity to begin this journey of exploration which is never ending.
Carol Chaia Halpern

UN 528 Capstone: Holistic Living (Fall: 3)

This seminar will examine spirituality, community, personal and family relationships, and education through the lenses of cross-cultural holistic health and healing practices. Selected readings, films, and field visits will assist you to visualize the relationships of health to the holistic aspects of your life and that of the multicultural communities in which you will live and work. Through this study, the course will provide insight into the nature of health, the comparisons of health and healing practices cross culturally, and the consequences of health-related choices.
Rachel E. Spector

UN 531 Capstone: Five Heroic Americans (Spring: 3)
Cross Listed with EN 628

This course will examine the writings of two American women and three American men whose intellectual and spiritual gifts have enriched our heritage. Participants will read and reflect upon Thoreau's Journals, poems by Emily Dickinson and Robert Frost, essays by Emerson and selections from Mary Rowlandson's account of her capture by the Quabog Indians.
Robert Farrell, S.J.

UN 532 Capstone: Boston College—Your Life (Spring: 3)
Cross Listed with HS 241

This seminar will focus on the historical development of Boston College and the continually evolving interaction between its traditions and its students. Students will do archival research on some aspect of Boston College in which they have a personal interest and will record oral histories with faculty, administrators, and alumni who can describe the ambiance and personalities of different periods that have shaped the modern university.
J. Joseph Burns

UN 535 Capstone: Business as a Calling (Spring: 3)
Cross Listed with EC 435

This seminar explores the question of business as a calling, as an activity that yields great personal satisfaction quite apart from the money it brings. Is business a noble activity or is it a rather crass but necessary pursuit? Does a view of business as a calling help us to bridge the spiritual and the temporal? For an economy to work, do we need moral and political capital as well as economic capital? If so, how do we sustain our moral and political capital, or rebuild it if it is eroding, or develop it where it is missing?
Harold Petersen

UN 537 Capstone: Decisions For Life (Fall: 3)
Offered Biennially

This seminar will explore critical spiritual dimensions to the exciting and challenging decisions that accompany transition from college life to independent adult life. It is organized around a series of topics chosen to explore spiritual, "relational," vocational, and communal aspects of our being. We will reflect back on the milestones that have brought us to where we are, ask whether our lives have deeper meaning because of our experiences at Boston College, and look ahead to future decisions and ask if there are opportunities for living that represent a "greater good."
John Boylan

UN 538 Capstone: Passages (Fall: 3)
Cross Listed with EN 630

In our passages through this enigmatic world we reflect on the truth of St. Theresa of Avila, "All things pass; only God remains." Life embraces us in paradox. Through novel, poetry, short story, and essay the many writers considered in this Capstone, including Virginia Woolf, Marcus Aurelius, John Cheever, Alice Walker, C.S. Lewis, Anne Bradstreet, and Gerard Manley Hopkins, will share their insights with us and help us to appreciate the Capstone ideals of wholesome relationships, generous citizenship, spiritual development, and joy in work.
Robert Farrell, S.J.

UN 539 Capstone: Doing Well and Doing Good (Spring: 3)
Cross Listed with SC 305

See course description in the Sociology Department.
Eve Spangler

UN 544 Capstone: Vision Quest: A Multicultural Approach (Spring: 3)
Cross Listed with EN 637
Satisfies Cultural Diversity Core Requirement

We will use the Vision Quest, a Native American ritual for finding oneself, as a metaphor for four years at Boston College. Relating their own lives to the lives of the characters, who have all gone on some variation of a quest, students will explore ways their education and experiences at college have prepared them to face the great mystery of life ahead. The main texts include: *The Grass Dancer, The Life of Pi, Their Eyes Were Watching God, The Bonesetter's Daughter,* and *Like Water for Chocolate,* and films *Thunderheart* and *The Whale Rider.*
Dorothy Miller

UN 547 Capstone: Leadership, Ethics and Personal Growth (Spring: 3)

This course addresses the following questions: 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 are the different methods that we can use in trying to intervene and lead ethical change? This course addresses these questions in a seminar format where we integrate reflections from our past, public, and private experiences, readings on the subjects, discussions with practitioner guest speakers about their experiences, and re-reflections and plans for our future ethical leadership and spiritual lives.
Nielsen, Richard

UN 550 Capstone: Building A Life (Fall: 3)
Cross Listed with PL 550

This course explores the middle ground between thinking we can construct our lives without limits and that we have no real options. We will look at life as "constructing" the future. Lives are not created "ex nihilo", but built in the context of the places in which we live and have lived; built on the foundations that we have already laid; constructed by us in and through our interactions with the world around us. Building on the past, they are our place in the world, situating us in the present and orienting us toward the future.
David McMenamin

UN 551 Capstone: The Games of Life (Fall: 3)

Ten times as many American households own a computer today than twenty years ago. Computers and other electronic media have altered brain development in young people. We will examine this important trend, especially the potential of video games that affect our lives.
John Dacey

UN 553 Capstone: Poets, Philosophers, and Mapmakers (Spring: 3)
Prerequisite: Philosophy and Theology core already fulfilled.
Instructor permission required.
Cross Listed with PL 533

We go through life with mental maps of reality, in various degrees implicit or explicit. A Liberal Arts education presupposes such a map of the intelligible world. Is it accurate? What does your "map" of reality look like? How has it changed since freshman year? The goal of the seminar is to help you see what kind of map you implicitly have now and to begin to ask what you want the map to look like ten years after graduation. How do you develop an "open" rather than "closed" map?
Paul McNellis, S.J.

UN 554 Capstone: Certainty and Uncertainty in Science and Religion (Fall: 3)

The issues that inevitably arise in grappling with the creation/evolution controversy open up much broader questions about science, religion, belief, and knowledge because understanding this controversy requires grappling with such questions as: What is science? What is religion? How does scientific knowledge differ from religious beliefs and experiences? This course will provide you with an opportunity to reflect on how your views on these types of questions affect who you are, how you act in the world, what your life choices have been so far, and what you expect your life choices to be after graduation from BC.
Alan Kafka

UN 555 Capstone: Multicultural Narratives (Spring: 3)

Guided by international and multicultural literature, students in this course will reflect on and explore the personal narratives that have contributed to their development. While examining the complex emotional lives of characters in the texts, we will also uncover, our own intricate his (and her) stories. Stories of family, faith, race, gender, class and nation; and the rites of passage that have made us who we are and brought us to where we are emotionally, intellectually and spiritually are the narratives we will share.
Akua Sarr

UN 590 Faith, Peace, and Justice Senior Project Seminar (Spring: 3)
Prerequisite: Open only to senior students in Faith, Peace, and Justice Program.
Permission of director required.

This course provides the finishing touch for students in the program for the Study of Faith, Peace, and Justice. Students enrolled in the seminar work closely with a faculty project advisor from the department of their major and present preliminary results of their project study in the seminar. 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

The School of Theology and Ministry

Faculty

Khaled E. Anatolios (Weston Jesuit), *Associate Professor of Historical Theology;* B.A., M.A., Ph.D. (Boston College)
John F. Baldovin, S.J. (Weston Jesuit), *Professor of Historical and Liturgical Theology;* A.B., M.Div., M.A., M.Phil., Ph.D. (Yale)
James Bretzke, S.J. (Weston Jesuit), *Professor of Moral Theology;* A.B., M.Div., S.T.M., S.T.L., S.T.D. (Gregorian)
Francine Cardman (Weston Jesuit), *Associate Professor of Historical Theology and Church History;* A.B., M.Phil., Ph.D. (Yale)
Richard J. Clifford, S.J. (Weston Jesuit), *Professor of Old Testament and Professor Ordinarius, Ecclesiastical Faculty and Dean;* A.B., M.A., S.T.L., Ph.D. (Harvard)
Dominic F. Doyle (Weston Jesuit), *Assistant Professor of Systematic Theology;* B.A., M.T.S., Ph.D. (Boston College)
Christopher Frechette, S.J., (Weston Jesuit) *Assistant Professor of Old Testament;* B.A., M.Div., S.T.L., Th.D. (Harvard)
Colleen Griffith (IREPM), *Adjunct Associate Professor of Theology and Faculty Director for Spirituality Studies;* B.A., M.Ed., Th.D. (Harvard)
Thomas Groome (IREPM), *Professor of Theology and Religious Education;* M.Div. (equiv.), M.A., Ed.D. (Union Theological Seminary/Columbia University Teachers College)
Margaret Eletta Guider, OSF (Weston Jesuit), *Associate Professor of Missiology;* A.B., M.Ed., M.A., S.T.L., Th.D. (Harvard)
Daniel J. Harrington, S.J. (Weston Jesuit), *Professor of New Testament and Professor Ordinarius, Ecclesiastical Faculty;* A.B., M.A., B.D., Ph.D. (Harvard)
Thomas A. Kane, CSP (Weston Jesuit), *Associate Professor of Homiletics and Liturgical Practice;* A.B., M.A., S.T.L., Ph.D. (Ohio State)
Melissa M. Kelley (Weston Jesuit), *Assistant Professor of Pastoral Care and Contextual Education;* B.A., M.A., Ph.D. (Boston University)
Richard Lennan (Weston Jesuit), *Associate Professor of Systematic Theology;* B.A., S.T.B., M.Phil., Dr. Theol (Innsbruck)
Stanley B. Marrow, S.J. (Weston Jesuit), *Professor of New Testament and Professor Ordinarius, Ecclesiastical Faculty;* A.B., M.A., S.T.L., S.S.L., S.T.D. (Gregorian)
Thomas J. Massaro, S.J. (Weston Jesuit), *Professor of Moral Theology; B.A., MaHum,* M.Div., S.T.L., Ph.D. (Emory)
Catherine M. Mooney (Weston Jesuit), *Associate Professor of Church History;* A.B., M.T.S., M.Phil., M.A., Ph.D. (Yale)
Nancy Pineda-Madrid (IREPM), *Assistant Professor of Theology and Latino/Latina Ministry;* B.A., M.Div., Ph.D. (Graduate Theological Union)
Theresa O'Keefe (IREPM), *Adjunct Assistant Professor of Youth and Young Adult Faith and Faculty Director of Contextual Education;* B.A., M.Ed., Ph.D. (Boston College)
Jane Regan (IREPM), *Associate Professor of Theology and Religious Education;* B.A., M.A., Ph.D. (The Catholic University of America)
John R. Sachs, S.J. (Weston Jesuit), *Associate Professor of Systematic Theology;* A.B., M.A., M.Div., Dr. Theol. (Tübingen)
John J. Shea, OSA (IREPM), *Adjunct Professor of Pastoral Care and Counseling;* B.A., M.A., M.P.S., M.S.W., Ph.D. (Ottawa)
Thomas D. Stegman, S.J. (Weston Jesuit), *Assistant Professor of New Testament;* B.A., M.A., M.Div., S.T.L., Ph.D, (Emory)
Edward V. Vacek, S.J. (Weston Jesuit), *Professor of Moral Theology;* A.B., M.A., Ph.L, M.Div., S.T.L., Ph.D. (Northwestern)

Contacts

- General Information: 617-552-6501
- Admissions: 617-552-6506
- C21 Online: 617-552-4075
- Continuing Education: 617-552-0185

School of Theology and Ministry

The School of Theology and Ministry (STM) brings together the extensive traditions and programs of the Institute of Religious Education and Pastoral Ministry (IREPM) and Weston Jesuit to prepare both lay and ordained ministers for service to the worldwide Church. C21 Online, an integral part of the School of Theology and Ministry, offers online courses for spiritual enrichment, faith renewal, and continuing education for adult Catholics.

The School, in collaboration with the Theology Department in the Graduate School of Arts and Sciences, reflects Boston College's commitment to provide superior theological education and formation for ministry in the United States and around the world. For more information visit the STM website at http://www.bc.edu/stm.

Admissions and Financial Aid

Admissions

Students apply to School of Theology and Ministry programs through the online application, which can be accessed at http://www.bc.edu/stm/ or by downloading the paper application from the STM website at http://www.bc.edu/stm.

Students interested in the M.Ed. or C.A.E.S. programs should apply through the Lynch School of Education's website at http://www.bc.edu/lsoe.

Students applying to the Ph.D. in Theology and Education should go to the School of Arts and Sciences' website at http://www.bc.edu/gsas.

Once an application is complete, the appropriate admissions committee will review it. Decisions are communicated within two weeks after committee review.

Financial Aid

For students wishing to apply for federal loans, go to http://www.bc.edu/financialaid and fill out both the Free Application for Federal Student Aid (FAFSA) and the Boston College Graduate Financial Aid Application/Validation forms.

For a listing of School of Theology and Ministry scholarships, awards, and grants, visit the STM website http://www.bc.edu/stm. If you wish to be considered, download the School of Theology and Ministry Financial Aid form, fill it out, and mail it to the School of Theology and Ministry, 140 Commonwealth Ave., Chestnut Hill, MA, 02467-3800. With the exception of graduate assistantships, you will automatically be considered for all scholarships, awards, and grants for which you are eligible. You will receive a Financial Aid Award Letter in early April, outlining your financial aid package from the STM (not including federal loans). If you accept, you may be required to submit evidence of eligibility for selected awards.

Graduate Programs

The School of Theology and Ministry (STM) offers the following degress through its Weston Jesuit Department (WJ): Master of Divinity (M.Div.), Master of Theological Studies (M.T.S.), Master of Theology (Th.M.), Master of Arts in Spiritual Direction (M.A.), Bachelor of Sacred Theology (S.T.B.), Licentiate in Sacred Theology (S.T.L.), and Doctorate of Sacred Theology (S.T.D.).

The STM offers the following degrees through the IREPM Department: Master of Education in Religious Education (M.Ed awarded by LSOE), Master of Arts in Pastoral Ministry (M.A.), Doctor of Philosophy in Theology and Education (Ph.D. awarded by GSAS), and the Certificate of Advanced Educational Specialization in Religious Education (C.A.E.S. awarded by LSOE). In addition to degree programs, the STM offers Certificates in Pastoral Ministry and a Post-Master's Certificate in the Practice of Spirituality through the IREPM Summer Institute. For more information programs, visit the STM website at http://www.bc.edu/stm.

The STM partners with other schools around the University to form several dual degree programs: M.A. in Pastoral Ministry/M.S.W. in Social Work, M.A. in Pastoral Ministry/M.A. in Counseling Psychology, M.A. in Pastoral Ministry/M.S. in Nursing, and M.A. in Pastoral Ministry/M.B.A. in Business Administration.

Through the IREPM Department, the School of Theology and Ministry partners with the Lynch School of Education to form the following joint degree programs: the M.Ed. in Religious Education with a concentration in Catholic School Leadership, the M.Ed. in Educational Administration and Catholic School Leadership, and the M.A. in Higher Education with a concentration in Catholic University Leadership.

Through the IREPM Department, the School of Theology and Ministry partners with the Carroll School of Management to offer the following joint degree program: the M.A. in Pastoral Ministry, Church Management Concentration.

In its Continuing Education offerings, the School of Theology and Ministry offers a sabbatical program as well as lecture series, workshops, and "In Dialogue" informal events and conversations open to the public. Non-credit certificates and CEUs are available for participation in Continuing Education offerings.

The C21 Online program offers shorter, non-credit, online courses for adult faith formation and spiritual enrichment.

For more information regarding all STM programs, visit the STM website at http://www.bc.edu/stm. For the Ph.D. in Theology, see the Theology Department's graduate program description in the College of Arts and Sciences.

Master of Divinity (M.Div.)

The M.Div. is a three-year degree program (81 credits) intended for those seeking the comprehensive theological, pastoral, and spiritual formation needed for ordained ministry or professional lay ecclesial ministry. Students complete course work in all the theological and ministerial disciplines including Scripture, Systematic, Historical and Moral Theology, Church History, Word and Worship, and Pastoral Studies. The degree is not focused on a particular ministry but prepares students to assume leadership positions in varied ministerial settings. The M.Div. meets official Church standards for the first three years of theology prescribed in the Program for Priestly Formation and the requirements of Co-Workers in the Vineyard of the Lord.

Bachelor of Sacred Theology (S.T.B.)

The S.T.B. is the first theology degree in the ecclesiastical cycle. The degree requirements are similar to those of the M.Div., and the program is open to anyone who meets the M.Div. admissions requirements and possesses a minimum of two years of philosophy studies.

Master of Education in Religious Education (M.Ed.)

The M.Ed. (44 credits in the academic year or 35 credits in summers) is intended for lay, religious, and ordained students wishing to become religious educators in parishes and in Catholic, private, or public schools. The program has concentrations in Total Community Catechesis, School Religion Teaching, Interreligious Understanding, Catholic School Leadership, or no concentration. It also serves the needs of K-12 Catholic school administrators who wish to augment their experience and knowledge of educational administration with the study of Catholic culture, theology, and mission. Students enroll in courses in theology, ministry, and education. Depending on the concentration, the degree can be completed in summer-only study. The degree can also meet the requirements for lay ecclesial ministry in Co-Workers in the Vineyard of the Lord. The M.Ed. is offered through the Lynch School of Education.

Dual Bachelor of Arts (B.A.) and Master of Education (M.Ed.) for Boston College Undergraduates

Boston College undergraduates who may be interested in working in campus ministry in a high school or college, or with youth in a parish, teaching religious education in primary or secondary schools, or working in Church social services organizations such as Catholic Charities can apply in their junior year. If accepted, they begin taking graduate courses in their senior year and would complete a master's degree within five years after their entrance into Boston College as undergraduates.

Master of Arts in Pastoral Ministry (M.A.)

The M.A. in Pastoral Ministry is a multifaceted, flexible two-year program (44 credits in the academic year or 35 credits in summers) that prepares ministers either as generalists or as specialists in a particular ministry. Concentrations include Liturgy and Worship, Health Care Ministry, Pastoral Care, Religious Education, Spirituality, Social Justice/Social Ministry, Youth and Young Adult Faith, Hispanic Ministry, Church Management, or no concentration. The M.A. in Pastoral Ministry can also be completed through the IREPM Summer Institute. The degree can meet the requirements for lay ecclesial ministry in Co-Workers in the Vineyard of the Lord.

Dual Bachelor of Arts (B.A.) and Master of Arts (M.A.) for Undergraduate Theology Majors

Boston College undergraduate majors with a GPA of 3.5 in theology who are interested in working in a parish, campus ministry, Catholic or other private secondary school, social justice organization, or other faith community setting can apply in their junior year. If accepted, they can count a limited number of courses in their senior year toward the M.A. as well as toward the B.A. and complete a master's degree within five years after their entrance into Boston College as undergraduates.

Dual Master of Arts in Pastoral Ministry (M.A.) and Master of Social Work (M.S.W.)

This program enables students to study concurrently for the M.A. degree in Pastoral Ministry and the M.S.W. degree. The combined curriculum integrates the academic study of theology and social work with two supervised Field Education placements. Students enrolled full-time may expect to receive the two degrees in two or three

years (the length of time will be less if students take summer courses in Pastoral Ministry). Prospective students must apply to and be accepted by both the School of Theology and Ministry and the Graduate School of Social Work.

Dual Master of Arts in Pastoral Ministry (M.A.) and Master of Arts in Counseling Psychology (M.A.)

This program enables students to study concurrently for the M.A. in Pastoral Ministry and the M.A. in Counseling Psychology (Mental Health Counselor track). It prepares students to seek licensing as professional mental health counselors, while also providing a foundation for integrating pastoral ministry and counseling techniques. Students admitted to the program may expect to receive the M.A. in Pastoral Ministry and the M.A. in Counseling Psychology degrees in approximately three years of full-time study or less if students incorporate both summer and academic-year courses. For the Pastoral Ministry degree, students can choose to concentrate in either Pastoral Care and Counseling or Spirituality Studies. Both tracks will prepare the student to be mental health counselors in religious or secular settings; the Spirituality Studies concentration will also prepare students to be spiritual directors. Prospective students must apply to and be accepted by both the School of Theology and Ministry and the Lynch School of Education.

Dual Master of Arts in Pastoral Ministry (M.A.) and Master of Business Administration (M.B.A.)

This dual degree program prepares students for careers in the management and administration of churches and church-related organizations and corporations such as dioceses, hospital systems, universities, and social service agencies. Prospective students must apply to and be accepted by both the School of Theology and Ministry and the Carroll School of Management.

Dual Master of Arts in Pastoral Ministry (M.A.) and Master of Science in Nursing (M.S.)

This program combines theories and practice in nursing with studies in theology and exploration of the pastoral dimensions of care giving. It equips students for certification as an Advanced Practice Nurse, while also providing them with the theoretical foundations for integrating pastoral ministry and nursing. Students admitted to the program may expect to receive the M.A. in Pastoral Ministry and the M.S. in Nursing degrees in approximately three years of full-time study or less if students incorporate both summer and academic year courses. Prospective students must apply to and be accepted by both the School of Theology and Ministry and the Connell School of Nursing.

Master of Theological Studies (M.T.S.)

The M.T.S. is a two-year degree (48 credits) that provides a basic understanding of theological disciplines. It is intended for individuals who wish to pursue further theological study, to incorporate theology into their current professions, or to obtain a solid theological understanding of the faith. The required course work in all theological disciplines, together with a specific concentration, sets this degree apart from other first-level M.A. degrees in theology.

Master of Arts in Spiritual Direction (M.A.)

The M.A. in Spiritual Direction is a two-year program intended for experienced spiritual directors who wish to further develop their skills through formal training. Students complete 24 academic credits in theology before completing 24 practica credits at the Center for Religious Development in Cambridge, MA.

Certificate of Advanced Educational Specialization, Religious Education (C.A.E.S.)

The C.A.E.S. is a 2-year (36 credits in the academic year or 30 credits in summers) post-master's degree with a major in religious education. It is intended for experienced ministers with master's degrees who wish to focus on a particular area of research. The C.A.E.S. is offered through the Lynch School of Education.

Master of Theology (Th.M.)

The Th.M. is a 1-year degree (24 credits) that is intended to deepen and to focus a student's foundational knowledge of theological disciplines and ministerial practice. It is intended for lay or ordained ministers who possess the M.Div. and who wish to further their theological studies. It can be used to fulfill the fourth year of graduate theological study required for ordination.

Licentiate in Sacred Theology (S.T.L.)

The S.T.L. is a 2-year (33 credits) program and is the second in the ecclesiastical cycle. Students pursue a specialization in a particular branch of theology to develop advanced theological expertise that prepares them to serve in official capacities within dioceses and religious communities and to teach theology in major seminaries, diocesan schools, and other institutions of higher learning. It is intended for lay men and women, diocesan priests, and members of religious orders who possess the S.T.B. or an appropriate B.D. or M.Div. It can also be used to fulfill the fourth year of graduate theological study required for ordination. Students in the Ph.D. program in the Department of Theology at Boston College who possess an S.T.B. (or an appropriate B.D. or M.Div.) can receive an S.T.L. in conjunction with their Ph.D. course work and dissertation.

Doctor of Sacred Theology (S.T.D.)

The S.T.D. is the highest degree in the ecclesiastical cycle and requires the S.T.L. degree for admission. The degree forms scholars who combine a broad knowledge of an area, a critical knowledge of theological methods, and an ability to do original research, and who make significant scholarly contributions in a particular field. In addition to preparing students to teach in seminaries and other institutions of higher learning, the S.T.D. prepares its recipients for membership on an ecclesiastical faculty.

Doctor of Philosophy, Theology and Education (Ph.D.)

The Ph.D. focuses on the interdisciplinary study of theology and education. It is intended for those wishing to move into academic teaching and research positions in theology, practical theology, and religious education. The Ph.D. is offered through the Graduate School of Arts and Sciences.

Graduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

TM 414 Contemporary Approaches to Religious Education (Fall: 1)
School of Theology and Ministry course—Weston Jesuit course
Prerequisite: Pastoral Studies

The task of forming a people of faith is the challenge each generation must embrace. This course examines various approaches to faith formation for their applicability to contemporary settings. Attention is given to both the theoretical framework and the pastoral expression of the work of religious education

Jane Regan

TM 438 Career, Work, and Spirituality (Spring: 3)
School of Theology and Ministry course

This seminar explores Christian spiritualities, traditions, and theologies of work, career, professional life, and calling. We use some relevant contemporary sociology, psychology, and management theory. We also explore practical lives of real individuals, including an opportunity for discernment of the student's own relationship to work, career, and calling
James Weiss

TM 501 Theological Synthesis (Spring: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: M.Div.
Enrollment limited. Qualified students in other programs may enroll as space allows.

This is a required, 6-credit course for M.Div. students in their second year of residency and presumes a background in scripture and historical theology. It is designed to mediate an integrated and holistic understanding of Christian faith in terms of the foundational doctrines.
Richard Lennan

TM 504 Theologies of Reconciliation (Fall: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Pastoral Studies

Theologies of Reconciliation will be a team-taught seminar, exploring the practice of forgiveness, the need for healing in today's society and the role religion plays in the process. Co-ordinated by Thomas Kane, the course will include various professors from the Boston Theological Institute, who will examine scripture, sacramental theology, psychological and social theory, conflict resolution, and restorative justice.
Thomas A. Kane, CSP

TM 505 Introduction to Catholic Social Ethics (Spring: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Fundamental Moral Theology

How may the Catholic tradition contribute to deliberations about social justice in contemporary society? How may future ministers prepare to teach and preach about social justice? This course addresses such questions through an examination of modern papal encyclicals as well as U.S. Bishops' pastoral letters "The Challenge of Peace" and "Economic Justice for All." Central themes include human rights, solidarity, common good, economic development, work, property, ecology, preferential option for the poor. The course introduces students to the documentary heritage, tools for conducting social analysis of justice issues, the task of developing a spirituality of social responsibility.
Thomas Massaro, S.J.

TM 506 Fundamental Theology (Fall: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Systematics

The resources and methods of theology provide the framework for this course. A primary focus will be on the relationship between revelation, faith, and theology, which includes the role of the Bible and the church's doctrine. The course will also survey past and present methods in "doing theology," and consider the connection between theology and spirituality.
Richard Lennan

TM 510 Fundamental Moral Theology (Fall: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Fundamental Moral Theology

As a theological endeavor, this course stresses the centrality in moral living of love for God, discipleship with Jesus, and the freedom of the Spirit. It enlists scripture, tradition, and current Church teaching, including the Catechism, in doing ethics. It analyzes the relation of a virtuous character to personhood and human acts. It considers faith, freedom, fundamental option, emotions, conscience, sin and sins. It examines the meaning of natural law, the function of moral norms, methods of making moral decisions, and the place of discernment in one's own life as well as in pastoral settings.
Edward Vacek, S.J.

TM 513 Theological Synthesis (Fall: 3)
School of Theology and Ministry course—Weston Jesuit course
Department permission required.
Students register for TM 501 Spring semester.
Qualifed students in other programs may enroll as space allows.
Prerequisite: Systematics

This is a required 6-credit course for M.Div. students in their second year of residency and presumes a background in scripture and historical theology. It is designed to mediate an integrated and holistic understanding of Christian faith in terms of the foundational doctrines.
Dominic Doyle

TM 514 The Psalms: Prayer of Israel, Prayer of Christians (Spring: 3)
Prerequisite: Basic Old Testament or equivalent
School of Theology and Ministry—Weston Jesuit course

The course will consider issues of genre, poetic features and structure, theological themes, and dramatic logic. The course will employ a polarity of lament and praise, which are fundamental categories in the modern interpretation of the Psalms. Consideration of this polarity as identified within certain religious and social practices common in the ANE and in Israel will help to contextualize the discussion. The course will also examine how Psalms function in Christian liturgy and how they might be understood by Christians in their personal prayer.
Christopher Frechette, S.J.

TM 515 The Basic Narrative Old Testament: Genesis to Kings (Fall: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Old Testament

A study of the Pentateuch and the Deuteronomistic History (Deuteronomy to Kings) through lectures and sections. Solid knowledge of these books is essential to understand the Old and New Testaments. Weekly sections enable students to develop skills in interpreting biblical passages for pastoral application. Note: This course does not duplicate conventional introductions to the Bible or to the Old Testament because of its limited focus (Genesis to Kings) and its small group analysis of texts.
Christopher Frechette, S.J.

TM 517 Human Sexuality (Fall: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Fundamental Moral Theology

The Christian tradition on sexuality has been quite negative, but recently evolving. With an eye to pastoral practice, this course studies the past, the new principles, and the prospects. Topics include spirituality of sex, gender and sexism, love and conscience, singleness and celibacy, marriage and divorce, masturbation and pornography, nonmarital sex, birth control and reproductive technology, homosexuality, and abortion.
Edward Vacek, S.J.

TM 518 The Creative Word (Spring: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Word and Worship
Limited to 8 students.

This hands-on course aims to explore experimental modes of preaching that go beyond standard pulpit preaching. Preaching with different strategies may include preaching as a biblical character, preaching as drama, preaching with movement or using the visual arts. We will examine methods and styles of homily preparation and explore new styles of presentation enhanced by the computer or web-based materials. There will be opportunity for regular student preaching or performance arts presentations with the use of videotape for teacher, peer, and self-evaluation.
Thomas Kane, CSP

TM 519 Development of Trinitarian Doctrine (Fall: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Systematics

A survey of the development of the classical Christian doctrine of God as one being who is Father, Son, and Holy Spirit. Departing from the Scriptual witness, it will center on patristic documents and debates from the beginning of the second century (Origen) to the end of the fourth century (the Cappadocian Fathers and Augustine), and end with modern appropriations of classic Trinitarian doctrine in the Roman Catholic theologian, Walter Kasper, and the Orthodox theologian, Dumitru Staniloae.
Khaled Anatolios

TM 520 Great Themes of the Bible (Spring: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Old Testament or New Testament introductions

A study of major biblical themes, among others: creation, election, kingship, spirit, word, wisdom, and eschatology. Attention will be given to key biblical texts and important modern syntheses.
Richard Clifford, S.J.
Thomas Stegman, S.J.

TM 521 Experiencing God I (Fall: 2)
School of Theology and Ministry course
Pass/Fail.

This 2-semester seminar investigates selected historical and contemporary literature relating to spirituality in order to sharpen the director's capacity to experience the spiritual life. Cognitive and affective dimensions of spiritual direction are explored. Experiential readings focus primarily on Etty Hillesum's diaries and the Ignatian reminiscences.
Catherine Hannigan and CRD Staff

TM 523 Perceptions and Emotions I (Fall: 2)
School of Theology and Ministry course
Pass/Fail.

This 2-semester course focuses on religious experience and explores in depth the perceptions and emotions involved.
Catherine Hannigan and CRD Staff

TM 525 Looking at Prayer I (Fall: 2)
School of Theology and Ministry course
Pass/Fail.

This 2-semester seminar offers practical ways of fostering affective and/or articulated responses to the experience of God within direction. Directors enter into conversation with the movements of the Spiritual Exercises as these movements reveal themselves in the prayer of the director and directee.
Catherine Hannigan and CRD Staff

TM 527 Liturgical Preaching I (Fall: 3)
Offered Biennially
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Word and Worship: Liturgical Practice
Limited enrollment.

This course is an introduction to the art of liturgical preaching. Included will be discussion of the nature, content, and context of the homily with emphasis on developing skills of preparation, composition, and delivery. There will be opportunity for frequent student preaching with the use of videotape for teacher, peer, and self-evaluation.
Thomas Kane, CSP

TM 528 Death and Dying (Spring: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Pastoral Studies

The study of death and dying is a complex, multidimensional, and evolving field. This course draws on contemporary theory and research to explore death and dying from multiple perspectives, including religious, theological, pastoral, and psychological. Topics include societal attitudes toward death; facing one's own death; cultural features of death and dying; end-of-life issues; children and death; funerals and the use of ritual in ministry to the dying; pastoral sensitivities and skills for ministering to the dying; and pressing contemporary concerns, such as death in the workplace, institutional death, violent death, and death in global perspective.
Melissa Kelley

TM 529 Ministry and Theology of the Sacrament of Reconciliation (Fall: 2)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Moral Theology and Word and Worship.
Limited enrollment.

A practicum designed to prepare ordination candidates in the Roman Catholic Church for the ministry of sacramental reconciliation. The theology of penance and canon law will be included. The majority of the course will be comprised of practice sessions.
James Bretzke, S.J.

TM 530 Contextual Education (Fall/Spring: 2)
School of Theology and Ministry course

For academic year students, Contextual Education is a four credit program. It includes a supervised field placement and a classroom component that lasts from September through April. Students register

for Contextual Education during the Fall semester of their final year, but should contact the Director of Contextual Education in the prior Spring semester to set up a placement.
Theresa O'Keefe

TM 531 Rites Practicum (Spring: 1)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Word and Worship: Liturgical Practice

A practicum designed to prepare ordination candidates in the Roman Catholic Church for the ministry of liturgical presidency. Students will meet twice a week (once for theory and once for practice) as well as in small groups and for videotaping.
Thomas Kane, CSP

TM 532 Basic Dimensions of Pastoral Care and Counseling (Fall: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Pastoral Studies

This course presents the dimension of faith as the distinguishing feature of a pastoral care caregiver and for the therapeutic change that pastoral care and counseling can facilitate. In a context of human and religious development, this course outlines psychoanalytic, cognitive behavioral and humanistic approaches to pastoral counseling as a ministry of the church. It also considers a number of issues that surface in pastoral counseling: the therapeutic alliance; transference and countertransference; ethics; boundaries; multicultural perspectives; differences among psychotherapy, pastoral counseling and spiritual direction; and diagnosis and referral.
John Shea, OSA

TM 533 Emotions and Christian Living (Spring: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Moral Theology

Both religion and ethics are founded in our emotions. This course examines the nature of emotions, the value world they reveal, and their role in human interaction. It looks at particular emotions that are distinctive to Christian prayer and religious practice such as wonder, awe, and guilt. It considers a variety of other emotions such as gratitude, ressentiment, the desire for justice, and love.
Edward Vacek, S.J.

TM 534 The Church (Fall: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Systematics

The ecclesial dimension of Christian faith is the focal point of this course. The course will locate the church within both a Trinitarian theology and an anthropology. Specific topics for exploration include the place of the church in the Creed, a theology of authority, of mission, and current issues shaping the church's life and its place in the wider culture.
Richard Lennan

TM 538 Directed Research in Pastoral Ministry (Fall/Spring: 3)
School of Theology and Ministry course
The Department

TM 539 Eucharistic Theology (Spring: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Systematics or Word and Worship

This course will reflect on the theology of the Eucharist as it has developed throughout the history of the Church, and will seek a contemporary understanding of traditional doctrines in light of Vatican II and the reformed ritual for the eucharistic liturgy.
John Baldovin, S.J.

TM 540 Introduction to the New Testament (Fall: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: New Testament

A historical and theological introduction to the New Testament, to its various genres, and the methods of its interpretation against the background of early Christian literature.
Daniel Harrington, S.J.
Thomas Stegman, S.J.

TM 542 Business Ethics (Spring: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Moral Theology

An introductory course of philosophical and theological reflection on business practices in the contemporary, globalized world. Topics include nature of morality, just distribution of wealth, regulated capitalism, corporations, personnel policies and worker rights, working conditions and privacy, corporate responsibility to society, job discrimination, consumer rights, advertising, and environmental obligations.
Edward Vacek, S.J.

TM 544 Meditation, Service, and Social Action (Spring: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Pastoral Studies
Cross Listed with TH 527

Meditations of loving communion and presence are adapted from Tibetan Buddhism for students of all backgrounds and faiths to explore. Contemplative theory, meditation guidance, daily meditation practice and writings of leading social activists mutually inform each other to help students freshly appropriate their own spiritualities as a basis for social service and social action throughout their lives. Contemplative theory is explored through the professor's recent book and through the students' deepening meditation experience.
John Makransky

TM 546 Christology (Fall/Spring: 3)
Offered Biennially
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Systematics

This course seeks to clarify what it means to confess that Jesus of Nazareth is the Christ, and why this is a significant claim. The course surveys the origins and development of three fundamental approaches to Christology: (1) the historical Jesus, (2) Jesus as Savior, and (3) the divine and human natures of Jesus. The course examines the New Testament, the early councils of the Church, the writings of early and medieval Christian theologians, the dogmatic teachings of the Church and the contributions of contemporary theologians. Two main questions will be addressed: Who is Jesus? How does Jesus save us?
Nancy Pineda-Madrid

TM 550 History of Western Christianity I:100-850 (Fall: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Church History

Through lectures and primary source readings the course surveys the major cultural, institutional and theological developments of ancient Christianity from the time of the persecutions to the break-up of the Carolingian empire and the rise of medieval Christendom.
Francine Cardman

TM 551 History of Western Christianity II: 850-1650 (Spring: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Church History

A general survey of Western Christianity, with special emphasis on institutional, cultural, theological, and spiritual issues. Topics to be covered include monasticism, evolution of the papacy, the investiture controversy, crusades, heresy and inquisition, friars, scholasticism, women's religious orders and associations, mysticism, missions to Africa, Asia and the Americas, the Reformation, and early modern Catholicism.
Catherine M. Mooney

TM 573 Intermediate Greek (Fall/Spring: 3)
School of Theology and Ministry course

A 2-semester course of readings from the New Testament. Students will receive one credit in the fall semester an two credits in the spring semester.
Daniel Harrington, S.J.

TM 595 Professional Ethics Ministry I (Spring: 1)
Melissa Kelley

TM 601 Psychological Dimensions of Spiritual Direction I (Fall: 1)
School of Theology and Ministry course
Pass/Fail.

This 2-semester seminar examines issues of group process, the dynamics of the spiritual director relationship with the directee, the intrapsychic functioning of the human mind, and the psychological theory appropriate to spiritual direction. It includes case consultation.
Catherine Hannigan and CRD Staff

TM 603 Diversity of Religious Experience I (Fall: 1)
School of Theology and Ministry course
Pass/Fail.

This 2-semester seminar explores spiritual direction in relation to current issues of spirituality, culture, and justice.
Catherine Hannigan and CRD Staff

TM 604 The Practice of Ministry with Youth and Young Adults: Discernment in a Poly-Vocal World (Fall: 3)
School of Theology and Ministry course—Weston Jesuit course
Prerequisite: Pastoral Studies

This course aims to explore elements critical to the effective practice of ministry for and with youth and young adults. Considering the broad demographics herein, this class attends to fostering the skills of discernment and mentoring, which would be valuable across the spectrum of these varied constituencies and contexts. Together the class explores the contexts of the ministry (ecclesial and social), identifies a vision for the work and considers how that vision might assist in discerning God's action in and direction for work with youth and young adults.
Theresa O'Keefe

TM 607 Gospel of Luke (Fall: 3)
Prerequisite: New Testament 101 or equivalent
School of Theology and Ministry—Weston Jesuit course
Prerequisite: New Testament

This course aims to develop the student's ability to use the Gospel of Luke more precisely in relation to its Synoptic counterparts and to integrate the Lukan perspective meaningfully into preaching, teaching, and personal reflection.
Christopher Matthews

TM 608 First Corinthians (Spring: 3)
Prerequisite: New Testament 101 or equivalent
School of Theology and Ministry courseWJ
Prerequisite: New Testament

A close reading of 1 Corinthians with attention to its historical and social setting, its rhetorical structure, and its theological and ecclesiological significance for our understanding of Paul¿s thought and practice, and the history of early Christianity. Thus the course will consist of a thorough survey of the structure, content, and key themes (e.g., Christology, ecclesiology, eschatology, ethics, resurrection, role of women) of Paul's epistle based primarily upon an exegetical analysis of the text with attention to current discussion in the scholarly literature.
Christopher Matthews

TM 611 Pathways to God: Classic Texts on Prayer and Christian Mysticism (Spring: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Church History or Pastoral Studies

This course explores the theological and pastoral dimensions of classic texts on prayer and Christian mysticism. Texts are paired with specific topics: Benedict of Nursia (liturgy of the hours), Bernard of Clairvaux (role of affectivity; contemplative prayer); Francis of Assisi (reverence for the cosmos); Cloud of Unknowing (centering prayer); Julian of Norwich (Jesus as mother; visionary prayer); Ignatius of Loyola (discerning prayer; consolation, desolation); John of the Cross (dark night); Teresa of Avila (mysticism); Teilhard de Chardin (God in the cosmos). Other topics: praying with icons, with saints, petitionary prayer, possibility of 'everyday' mysticism.
Catherine Mooney

TM 612 The Apostle Paul (Fall: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: New Testament

A study of Paul's life, an investigation of all thirteen letters attributed to him, and an examination of the key theological themes of these letters.
Thomas Stegman, S.J.

TM 613 Seminar: Current Issues in Ecclesiology (Spring: 3)
Prerequisite: Completion of TM 534 The Church, or equivalent.
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Systematics

This course will focus on key ecclesiological issues as expressed in relevant literature and the ongoing life of the church. The aim would be to examine the genesis of the issue, the range of views expressed about it, and to explore possible resolutions.
Richard Lennan

TM 616 Creation and Eschatology (Spring: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Systematics

In the Bible, creation and eschatology are understood to be intimately related as the ground of religious hope. This course explores key biblical texts, Christian doctrine and contemporary theologies in light of current science. Special attention is given to the relationship between religion and science, the biblical and theological basis for concern for the environment, creation-centered spirituality, and the "four last things" (death, judgment, heaven and hell).
John R. Sachs, S.J.

TM 617 Liturgy and Time (Fall: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Systematics or Historical Theology

An investigation of the history, theology and spirituality of the liturgical year and the liturgy of the hours.
John Baldovin, S.J.

TM 618 Seminar: Theology of Spiritual Exercises (Fall: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Systematics or Pastoral Studies

The theology underlying the Exercises is both familiar and foreign to us today. This upper-level seminar brings it into dialog with contemporary theological interpretations of key topics such as: the will of God, vocation, prayer and discernment, divine and human action, grace and human freedom, and religious pluralism. This upper-level seminar is intended for advanced students with a basic familiarity of the Spiritual Exercises. Limited to ten students. Authors to be discussed include Hugo Rahner, Karl Rahner, Christopher Mooney, Roger Haight, Joseph Bracken, Robert Doran, Philip Endean, John Haughey, William Barry, John Macmurray, Shubert Ogden, and Piet Schoonenberg.
John R. Sachs, S.J.

TM 625 John: Gospel and Letters (Fall: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: New Testament

A close exegetical analysis of John's Gospel and the three Johannine epistles, with special attention paid to Christology and Christian community.
Thomas Stegman, S.J.

TM 644 Theological Foundations in Practical Perspective (Fall/Spring: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Systematics

A graduate-level introduction, this course offers an overview of contemporary Christian theology, introducing basic theological themes reflected in Co-Workers in the Vineyard of the Lord. It provides a consideration of theological methods and an investigation of the sources that contribute to the constructions of theological positions. The course is designed to explore foundational theological concepts from a pastoral perspective.
Colleen Griffith
Barbara Radtke

TM 646 Theology and Spirituality of Ordained and Lay Ministers (Fall: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Systematics, Word and Worship

The future of Roman Catholic ministry will include both ordained and lay persons in the service of Christ. This course is an exploration of both forms of ministry. It will include the scriptural foundations for ministry, the historical development of forms of ministry, the challenges of ministry today as well as the relation between ordained and lay ecclesial ministry. The course will conclude with discussion of the spirituality of Christian priesthood (baptized and ordained).
John Baldovin, S.J.

TM 647 Sacraments in the Life of the Church (Fall: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Systematics

This course offers an introduction to the sacramental life of the church with a view to pastoral practice. At the beginning we will focus on foundational elements of Roman Catholic sacramental theology. In subsequent 2-3 week segments, we will discuss sacraments of initiation, healing and vocation, inviting other STM faculty to address the sacraments from their areas of expertise. These will include sacraments and religious education; sacraments and spirituality; and sacraments and pastoral care. The course will invite students into a fruitful and creative dialogue between contemporary ecclesial experience of the sacraments and the Catholic theological and liturgical tradition.
Jennifer Bader

TM 651 Seminar on the Theology of Jon Sobrino (Fall: 3)
School of Theology and Ministry—Weston Jesuit course
Ernesto Valiente

TM 652 Seminar on the Theology of Johann Baptist Metz (Spring: 3)
School of Theology and Ministry—Weston Jesuit course
Ernesto Valiente

TM 654 Marriage: Theological, Canonical and Pastoral Perspectives (Spring: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Pastoral Studies

Prerequisite: first-year theology or previous course work in Church history and fundamental theology.

A study of marriage in the biblical and liturgical tradition of the Roman Catholic Church. The course will explore the theology and canon law of marriage, marriage preparation and marriage enrichment, and pastoral and canonical approaches to questions of separation, nullity, and remarriage. Designed for second- or third-year students.
Jim Conn, S.J.

TM 663 Canon Law: Introduction and Application (Spring: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Pastoral Studies and first year theology, or previous course work in Church history and fundamental theology.

A study of the system of canon law in the Catholic Church as expressed in the Code of Canon Law. Topics and cases will concern the application of the Code to the Church's life and will include general principles and interpretation of law; membership and rights and obligations; office and governance; religious, liturgical, and sacramental law; and ecumenical issues. Designed for those who will fulfill a ministerial role in the Church and/or the required course for those seeking ordination.
James Conn, S.J.

TM 683 Seminar in Pastoral Theology (Fall: 3)
School of Theology and Ministry course

All Christian theology is marked by the pastoral interest of serving the life of the church in the world. Pastoral theology, however, takes this practical interest as its primary focus, allowing concern for pastoral life to shape its methodology and the issues addressed. This seminar will focus on foundational themes of pastoral theology, including its distinctive methodology, its pastoral hermeneutics, the relationship of faith and culture and the challenge of inculturation, the social sciences as resources to pastoral life and enabling scholars to "do" theology in a pastoral setting.
Nancy Pineda Madrid

TM 685 Professional Ministry Practicum (Fall/Spring: 3)
Prerequisite: Students must meet with the professor before registering for this course.
Offered Biennially
School of Theology and Ministry course

This practicum provides opportunities for developing and exercising the competencies and skills necessary for professional ministry and for intensive reflection on the experience. Students minister in a site which offers challenging opportunities to apply, develop, and broaden their skills, sensitivities, perspectives, and theologies. With their on-site supervisor/mentor, they reflect on their experiences, their successes, and their areas for ongoing growth. With their on-campus peer group, they participate in theological reflection, pastoral case studies, and opportunities for the cultivation of ministerial identity and competencies.
Melissa Kelley

TM 699 Directed Reading (Fall/Spring: 3)
School of Theology and Ministry course
The Department

TM 706 Ministry and Leadership in the Early Church (Fall: 3)
School of Theology and Ministry —Weston Jesuit course
Prerequisite: Church History and Pastoral Studies

The course studies the emergence, development, practice and theologies of leadership and ministry in the churches of East and West from 100 to 600 CE. Topics include: varieties of leadership, development of structures of ministry, emergence of distinctions between laity and clergy, patterns of oversight and communion, conciliar decision-making, episcopal leadership, and empire.
Francine Cardman

TM 711 Seminar: The Book of Isaiah (Spring: 3)
Prerequisite: Prerequisiste Basic Old Testament or equivalent
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Old Testament

An examination of the entire Book of Isaiah as a unified literary and theological work (not First or Second Isaiah alone). Attention will be given to the themes and editing techniques that have made the traditions of several different eras into a single book perennially addressing the community of faith with the word of God.
Christopher Frechette, S.J.

TM 714 The Sacraments: A Theological Perspective (Fall: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Systematics
This course is entirely online.

This course will assist participants in developing the sacramental dimension of their pastoral perspective. After exploring sacrament in its broadest sense and other fundamental elements of Roman Catholic sacramental theology, we will examine each sacrament both in its role in the life of the church as well as its role in each individual's faith journey. We will address historical background and contemporary issues about the Sacraments of Initiation—Baptism, Confirmation and Eucharist; the Sacraments of Healing—Reconciliation and the Sacrament of the Sick; and Sacraments of Vocation—Marriage and Holy Orders.
Barbara Anne Radtke

TM 717 Education of Christians: Past, Present, and Future (Spring: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Pastoral Studies

This course is a comprehensive study of major moments, methodologies and educators in the history of Christian education in the western world during the past two millennia.
Hosffman Ospino

TM 723 Catechetical Leadership (Fall: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Pastoral Studies

The concept "total community catechesis" builds on the recognition that it is the very life of the faith community and all its members and families that are both agent and participant in catechesis. This course examines both the theoretical foundations and the pastoral considerations that support effective catechesis for and by the total community.
Jane Regan

TM 724 Augustine (Fall: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Systematics

A study of the main theological works and doctrines of the Western Church's most influential thinker. Subjects will include Augustine's theological anthropology, his trinitarian theology, his view of human history and culture, his hermeneutics and theological method, and his doctrine of the Church.
Khaled Anatolios

TM 727 Two Great Councils:Trent and Vatican II (Spring: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Systematics and Historical Theology

Questions of theological cultures and styles, historical and ecclesial contexts are key to understanding and interpreting these two great councils, sometimes characterized and contrasted (mistakenly) as a "dogmatic" and a "pastoral" council.
Francine Cardman

TM 730 Holistic Formation for Ministry (Fall/Spring: 1)
School of Theology and Ministry course
Required for all M.A. and M.Ed. students.
Pass/Fail only.

Education for ministry in today's church necessitates that academic preparation and spiritual development be fundamentally integrated. In this 1-credit course, students gather in small groups with a faculty facilitator to explore the integration of their theological studies with their spiritual growth. Groups use an adult model of learning, in which students are responsible for planning their academic program, in conjunction with activities to enhance their spiritual growth, such as retreats and spiritual direction.
STM Staff

TM 731 Writing and Research for Theology and Ministry (Fall/Spring: 1)
Offered Biennially
School of Theology and Ministry course

This course provides an introduction to writing and research for students engaged in STM degree programs. In the conviction that writing for theology and ministry invites a practical integration of theological, ministerial and wider social worlds in its diverse modes of communication, this course imagines writing, research and the theological and pastoral questions that engender them as integrated parts of an

ongoing process of inquiry, reflection and practice. Its goal is to invite students into that process through the qustions arising from their own theological and ministerial study, engagement, and reflection.
Lucretia Yaghjian

TM 732 Latin American Theology of Liberation (Fall: 3)
School of Theology and Ministry course
Ernesto Valiente

TM 736 Modern Christologies (Spring: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Systematics

This course will survey some of the major works on Christology produced since the twentieth century by representative theologians of the Orthodox (Sergei Bulgakov), Catholic (Von Balthasar, Rahner) and Protestant (Bultmann, Barth) traditions. There will also be a focus on alternative approaches that have emerged in modern christology, such as liberation and feminist theology and the re-appropriation of Christology in the context of contemporary pluralism.
Khaled Anatolios

TM 737 Modern Eastern Christian Theology (Spring: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Systematics

This course will survey some major works in the canon of modern Eastern Christian thought, ranging from literature (Dostoevsky, Bakhtin) to religious philosophy (Florensky, Soloviev, Yannaras) to liturgical theology (Schmemann) to Christology and Trinitarian theology (Bulgakov, Lossky).
Khaled Anatolios

TM 744 Philanthropy in Biography and Society (Spring: 3)
School of Theology and Ministry course
Paul Schervish

TM 751 Supervised Practicum in Spiritual Direction (Fall/Spring: 3)
School of Theology and Ministry course
Pass/Fail.

This practicum is a 2-semester, 6-credit course in which students direct from 3 to 5 persons, receive supervision, and attend a three-hour seminar every week. An interview, preferably a month before the start of fall semester, to discuss prerequisites and background is a necessary step before registering for this practicum.
Ellen Keane and CRD Staff

TM 767 Hispanic Ministry Seminar I: Pastoral Dimensions (Fall: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Pastoral Studies

A graduate level seminar that explores the reality of Hispanic ministry in the U.S. and invites participants to envision pastoral models that respond to the culturally diverse nature of the Church in this country.
Hosffman Ospino

TM 768 Hispanic Ministry Seminar II: Theological Foundations (Spring: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Systematics

This course serves as an introduction to U.S. Latino/a theology and gives each student the opportunity to consider how this theological discourse reflects and enriches the faith experience of Latinos/as across the United States. This course briefly surveys several enduring theological themes and their attendant questions (i.e., theological anthropology, doctrine of God, Christology, ecclesiology, sacraments, soteriology, Mariology, eschatology) as they are engaged by U.S. Latino/a theologians.
Nancy Pineda-Madrid

TM 775 Group Supervision I (Fall: 1)
School of Theology and Ministry course
Pass/Fail.

This 2-semester course requires participants to become involved in presenting case studies based on experience, reflection, and discussion each week. It includes extensive presentations of work with a directee over a lengthy period of time with reflection on one's progress as a spiritual director.
Catherine Hannigan and CRD Staff

TM 780 Advanced Professional Ministry Practicum (Fall/Spring: 3)
Prerequisite: Completion of the Professional Ministry Practicum.
School of Theology and Ministry course

Students must meet with professor before registering for this course.

This practicum provides opportunities for Th.M. and advanced M.Div. candidates to develop and exercise ministerial leadership in settings requiring both advanced ministerial experience and theoretical preparation for supervision, administration, and/or consultation. Frequently, the practicum conjoins expertise in another professional field or academic discipline with the practice of ministry.
Melissa Kelley

TM 785 Theology, Spirituality, and the Body (Spring: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Pastoral Studies

Issues of embodiment relating to theology, spirituality and ministry form the substance of this course. We will probe understandings of the body found in the historical Christian tradition and draw insights regarding human bodiliness from contemporary theology, philosophy, psychology, and social theory. Finally, we will examine the role of the body in lived Christian faith with a particular emphasis on spirituality, education, and pastoral care.
Colleen Griffith

TM 787 Diaconate Practicum (Fall/Spring: 3)
School of Theology and Ministry course
Prerequisite: Completion of the Professional Ministry Practicum

Provides ordained deacons with an opportunity for engagement and direction in parish settings or other ministerial sites. Students must meet with professor before registering for this course.
Melissa Kelley

TM 790 Historical Resources for a Contemporay Spirituality (Fall: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Systematics

This course will survey historical classics, examining the generative themes that are suggestive for our time and foundational in the construction of a contemporary spirituality. Authors will include Augustine, Benedict, Francis and Clare, Julian of Norwich, Catherine of Genoa, Ignatius of Loyola, Teresa of Avila, and John of the Cross.
Colleen Griffith

TM 791 Spirituality and Justice:Twentieth Century Writings (Spring: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Pastoral Studies

This course will survey spiritual writings from the twentieth century, examining the generative themes that are suggestive for our time and foundational in the construction of a contemporary spirituality. Authors will include Thomas Merton, Evelyn Underhill, Teilhard de Chardin, Dorothy Day, Annie Dillard, Johannes Baptist Metz and Martin Buber. The course is taught with an eye toward leadership in spiritual formation.
Colleen Griffith

TM 799 Advanced Directed Reading (Fall/Spring: 3)
School of Theology and Ministry course
Weston Jesuit Faculty

TM 801 Mariology (Fall: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Systematics or Historical Theology

How are we to account for the upsurge in interest regarding Mary both within and beyond Christian churches throughout the world? The course provides a survey of the origins and development of Marian doctrine and devotion using a fourfold method of theological inquiry and comparative analysis (dogmatic, historical, social scientific, and aesthetic). Conscious of the interactive dynamics of religion, culture, politics and social change, the course examines selected themes, claims, and controversies that pertain to the contemporary study of Mary. Course explores the significance of Marian art, music, literature, film and sites of pilgrimage for Christian spirituality and theological imagination.
Margaret Guider

TM 802 Seminar: Theology, Education and Liberation (Fall: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Systematics or Pastoral Studies

What does it mean to do theology faithfully so as to teach as Jesus taught, especially in situations where human dignity is compromised by vulnerability, catastrophe, terror, uncertainty, and misery? This course proposes the life, writings and legacy of the Brazilian theorist Paulo Freire (1921-1997) as a resource for theological inquiry and critical reflection. Setting Freire's insights and observations in conversation with those who believe `another world is possible', the course examines the power of love, hope, freedom, dialogue, faith in countering the dehumanizing effects and demonizing tendencies of narcissism, fatalism, oppression, apathy, cynicism, fanaticism, and corruption in today's world.
Margaret Guider

TM 803 Grace (Spring: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Systematics

A historical and textual examination of how some Christian thinkers have described and conceptualized the experience of grace. After considering New Testament sources, the class will examine, through lecture and discussion, the following approaches: patristic (e.g. Irenaeus, Augustine, Pelagius), medieval (Aquinas), reformation (Luther, Calvin, Trent, John of the Cross), and modern (Congar, Rahner, Balthasar, Lonergan, liberation theology). Themes to be explored include: sin, forgiveness, and healing; divine initiative and human freedom; sanctification; the relationship between nature and grace; social dimensions of grace; theologies of the Spirit.
Dominic Doyle

TM 804 Sociology of Religion (Spring: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Pastoral Studies

This seminar-style course (featuring substantial student presentations in most sessions) explores major theorists of religious beliefs, experiences, practices and institutions. We will read original texts from classic thinkers (Durkheim, Weber, Eliade, Geertz, Berger, Bellah, Douglas) as well as current sociologists (Wuthnow, Orsi) who analyze religion in the U.S. Concepts will include religious evolution, symbolism, secularization, ritual activity, theodicy, civil religion, generational change, popular religion and spirituality.
Thomas Massaro, S.J.

TM 805 Seminar: Ethics and Empire: Eusebius to Augustine (Spring: 3)
Prerequisites: A Seminar course in early church history and a course in moral theology, primarily for advanced degree students.
School of Theology and Ministry—Weston Jesuit course

The seminar will examine the evolving relationship of church and empire in the fourth century as a context for the articulation of Christian social and political ethics by bishops, theologians, exegetes, and preachers of the period.
Francine Cardman

TM 807 Catholicism from French Revolution to Vatican II (Spring: 3)
School of Theology and Ministry—Weston Jesuit course
Janice S. Farnham

TM 815 Theological Anthropology (Fall: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Systematics

What does it mean to be a Christian humanist? Often, terms "Christian" and "humanist" are opposed. Christian theological reflection, to the contrary, understands them to be intimately united. This course examines key aspects of human life in the light of Christian revelation. It inquires into the possibility and meaning of Christian humanism through wide-ranging cluster of issues that comprise theological anthropology: the human person as created in the image of God; finitude, suffering, and sin; forgiveness and sanctification; grace and nature; gender and sexuality; community. Readings from Rahner, Balthasar, Ernest Becker, Lisa Cahill, Anne Carr, Radcliffe, Josef Pieper et al.
Dominic Doyle

TM 816 Sharing Faith in Religious Education and Pastoral Ministry (Fall: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Pastoral Studies

This course proposes key foundational principles of sharing faith in pastoral contexts. Participants will envision philosophical approaches to religious education and ministry that respond to the particularity of their own experiences.
Hosffman Ospino

TM 820 Disputed Questions in Contemporary Theology (Spring: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Systematics

An introduction to contested issues in contemporary Christian theology, such as the role of biblical criticism, the relationship between science and faith, the encounter with world religions, theories of atonement, divine impassibility, and the possibility of faith in a consumer culture. The goals of this course are: (1) to map out the basic elements of each problematic area; (2) to register some popular yet unsatisfactory answers (e.g. creationism and reductionism as responses to the question of science and faith); and (3) to consider more authentic and theologically persuasive responses.
Dominic Doyle

TM 821 Grief and the Bible (Fall: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Old Testament or Pastoral Studies

Grief, a universal and timeless human experience, is the response to painful loss. This course will consider the grief experience in light of both biblical and pastoral studies. We will bring consideration of the interpretation of biblical texts, read in light of their ancient contexts, into conversation with critical aspects of grief, including attachment and separation, narrative disruption, and meaning-making after loss and trauma. We will consider how engagement with biblical texts within communities of faith might serve specific sacramental and pastoral purposes, including: to articulate and to hold the human experience of loss and grief.
Christopher Frechette, S.J.
Melissa Kelley

TM 825 Ethics in an Ecumenical Perspective (Fall: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Moral Theology

This course will treat some of the major themes and exemplars of moral theology and/or Christian ethics in the last half century. Authors treated will include Roman Catholics such as Lisa Sowle Cahill, Josef Fuchs, Germain Grisez, Bernard Häring, Richard McCormick, William Spohn, and Protestants such as Karl Barth, Dietrich Bonhoeffer, James Gustafson, Beverly Wildung Harrison, Stanley Hauerwas, H. Richard Niebuhr, and Paul Ramsey. Topics treated will include methodologies, approaches to moral reasoning, the role of Scripture in Christian ethics, conscience, natural law, moral norms, and casuistry.
James T. Bretzke, S.J.

TM 826 Introduction to Hebrew Scriptures (Fall: 3)
School of Theology and Ministry course—Weston Jesuit course
Prerequisite: Old Testament

A literary, historical, and theological introduction to the major sections of the Old Testament (Hebrew Bible): the Pentateuch, Deuteronomistic History, Prophets, and Wisdom literature. The focus will be on several complete books: Genesis, Exodus, Deuteronomy, Isaiah, Proverbs, and Job. The student is expected to read and interpret these biblical books and to read about the other biblical books.
Richard Clifford, S.J.

TM 835 Psychology of Religious Development (Fall: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Pastoral Studies

A survey of major psychological perspectives on the foundation and development of religious consciousness and development of religious consciousness and identity over the life cycle. The course will emphasize the student's personal integration of theological and psychological visions of development and will allow the student to concentrate attention on the periods of development that are if greatest pastoral or personal significance (e.g., adolescence, young adulthood, mid-life, etc.).
John J. Shea, OSA

TM 840 Master of Divinity Closure Seminar (Spring: 3)
School of Theology and Ministry course

This seminar promotes the integration of theory and practice, as well as formation, for collaboration and partnership in ministry. Discussions, group work and team projects are some of the components of the seminar, which concludes with the M.Div. Convocation in April. The seminar brings closure to the M.Div. program by providing a structured forum for collectively exercising and applying the skills and knowledge acquired during the degree program.
John Baldovin, S.J.

TM 845 Roman Catholic Fundamental Moral Theology (Spring: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Moral Theology

This course treats Roman Catholic fundamental moral theology, focusing on both traditional, contemporary, and Cross-Cultural understandings of principal themes such as: The Nature and History, as well as a Methodological Model for Approaching Fundamental Moral Theology; The Moral Person and Moral Community; Conscience and the Fundamental Option; Moral Norms; Evaluations of Moral Acts; Sin, Conversion and Reconciliation; Roles of the Magisterium and Contemporary Debates. Selected issues from sexual and medical ethics will be discussed in terms of applying the fundamental themes of moral theology to case studies drawn from practical life situations, especially from a multi-cultural and/or cross-cultural perspective.
James Bretzke, S.J.

TM 850 Church Management: Integrative Colloquium (Spring: 3)
Catherine O'Connor, CSB

TM 860 Seminar: Conscience and the Natural Law (Spring: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Moral Theology

This seminar will investigate the themes of individual moral conscience and its relation, understanding, and integration with the natural moral law. An historical overview will be studied of how the notions of conscience and the natural law developed before moving on to a consideration of how Christian ethicians, moral theologians, and other experts in the social sciences have approached these topics in the last fifty years. Related topics treated will include understandings of common morality, moral norms, intrinsically evil acts, epikeia, doing evil to achieve good in moral action and development of conscience and formation of character.
James Bretzke, S.J.

TM 861 Jesus and Hermeneutics (Fall: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Systematics or New Testament

An investigation of what we know about Jesus, what it means to say how Jesus is normative for Christian self-understanding, and how particular hermeneutical theories bear on interpreting Jesus.
Daniel Harrington, S.J.

TM 862 Post-Exilic Old Testament Books (Spring: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Old Testament

An examination of the later books of the Old Testament, from the perspective of a community rebuilding its life and institutions after destruction.
Daniel Harrington, S.J.

TM 863 Biblical Aramaic (Spring: 3)
Prerequisite: Intermediate knowledge of Hebrew
School of Theology and Ministry course

Translation and grammatical analysis of the Aramaic portions of Ezra and Daniel, as well as Qumran texts and Targums.
Daniel Harrington, S.J.

TM 871 Colloquium on Ministry and Life (Fall: 0)
School of Theology and Ministry—Continuing Education course

Required for all Sabbatical students. A weekly meeting for the Sabbatical participants which draws on their experiences of life and ministry in the contemporary Church. The meetings provide a forum to integrate these experiences and to explore together topics such as transition, spiritual growth and self-care for the minister, authority, etc. The small group format is used to encourage and support healthy interchange.
Melinda Donovan

TM 880 M.T.S. Thesis (Fall/Spring: 3)
School of Theology and Ministry course
Edward Vacek, S.J.

TM 881 Th.M. Thesis (Fall/Spring: 6)
School of Theology and Ministry course
Francine Cardman

TM 882 Psychotherapy and Spirituality (Spring: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Pastoral Studies

Participants explore the theoretical and practical integration of theological and psychological perspectives in the practice of clinical psychotherapy as well as in the practice of pastoral counseling and spiritual direction.
John McDargh

TM 885 Continuing Status (Fall/Spring: 0)
Offered Biennially
School of Theology and Ministry course
The Department

TM 888 Masters Interim Study (Fall/Spring: 0)
School of Theology and Ministry course
The Department

TM 915 Ph.D.-S.T.L. Colloquium (Fall/Spring: 0)
School of Theology and Ministry Course—Weston Jesuit course
The Department

TM 980 STD Specialized Research (Fall/Spring: 6)
School of Theology and Ministry Course
The Department

TM 985 S.T.L. Thesis (Fall/Spring: 9)
School of Theology and Ministry course
Thomas Massaro, S.J.

TM 987 Role of Empathy in Pastoral Care and Counseling (Spring: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Pastoral Studies

This course explores the central role of empathy as a theoretical and practical foundation for pastoral care and counseling. It presents empathy both as a way of being present in pastoral situations and as a way of facilitating therapeutic change and growth. This course concentrates on some of the skills of active empathy, for example, attending, responding to feeling, responding to content, clarifying, imagining and challenging. The theoretical underpinnings of this course provide a context for the integration of theological and psychological perspectives in pastoral care and counseling.
John J. Shea, O.S.A.

TM 991 Special Issues in Pastoral Care and Counseling (Spring: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Pastoral Studies

A number of important and sensitive issues surface in pastoral ministry, especially in pastoral care and counseling. In a context of adult development and spirituality, this course considers the assessment of personality and personality disorders, sexual issues including abuse, the addictions along with dual diagnosis and co-dependency, the experience of trauma, loss and depression, ministry to those with AIDS, dying and bereavement, suicide and burnout in ministry.
John J. Shea, O.S.A.

TM 994 Education for Justice and Peace (Spring: 3)
School of Theology and Ministry—Weston Jesuit course
Prerequisite: Pastoral Studies

The course begins with an investigation of the tools of social analysis as a means of getting beneath the surface of issues of injustice. Following is a review of Catholic social teachings, as a means of offering a theological foundation for educating for justice around issues. The course looks at educational methods from the early twentieth century to the present, methods that reflect an understanding that education itself is a work of justice. Course concludes with an opportunity for students to integrate: tools of investigation and analysis on an issue of justice; Catholic social teaching; appropriate methodology for effective education.
Theresa O'Keefe

TM 999 Doctoral Continuation (Fall/Spring: 1)
School of Theology and Ministry course
The Department

Carolyn A. and Peter S. Lynch School of Education

INTRODUCTION

The Lynch School offers undergraduate programs in education, psychology, and human development.

The mission of the Lynch School is to improve the human condition through education. It pursues this goal through excellence and ethics in teaching, research, and service. It prepares undergraduate students to serve diverse populations in a variety of professional roles—as teachers, administrators, human service providers, psychologists, and researchers.

Through research, the Lynch School seeks to advance knowledge in its respective fields, inform policy, and improve practice. Its teachers, scholars, and learners engage in collaborative school and community improvement efforts locally, nationally, and internationally. For example, "Teachers for a New Era," a landmark initiative undertaken by the Carnegie Corporation to strengthen K-12 teaching, supports state-of-the art schools of education that are focused on evidence-driven teacher education programs. The initiative is expected to directly influence public policy leaders concerned with the quality of the nation's teachers. What unites the diverse work conducted within the Lynch School of Education is the underlying aspiration to enhance the human condition, to expand the human imagination, and to make the world more just.

The Lynch School is named in honor of Carolyn A. and Peter S. Lynch. Carolyn Lynch is a fervent supporter of education, as is her husband, Peter Lynch, a University graduate and one of the country's best-known financial investors.

UNDERGRADUATE PROGRAMS

Undergraduate students in the Lynch School may choose to major in Elementary Education, Secondary Education, or Human Development.

The Secondary Education Program is taken in conjunction with a major in the College of Arts and Sciences. Students may follow a program in Biology, Chemistry, Geology or Earth Sciences, Physics, English, History, Mathematics, French, Spanish, Latin Studies, and Classical Humanities. All programs lead to Massachusetts teacher licensure.

The major in Human Development prepares students for work in social and community service and/or for graduate study in counseling, human development, educational psychology, and related fields. The curriculum offers a theoretical base in developmental and counseling psychology with a focus on understanding psychological processes in context.

Students in Human Development have obtained employment in educational, human service, and business settings. A practicum experience is strongly recommended and provides students with an opportunity to develop important professional skills and explore career opportunities. The 10-course major gives a strong background in the area of developmental psychology and an introduction to the field of counseling. Students choose to concentrate their upper level courses in one of three focus areas: human services, organizational studies, or community advocacy and social policy. The major is specifically designed for students who wish to work in a range of human service and community settings.

All of the undergraduate programs in the Lynch School, except the major in Human Development and interdisciplinary majors, are designed to prepare students to meet state requirements for teacher licensure. These programs may change in response to state licensure regulations. All students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

In addition, there are a number of fifth year programs available for academically superior students through which the bachelor's and the master's degree can be earned in five years. Refer to the section following the descriptions of majors in the Lynch School of Education for more information about these programs.

All students entering Lynch School undergraduate programs are to follow a program of studies in selected majors and complete Core requirements and electives needed to fulfill degree requirements. A second major, either interdisciplinary or in a department in the College of Arts and Sciences, is also required of students in licensure programs. Students in the Human Development program are required to complete a minor of six courses in one discipline outside the Lynch School, an interdisciplinary minor or major in the College of Arts and Sciences, or a second major or interdisciplinary major in the Lynch School. All programs lead to a Bachelor of Arts degree.

Information for First Year Students

Although students may satisfy Core requirements in any of their four undergraduate years, they are advised to complete most and, if possible, all Core requirements within the first two years. The remaining 24courses are to be completed with major and elective choices.

All first year students should select EN 010 First Year Writing Seminar or a Core Literature course (CL 166/CT 261/EN 084.02, CL 217/EN 084.06, EN 080-084, RL 300, or RL 395), PY 030, and the course(s) designated by your major department. Major requirements are listed in the sections that follow. If you have not declared a major and are listed as Unclassified, follow the course requirements for the Human Development major.

The Professional Development Seminar, a one-credit course, is also a requirement for all Lynch School students and is taken as a sixth course.

The bachelor's degree requires the completion, with satisfactory cumulative average (at least1.667) of at least 38 one-semester courses (each carrying a minimum of three semester-hour credits), normally distributed over eight semesters of four academic years. Students pursuing teacher licensure programs, however, must maintain a cumulative average of at least 2.50 to enroll in the practicum (full-time student teaching).

A second major, either interdisciplinary, Human Development, or in a department of the College of Arts and Sciences subject discipline, is required of all students in licensure programs. This major should be in an area that complements the student's program in the Lynch School. These majors must have the approval of the Associate Dean (Campion 104/106). Students in licensure programs are encouraged to declare their liberal arts majors early so that they are eligible to take courses restricted to majors in these disciplines. Students in the Human Development program are not required to have a second major but are required to complete a minor of six courses in one subject discipline outside the Lynch School, an interdisciplinary minor or major, or a second major.

A major program of studies within the Lynch School must be declared by all students and approved by the Associate Dean before the

end of the sophomore year. Human Development majors as well as those seeking a major leading to teacher licensure must be officially accepted into the major by the Lynch School.

Students seeking a major leading to teacher licensure must complete and submit a Declaration of Major form, an application for admission to a Teacher Education Program, and a current transcript to the Associate Dean (104/106). That office reviews applications and accepts qualified applicants before the end of the sophomore year. Early program application is encouraged. Human Development majors need to complete a Declaration of Major form and submit a current transcript. The remaining courses required for graduation include additional major courses, minor courses, and electives.

Practicum Experiences Leading to Teacher Licensure

Endorsement for license is a collaborative effort between the Lynch School supervisor and the cooperating teacher. Placements for pre-practica and practica leading to license are arranged by the Office of Practicum Experiences and Teacher Induction, Campion 103, only for eligible students enrolled in programs in the Lynch School. The Director of Practicum Experiences and Teacher Induction, for appropriate reasons, may choose not to approve a student for the practicum. All students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

Pre-practica and practica are essential parts of the curriculum in the Lynch School. Attendance is required of all students assigned to cooperating school systems and agencies. It is the student's responsibility to inform the school or agency and the college supervisor of absences from the site.

Three semesters of pre-practicum assignments of one day per week are required before student teaching in the Elementary, and Secondary Education programs.

A full practicum (student teaching) is a full-time, five-days-per week experience in the senior year for an entire semester. In the Lynch School, a full practicum is characterized by the teaching standards required by the Massachusetts Department of Education. Student teachers must demonstrate competence in the following standards: plans curriculum and instruction, delivers effective instruction, manages classroom climate and operation, promotes equity, meets professional responsibilities.

The full practicum must be completed by all students seeking licensure. A cumulative grade point average of 2.5 and successful completion of all major courses are required prior to student teaching for all students in the Elementary program. Students in Secondary Education must complete all major courses and 4/5 of Arts and Sciences courses prior to student teaching. No incomplete grades may be outstanding and a minimum of 29 courses must have been completed before placement is approved.

All students will be screened for eligibility and any who fail to meet the standards (academic, health, professional) will be excluded. Those so excluded will take courses on campus during the semester to qualify for a degree from Boston College, but not for recommendation for endorsement for teacher licensure. Students will not be allowed to enroll in an overload while doing student teaching. If, for any reason, a student is unable to complete the full practicum, an extended practicum (additional time in the field) will be required by arrangement of the Director of Practicum Experiences and Teacher Induction.

All pre-practica and practica for students seeking teacher licensure are arranged by the Office of Practicum Experiences and Teacher Induction. Students must apply for a field assignment during the semester preceding the one in which the assignment is to be scheduled.

Application deadlines for all pre-practica are December 1 for spring placements and May 1 for fall placements. Application deadlines for all practica are October 15 for spring placements and March 15 for fall placements. The Office of Practicum Experiences and Teacher Induction will not be able to arrange assignments for late applicants.

The facilities utilized for pre-practica and practica are located in Boston and neighboring communities. Students are responsible for their own transportation to and from these facilities.

All graduates in Teacher Education are eligible for a Summer Start program to prepare them for their first classrooms. This induction program is offered as part of Project SUCCESS and is partially funded by a Carnegie Corporation Grant, under the auspices of Teachers for a New Era.

Human Development Field Practica

Human Development students should visit http://www.bc.edu/schools/lsoe/academics/undergrad/human_dev/experience.html for information on practica experiences for this major and register for PY 152 or PY 245 in the semester during which they will complete their field practicum experience.

International and Special Practicum Placement Program for Undergraduate Studies

Lynch School students may participate in the International Programs described in the *University Policies and Procedures* section of this catalog.

The Lynch School's International and Special Practicum Placement Program offers undergraduate classroom opportunities in a variety of foreign countries and out-of-state settings for pre and full practica. International settings include classrooms in such countries as Switzerland, Ireland, England, France, Italy, Germany, Spain, and Mexico. Out-of-state opportunities are restricted to student teaching on Arizona, Maine, or North Dakota Native American Reservations, and a school in Mississippi. For information regarding programs and requirements, contact the Director, International and Special Practicum Placement Program, Office of Practicum Experiences and Teacher Induction, Lynch School, Boston College, Campion 103, Chestnut Hill, MA, 02467-3804.

The Honors Program

Scholarship and academic excellence are traditions at Boston College. To meet the needs of superior students, the Lynch School offers an Honors Program. Students are admitted to the Honors Program by invitation only during their freshman or sophomore year, based upon prior academic accomplishment.

MAJORS IN EDUCATION

The undergraduate majors in the Lynch School, with the exception of the major in Human Development, are intended to meet the requirements for Initial Licensure as a teacher of the Massachusetts Department of Education. Also, licensure in other states is facilitated through the Lynch School's accreditation by the Interstate Licensure Compact (ICC). Licensure requirements are set by each state, however, and are subject to change. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator

Licensure. All students are urged to consult with the Office of Practicum Experiences and Teacher Induction or the Boston College Career Center to review the most recent licensure requirements of Massachusetts and other states.

The Lynch School offers three minors for Education majors: Special Education, Middle School Mathematics Teaching, Human Resources Management, and a certificate in Teaching English Language Learners (TELL/ESL).

The minor in Special Education is designed to prepare students to work with a diverse group of special needs learners. In light of a growing national movement for further inclusion of special needs students in regular classrooms, teachers must be able to accommodate special needs students in their classrooms. All Education students are strongly urged to consider this important minor. Detailed information on the minor in Special Education can be found in the Minors in the Lynch School section.

The minor in Middle School Mathematics Teaching is available to Elementary Education majors with an Arts and Sciences Mathematics major or an Arts and Sciences Mathematics/Computer Science interdisciplinary major, and Secondary Education majors with an Arts and Sciences Mathematics major. Teachers of middle school mathematics are in great need in the United States, and all eligible Lynch School students should investigate this option. For more information on the minor in Middle School Mathematics Teaching, consult the Minors in the Lynch School section.

The minor in Human Resources Management is open to Lynch School Human Development majors only. See the Minors in the Lynch School section for more information.

The Teaching English Language Learners (TELL/ESL) concentration is open to Elementary and Secondary Education majors. See the Minors in the Lynch School section of this catalog for more information.

Major in Elementary Education

The major in Elementary Education prepares students for teaching children without disabilities and children with mild disabilities in regular classrooms, grades 1-6.

The major requirements for the elementary program include foundation and professional courses. Foundation courses focus on building understanding in areas such as child growth, learning, diversity, and development from cultural and historical perspectives. Professional courses are viewed as an integrated approach to the subject matter of the elementary classroom that includes reading, language, literature, mathematics, science, and social studies.

In addition to the mastery of program content, students are instructed in learning theories, instructional strategies and models, curriculum and school organizational practices, educational technology, and effective assessment procedures and instruments.

Students also develop competencies in working with diverse learners including English language learners. Instruction enables students to effectively integrate children with disabilities into regular classrooms. Students have opportunities to engage in problem-solving and reflective practice, work with parents and communities, and apply knowledge to research projects.

The pre-practicum component begins at the sophomore level and culminates in full-time senior level practicum. Course and practica are carefully linked.

A second major, either interdisciplinary or in a subject discipline in Arts and Sciences or Human Development in the Lynch School, is required. Students must consult with their program advisors as to the selection and requirements for the major.

Major in Secondary Education

The major in Secondary Education prepares students for teaching in senior high schools, grades 8-12. The major in Secondary Education will benefit those students interested in high school teaching, who want to achieve an in-depth major in a discipline, and who want to apply 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, French, Spanish, Latin, and classical humanities.

Requirements for the secondary major include courses in child and adolescent development; theory and instruction in teaching diverse populations and meeting the special needs of children; teaching reading, writing, and specific subject methods courses; and classroom assessment. The program also includes three pre-practicum experiences in the junior year and a practicum in the senior year. The pre-practicum component begins at the sophomore level and culminates in a full-time senior level practicum.

Middle School Licensure

Middle School licensure is available to Elementary and Secondary Education students by application to the Massachusetts Department of Education via an alternate route. A special option is provided for 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 Human Development

The major in Human Development consists of course offerings in developmental psychology, personality theories, educational psychology, and related fields. It provides a basic foundation for careers in social service and community settings or for further graduate study in many fields of psychology, including counseling, developmental or educational psychology, or in other professional areas, including business or social work. This major will prepare students for entry-level employment as support personnel in offices of senior professional psychologists and counselors, and in settings such as child/adult residential or day care facilities and alternative educational, community, or business settings. Ten courses are required for the major.

The Human Development major does not provide for state licensure as a classroom teacher.

Students who are pursuing Human Development as their primary major within the Lynch School, regardless of class year, are required to carry one of the following:

- a minor of six courses in a single subject in Arts and Sciences,
- a major or an interdisciplinary minor (e.g., African and African Diaspora Studies, Women's Studies) in Arts and Sciences, or
- a second major or interdisciplinary major in the Lynch School.

The minimum number of courses acceptable for a minor is six and Core courses may be included. The minor in Special Education is an excellent option as a second minor for Human Development majors interested in special needs settings. The minor in Human Resources Management offered with the Carroll School of Management is an important resource for students planning to work in business or industry.

Students who have a second major automatically fulfill the minor requirement. Specific acceptable areas of study for both majors and minors are listed under the College of Arts and Sciences, with acceptable interdisciplinary majors listed above.

Additional detailed information for Human Development majors is available on the Lynch School website, http://www.bc.edu/schools/lsoe/academics/undergrad/human_dev.html. It is strongly recommended that all students pursue a field practicum course which includes 10 hours a week of volunteer work in community, business, or human service agencies or programs, and a weekly seminar. Links to existing sites are available on the web and can be discussed with the Coordinator of the Human Development Program or the Associate Dean for Undergraduate Students.

The Human Development major has six core courses and three foci or concentrations: human services, human resource management, and community advocacy and social policy. Each focus has an additional required course and several electives from which to choose.

Second Majors and Interdisciplinary Majors for Lynch School Students

All students in the Lynch School pursuing an Education major leading to licensure are required to complete a second major in Arts and Sciences or an interdisciplinary major as outlined below. Human Development students are required to carry a minor of six courses in a single subject in Arts and Sciences, a major or an interdisciplinary minor in Arts and Sciences, or a second major or interdisciplinary major in the Lynch School. Acceptable interdisciplinary majors are listed below.

Lynch School Majors

Interdisciplinary Majors

Interdisciplinary majors are based in two or more Arts and Sciences disciplines that are relevant to the teaching endeavors of early childhood and elementary teachers. Each of these majors is available to students in the Lynch School pursuing Elementary Education and Human Development. Students should consult their advisors regarding the specific courses for these interdisciplinary majors.

Note: Secondary Education students can not become certified to teach in any of these interdisciplinary areas. Secondary licensure requires an Arts and Sciences major in one of the specific subjects listed under the description of Secondary Education requirements.

Human Development majors may choose a second major or one of the interdisciplinary majors listed below in place of their A&S minor requirement.

Mathematics/Computer Science

Recommended for students who have had four years of high school mathematics and wish to specialize in the area of mathematics and computer science, but who are not interested in the traditional Mathematics major because of their intended career objective as elementary, early childhood, or special needs educators.

Human Development

Provides students with a background in the fields of counseling, developmental, and educational psychology. This major is particularly appropriate for students seeking a deeper understanding of the relationships between psychology and education and between schools and other social services, community agencies, and public and private organizations, including business.

American Heritages

Recommended for students who are interested in the American heritage from literary and historical perspectives. Two tracks are available for students pursuing this major, a cultural track with emphasis in the literary perspective, and a social science track for students interested in historical and sociological perspectives.

Perspectives on Spanish America

Recommended for students who may have had at least two years of high school Spanish and wish to develop Spanish language skills, coupled with a background in the historical, sociological, and literary traditions of Hispanic cultures.

General Science

Designed for students seeking a broad and general background in science to help them teach in an early childhood, elementary, or special education setting. Nine courses are required from four science departments: biology, chemistry, physics, and geology.

Minors in the Lynch School

Minors for Lynch School Students

All Lynch School majors may minor in Special Education, as well as any Arts & Sciences discipline. A minor consist of six 3-credit courses. Some Lynch School Elementary and Secondary Education majors are eligible to minor in Middle School Mathematics Teaching (see details below). Lynch School Human Development majors may apply for the minor in Human Resource Management. Further information on these minors is below.

Minor in Special Education

All Lynch School undergraduate majors may minor in Special Education, and any Lynch School student who has an interest in special needs education is encouraged to pursue this minor. (Note: Human Development majors in the Lynch School may declare the Special Education minor in addition to the required Arts and Sciences minor.) Interested students must complete a Declaration of Major form and submit it to the Associate Dean (Campion 104/106). While the minor in Special Education does not lead to licensure as a special needs teacher, students can pursue fifth year programs that lead to licensure as a Teacher of Students with Special Needs (pre-K to grade 9 and grades 5-12) or as a Teacher of Low Incidence Disabilities (including severe disabilities, visual impairments, deaf/blindness, and multiple disabilities).

The minor in Special Education is not available to students outside of the Lynch School.

Minor in Middle School Mathematics Teaching

The minor in Middle School Mathematics Teaching is available only to Lynch School undergraduate students who are Elementary Education majors with an Arts and Sciences Mathematics major or a Mathematics/Computer Science interdisciplinary major, or Secondary Education majors with an Arts and Sciences Mathematics major.

Interested students must complete a Middle School Mathematics Minor form and submit it to the Associate Dean (Campion 104/106). While the minor in Middle School Mathematics Teaching does not directly lead to middle school mathematics licensure in the Lynch School, it does fulfill the National Council of Mathematics requirements for middle school teachers of mathematics. Students seeking licensure to teach at the middle school level should consult the Office of Professional Practicum Experiences.

A listing of specific course requirements may be obtained from the Lynch School Office for Undergraduate Student Services.

Minor in Human Resources Management

The minor in Human Resources Management is open to Lynch School Human Development majors only. Human Development majors who are interested in pursuing a career in personnel work or organizational studies may elect a minor in Human Resources Management in the Carroll School of Management. Ordinarily, students are expected to have a 3.0 GPA.

This minor is limited to 15 students per year. Students may submit applications in their sophomore year. The coordinator of the Human Development Program will review and approve the applications.

Teaching English Language Learners (TELL/ESL) Certification

The Lynch School offers a certificate in Teaching English Language Learners. Candidates should hold or be working toward a licensure in an education field (early childhood, elementary, secondary, reading and others). This program is designed to prepare mainstream teachers to work with bilingual learners/English Language Learners in their mainstream classroom settings. The certificate requires two courses and a free non-credit workshop taken during one of the field experiences. In addition, candidates need to do a field experience in a classroom that includes bilingual learners.

Minors for College of Arts and Sciences Majors

Some Arts and Sciences majors are eligible to minor in Secondary Teaching (see more information below). All Arts and Sciences majors may minor in General Education. More information on these minors is below.

Minor in Secondary Education

Students who follow a major in Biology, Chemistry, Geology (Earth Science), Physics, English, History, Mathematics, French, Spanish, or Latin and Classical Studies in the College of Arts and Sciences, may apply to minor in Secondary Education. (Note: This minor is open to eligible College of Arts and Sciences undergraduate students only). This program begins in the sophomore year, and interested students should apply before the end of sophomore year. Only those students majoring in the disciplines listed above may apply for a minor in Secondary Education. This minor leads to state licensure in all areas listed. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL). (Note: Arts and Sciences students pursuing this minor ordinarily graduate with a total of forty 3-credit courses.)

Students must complete 32 courses in the College of Arts and Sciences.

Before submitting an application, interested students should meet with the Associate Director for Student Services in Campion 106D.

Minor in General Education

All undergraduate students in Connell School of Nursing, Arts and Sciences, and Carroll School of Management who have an interest in Education may follow a minor of five or six courses. (Note: This minor is not available to Lynch School students.)

Minors for Carroll School of Management Majors

All Carroll School majors may minor in Human Development for Carroll School Majors or General Education. More information on these minors is below.

Minor in Human Development

Students majoring in the Carroll School of Management who have interests in developmental or educational psychology, or in the social service professions, may elect a minor in Human Development in the Lynch School. (Note: this minor is open to Carroll School undergraduates only). Ordinarily, students will be expected to have a 3.0 GPA. This minor does not lead to state licensure. Applications for the Human Development minor are available in the Carroll School of Management Department of Organization Studies. Applications should be submitted no later than September of a student's junior year.

Minor in General Education

All Carroll School of Management majors (as well as all Connell School of Nursing, and Arts and Sciences majors) may minor in General Education. See more information about this minor at the end of the Minors section.

Minors for Connell School of Nursing Majors

All Connell School of Nursing majors may minor in General Education. More information about this minor is below.

Minors for Connell School of Nursing, College of Arts and Sciences, and Carroll School of Management Majors

Minor in General Education

All undergraduate students in Connell School of Nursing, Arts and Sciences, and Carroll School of Management who have an interest in Education may follow a minor of five or six courses with their advisor's approval. (Note: This minor is not available to Lynch School students.)

FIFTH YEAR PROGRAMS

Academically outstanding students in any undergraduate school at Boston College may apply for a variety of graduate programs that will enable them to graduate with both a bachelor's and a master's degree in five years. The master's courses taken in the undergraduate years are covered under undergraduate tuition, thereby reducing the cost of the master's program. None of the 38 courses required for the bachelor's degree may be counted toward a Fifth Year Program. This restriction against double-counting of courses for different degrees is one of the basic tenets that governs the recording and awarding of degrees. The Fifth Year Programs are comprised of graduate courses above and beyond the thirty-eight 3-credit courses that must be completed in order to fulfill the bachelor's degree requirements and must be 300 level graduate courses or above.

Fifth Year Programs are available in various areas:

- Curriculum and Instruction
- Early Childhood, Elementary, or Secondary Teaching
- Teacher of Students with Moderate Special Needs, including mild/moderate learning disabilities, developmental disabilities, and behavior disorders
- Severe Special Needs
- Higher Education
- Educational Research, Measurement, and Evaluation
- Developmental and Educational Psychology

There may be limited federal financial assistance for some graduate programs in Severe Special Needs.

Students interested in a Fifth Year Program should consult with the Lynch School Office for Graduate Student Services, Campion 135, during the fall semester of their junior year. Without proper advisement and early acceptance into a master's degree program, students will be unable to complete the program in five years.

A special Human Development/Social Work dual master's degree program is also available for a limited number of students. Students should consult the Graduate School of Social Work for information on requirements, prerequisites, and application at the beginning of their sophomore year. Students interested in this 3/2 program in Human Development/Social Work should apply to the Graduate School of Social Work before the end of their sophomore year. Contact the Office of Admissions, Graduate School of Social Work, Boston College, McGuinn Hall, Chestnut Hill, Massachusetts 02467, 617-552-4024.

LYNCH SCHOOL GRADUATE PROGRAMS

Introduction

The faculty of the Lynch School of Education is committed to research and professional preparation based on reflective practice and the scientist-practitioner model. The curriculum is directed toward promoting social justice for children, families, and communities, particularly in urban settings, and toward developing students' research skills and attitudes.

Admission

Information about admission is available on the Lynch School website at http://www.bc.edu/lynchschool. You may also write to the Office of Graduate Admission, Financial Aid, and Student Services, Lynch School, Campion Hall 135, Boston College, Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or email lsadmissions@bc.edu.

The Lynch School admits students without regard to race, ethnicity, religion, age, sex, sexual orientation, marital or parental status, national origin, veteran status, or disability. The School welcomes the presence of multiple and diverse cultural perspectives in its scholarly community.

Students must be formally admitted to the Lynch School Graduate Programs by a committee composed of faculty and administrators. Students may apply to degree programs or may apply to study as a Non-Degree Student. Consult the Lynch School admissions materials for complete information.

Official notification of admission is made by a written announcement from the Lynch School. Students should not presume admission until they receive this announcement. Admitted students are required to submit a non-refundable deposit of $250.00 by the date stipulated in the admission letter. The deposit is applied to tuition costs for the first semester of study.

Deferral of Admission

Admission may be deferred for up to one year for those accepted to master's degree programs. Deferral of admission to doctoral programs is at the discretion of the admitting faculty. Requests to defer admission must be submitted in writing to the Director of Graduate Admissions in the Office of Graduate Admission, Financial Aid, and Student Services and must be confirmed by the Lynch School. Students granted deferrals will be notified in writing.

The number of acceptances to graduate programs each year is dependent upon the number of deferred students who will be matriculating in a given year. For this reason, the Lynch School requires that students who wish to defer for a semester or a year indicate this at the point of acceptance and return the response form with a deposit of $250.00. This will hold a space in the following year's class and will be credited toward the first semester of study.

Because of the volume of applications received each year by the Lynch School, there can be no assurances of deferred admission and the above procedure must be followed.

Admission for International Students

International Students (non-U.S. citizens who are not permanent U.S. residents) may find information about admission and an online application that can be downloaded from the Lynch School website at http://www.bc.edu/lynchschool. Prospective students may also write to the Office for Graduate Admission, Financial Aid, and Student Services, Lynch School, Campion Hall 135, Boston College, Chestnut Hill, Massachusetts 02467-3813, telephone 617-552-4214, or email lsadmissions@bc.edu. All international student applicants for whom English is not a first language, or who do not hold a degree from an English-speaking university, must take the TOEFL (Test of English as a Foreign Language) examination and request that their score be forwarded to the Lynch School of Education by the Educational Testing Service (http://www.ets.org). The Lynch School of Education TOEFL code is 3240. Ordinarily, the Lynch School expects a minimum score of 550 on the written examination or 213 on the computer-based test, and 80 on the internet-based TOEFL. Information on exemptions from the TOEFL as well as additional testing information are contained in the graduate application materials available on the Lynch School website. Information about these examinations also may be obtained from the Educational Testing Service, Princeton, NJ. In addition, the Lynch School requires that all applicants to doctoral programs take the Graduate Record Examination (GRE).

Non-Degree Status

Students not seeking a degree, but interested in pursuing course work at the graduate level, may apply for admission as a Non-Degree Student. While there is no guarantee of later admission to a degree program, many individuals choose Non-Degree Status either to explore the seriousness of their interest in studying for an advanced degree and/or to strengthen their credentials for possible later application for degree status. Others are interested in taking graduate course work for personal enrichment or professional development. Included among those taking courses are school counselors, teachers, administrators, and psychologists who are taking classes as a means of fulfilling professional development requirements or continuing education units.

A formal Non-Degree Student application is available online on the Lynch School admissions homepage and is required for enrollment in courses. A Non-Degree Student application is comprised of the online application form and original copies of either the undergraduate or graduate transcript with the degree posted. This is to assure the faculty that students in graduate classes hold the baccalaureate degree. The transcript should be sent to the Lynch School of Education, Boston College, Data Processing Center, P.O. Box 226, Randolph, MA 02368-9998, prior to registration for classes. The transcript must be received by the first week of classes.

Although there is no limit on the number of courses Non-Degree Students may take outside their degree program, no more than four courses (12 semester hours), if appropriate, may be applied toward a degree program in the Lynch School. Courses taken as a Non-Degree Student may be applied to a degree program only after official acceptance into a degree program and with the consent of the student's advisor.

Certain restrictions apply to courses available to Non-Degree Students. Due to space limitations, all courses may not be available to Non-Degree Students. Practicum course work associated with teacher licensure or counseling psychology licensure is reserved for matriculated degree students in these programs. Students who wish to become certified or licensed must gain admittance to a graduate degree program in the desired area. Other courses are restricted each semester to maintain class size. Individuals considering Non-Degree Student status may seek career and course advice from the Director of Graduate Admissions in the Office of Graduate Admission, Financial Aid, and Student Services.

Financial Aid

For a full description of University financial aid loan programs, refer to the University Policies and Procedures and the Lynch School website (http://www.bc.edu/lynchschool) and select Admissions. Financial aid opportunities occur in several forms, including grants, scholarships, assistantships, fellowships, loans and work-study. Some of these resources can be obtained directly from Boston College; others may be obtained through outside sources such as local civic organizations, religious organizations, educational foundations, banks, and Federal low-interest loan programs.

Please note that the University's Financial Aid Office administers only Federal loan programs, which include Stafford loans, Perkins loans and work-study. If you are applying for any of these loan programs through Boston College, consult the University Policies and Procedures.

While most universities primarily fund doctoral students, there is a substantial amount of aid available to master's students at Boston College in the form of special program scholarships, administrative assistantships, paid internships, grant-funded opportunities, and scholarships for students from historically underrepresented groups. A number of the scholarships, listed below, are intended to support students who are preparing to work with low income children, youth, and families in urban communities.

The Peter Jay Sharp Foundation has given the Lynch School a generous endowment to provide financial aid to a small group of highly talented graduate students from underrepresented groups committed to teaching in urban schools. The *Peter Jay Sharp Urban Scholars Award* of $10,000 is awarded annually to 10 students. The award is in the form of a loan forgiveness program, whereby 25 percent of the loan is forgiven upon graduation from the master's program and an additional 25 percent forgiven for each year of teaching in an urban school. At the completion of the expected years of service, the entire amount of the loan will be canceled with no payment due. This award is often paired with a tuition scholarship.

Each year, a cohort of 30 applicants to master's-level teacher licensure programs who have a desire to teach in an urban setting are selected to enter the *Donovan Urban Teaching Scholars Program*. Students are supported with a scholarship award covering one half of the entire tuition. Other forms of aid are available to Donovan Scholars as well.

Dean's Awards are tuition scholarships of varying amounts given to incoming students identified by the faculty as having exceptional promise in their chosen fields of study and contributing to all forms of diversity in our student body, including intellectual, economic, racial, cultural, geographical, and gender diversity. As part of continuing efforts in the Lynch School to address the needs of academically talented, economically disadvantaged students who wish to pursue graduate study in the Lynch School, we are pleased to announce a new Need-based Financial Aid program. This program is available to all master's degree applicants who plan to attend full-time. For further information, please contact the Director of Graduate Admissions in the Office of the Graduate Admission, Financial Aid, and Student Services.

The *Graduate Alumni Award* was established by graduates of the Lynch School to provide significant support to incoming students with outstanding academic achievement who shows particularly great promise in the fields of education or applied psychology. The award is comprised of both a stipend and a partial tuition scholarship and a 20-hour-per-week appointment with a faculty member or administrator in the Lynch School.

Boston College has resources that support a number of fellowships offered to especially promising minority group students who are beginning their doctoral studies. These *Diversity Fellowships* are renewable for up to five years of support, and carry full tuition scholarships of 18 credits per year and stipends of approximately $19,000.

The *Catholic Educator Award* is a tuition scholarship award associated with the Educational Leadership program, established through a partnership between the Lynch School of Education and the School of the Theology and Ministry at Boston College. It supports students who are preparing to study and practice across the educational spectrum, from schools K-12 to institutions of higher education. Three new degree opportunities give students the ability to integrate studies in school or university administration with courses in Catholic mission, culture, theology and ministry. The new degree opportunities include:

- **The M.A. in Higher Education with a concentration in Catholic University Leadership** is for those aspiring to careers in educational administration in Catholic colleges and universities and who wish to embrace their distinctive mission and culture.
- **The M.Ed. in Religious Education with a Catholic School Leadership concentration** is designed for those who have some background and experience in educational administration, but little formal background in Catholic theology or ministry and wish to become principals or presidents of Catholic schools.
- **The M.Ed. in Educational Administration and Catholic School Leadership** prepares those with little background in educational administration for the principalship or presidency of Catholic schools. The degree offers coursework and supervised clinical experiences required for licensure in the Commonwealth of Massachusetts while educating graduates to promote a mission-based ethos in their schools. For more information on these programs, visit the Lynch School Center for Catholic Education website: http://www.bc.edu/cce. Generous financial aid is available.

The *William and Mary Lam Graduate Student Scholarship* is given to a Chinese citizen who is committed to enhancing the educational experiences of poor rural students in China. It is comprised of a stipend and generous tuition scholarship.

The *Lynch School Administrative Fellows Program* offers funding opportunities to incoming higher education students in key administrative offices at Boston College. The Fellows Program offers students a distinctive and innovative opportunity to work closely with a senior

administrator at the University, reflect on this experience in a seminar, and receive support for their graduate study. Awards in this program are comprised of varying amounts of tuition remission and a stipend for approximately 20 internship hours per week.

For those who have two or more years of K-12 teaching experience, there are approximately 30 *Office of Practicum Experiences and Teacher Induction Assistantships* available, most of which consist of varying amounts of tuition remission and a stipend. These assistantships are awarded through the Office of Practicum Experiences and Teacher Induction to aid in the supervision of our undergraduate and graduate students in their practical training experiences.

Federal grant funds are available to support 50 percent of Boston College tuition for students in the *Severe Disabilities Program*. Further funding is available to students who wish to receive an additional endorsement in educating students who are deafblind. Federal grant funds are available to support 70 percent of Boston College tuition for students in the Severe Disabilities Program with additional coursework in deafblindness. Students with minority status, including those with disabilities, are eligible for 90 percent tuition coverage in either program.

Full-time graduate students enrolled in the courses required for the *Teaching English Language Learners (TELL/ESL) certificate* are eligible for scholarships and internships, pending federal funding through the Office of English Language Acquisition in the U.S. Department of Education.

Graduate Assistantships are a combination of tuition scholarship and stipend in varying amounts. A listing of assistantships is produced annually by the Office for Graduate Admission, Financial Aid, Student Services and the Murray Graduate Student Center. Students submit resumes and letters of interest to the office or individual holding the assistantship opportunity.

Students with Disabilities

It is the goal of the Lynch School to successfully prepare for the receipt of a degree and state licensure for any qualified individual who strives to meet these objectives regardless of disability. The University accepts the affirmative duty to take positive steps to educate disabled persons and to assist them in career advancement. After an evaluation of a student's capacity to perform the essential program functions, the University will engage in any reasonable accommodation within its program that would allow a qualified student with a disability to complete the program successfully and to seek licensure so long as such accommodation does not result in waiver of competencies required for graduation or licensure.

Licensure and Program Accreditation

Many of the teacher education and administration programs offered by the Lynch School have been designed to comply with current standards leading to initial and professional licensure for educators in the Commonwealth of Massachusetts. Through the University's accreditation by the Interstate Licensure Compact (ICC) a program of study preparing for educator licensure in Massachusetts will also provide graduates, through reciprocity, with facilitated opportunities for licensure in most other states. Licensure is granted by the state, and requirements for licensure are subject to change by the state. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL). Especially in the case of out-of-state students, it is the responsibility of the student to plan a program that will lead to licensure in a given state. Staff in Campion 103, 617-552-4206, can help with most teacher and administrator licensure questions. Mental health and school counselor licensure questions should be addressed to the Office of Graduate Admission, Financial Aid, and Student Services at 617-552-4214. Boston College is currently in the process of moving from NCATE accreditation to TEAC (Teacher Education Accreditation Council) accreditation.

The Doctoral program in Counseling Psychology is fully accredited by the American Psychological Association. The 60-credit M.A. in Mental Health Counseling fulfills the educational requirements for licensure as a mental health counselor in Massachusetts, and the M.A. in School Counseling meets the educational requirements for licensure in school counseling in Massachusetts. Students are encouraged to check the requirements for the states in which they eventually hope to obtain licensure. Students seeking school counseling licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

International and Special Practicum Placement Program for Graduate Studies

The Lynch School's International and Special Practicum Placement Program offers graduate students in the Teacher Education programs classroom opportunities in a variety of foreign countries and out-of-state settings for pre- and full practica. International settings include classrooms in such countries as Switzerland, Ireland, England, France, Italy, Germany, Spain, and Mexico. Out-of-state student teaching opportunities are avaliable in Arizona, Maine, or North Dakota Native American Reservations, and a school in Mississippi. For information regarding programs and requirements, contact the Director for the International/Out-of-State Practicum Placement Program, Office of Practicum Experiences and Teacher Induction, Campion 103, Lynch School, Boston College, Chestnut Hill, MA, 02467-3804 or 617-552-4206.

Degree Programs

Through its various graduate programs, the Lynch School offers the M.Ed., M.A., M.A.T., M.S.T., C.A.E.S., Ph.D., and Ed.D. degrees. Graduate programs serve a dual purpose: **research** preparing students in research-based knowledge of their profession with specialized competence in the evaluation of educational and psychological innovations, and in basic and applied quantitative and qualitative research methodologies; and **practice**, preparing students to apply knowledge in appropriate areas of specialization to practice in both academic and nonacademic settings.

Doctoral Degree Programs

General Requirements for the Degree of Doctor of Philosophy

The Ph.D. degree is granted for distinction attained in a special field of concentration and demonstrated ability to modify or enlarge a significant subject in a dissertation based upon original research. Doctoral studies are supervised by the student's advisor, department chairperson, and the Associate Dean for Graduate Studies. The Ph.D. is granted in the Lynch School in the following areas:

- Curriculum & Instruction
- Higher Education
- Counseling Psychology
- Applied Developmental and Educational Psychology
- Educational Research, Measurement, and Evaluation

Upon admission to a doctoral program, the doctoral student will be assigned an academic advisor. The Doctoral Program of Studies should be designed by students in consultation with their advisors during the first or second semester of course work. A formal Program of

Studies must be filed with the student's advisor and the Office for Graduate Admission, Financial Aid, and Student Services. Programs of Study for all programs are available on the Lynch School's website at http://www.bc.edu/lynchschool.

Doctoral students in the Lynch School, in addition to course work, complete comprehensive exams before being admitted for doctoral candidacy. Doctoral students also complete a doctoral dissertation.

Current information on policies and procedures regarding doctoral degree programs is provided online at http://www.bc.edu/schools/lsoe/academics/phd_policies.html.

Certificate of Advanced Educational Specialization (C.A.E.S.)

The C.A.E.S. course of study is designed for currently practicing educators who already have a master's degree and seek a higher level of specialization in Curriculum and Instruction or professional licensure in administration. For further information on C.A.E.S. programs in Educational Administration and Curriculum and Instruction, contact the Office for Graduate Admission, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College at 617-552-4214 or lsadmissions@bc.edu.

Master's Degree Programs

Candidates for the master's degree must be graduates of an accredited college or university. All master's students are supervised by the Office of Graduate Admission, Financial Aid, and Student Services, Campion 135.

Master of Education Degree (M.Ed.)

The Master of Education is awarded in the following areas:

- Early Childhood Teaching
- Elementary Teaching
- Secondary Teaching*
- Special Education Teaching*
- Reading/Literacy Teaching
- Curriculum & Instruction
- Educational Administration
- Educational Research, Measurement, and Evaluation

*The M.Ed. program in Special Education Teaching includes the following areas of concentration: Moderate Special Needs, Grades Pre-K-8 and Grades 5-12, Students with Severe Special Needs pre K-12.

Master of Arts in Teaching and Master of Science in Teaching Degrees (M.A.T./M.S.T.)

M.A.T. and M.S.T. for Initial Licensure

The M.A.T./M.S.T. Initial Licensure programs are designed for students who have graduated with a major in liberal arts or sciences and who wish to prepare for teaching in the secondary school, for experienced teachers in secondary schools who do not yet hold a license, and for recent college graduates already prepared to teach at the secondary level who want to earn an additional area of expertise and/or licensure. These degrees are coordinated with the appropriate Graduate School of Arts and Sciences department, require admission to both the Lynch School and to the appropriate College of Arts and Sciences program, and require more course work in Arts and Sciences than the M.Ed. degree in Secondary Teaching.

Students may prepare in the following disciplines: biology, chemistry, physics, geology (earth science), mathematics, history, English, romance languages (French and Spanish), Latin and classical humanities.

Programs are described under the section on programs in Teacher Education/Special Education and Curriculum & Instruction.

M.A.T. and M.S.T. for Professional Licensure

The M.A.T./M.S.T. Professional Licensure programs are designed for teachers who hold initial teaching licensure and have at least one year of teaching experience under that license. The Professional License is available in the following academic disciplines: English, history, French, Spanish, earth science, biology, and mathematics. The Professional License is also available in Elementary Education and Reading.

Master of Arts Degree (M.A.)

The Master of Arts degree is given in the following areas:

- Early Childhood Specialist
- Higher Education
- Counseling
- Developmental and Educational Psychology

These programs are described in each departmental section.

Course Credit

A *minimum* of 30 graduate credits is required for a master's degree. Specific programs may require more credits. No formal minor is required. No more than six graduate credits with grades of B or better, approved by the Associate Dean of Graduate Studies, will be accepted in transfer toward fulfillment of course requirements. A transfer of credit must be formally applied for with the Associate Dean of Graduate Studies.

Programs of Study

In the first semester of matriculation, students must complete a Program of Studies in consultation with their academic advisor and/or the Director of Student Services in the Office for Graduate Admission, Financial Aid, and Student Services. Program of Studies forms are available on the Lynch School website: http://www.bc.edu/bc_org/avp/soe/default.html. They can be filled out online and printed out for approval by a program advisor. These forms must be approved and filed with the Associate Dean of Graduate Studies.

Fifth Year Programs

Academically outstanding students in any undergraduate school at Boston College may apply for a variety of graduate programs that will enable them to graduate with both a bachelor's degree and a master's degree in five years. Please contact the Office of Graduate Admission, Financial Aid, and Student Services for further information about the Fifth Year Programs.

Research Centers

The Lynch School houses several Research Centers. For more information refer to the *About Boston College* section of this catalog.

Department of Teacher Education/Special Education, and Curriculum & Instruction

The Department of Teacher Education/Special Education and Curriculum & Instruction prepares educational leaders for instructional and administrative roles in public and private schools, in institutions of higher education, and in related organizations. The intent is to provide a blend of scholarship, disciplined inquiry, and professional experiences that will develop the sound understanding, practical skills, ethical values, and social responsibilities that are required of competent educators.

Student programs are individualized under the guidance of a faculty advisor, with special consideration given to each student's career goals and licensure requirements. Boston College's Lynch School of

Education was selected as one of the leading universities in the nation to receive grants from the Carnegie Corporation of New York and other funders to support an ambitious reform initiative, Teachers for a New Era. This initiative is designed to stimulate construction of excellent teacher education programs in those colleges and universities that were selected as recipients.

Areas of Concentration

Programs and courses in Teacher Education are designed to prepare educators in the areas of elementary and secondary teaching, early childhood education, special education, and reading. In addition, master's and doctoral programs are available in Curriculum & Instruction. Teacher preparation programs are designed for individuals interested in working in elementary and secondary schools, both public and private, as well as early childhood and special needs programs and facilities. The Lynch School prepares outstanding teachers in both theoretical and practical dimensions of instruction. The doctoral program in Curriculum & Instruction prepares students for college and university teaching, research positions, and/or school leadership positions.

The Teaching English Language Learners (TELL, formerly ESL) concentration satisfies the Massachusetts requirements for subject matter knowledge for Teachers of English Language Learners. This is an appropriate concentration for students applying for licensure programs in early childhood, elementary, secondary education, or reading. It is also an appropriate concentration for licensed teachers in these areas who are pursuing a master's degree in Curriculum & Instruction. The concentration is comprised of three additional courses and a field experience (which can be fulfilled through the pre-practicum requirement).

Licensure

Endorsement of candidates for initial Massachusetts teaching licensure is a collaborative effort between the Lynch School supervisor and the cooperating teacher. The Lynch School offers graduate programs designed to prepare students for teaching licensure at the master's and C.A.E.S. levels. A student seeking licensure must be admitted as a degree candidate. Programs are approved by the Interstate Licensure Compact (ICC), allowing students easier access to licensure outside Massachusetts.

The following are licenses available from the state department of Massachusetts through completion of a Lynch School program:

- Early Childhood Teacher
- Elementary Teacher
- Teacher of English, Mathematics, History, Physics, Chemistry, Biology, Earth Science, French and Spanish, Latin, and Classical Humanities
- Specialist Teacher of Reading
- Specialist Teacher of Students with Moderate Special Needs (pre K-8, 5-12)
- Specialist Teacher of Students with Severe Special Needs (pre K-12)

Note: Students who plan to seek licensure in states other than Massachusetts should check the licensure requirements in those states. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

Practicum Experiences

Practicum experiences are an essential part of the curriculum in licensure programs and should be planned with the respective faculty advisor early in the student's program. Practicum experiences for licensure in Teacher Education are offered at the Initial licensure level for Massachusetts. Students seeking licensure in Massachusetts also must pass the Massachusetts Tests for Educator Licensure (MTEL).

All field experiences for students enrolled in Lynch School degree programs are arranged through the Office of Practicum Experiences and Teacher Induction (Campion 103). The Director of Practicum Experiences and Teacher Induction must approve all students for the practicum. Applications for all placements must be made during the semester preceding the one in which it will occur. Application deadlines for full practica are March 15 for fall assignments and October 15 for spring assignments. Application deadlines for pre-practica are May 1 for fall placements and December 1 for spring placements.

The following are prerequisites for students who are applying for practica and clinical experiences:

- Grade Point Average of B or better (3.0 or above)
- Satisfactory completion of required pre-practica or waiver from the Director of the Office of Practicum Experiences and Teacher Induction
- Completion of 80 percent of the course work related to required Education courses, including methods courses in the content area and courses required for initial licensure
- Application in the Office of Practicum Experiences and Teacher Induction

A full practicum is characterized by the five professional standards as required by the Massachusetts Department of Education. Student teachers must demonstrate competence in these five standards during their practicum experience: plans curriculum and instruction, delivers effective instruction, manages classroom climate and operation, promotes equity, and meets professional responsibilities.

If, for any reason, a student is unable to complete the full practicum, an extended practicum (additional time in the field) will be required by arrangement of the Director of Practicum Experiences and Teacher Induction.

Placement sites for local field experiences are in Boston and neighboring areas. Students are responsible for providing their own transportation to and from these schools. Transportation to schools often requires that the student have a car. Carpooling is encouraged. All graduates in Teacher Education are eligible for a Summer Start program to prepare them for their first classroom experience. This induction program is offered as part of Project SUCCESS and is partially funded by a Carnegie Corporation Grant, under the auspices of Teachers for a New Era.

Professional Licensure Programs

The Lynch School of Education at Boston College offers two programs that lead to Professional Licensure in the state of Massachusetts: the *30 Credit M.A.T./M.S.T. Program Leading to Professional Licensure and the 12 Credit Program Leading to Professional Licensure.*

The *30 Credit M.A.T./M.S.T. Program Leading to Professional Licensure* is available in Elementary Education (1-6), Reading (all levels), Biology (8-12), and Spanish (5-12). Each program requires five (5) approved graduate courses (15 credit hours) in the Arts and Sciences academic discipline and five (5) approved pedagogical courses (15 credit hours) related to the academic discipline.

The 12 Credit Program Leading to Professional Licensure is an option available to candidates who received Initial Licensure in a Master's Degree licensing program. This program is available in Elementary Education (1-6), Reading (all levels), Biology (8-12), Earth

Science (8-12), English (8-12), French (8-12), History (8-12), Mathematics (8-12), and Spanish (5-12). Each program requires two approved graduate courses (6 credit hours) in the Arts and Sciences academic discipline and two approved pedagogical courses (6 credit hours) related to the academic discipline.

Upon admission to either Professional Licensure program, the candidate meets with the Department Chairperson of Teacher Education and a graduate advisor to design an appropriate program based on a complete review of the candidate's previous undergraduate; and graduate coursework and coursework approved by the Massachusetts Department of Education. All candidates must possess an Initial license in the area in which he/she seeks Professional Licensure. Although the candidate may begin coursework leading toward Professional Licensure anytime in his/her teaching career, the candidate may not apply to the state for licensure until he/she has taught in the Massachusetts public schools for at least three years and has completed all coursework. Prospective students seeking Professional Licensure in content areas not included in this description should consult with the Department Chairperson of Teacher Education, as new approvals are acquired on a yearly basis.

Application Deadlines for Programs in Teacher Education/Special Education, and Curriculum and Instruction

Master's programs in Teacher Education/Special Education and Curriculum & Instruction, with two exceptions, have the following deadlines for applications: February 1 is the priority deadline for summer or fall admission, with June 15 being the final application deadline for fall admission. The M.A.T. program in English and the M.A.T. program in history accept applications only once per year—February 1 for a summer or fall deadline. Applicants must meet the priority deadline to be assured of consideration for scholarships. M.A.T./M.S.T. candidates must be accepted by both the Lynch School and the Graduate School of Arts and Sciences department of their specialization. More information can be found under Master's Programs in Secondary Teaching below.

The priority deadline for application to the C.A.E.S. programs in Reading Specialist, Moderate Special Needs, or Curriculum and Instruction is February 1 for summer or fall admission, with June 15 being the final application deadline for fall admission. Applicants must meet the priority deadline to be assured of consideration for scholarships.

The deadline for application to the Ph.D. program in Curriculum & Instruction is January 1 for summer or fall admission.

All admissions requests should be addressed to the Office of Graduate Admission, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, Massachusetts 02467-3813, 617-552-4214. You may access the application on the Lynch School website at http://www.bc.edu/lynchschool, email lsadmissions@bc.edu.

Programs in Teacher Education/Special Education and Curriculum & Instruction

Master of Education (M.Ed.) in Early Childhood Teaching

The master's degree program in Early Childhood education focuses on developmentally appropriate practices and critical thinking skills. This program is appropriate for students who wish to be prepared to teach normal and moderately disabled children in regular settings, pre-K-2. Students can enter the program without teaching licensure. Prerequisite for either program is a college degree with an Arts and Sciences major or the equivalent. Students who have majored in other areas, such as business or engineering, should consult the Director of Graduate Admissions.

Master of Education (M.Ed.) in Elementary Teaching

The Elementary Teaching program is designed for students who wish to teach in grades 1-6. The program stresses a humanistic approach to teaching that is both developmentally appropriate and intellectually challenging. It prepares the teacher to work with the diverse range of children by providing the teacher with knowledge about instructional practices, along with perspectives on children, schools, and society.

The prerequisite for the program is a bachelor's degree with an Arts and Sciences or interdisciplinary major or the equivalent. The Program of Studies for the program includes foundations and professional courses, and practicum experiences. Courses of study are carefully planned with the faculty advisor to ensure that both degree requirements and licensure requirements are fulfilled.

Master's Programs (M.Ed., M.A.T., and M.S.T.) in Secondary Teaching

Students in secondary education can pursue either a Master of Education (M.Ed.), a Master of Arts in Teaching (M.A.T.), or a Master of Science in Teaching (M.S.T.). These degree programs lead to (9-12) licensure in one of the following disciplines: English, history, biology, chemistry, geology (earth science), physics, mathematics, French, Spanish, and Latin and Classical Humanities. The prerequisite for the program is a bachelor's degree with a liberal arts major in the field of desired licensure or an equivalent. Students who do not have the prerequisite courses must take discipline area courses before being admitted into a degree program. All prerequisite courses must be taken before taking the practicum. Check with the Office of Graduate Admissions, Financial Aid, and Student Services (617-552-4214) if you have questions.

In addition to required courses in the field of education, secondary education master's degrees require a number of courses taken at the graduate level in the Arts and Sciences department of specialization. M.Ed. students take a minimum of two graduate courses, and M.A.T./M.S.T. students take five graduate courses in their disciplinary area. Courses of study are carefully planned with a faculty advisor. All of the master's programs leading to licensure in secondary education include practicum experiences in addition to course work. M.A.T./M.S.T applicants file only one application to the Lynch School. The Office of Graduate Admissions, Financial Aid, and Student Services coordinates the admissions process with the Graduate School of Arts and Sciences faculty. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214.

Master of Education (M.Ed.) in Reading/Literacy Teaching

The graduate reading program consists of a series of courses and related practicum experiences designed to help classroom teachers and resource room specialists increase knowledge and skill as teachers of literacy. The program is designed to enable candidates with at least one

year of teaching to meet Massachusetts licensure standards for teacher of reading. The program conforms to the guidelines of the International Reading Association.

The Program of Studies consists of foundation courses, courses in language and literacy, and practica experiences as a teacher of reading. A classroom teaching certificate is required for admission into the program. Students should carefully plan programs in consultation with the program advisor to see that degree and licensure requirements are met.

Master of Education (M.Ed.) in Curriculum & Instruction

The master's degree program in Curriculum & Instruction consists of a planned program with a minimum of 30 graduate credit hours. Four courses in Curriculum & Instruction are required. Programs of study are planned in consultation with a faculty advisor to meet each candidate's career goals and needs.

This degree program does not lead to licensure, nor are students in this program eligible to apply for supervised practicum experiences.

Master of Education (M.Ed.) in Special Education

Master of Education (M.Ed.) in Special Education: Teacher of Students with Moderate Special Needs, Grades Pre-K-9, and Grades 5-12

This program prepares teachers to work with students classified in some states as learning disabled, mildly retarded, or behaviorally disabled. This program, however, is based on a non-categorical model focused on educational need rather than category of disabling condition. Students gain practical experience in inclusive schools. The ultimate goal is the preparation of teachers to function effectively in collaboration with regular educators, parents, and other professionals in creating successful experiences for all students. For this reason, students become licensed in regular and special education. Financial aid is available in the form of paid internship experiences in local school systems and in some private schools.

Master of Education (M.Ed.) in Special Education: Teacher of Students with Severe Special Needs, Pre-K-12

This program prepares students to work in schools and community environments with students with mental retardation or other severe disabilities, preschool through older adolescence, in a variety of educational settings and leads to a Massachusetts licensure in Severe/Intensive Special Needs. Students may be enrolled on a full- or part-time basis. The program emphasizes urban schools, inclusive education, collaborative teaching, disability policy, and family partnerships. For those students employed in approved Intensive Special Needs programs, practicum requirements are individualized and may be completed within the work setting. The program of studies expands on and builds upon a prerequisite education foundation through the development of competencies that are research and field-based and consistent with the highest professional standards of the field.

Teaching English Language Learners (TELL/ELS) Certificate

The Lynch School of Education offers a certificate in Teaching English Language Learners. Candidates should hold or be working toward a licensure in an education field (early childhood, elementary, secondary, reading, moderate special needs, and others). This program is designed to prepare mainstream teachers to work with bilingual learners/ English Language Learners in their mainstream classroom settings. The certificate requires two courses and a free non-credit workshop taken during one of the field experiences. In addition, candidates need to do a field experience in a classroom that includes bilingual learners. Courses include ED 346 Teaching Bilingual Students (elementary or secondary education section), ED 621 Bilingualism, Second Language and Literacy Development, and workshops leading to licensure as a Certified MELA-O Administrator offered as a free non-credit 10-hour training over two Saturday sessions. Also needed is ED 429 Pre-Practicum Experience (or equivalent) with bilingual learners, preferably taken the same semester as ED 346 or ED 621. For more information please contact Professor Brisk, brisk@bc.edu.

Donovan Urban Teaching Scholars Program

The Donovan Urban Teaching Scholars program is open to master's students specifically interested in urban teaching. To qualify for the program, students must be accepted into one of the Master of Education licensure programs in teaching listed above. All Donovan scholars must complete a teacher education program in Early Childhood, Elementary, Secondary, Reading, Moderate Special Needs, or Severe Special Needs Teaching. A cohort of 30 students is selected each year from students applying to a M.Ed. teacher licensure program and financially supported from the Donovan Scholars program, which carries a half-tuition scholarship.

Certificate of Advanced Educational Specialization Degree Program (C.A.E.S.)

The C.A.E.S. course of study is designed for currently licensed educators who already have a master's degree and seek a higher level of specialization in Curriculum and Instruction. For further information on the C.A.E.S. program in Curriculum & Instruction, contact the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, Massachusetts 02467-3813, 617-552-4214.

Doctoral Program (Ph.D.) in Curriculum & Instruction

The doctoral program in Curriculum & Instruction is for people who hold, or plan to assume, leadership positions in curriculum, instruction, and teacher education in schools, school systems, or other related instructional environments. It is also designed for candidates who are preparing for a career in curriculum and instruction or teacher education at the college, university, or staff development level.

Courses and related program experiences are designed to develop scholarly methods of inquiry in teaching, teacher education, curriculum development and evaluation, and professional development. There is a complementary emphasis on designing and researching effective instruction. Students who plan to work in school settings may pursue programs that will help them develop expertise in several areas of instruction such as mathematics, literacy, technology, science, history, or combinations thereof. Students who plan to work at the post-secondary level may pursue specialties in curriculum or teacher preparation in a specific subject area.

The program of studies requires a research core that will familiarize students with quantitative and qualitative research methodology and develop the candidate's expertise for analyzing and conducting research. Also required are advanced-level core courses in curriculum and teaching theory, research, and practice. Programs of studies are carefully planned on an individual basis to help candidates meet their goals related to scholarship, professional, and career paths. Throughout their

doctoral programs, candidates work closely with faculty in research and teaching activities related to one of four areas of specialization: critical pedagogy, diversity, and social justice; curriculum, policy, and school reform; language, literacy, and learning; and mathematics, science, and technology.

Department of Educational Administration and Higher Education

The Department of Educational Administration and Higher Education prepares educational leaders for institutions involved in the education of youth and adults from preschool through university and continuing education levels. The department is committed to preparing leaders who proactively bring foundational perspectives from sociology, psychology, history, and philosophy, as well as social justice and public policy concerns to their analysis and articulation of educational issues. Course work, coupled with field-based learning experiences, attempt to develop reflective practitioners who integrate theory with practice in their professional agenda.

Programs in Educational Administration

Licensure, Pre-Practicum, and Practicum Experiences for Students in Educational Administration Programs

Students in Educational Administration may seek state administrative licensure as:

- Superintendent/Assistant Superintendent
- School Principal/Assistant School Principal
- Supervisor/Director
- Administrator of Special Education

Students seeking administrative licensure work directly with their faculty advisors in Educational Administration to apply for and arrange their pre-practicum and practicum experiences. The faculty, for appropriate reasons, in some cases, may not approve a student for the practicum. All field experiences in the Lynch School are overseen by the Office of Practicum Experiences and Teacher Induction. All Educational Administration students in a practicum must register for ED 626 in the same semester in which they register for the practicum unless they have the written prior approval of the Program Director. Educational Administration students seeking Massachusetts licensure are required to pass the Massachusetts Tests for Educator Licensure (MTEL).

Application Deadlines for Programs in Educational Administration

The priority deadline for application to the M.Ed. or C.A.E.S. programs in Educational Administration is February 1 for summer or fall admission with June 15 being the final application deadline for fall admission. Applicants must meet the priority deadline to be assured of consideration for scholarships. Applications to these programs may be considered after June 15 in special situations.

The deadline for the PSAP program, the Lynch School's part-time Ed.D. program for practicing administrators, is February 1. The Ph.D program in Educational Administration is no longer accepting applications.

Professional School Administrators Program

The Professional School Administrators (PSAP) program is offered in alternate years and will be admitting a cohort in 2009.

All admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may access the application on the Lynch School website http://www.bc.edu/lynchschool or email us at lsadmissions@bc.edu.

Master of Education (M.Ed.) in Educational Administration

Educators with limited or no experience as administrators and those preparing for various administrative positions in public or private elementary, middle, or secondary schools can participate in the master's program in educational leadership. Most students admitted to the master's program have teaching experience but little or no prior graduate study in educational administration. To be *licensed,*one must have at least three years of teaching experience.

At the conclusion of their program of studies, students sit for a one-hour oral comprehensive examination. The comprehensive examination is based on their course work, related program experiences, and their practicum experience.

Certificate of Advanced Educational Specialization Degree Program (C.A.E.S.)

The C.A.E.S. course of study is designed for currently practicing educators who already have a master's degree and who do not plan to pursue a doctoral degree but seek a higher level of specialization or professional licensure in a particular field. For further information on the C.A.E.S. program in Educational Administration, contact the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214.

Doctoral Program (Ed.D.) in Educational Administration

The Lynch School offers a three-year Accelerated doctoral program for practicing school administrators, leading to the Ed.D. degree. The Professional School Administrators Program (PSAP) is open to principals, superintendents, assistant superintendents, and other central office administrators from elementary, middle, and secondary schools.

Applicants must be currently practicing in their administrative area. More information is available from the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214.

Programs in Higher Education

Application Deadlines for Programs in Higher Education

The deadline for application to both the M.A. program and Ph.D. program in Higher Education is January 1 for summer or fall admission. All admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may access the application from the Lynch School website at http://www.bc.edu/lynchschool/ or email lsadmissions@bc.edu.

Master of Arts (M.A.) in Higher Education

The master's degree in Higher Education prepares students for entry and middle-management positions in student affairs as well as in other professional areas in colleges, universities, community colleges, and policy making organizations. The M.A. program consists of 30 credit hours of required and elective course work and an internship. The program may be completed in one academic year and one summer by

students interested in full-time study. It is also possible to complete the program on a part-time basis. In addition to a core of foundational studies in higher education, the program offers students the opportunity to focus on one facet of higher education. Among these are the following:

- Administration and policy analysis in higher education
- Student development and student affairs (including electives in counseling)
- International and comparative higher education
- Higher education policy and finance
- Organizational culture and change
- Catholic University Leadership

Faculty advisors work with students on an individual basis to design programs of study and applied administrative experiences according to the individual student's needs, interests, and goals.

Doctoral Degree (Ph.D.) in Higher Education

The doctoral program prepares students for senior administrative and policy management posts at colleges and universities and for careers in teaching and research. The program offers students the opportunity to focus on one facet of higher education, including administration and policy analysis in higher education; student development and student affairs; international and comparative higher education; organizational culture and change; and the academic profession. In addition, students may choose other topics that are relevant to the administration of post-secondary education and to research.

A special feature is the Center for International Higher Education, linking the Lynch School's higher education program with Jesuit colleges and universities worldwide. This initiative, as well as other international efforts, provides a significant global focus to the higher education program.

The doctoral program requires 54 credit hours of course work, 48 of which must be beyond the 400 level. At least six hours of dissertation direction is needed. The Ph.D. program is organized into several tiers of study. These include a core of foundational studies in higher education; methodological courses; specialized elective courses in higher education and related fields, including research seminars; optional internship experience; and research. In the context of a rigorous selection of courses, students are encouraged to pursue their own specific interests in higher education.

Department of Counseling, Developmental, and Educational Psychology

During their first year, all matriculated students should work with the Director of Student Services in the Office of Graduate Admissions, Financial Aid, and Student Services and/or their academic advisors to complete a program of studies. Master's and doctoral students must file their program of studies with Office of Graduate Admissions, Financial Aid, and Student Services.

Programs in Counseling Psychology

Programs in Counseling Psychology have as a mission the preparation of counselors at the master's level and counseling psychologists at the Ph.D. level for competent professional practice in schools, universities, and a variety of non-school health care delivery settings. The Ph.D. program has full accreditation from the American Psychological Association.

The primary focus of the multi-level program is the facilitation of healthy functioning in clients and a respect for individual and cultural differences. Competencies are developed in psychological theories of personality and behavior, human development, counseling strategies, and career development. Developmental concepts are integrated with supervised practice through field placements and varied instructional approaches.

Application Deadlines for Programs in Counseling Psychology

The priority deadline for application to the M.A. program in Counseling Psychology is January 1 for fall admission.

The deadline for application to the Ph.D. program in Counseling Psychology is December 1 for fall admission. All candidates will be notified of their status no later than April 15.

All admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may file the application from the Lynch School website at http://www.bc.edu/lynchschool or email lsadmissions@bc.edu.

The doctoral program in Counseling Psychology accepts applications from applicants with a master's degree prior to applying as well as from applicants who wish to pursue their doctoral education directly after their undergraduate education (Direct Admit).

Master of Arts (M.A.) in Counseling

The Master of Arts degree in Counseling is a two-year, full-time program designed for candidates who wish to work as counselors in mental health agencies or in school settings. The Mental Health Counselor sequence is a 60 semester-hour program, and the School Counselor sequence is a 42 semester-hour program. A 48 semester-hour mental health sequence is also available for students not seeking mental health licensure.

The first year of both sequences is devoted primarily to course work. School Counseling students, however, do spend one day a week at a school in the second semester of the first year to meet pre-practicum requirements. Persons selecting the Mental Health Counselor sequence are expected to take two required courses during the Summer Session. They may also take additional elective courses during the Summer Session if they wish to reduce their course load during the second year in the program.

The second year of the program includes a full-year, half-time internship placement and the completion of remaining academic requirements for Mental Health Counselor students and a full-year, full-time practicum placement and the completion of remaining academic requirements for School Counselor students. For the Mental Health Counselor sequence, students spend a minimum of 600 clock hours in their field placement. For the School Counselor sequence, students complete a practicum (450 clock hours) followed by a clinical experience (600 clock hours) in a school setting.

Prerequisites for enrollment in the Master of Arts program in Counseling consist of evidence of undergraduate preparation in personality theory, research methods and basic statistics, and developmental psychology. Students who have not majored in psychology will be expected to choose appropriate electives in their master's program to fulfill these requirements. Candidates will select the Mental Health Counselor or School Counselor option prior to enrolling in the program.

The 60 semester-hour Mental Health Counselor sequence of study reflects the professional standards recommended by the American Counseling Association and the Massachusetts Board of Allied Mental Health and Human Services Professionals. This sequence is designed to meet the pre-master educational requirements for licensing as a Mental

Health Counselor in the state of Massachusetts. Licensing is granted by the Massachusetts Board of Allied Mental Health and Human Service Professionals and the requirements are subject to change by the state.

The School Counselor sequence is designed to meet the professional standards recommended by the Interstate Certification Compact (ICC), Massachusetts Department of Education. This sequence is designed to meet the educational requirements for licensure as a school counselor in the state of Massachusetts. Licensure is granted by the state Department of Education and requirements are subject to change by the state. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure.

Within the Mental Health Counselor sequence, students may focus more intensively on children or adolescents by selecting electives that emphasize these populations. Similarly, in the School Counselor sequence, students may select the elementary/middle school track (grades pre-K-9) or the middle/high school track (grades 5-12). The track must be selected early in course work since the student must follow prescribed curriculum standards.

The list of specific courses required for each sequence is available in the Counseling, Developmental, and Educational Psychology Office and on the Lynch School website under Programs of Study.

Doctoral Program (Ph.D.) in Counseling Psychology (APA accredited)

The doctoral program in Counseling Psychology, through advanced course work and supervised internships, builds on prior graduate training and professional experience. Using a developmental framework and a scientist-practitioner model of training, the program helps students acquire the following competencies: ability to comprehend and critically analyze current literature in the field; understanding of major theoretical frameworks for counseling, personality, and career development; skills to combine research and scientific inquiry; knowledge and practice of a variety of assessment techniques; respect for and knowledge of diverse client populations; ability to provide supervision, consultation, and outreach; commitment to the ethical and legal standards of the profession including sensitivity to individual, gender, and cultural differences; and, demonstrated competencies with a variety of individual and group counseling approaches in supervised internships.

The doctoral program in Counseling Psychology accepts applications from applicants with a master's degree prior to applying as well as from applicants who wish to pursue their doctoral education directly after their undergraduate education (Direct Admit). The Doctoral program (Ph.D.) in Counseling Psychology is accredited by the American Psychological Association and is designed to qualify candidates for membership in that organization and Division 17 (Counseling Psychology). The program is designed to provide many of the professional pre-doctoral educational requirements for licensure as a Psychologist in the Commonwealth of Massachusetts and for inclusion in the National Register of Health Care Providers. Licensure requirements in Massachusetts include an additional year of post-doctoral supervised experience.

The entering doctoral student who has not completed all of the educational prerequisites for the M.A. in Counseling must complete them during the initial year of enrollment in the doctoral program. Decisions regarding this aspect of the student's course work will be based on a review of the student's background by the assigned advisor and the director of doctoral training.

Once admitted, doctoral students are required to complete courses in each of the following broad areas that fulfill the basic professional training standards: scientific and professional ethics and standards, research design and methodology, statistical methods, psychological measurement, history and systems of psychology, biological bases of behavior, cognitive-affective bases of behavior, social bases of behavior, individual differences, and professional specialization.

The Ph.D. in Counseling Psychology requires five years of full-time academic study and advanced practica, including a year of full-time internship and successful defense of a dissertation. Other departmental requirements for the Ph.D. are discussed above.

Programs in Applied Developmental and Educational Psychology

The theoretical orientation of the programs in Applied Developmental and Educational Psychology is applied life span developmental psychology. The programs are designed to develop expertise in integrating theory, research, and application to the development of children, adolescents, and adults.

Two degrees are offered: the Master's degree in Developmental and Educational Psychology or Early Childhood Specialist and the Ph.D. in Applied Developmental and Educational Psychology. See the Department of Teacher Education/Special Education and Curriculum & Instruction descriptions for the licensure in Early Childhood Teacher Education program.

The doctoral program in Applied Developmental and Educational Psychology accepts applications from applicants with a master's degree prior to applying as well as from applicants who wish to pursue their doctoral education directly after their undergraduate education (Direct Admit).

Application Deadlines for Programs in Applied Developmental and Educational Psychology

The priority deadline for application to either the M.A. program in Developmental and Educational Psychology or the Early Childhood Specialist is January 1 for summer or fall admission, with June 15 being the final application deadline for fall admission. Applicants must meet the priority deadline to be assured of consideration for financial aid.

The deadline for application to the Ph.D. program in Applied Developmental and Educational Psychology is January 1 for summer or fall admission.

All admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may access the application on the Lynch School website at http://www.bc.edu/lynchschool or email at lsadmissions@bc.edu.

Master's Programs (M.A.) in Applied Developmental and Educational Psychology

The M.A. degree focuses on the unique characteristics, crises, and developmental tasks of people at specific periods in their lives, including the social, affective, biological, and cognitive factors that affect development. The program is designed for those pursuing knowledge of theory and research in the area of life span development, and for those

practitioners (counselors, nurses, personnel specialists, teachers, social workers) seeking a greater understanding of the populations they serve. The M.A. degree does not lead to licensure. Those possessing a degree in this option are employed in a number of developmentally-oriented settings, (e.g., residential care centers, prisons and correction centers, children's museums and parks, adult and industrial educational facilities, personnel departments, governmental offices, and hospitals). Graduates also serve as educational instructors and/or consultants in these settings.

The program is designed to give maximum flexibility to suit individual needs and involves the choice of one of the following five focus areas:

- Education Focus for those who plan to work with children or adolescents in an educational setting.
- Research Focus for those who want advanced preparation for doctoral study in developmental or educational psychology or to move directly into a research position.
- Prevention and Promotion Focus for those who wish to work at the individual or program level in human or social service programs, advocacy or policy institutions.
- Community and Social Justice Focus for those who wish to work in social service or social change programs in and with local, national, and international community contexts. Students with particular interests in Human Rights and International Justice are encouraged to consider the Certificate offered by the Boston College Center for Human Rights and International Justice which can be completed concurrently with this focus.
- Individualized Focus for those who want to design a specialized program in an area not covered by the other four focus areas (e.g., early childhood specialist).

Students work closely with a faculty advisor and/or the Director of Student Services to design a program of study that should be completed in the first semester of matriculation. A listing of specific course requirements may be obtained from the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135.

Early Childhood Specialist (M.A.)

The Early Childhood Specialist program prepares students as early childhood specialists within a variety of fields that involve working with young children. The required courses are designed to provide a strong conceptual understanding of developmental issues generally as well as a specific concentration on young children. In addition, students may select electives to develop their own particular focus.

A careful combination of courses and field experience can prepare graduates for a variety of positions, such as teacher of preschool, director of day-care and early intervention programs, or member of multidisciplinary teams in research, government, and hospital settings. This program does not lead to licensure. Those interested in licensure should choose Early Childhood Teaching.

Doctoral Program (Ph.D.) in Applied Developmental and Educational Psychology

The doctoral program in Applied Developmental and Educational Psychology educates both researchers and practitioners. The program faculty is committed to promoting students' understanding of the processes involved in cognitive and affective development. A primary focus of the program content is the origin and nature of diversity in gender, race, class, ethnicity, and physical and mental challenges. Individual development is examined in relation to social factors and the interaction of biological and environmental factors. Educational and human service applications are emphasized, and work with diverse populations in a range of communities is a major focus.

The faculty brings four areas of specialization to these central themes: early childhood, with a focus on the development of social competency, self-regulation, and critical thinking skills; cognitive psychology, with a focus on learning styles, creativity, and neuropsychological applications; ethical decision making and values and character formation; and the social context of development, focusing on the interdependence of individuals, peers, family, community, and culture.

The range of careers available to Applied Developmental and Educational Psychology graduates with a Ph.D. includes university teaching, research, advocacy, consultation, and positions in business, governmental agencies, and human service organizations.

The curriculum requires that students take courses in development across the life span. In addition, students develop expertise in the following areas: social, affective, and cognitive development; individual differences; cognition and learning; social policy; cultural context of development; research methods; and statistics.

Department of Educational Research, Measurement, and Evaluation

Studies in Educational Research, Measurement, and Evaluation are designed to prepare researchers with specialized competence in testing, assessment, applied statistics, the evaluation of educational programs, and in research methodology for the social sciences and human services.

Application Deadlines for Programs in Educational Research, Measurement, and Evaluation

The priority deadline for application to the M.Ed. program in Educational Research, Measurement, and Evaluation is January 1 for summer or fall admission, with June 15 being the final application deadline for fall admission. Applicants must meet the priority deadline to be assured of consideration for financial aid.

The deadline for application to the Ph.D. program in Educational Research, Measurement, and Evaluation is January 1 for summer or fall admission.

Note: In some cases, applications are considered beyond the deadline. Call the Office of Graduate Admissions, Financial Aid, and Student Services at 617-552-4214 for more information.

All admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. You may access the application on the Lynch School website at http://www.bc.edu/lynchschool or email at lsadmissions@bc.edu.

Master of Education (M.Ed.) in Educational Research, Measurement, and Evaluation

The Educational Research, Measurement, and Evaluation (ERME) program at the Lynch School combines the study of research design, statistical methods, and testing and assessment with a research focus on major contemporary education policy issues. The program is designed to prepare students for research and academic careers in education, social sciences and human services.

The master's program prepares graduate students with fundamental skills in testing, assessment, the evaluation of educational innovations, and in quantitative and qualitative social science research methods. A minimum of 30 semester hours and satisfactory performance on a com-

prehensive examination are required for the M.Ed. degree. The M.Ed. student may also take one course in Developmental and Educational Psychology and one in Philosophy or History of Education.

Doctoral Program (Ph.D.) in Educational Research, Measurement, and Evaluation

This program prepares researchers with specialized competence in testing, assessment, the evaluation of educational innovations, and in quantitative and qualitative social science research methodology.

A student without a master's degree may apply directly to the doctoral program in Educational Research, Measurement, and Evaluation. However, note that this Direct Admit option is appropriate only when the applicant has demonstrated exceptional academic achievement and has acquired relevant research experience.

Emphasis is on the application of research design and statistical methods in making measurements and drawing inferences about educational and social science problems, with special attention given to methods of testing, assessment, data collection, policy issues, and statistical analysis of data. Students are expected to develop an understanding of modern techniques of test construction and evaluation, design of research and experiments, univariate and multivariate statistical analysis of data, and psychometric theory. Training and experience are provided in the use of computers in statistical analysis.

Since the important issues in these areas require more than technical solutions, the program also attends to non-technical social, ethical, and legal issues. Care is taken to design programs of study and experience according to the individual student's needs, interests, and goals.

Students may choose an additional concentration in Developmental and Educational Psychology, Special Education, Computer Science and Management, Educational Administration, or other areas.

Graduates of the program are qualified for academic positions in university departments of education and social sciences. They also are qualified for research and testing specialist positions in universities, foundations, local education agencies, state and regional educational organizations, and in research and development centers.

Dual Degree Programs

The Lynch School offers six dual degree programs in collaboration with the Boston College Law School, the Carroll School of Management, and the Institute for Religious Education and Pastoral Ministry in the School of Theology and Ministry (STM).

Dual Degree Programs—Law and Education

The dual degree programs in law and education are designed for students interested in serving the combined legal and educational needs of students, families, and communities in our nation. They reflect the University's mission to promote social justice and to prepare men and women for service to others. The programs prepare students to meet the needs of individuals who have traditionally not been well served by the nation's schools. The programs are designed to serve the needs of persons who wish to combine knowledge about education and applied psychology with legal knowledge and skills to better serve their clients and constituencies. The programs offer an opportunity to further the University's goals in promoting interdisciplinary inquiry and integrating the work of service providers.

Students admitted to the program may expect to receive both a Master's degree in Education (M.Ed. in Curriculum & Instruction or Educational Administration or M.A. in Higher Education) and the Juris Doctor (J.D.) degrees in approximately three and a half years, or three years and two summers, rather than the four or more years such degrees would normally entail if taken separately. Students must matriculate and spend at least one semester of residence in the Lynch School.

Students seeking to pursue the J.D./M.Ed. or J.D./M.A. dual degree must file separate applications to, and be admitted by, both their intended Education program in the Lynch School and the Boston College Law School. Any student seeking licensure or human services licensure must meet all of the requirements in the Lynch School for that licensure. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL).

The deadline for application to either the M.Ed. programs in Curriculum & Instruction or Educational Administration or M.A. program in Higher Education is January 1 for summer or fall admission. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. The BC Law School accepts applications from mid-September through March 1 for the class entering in August. Contact them directly for further information at Office of Admissions, BC Law School, 885 Centre Street, Newton Centre, MA 02459, 617-552-8550.

Dual Degree Program—Management and Higher Education (M.B.A./M.A.)

This dual degree program will provide students in higher education with an opportunity for professional training in resource management. The M.B.A./M.A. program will prepare students to assume leadership positions in such areas as financial management, resource planning, and technology management in major universities and policy-making institutions in post-secondary education.

Students admitted to the program may expect to receive both a Master's degree in education (M.A. in Higher Education Administration) and the Master of Business Administration (M.B.A.) degrees in three academic years and two summers.

Students seeking to pursue the M.B.A./M.A. dual degree must file separate applications to, and be admitted by, both the Higher Education program in the Lynch School and the Carroll School of Management.

The deadline for application to the M.A. program in Higher Education is January 1 for summer or fall admission. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. The Carroll School of Management has an application deadline of March 1 for international students and any candidate who wishes to be considered for an assistantship or scholarship. Domestic applicants not applying for assistantship or scholarship may submit their applications by April 1. Extensions beyond this date are granted on an individual basis.

Dual Degree Program—Pastoral Ministry and Counseling (M.A./M.A.)

The dual M.A. in Pastoral Ministry/M.A. in Counseling Psychology program was developed by the School of Theology and Ministry and the Lynch School. It is designed for individuals who wish to pursue graduate studies that combine theories and practice in counseling and psychology with studies in religion and exploration of the pastoral dimensions of caregiving.

It combines the core studies and faculty resources of the existing M.A. in Pastoral Ministry (Pastoral Care and Counseling Concentration), and the M.A. in Counseling Psychology (Mental Health Counselor). It prepares students to seek licensing as professional mental health counselors while also providing them with theoretical foundations for integrating pastoral ministry and counseling techniques. Students seeking to pursue the dual M.A./M.A. program must file separate applications to, and be admitted by, both the Lynch School Master's program in Counseling and the School of Theology and Ministry. Any student seeking mental health licensure or school counseling licensure must meet all of the requirements in the Lynch School for that licensure. Students seeking licensure in Massachusetts as school counselors must pass the Massachusetts Tests for Educator Licensure (MTEL).

The deadline for application to the M.A. program in Counseling is January 1 for fall admission. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. The School of Theology and Ministry encourages applying for the M.A. program no later than March 1. Contact them directly for further information at Admissions, the School of Theology and Ministry, 140 Commonwealth Avenue, Chestnut Hill, MA 02467-3921, 617-552-6501.

Dual Degree Program—Pastoral Ministry and Educational Administration (M.A./M.Ed.)

The dual degree (M.Ed./M.A.) program in Pastoral Ministry and Educational Administration allows students to combine the foundations of educational leadership with a faith-based perspective. Dual degree candidates file separate applications to, and are admitted by, both the Lynch School master's program in Educational Administration and the School of Theology and Ministry.

The deadline for application to the M.Ed. program in Educational Administration is January 1 for fall admission. All Lynch School admissions requests should be addressed to the Office of Graduate Admissions, Financial Aid, and Student Services, Campion 135, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. The School of Theology and Ministry encourages applying for the M.A. program no later than March 1. Contact it directly for further information at Admissions, the School of Theology and Ministry, 140 Commonwealth Avenue, Chestnut Hill, MA 02467-3921, 617-552-6501.

Lynch School Graduate Programs, Summary of Program and Degree Offerings

Department of Teacher Education/Special Education and Curriculum & Instruction

Early Childhood Education: M.Ed.
Elementary Education: M.Ed.
Secondary Education: M.Ed., M.A.T., M.S.T.
Reading /Literacy Teaching: M.Ed., C.A.E.S.
Curriculum & Instruction: M.Ed., C.A.E.S., Ph.D.
Professional Licensure (M.A.T./M.S.T.) in English, history, earth science biology, mathematics, elementary education and reading.
Special Education (Moderate Special Needs, Grades Pre-K-9 and Grades 5-12): M.Ed., C.A.E.S.
Special Education (Students with Severe Special Needs): M.Ed.

Department of Educational Administration and Higher Education

Educational Administration: M.Ed., C.A.E.S., Ed.D., Ph.D.
Higher Education: M.A., Ph.D.

Department of Counseling, Developmental and Educational Psychology

Counseling Psychology: M.A., Ph.D.
Applied Developmental and Educational Psychology: M.A., Ph.D.
Early Childhood Specialist: M.A.

Department of Educational Research, Measurement and Evaluation

Educational Research, Measurement, and Evaluation: M.Ed., Ph.D.

Dual Degrees: Education/Law, Education/Management, Education/Pastoral Ministry, and Counseling/Pastoral Ministry

Curriculum & Instruction/Law: M.Ed./J.D.
Educational Administration/Law: M.Ed./J.D.
Educational Administration/Pastoral Ministry: M.Ed./M.A.
Higher Education/Law: M.A./J.D.
Higher Education/Business Administration: M.A./M.B.A.
Counseling/Pastoral Ministry: M.A./M.A.

Faculty

Albert Beaton, *Professor Emeritus;* B.S., State Teacher's College at Boston; M.Ed., Ed.D., Harvard University
M. Beth Casey, *Professor Emerita;* A.B., University of Michigan; A.M., Ph.D., Brown University
John S. Dacey, *Professor Emeritus;* A.B., Harpur College; M.Ed., Ph.D., Cornell University
George T. Ladd, *Professor Emeritus;* B.S., State University College at Oswego; M.A.T., D.Ed., Indiana University
George F. Madaus, *Professor Emeritus;* B.S., College of the Holy Cross; M.Ed., State College of Worcester; D.Ed., Boston College
Vincent C. Nuccio, *Professor Emeritus;* A.B., Boston College; M.E., Ed.D., Cornell University
Bernard A. O'Brien, *Professor Emeritus;* A.B., Boston College; A.M., Ph.D., Catholic University of America
Gerald J. Pine, *Professor Emeritus;* A.B., M.Ed., Boston College; Ph.D., Boston University

John Savage, *Professor Emeritus;* A.B., Iona College; Ed.D., Boston University
Charles F. Smith, Jr., *Professor Emeritus;* B.S., Bowling Green State University; M.S., Kent State University; C.A.S., Harvard University; Ed.D., Michigan State University
John Travers, *Professor Emeritus;* B.S., M.Ed., Ed.D., Boston College
Mary Griffin, *Associate Professor Emerita;* B.A., Mundelein College; M.A., Ph.D., University of Chicago
Irving Hurwitz, *Associate Professor Emeritus;* A.B., Ph.D., Clark University
Jean Mooney, *Associate Professor Emerita;* A.B., Smith College; A.M., Stanford University; Ph.D., Boston College
Philip Altbach, *J. Donald Monan, S.J. University Professor;* A.B., A.M., Ph.D., University of Chicago
Irwin Blumer, *Research Professor;* B.S., M.A., Northeastern University; Ed.D., Boston College
David Blustein, *Professor;* B.A., SUNY Stony Brook; M.S., CUNY Queens College; Ph.D., Teachers College, Columbia University
Henry Braun, *The Boisi Professorship of Education and Public Policy;* B.A., McGill University; M.S., Ph.D., Stanford University
María Estela Brisk, *Professor and Chairperson;* B.A., Universidad de Cordoba, Argentina; M.S., Georgetown University; Ph.D., University of New Mexico
Marilyn Cochran-Smith, *John E. Cawthorne Professor;* B.A., College of Wooster; M.Ed., Cleveland State University; Ph.D., University of Pennsylvania
Curt Dudley-Marling, *Professor;* B.A., M.Ed., University of Cincinnati; Ph.D., University of Wisconsin at Madison
Anderson J. Franklin, *Honorable David S. Nelson Professional Chair;* B.A., Virginia Union University; M.S., Howard University; Ph.D. University of Oregon
Walter M. Haney, *Professor;* B.S., Michigan State University; Ed.M., Ed.D., Harvard University
Andrew Hargreaves, *Thomas More Brennan Professor;* B.A., University of Sheffield; Ph.D., University of Leeds
Penny Hauser-Cram, *Professor;* B.S., Denison University; M.A., Tufts University; Ed.D., Harvard University
Janet Helms, *Augustus Long Professor;* B.A., Ed.M., University of Missouri; Ph.D., Iowa State University
Maureen E. Kenny, *Professor and Associate Dean;* B.A., Brown University; M.Ed., Teachers College, Columbia University; Ph.D., University of Pennsylvania
Jacqueline Lerner, *Professor;* B.A., St. John's University; M.S., Eastern Michigan University; Ph.D., Pennsylvania State University
Joan Lucariello, *Professor;* B.A., Manhattanville College; Ph.D, City University of New York Graduate Center
Larry Ludlow, *Professor and Chairperson;* B.A., M.A., California State University; Ph.D., University of Chicago
M. Brinton Lykes, *Professor and Chairperson;* B.A., Hollins University; M.Div., Harvard University; Ph.D., Boston College
James R. Mahalik, *Professor;* B.S., M.A., Ph.D., University of Maryland
Michael Martin, *Research Professor;* B.A, University College Cork; M.Sc., Trinity College Dublin; Ph.D., University College Dublin
Ina Mullis, *Professor;* B.A., Ph.D., University of Colorado
Joseph M. O'Keefe, S.J., *Professor and Dean;* B.A., College of the Holy Cross; M.A. Fordham University; M.Div., STL, Weston School of Theology; M.Ed., Ed.D., Harvard University
Diana C. Pullin, *Professor;* B.A., Grinnell College; M.A., J.D., Ph.D., University of Iowa
Dennis Shirley, *Professor;* B.A., University of Virginia; M.A., New School for Social Research; Ed.D., Harvard University
Robert Starratt, *Professor;* B.A., M.A., Boston College; M.Ed., Harvard University; Ed.D., University of Illinois
Mary E. Walsh, *Daniel E. Kearns Professor;* B.A., Catholic University; M.A., Ph.D., Clark University
Elizabeth Twomey, *Adjunct Professor;* B.A., Emmanuel College; M.Ed.,State College at Salem; Ed.D., Boston College
Lillie Albert, *Associate Professor;* B.A., Dillard University; M.A., Xavier University; Ph.D., University of Illinois at Urbana-Champaign
Karen Arnold, *Associate Professor;* B.A., B.Mus., Oberlin College; M.A., Ph.D., University of Illinois
G. Michael Barnett, *Associate Professor;* B.S., University of Kentucky; M.S., Ph.D., Indiana University
Susan Bruce, *Associate Professor;* A.A., B.A., M.A, Ph.D., Michigan State University
Rebekah Levine Coley, *Associate Professor;* B.A., Brandeis University; Ph.D., University of Michigan
Audrey Friedman, *Associate Professor;* B.S., University of Massachusetts, Amherst; M.S., University of Pennsylvania; M.A., University of Massachusetts, Boston; Ph.D., Boston College
Lisa Goodman, *Associate Professor;* B.A., Wesleyan; M.A., Ph.D., Boston University
Richard M. Jackson, *Associate Professor;* A.B., American International College; Ed.M., Harvard University; Ed.D., Columbia University
Belle Liang, *Associate Professor;* B.S., Indiana University; Ph.D., Michigan State University
Ana M. Martínez Alemán, *Associate Professor and Chairperson;* B.A., M.A., State University of New York, Binghamton; Ph.D., University of Massachusetts, Amherst
Patrick McQuillan, *Associate Professor;* A.B., A.M., Wesleyan University; Ph.D., Brown University
Alec F. Peck, *Associate Professor;* B.A., University of San Francisco; M.S., Ph.D., Pennsylvania State University
Joseph J. Pedulla, *Associate Professor;* B.S., Tufts University; M.S., Ph.D., Northeastern University; Ph.D., Boston College
Michael Russell, *Associate Professor;* B.A., Brown University; M.Ed., Ph.D., Boston College
David Scanlon, *Associate Professor;* B.A., M.O.E., University of New Hampshire; Ph.D., University of Arizona
Ted I.K. Youn, *Associate Professor;* B.A., Denison University; M.A., M.Phil., Ph.D., Yale University
Eric Dearing, *Assistant Professor;* B.A., University of Colorado; M.A., Ph.D., University of New Hampshire
Spyros Konstantopoulos, *Assistant Professor;* B.A., University of Athens Greece; M.S., Purdue University; M.S., Ph.D., University of Chicago
Katherine McNeill, *Assistant Professor;* B.A., Brown University, M.S., Ph.D. University of Michigan
Laura M. O'Dwyer, *Assistant Professor;* B.S, M.S., National University of Ireland, Galway; Ph.D., Boston College

Mariela Paez, *Assistant Professor;* B.S., Cornell University; M.A., Tufts University; M.Ed., Ed.D., Harvard University
Paul Poteat, *Assistant Professor;* B.S., Florida State University; M.A., Ph.D., University of Illinois at Urbana-Champaign
C. Patrick Proctor, *Assistant Professor;* B.A., Clark University; M.A., Stanford University; Ed.D., Harvard University
Claudia Rinaldi, *Assistant Professor;* B.A., M.S.Ed., Ph.D., University of Miami
Lisa Patel Stevens, *Assistant Professor;* B.J., University of Nebraska-Lincoln; M.Ed., University of San Diego; Ph.D., University of Nevada, Las Vegas
Marina Vasilyeva, *Assistant Professor;* B.A., University of Krasnoyarsk, Russia; Ph.D., University of Chicago
Elida Velez Laski, *Assistant Professor;* B.A., Ed.M., Boston University; M.S., Ph.D., Carnegie Mellon University
Nettie Greenstein, *Visiting Clinical Assistant Professor;* B.A., Wesleyan University; Psy.D., Massachusetts School of Professional Psychology
Margaret Haney, *Visiting Clinical Assistant Professor;* B.A., Loyola Marymount University; M.A., Ph.D., Loyola University Chicago

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

PY 030 Child Growth and Development (Fall/Spring: 3)
Satisfies Social Sciences Core Requirement

First part of a two-course sequence (PY 030-PY 031) designed to introduce students to the multiple dimensions of child development, and the place of education in promoting healthy development for all children. This course acquaints students with multiple processes of child development, including physical, social, cognitive, linguistic, and emotional development from birth through adolescence. Both typical and atypical patterns of development will be examined. Students discuss and analyze classic theories, contemporary issues, and key research in child development in view of their application to educational and other applied settings.
The Department

PY 031 Family, School, and Society (Spring: 3)
Prerequisite: PY 030
Satisfies Cultural Diversity Core Requirement
Satisfies Social Sciences Core Requirement

Second part of a two-course sequence (PY 030-PY 031) that introduces students to the multiple dimensions of child development, and the place of education in promoting healthy development for all children. This course considers the social and cultural contexts that shape developmental and educational processes. Focuses on understanding the nature of contemporary social problems including racism, sexism, ethnic prejudice, poverty, and violence, as they affect children, families, and schooling. Emphasizes special role of education in linking community resources for an integrated approach to serving children and families.
The Department

PY 032 Psychology of Learning (Fall/Spring: 3)

Discusses classic and contemporary theories of learning and of cognitive development and theories of the relation between learning and cognitive development. Also looks at major studies with children. Compares and contrasts theories along key dimensions on which they vary. Addresses issues and questions that include the following: Is the environment or our biological endowment and innate knowledge responsible for our learning; are babies born with a lot of knowledge or must all cognition develop from scratch; does development precede learning ("readiness" to learn). Also looks at role of motivational factors, and discusses practical applications of theory and research.
The Department

ED 039 Learning and Curriculum in the Elementary School (Fall/Spring: 3)
Corequisite: ED 104
Students must be registered for ED 151 and arrange their schedules to be on-site in a school Tuesday or Thursday.

Introduces students to profession of education and roles of teachers. Provides understanding of contexts in which education is delivered in multicultural settings and opportunity to gain knowledge and experience about interpersonal, observational, and organization skills that underlie teaching. Faculty and students work together throughout course to examine students' commitment to and readiness for career as a teacher. Introduces essentials of curriculum, teaching, and managing classrooms at elementary (K-6) level and links them to major learning theories for children. Views curriculum, instruction, management, and learning theory from perspectives of current school reform movement and social/cultural changes affecting elementary classrooms and schools.
The Department

PY 041 Adolescent Psychology (Fall/Spring: 3)

Introduces the psychology and problems of the adolescent years. Discusses biological changes, cultural influences, the identity crisis, educational needs, and adult and peer relationships. Consideration will be given to the impact that rapid cultural change has on youth. Also discusses adolescence in other cultures to provide a better perspective on American youth.
Jackie Lerner
Belle Liang

ED 044 Working with Special Needs Students (Fall/Spring: 3)

Introduces pre-service teachers to a variety of issues surrounding special education, including its historical development, 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
Claudia Rinaldi
David Scanlon

ED 060 Classroom Assessment (Fall/Spring: 3)

This course emphasizes that assessment entails more than quizzes, unit tests, and standardized multiple-choice measures of student learning. The course explores how assessment is a key component of all aspects of the instructional process including organizing and creating a classroom culture, planning lessons, delivering instruction, and examining how students have grown as result of instruction. The validity of inferences and decisions made based on assessment information is examined within each phase of instruction. The goal is to show students that assessment is an integral part of teaching that should not be separated from daily classroom practices.
The Department

ED 100 Professional Development Seminar for Freshmen (Fall: 1)
Designed as a continuation of orientation; mandatory for all freshmen.

Both faculty advisors and peer advisors address specific topics relative to college requirements, available programs, and career possibilities, as well as college life and social issues.

John Cawthorne

ED 101 Teaching Language Arts (Fall/Spring: 3)
Corequisite: ED 108

Focuses on the teaching and learning of language arts in the elementary grades. Students will be exposed to theoretical approaches to both oral and written language development in addition to a wide variety of teaching methods. Students will have the opportunity to apply their learning through practical lesson development, and encouraged to reflect on their experiences via the theoretical perspectives highlighted in the course. Student diversity and its implications for teaching language arts will be an integral theme. Students will draw on their experiences in their prepractica to apply and reflect on learning as they mediate theory and practice.

Curt Dudley-Marling
Deborah Samuels-Peretz

ED 104 Teaching Reading (Fall/Spring: 3)
Corequisite: ED 039

This course is designed to offer preservice teachers theoretical and practical knowledge and experience into teaching literacy to elementary age students. Emphasis will be placed on the social, political, and cultural context of reading instruction. Students will gain understanding of major theoretical perspectives on literacy development and the myriad strategies for teaching reading in a variety of contexts. Students will also be expected to spend time in a context where they can gain experiences in providing reading instruction in a relevant and productive way.

Curt Dudley-Marling
Lisa Patel Stevens

ED 105 Teaching the Social Sciences and the Arts (Fall/Spring: 3)
Corequisite: ED 109

Provides prospective elementary teachers with opportunities to develop social studies and arts curricula for elementary age students and consider a variety of instructional approaches appropriate for this age group. Students will learn how to develop the skills of an historian and select and integrate knowledge appropriate for diverse learners. Curricular topics include evaluating context-appropriate materials, developing critical thinking, using and critiquing primary sources in the classroom, and developing varied learning activities through the use of multiple media.

Patrick McQuillan

ED 108 Teaching Mathematics and Technology (Fall/Spring: 3)
Corequisite: ED 101

This course presents methods and materials useful in teaching mathematics to elementary school children. It analyzes mathematics content and pedagogy from both conceptual and practical perspectives. Emphasis is placed on the interconnections among theory, procedures, and applications that form the framework on which specific mathematics lessons are constructed. It examines the elementary mathematics curriculum through technology resources, addressing the different ways in which technology can be used.

Lillie R. Albert

ED 109 Teaching About the Natural World (Fall/Spring: 3)
Corequisite: ED 105

Provides an examination of instructional models and related materials that assist children in the construction of meaning from their environment. Models will be set in real life settings (both inside and outside the classroom) and students will become actively involved in the following: selecting preferred strategies, working directly with students to demonstrate model application, and initiating self/group evaluations of implementation efforts.

G. Michael Barnett

ED 128 Computer Applications for Educators (Spring: 3)
Offered Biennially
This is not a course in computer programming.
Alternates every other spring with ED 628.
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.

Alec Peck

ED 131-132 Undergraduate Inquiry Seminar: I and II (Fall/Spring: 1)
Corequisites: ED 151 and 152
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

ED 133-134 Undergraduate Inquiry Seminar: III and IV (Fall/Spring: 1)
Corequisites: ED 153 and 154
Department Permission required.
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

ED 151-153 Pre-Practicum I, II, and III (Fall/Spring: 1)
Corequisites: ED 131-133
For Lynch School undergraduate students only.
Pass/Fail.

A one-day-a-week practicum for Lynch School sophomores and juniors majoring in early childhood, elementary, and secondary education. 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

PY 152 Human Development Practicum (Fall/Spring: 3)

Provides an introduction to various fields within human and community service. Students volunteer for 8-10 hours per week at a site selected with the assistance of the instructor and meet in a weekly seminar, keep a journal of their field experience, and complete reading and written assignments that integrate theory and practice.
The Department

ED 154 International Pre-Practicum for LSOE Students (Fall/Spring: 1)
Corequisite: ED 134
Department permission required.
For Lynch School undergraduate students only.
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

ED/PY 198 Readings and Research (Fall/Spring: 3)

Provides a student the opportunity to do guided readings under the supervision of a professor. Research project must be approved one month before the beginning of the course by the instructor, department chair, and associate dean. Forms are available at http://www.bc.edu/bc_org/avp/soe/p&p/grad_p&p/doctoral/forms/independent_study.pdf.
John Cawthorne

ED/PY 199 Independent Study/ Internship Experience (Fall/Spring: 3)

Provides a student independent research opportunities under the guidance of an instructor. Research project must be approved one month before the beginning of the course by the instructor, department chair, and associate dean. Forms are available at http://www.bc.edu/bc_org/avp/soe/p&p/grad_p&p/doctoral/forms/independent_study.pdf.
John Cawthorne

ED 203 Philosophy of Education (Spring: 3)

In this course students will explore different philosophies of human flourishing, dilemmas in contemporary education, and a historical case study. Throughout the course, students will learn about what kinds of philosophical commitments can help educators to resist oppressive mandates and to realize their ethical values in truly difficult historical situations.
Dennis Shirley

ED 208 Educational Strategies: Children with Special Needs (Fall: 3)
Corequisite: ED 151
Offered Biennially

This course provides instruction to preservice teachers interested in learning more about instruction, curriculum, and teaching children with special needs with a framework highlighting important educational issues pertinent to their professional development and the realities of teaching. The course emphasizes the complexities of teaching children with individual learning profiles in inclusive settings. Students will examine educational readings and instructional practices through the lenses of curriculum, author voice, and academic tension. Class participants will develop a comprehensive understanding of the historical, legal, and political developments influencing current general and special education practices.
Claudia Rinaldi

ED 211 Secondary Curriculum and Instruction (Fall/Spring: 3)
Corequisite: ED 151
Department permission required.

Provides an introduction to secondary teaching practices as well as an overview of the history and structure of secondary schools. Topics include curriculum theory and development, interdisciplinary teaching, teaching students with diverse learning abilities, application of educational research, assessment, national standards, and alternative models for secondary schools. Focuses on the role of the teacher in secondary education reform. Taught on-site and in conjunction with secondary education teacher candidates' first prepracticum experience, this course offers a unique opportunity for a cohort experience in which preservice teachers work closely with each other, high school faculty, the instructor, and urban students.
Audrey Friedman

PY 216 Research Methods and Analyses (Fall/Spring: 3)

Prepares professionals in the fields of human development and education to understand, design, and conduct preliminary analyses of research investigations related to applied topics. Provides students with necessary strategies and techniques to read and evaluate research studies. Students will learn fundamental concepts of research design and basic statistical procedures for analyzing data. Emphasizes understanding the basic concepts underlying different approaches to research design and analysis. Highlights research examples from the fields of human development, human services, and education.
Laura O'Dwyer
Michael Russell

PY 230 Abnormal Psychology (Fall/Spring: 3)
Prerequisite: PY 030

Provides overview of theoretical models and phenomenology currently defining the field of abnormal psychology, focusing particularly on socio-cultural contributions to conceptualizations of mental illness and distress. First half of course reviews and critiques current constructions of the nature of mental illness, as well as classification, assessment, and treatment of mental illness. Second half highlights specific forms of mental illness, with attention to the causes and subjective experience of psychopathology.
The Department

ED 231 Senior Inquiry Seminar (Fall/Spring: 3)
Corequisite: ED 250

This capstone seminar provides students with an opportunity to reflect systematically on classroom experiences and to research a question that addresses pupil learning in their classrooms. Students identify a problem and design and conduct an inquiry project to explore the issue. Students will experience the role of reflective practitioner, and, as a result, learn how better to address student needs. Class discusses ways to help diverse students at different developmental levels learn, and it explores how better to achieve social justice in the classroom, school, and community. This is required for all teacher education majors.
The Department

PY 241 Interpersonal Relations (Fall/Spring: 3)
Prerequisite: PY 030

Provides an opportunity to learn a developmental and systems perspective on the nature of family and interpersonal relations. Examines both the nature of interpersonal relations and some of the conditions in contemporary life that are shaping the quality of these relationships. Gives particular emphasis to understanding the self, family life, emotions, and conflicts in field research. Views the concept of interpersonal relations from historical, multicultural, gender, and developmental perspectives.
The Department

PY 242 Personality Theories: Behavior in Context (Fall/Spring: 3)
Prerequisite: PY 030

Introduces major theories of personality as developed by Western psychologists. Examines selected critiques of these theories with particular attention to culture, gender, and social context as key variables in understanding character and personality.
Robert Romano

PY 243 Counseling Theories (Fall/Spring: 3)
Prerequisite: PY 030

Open to majors in Human Development only

The purpose of this course is to learn about the major counseling theories including basic concepts, advantages and limitations, techniques, and the counseling process. There is also a focus on personal exploration aimed at helping students adopt their own personal theory of counseling. Issues of multiculturalism and client diversity will be integrated into all course content.
Bernard O'Brien

PY 244 Adult Psychology (Fall/Spring: 3)
Prerequisites: PY 030 and PY 031 or permission of the instructor

Explores theories and research on development across early, middle, and late adulthood and offers numerous opportunities for reflection on one's own development as an adult. Also provides insights into application of adult psychology to real life situations and is especially helpful to those who wish to work with adult populations.
The Department

PY 245 Advanced Practicum: Human Development (Fall/Spring: 3)
Cross Listed with PY 470
Open only to students who are juniors or seniors or have taken PY 152.

Students meet once a week to discuss their required field work (8-10 hours per week) and to relate their field work to theories, research, and applications studied throughout their Human Development program. Participants will explore strategies for translating this knowledge and experience into resources that enable them to identify future career options. In addition, students will be required to research the current literature on one aspect of their field work.
The Department

PY 248 Gender Roles (Fall/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

ED 250 Practicum for Lynch School Students (Fall/Spring: 12)
Prerequisites: A 2.5 grade point average and successful completion of all required pre-practicum field assignments and courses
Corequisite: ED 231
For Lynch School undergraduate students only.

Semester-long practicum experience (300+ clock hours), five full days per week, for Lynch School seniors majoring in education. Placements are made in selected local, out-of-state, international schools, or non-school sites. Apply to the Office of Practicum Experiences 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

ED 255 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

ED 259 PreK-K Practicum (Fall/Spring: 3)
Corequisite: ED 133

This PreK-K Practicum Experience is required of all early childhood majors. This 2-3 day experience is usually completed in a nursery school setting and is a prerequisite to the full time student experience.
Fran Loftus
Melita Malley

ED 269 Extended Practicum (Spring: 3)
For students who have advance approval to continue practica. Apply to the Office of Practicum Experiences and Teacher Induction.

This is an extended practicum for students who have already completed their full time student teaching. This placement provides additional field experience and opportunities for them to further hone their abilities to mediate theory and practice. The course is by arrangement only with the Practicum Director.
Fran Loftus
Melita Malley

ED 286 Honors Thesis I (Fall/Spring: 3)
Open only to students who are candidates for Latin honors.

Students who have the approval of the Dean to write an honors thesis will use this course as the credit vehicle for writing the thesis.
John Cawthorne

ED 290 Number Theory for Teachers (Fall: 3)
Cross Listed with MT 290
Offered Biennially

Focuses on the wealth of topics that relate specifically to the natural numbers. These will be treated as motivational problems to be used in an activity-oriented approach to mathematics in grades K-9. Demonstrates effective ways to use the calculator and computer in mathematics education. Topics include prime number facts and conjectures, magic squares, Pascal's triangle, Fibonacci numbers, modular arithmetic, and mathematical art.
Margaret Kenney

ED 291 Geometry for Teachers (Spring: 3)
Cross Listed with MT 291

This course is intended to fill a basic need of all teachers of grades K-9. The course will treat geometry content, but ideas for presenting geometry as an activity-based program will be stressed. Topics to be covered include: geoboard and other key manipulatives, elements of motion and Euclidean geometry, and suggestions for using Logo as a tool to enhance teaching and learning geometry.
The Department

Undergraduate and Graduate Course Offerings

ED 300 Secondary and Middle School Science Methods (Fall: 3)
Corequisite: ED 258 or ED 429

Provides an active, instructional environment for science learning that enables each student to construct knowledge (skill, affective, and cognitive) that, in turn, allows them to be prepared to construct instructional environments meeting the needs of tomorrow's secondary and middle school students. Activities reflect on current research: reform movements of AAAS, NRC, NSTA, inclusive practices, interactions with experienced teachers, firsthand experience with instructional technology, and review and development of curriculum and related instructional materials.
G. Michael Barnett

ED 301 Secondary and Middle School History Methods (Fall: 3)
Corequisite: ED 258 or ED 429

Demonstrates methods for organizing instruction, using original sources, developing critical thinking, facilitating inquiry learning, integrating social studies, and evaluation. Students will design lessons and units, drawing on material from the Massachusetts state history standards and other sources.
Patrick McQuillan

ED 302 Secondary and Middle School English Methods (Fall: 3)
Corequisite: ED 258 or ED 429

Develops knowledge, skills, dispositions essential for competent understanding, development, and delivery of effective English Language Arts instruction in a diverse classroom. Addresses theory, pedagogy, assessment, evaluation, content, and curriculum, as well as sensitivity to and respect for adolescents who come from variety of cultures and present variety of abilities, interests, needs. Also provides knowledge of local, state, and national standards and facility to help students reach those standards through competent instruction. Encourages risk-taking, experimentation, flexibility. Good teaching demands open-mindedness, articulate communications skills (critical reading and thinking skills, willingness to revise, dedication to high standards, and commitment to social justice.
Audrey Friedman

ED 303 Secondary and Middle School Foreign Language Methods (Fall: 3)
Cross Listed with RL 597
Fulfills Massachusetts licensure requirement methods in foreign language education

For anyone considering the possibility of teaching a foreign language. Introduces students to techniques of second language teaching at any level. Students learn how to evaluate language proficiency, organize a communication course, review language-teaching materials, and incorporate audiovisual and electronic media in the classroom.
The Department

ED 304 Secondary and Middle School Mathematics Methods (Fall: 3)
Corequisite: ED 258 or ED 429

Provides prospective teachers with a repertoire of pedagogical methods, approaches, and strategies for teaching mathematics to middle school and high school students. Considers the teaching of mathematics and the use of technology from both the theoretical and practical perspectives. Includes topics regarding performance-based assessment and culturally relevant practices for teaching mathematics in academically diverse classrooms.
Lillie Albert

ED 307 Teachers and Educational Reform (Spring: 3)
Graduate students by permission only.

This seminar course will provide an introduction to the literature on assessment, including considerations related to the design, interpretation, and validation of educational tests. The focus will be on the high-stakes uses of these tests, for such purposes as promotion, tracking, high school graduation and college admissions. There will be a particular emphasis on issues related to the use of student performance on these tests for purposes of teacher and school accountability.
Henry Braun

ED 308 Bilingualism in Schools and Communities (Fall: 3)

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.
Mariela Paez

ED 323 Reading and Special Needs Instruction for Secondary and Middle School Students (Spring: 3)

Develops knowledge of the reading process and how to "teach reading the content areas." Students will develop curriculum and instruction that integrates reading instruction in the content areas, addressing diverse learners. Involves understanding relationship among assessment, evaluation, and curriculum; learning what and how to teach based on student assessments; developing and providing scaffolded instruction that addresses reading comprehension and

critical thinking; and integrating reading, writing, speaking, listening, and thinking into content curriculum. Also addresses how to help students comprehend non-printed text.
Audrey Friedman

ED 346 Teaching Bilingual Students (Fall/Spring/Summer: 3)

Deals with the practical aspects of the instruction of teaching English Language Learners in Sheltered English Immersion, and mainstream classrooms. Reviews and applies literacy and content area instructional approaches. Includes such other topics as history and legislation related to English Language Learners and bilingual education, and the influences of language and culture on students, instruction, curriculum, and assessment. There are two sections of this course: one for elementary and early childhood education majors and one for secondary education majors.
Anne Homza
Patrick Proctor

ED 347 Honors Thesis II (Fall: 3)
Open only to students who are candidates for Latin honors

Students who have the approval of the dean to write an honors thesis will use this course as the credit vehicle for writing the thesis.
John Cawthorne

PY 348 Culture, Community and Change (Fall/Spring: 3)

This course seeks to help students understand how culture and community influence the lives of children, families and institutions through society's systemic policies and practices. The focus is upon human development within a multicultural society in a global world. It particularly guides understanding of inequities created by society for populations in a minority, powerless, poor and underserved status as well as, in contrast, the role privilege plays in setting societal standards and the role of human service professionals. A major orientation of the class is learning how multi-systemic factors, impact the individual, family, and community across the life span.
A.J. Franklin

ED 349 Sociology of Education (Fall: 3)
Cross Listed with SC 568

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

ED 363 Survey of Children's Literature (Fall/Spring: 3)

This course explores the influences on and the appeal and impact of children's literature. Students will be expected to develop and apply criteria to evaluate the value of using children's literature in different contexts. Critical questions will be explored in relation to children's literature.
The Department

ED 373 Classroom Management (Spring: 3)
Formerly ED 201.

Focuses on observation and description of learning behaviors, with emphasis on examining the relationship of teacher behavior and student motivation. Prepares teachers in analyzing behavior in the context of a regular classroom setting that serves moderate special needs students and to select, organize, plan, and promote developmentally appropriate behavior management strategies that support positive learning. Also considers theoretical models of discipline and classroom management strategies, and requires students to propose and develop a rationale for selection of techniques for specific classroom behaviors.
The Department

ED 374 Management of the Behavior of Students with Special Needs (Fall/Summer: 3)

Focuses discussion, reading and research on the diagnosis and functional analysis of social behaviors, places substantial emphasis on the practical application of applied behavior analysis techniques. Also discusses alternative management strategies for use in classrooms.
Alec Peck

ED 384 Teaching Strategies for Students with Low Incidence Multiple Disabilities (Spring: 3)
Pre-practicum required (25 hours).

This course is designed to assist the special educator in acquiring and developing both the background knowledge and practical skills involved in teaching individuals who have severe or multiple disabilities. The areas of systematic instruction, communication, gross motor, fine motor, community and school functioning, collaboration, functional and age-appropriate programming are emphasized. The role of the educator as developer of curriculum, instructor, and in the transdisciplinary team are included.
Susan Bruce

ED 386 Introduction to Sign Language and Deafness (Spring: 3)

A course in the techniques of manual communication with an exploration of the use of body language and natural postures, fingerspelling, and American Sign Language. Theoretical foundations of total communication will be investigated. Issues related to deafness are also presented.
Edward Mulligan

ED 389 Assessment of Students with Low Incidence and Multiple Disabilities (Fall: 3)
Pre-practicum required (25 hours).

This course addresses formal and informal assessment of students with intensive needs. Students will become familiar with assessments driven by both the developmental and functional paradigms. All assessment activities will be founded on the principle that appropriate assessment goes beyond the student to include consideration of the student's multiple contexts. This course also addresses the IEP, the legal mandates behind the process, and the collaborative role of the teacher, as part of the educational team, during the assessment and report writing processes.
Susan Bruce

PY 397 Social Issues and Social Policy (Spring: 3)
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.
Rebekah Levine Coley

ED 398 Working with Families and Human Service Agencies (Fall: 3)
Pre-practicum required (25 hours)

Explores the dynamics of families of children with special needs and the service environment that lies outside the school. After exploring the impact a child with special needs may have on a family, including the stages of acceptance and the roles that parents may take, focuses on some of the services available in the community to assist the family. A major activity associated with this course is locating these services in a local community.
Alec Peck

Graduate Course Offerings

ED 316 Teaching Process and Content in Early Education (Spring: 3)
Karen Cristello

ED 401 Supervision in Action (Spring: 3)

This course is designed as an introduction to research-based clinical supervision models in teacher education. Hands-on application-in action includes observational strategies, collaborative assessment logs, and summative reports as resources for ongoing data collection. Course participants acquire and then apply the Massachusetts Department of Education Pre-service Performance Assessment rubric for coaching and evaluating student teachers, integrating the BC Teacher Education themes that emphasize teaching for equity and social justice. This course is restricted to cooperating teachers in BC Partnership Schools who are supervising a BC student teacher in a full-time practica and to new BC Clinical Faculty.
Amy Ryan

ED 420 Initial License Practicum (Fall/Spring: 6)
Corequisite: ED 432

A semester-long practicum, five full days per week, for graduate students in the following licensure programs: Early Childhood, Elementary, Secondary, and Intense Special Needs. Placements are made in selected area, international, out-of-state, or non-school sites. Apply to the Office of Practicum Experiences and Teacher Induction during the semester preceding the placement: by March 15 for fall placements and by October 15 for spring placements.
Fran Loftus
Melita Malley

ED 421 Theories of Instruction (Spring: 3)

This provides an in-depth review of modern instructional models classified into selected families with regard to perception of knowledge, the learner, curriculum, instruction, and evaluation. Each student will be asked to survey models in his/her own field(s) and to select, describe, and defend a personal theory in light of today's educational settings based upon personal experiences, reflection on current research, and contemporary issues central to the education of all learners.
Lillie Albert

ED 429 Graduate Pre-Practicum (Fall/Spring: 1)
Corequisite: ED 431
Pass/Fail.

This is a pre-practicum experience for students in graduate programs leading to certification. Placements are made in selected school and teaching-related sites. Apply to the Office of Practicum Experiences & Teacher Induction during the semester preceding the placement by April 15 for fall placements and December 1 for spring placements. Students who are accepted into a program after the deadlines are requested to submit the application upon receipt.
Fran Loftus
Melita Malley

ED 431 Graduate Inquiry Seminar: One (Fall/Spring: 1)
Corequisite: ED 429

The course will coincide with the pre-practicum experience. It is designed to introduce teacher candidates to inquiry as stance and the skills necessary to conduct classroom-based research that leads to pupil achievement and teaching for social justice.The course is designed to help teacher candidates mediate the relationships of theory and practice, pose questions for inquiry, learn through reflection and discussion, learn from their students and colleagues, construct critical perspectives about teaching, learning, and schooling, and to improve teaching and learning. The second part of this sequence is 432 which is taken in conjunction with full-time student teaching (ED 420).
The Department

ED 432 Graduate Inquiry Seminar:Two (Fall/Spring: 2)
Corequisite: ED 420
Donovan Urban Scholars must enroll in ED 432.08.

The primary goal of this capstone seminar is to initiate teacher candidates into the practice of teacher research or collaborative inquiry for action. Collaborative Inquiry for Action is an ongoing, collaborative process of systematic and self-critical inquiry by educators about their own schools and classrooms in order to increase teachers' knowledge, improve students' learning, and contribute to social justice. This final project will be presented at a roundtable presentation at the end of the semester and also satisfied the M.Ed., M.A.T., M.S.T. Comprehensive Examination in Education.
The Department

ED 435 Social Contexts of Education (Fall/Spring/Summer: 3)

Examines the role of situational, school, community, peer, and family factors on the education of children. Participants in the course will strive to understand the effects of their own social context on their education, to develop strategies to help students understand their context, and to understand and contribute to what schools can do to improve teaching and learning and school culture for all students regardless of internal and external variables.
The Department

ED 436 Curriculum Theories and Practice (Fall/Spring/Summer: 3)

Asks teachers to analyze the philosophical underpinnings of educational practices. Also asks teachers to examine their own philosophies of education and to construct meaning and practice from the interplay between their beliefs and alternative theories. Designed for individuals advanced in their professional development.
The Department

ED 438 Instruction of Students with Special Needs and Diverse Learners (Fall/Spring/Summer: 3)
Fall semester offering during odd years only.

This course focuses on the education of students with disabilities and other learners from culturally and linguistically diverse backgrounds. The goal of the course is to promote access to the general curriculum for all students through participation in standards-based reform. Universal Design for Learning (UDL) provides the theoretical framework for this course. Through an examination of historical milestones, landmark

legislation, systems for classification, approaches to intervention and the daily life experiences of diverse learners, students acquire knowledge about diversity and the resources, services and supports available for creating a more just society through education.
Richard Jackson

ED 447 Literacy and Assessment in the Secondary School (Fall/Summer: 3)

This course is an advanced study of literacy processes and strategies for use with students, including multiple subjects and content areas, and those literacies used outside of school contexts. Participants will investigate and regard literacy as social practice, situated in particular contexts and accessible to particular participations.
The Department

ED 450 Foundations of Educational Administration (Fall: 3)

Brings a foundational focus to the work of educational administration, centering on the core work of teaching and learning, and exploring how that central work is supported by the cultural, technical, political, and ethical systems of the school. That work is deepened as administrators support learning as meaning making, as involving a learning and civil community, and as involving the search for excellence.
The Department

ED 451 Human Resources Administration (Spring: 3)
Offered Biennially

Addresses fundamental school personnel functions such as hiring, retention, socialization, rewards and sanctions, and performance appraisal. These functions, however, are situated in a broader approach to the human and professional development of school personnel in a learning organization. Situates human resource development within the larger agenda of increased quality of student learning and teacher development.
The Department

ED 460 Interpretation and Evaluation of Research (Fall/Spring/Summer: 3)
Cross Listed with PY 460
Mental Health counseling students must take PY 460.12. Other sections do not meet licensing requirement for mental health students.

This course will improve a students' understanding of the quantitative research literature in education and psychology. It concentrates on developing the conceptual foundations of quantitative research and the practical analytic skills needed by a competent reader and user of research reports. Topics address purpose statements, hypotheses, sampling techniques, sample sizes and power, instrument development, internal and external validity, and typical quantitative research designs.
Larry Ludlow

ED 461 International Human Rights (Spring: 3)
Cross Listed with PY 461, LL 461, TH 461, and UN461
One credit in the Fall, two credits in the Spring.

This year-long bi-weekly interdisciplinary graduate seminar on issues of human rights and international justice is sponsored by the Center for Human Rights and International Justice at Boston College. Coordinated by one of the Center's Directors, its Fellows, Affiliated Faculty, invited guest speakers, and seminar participants will present ongoing research and specific human rights challenges with a particular focus on ethical, political, legal, and psychosocial dimensions.
Brinton Lykes

ED 462 Assessment and Test Construction (Fall: 3)
Cross Listed with PY 462

This course addresses the major issues of educational assessment, with emphasis on the characteristics, administration, scoring, and interpretation of both formal and informal assessments, including but not limited to tests of achievement. All forms of assessment are examined including observation, portfolios, performance tasks, and paper-and-pencil tests, including standardized tests. Basic techniques of test construction, item writing, and analysis are included. Standardized norm-referenced tests and statewide testing programs are also examined.
Joseph Pedulla

ED 466 Models of Curriculum and Program Evaluation (Fall: 3)

This is an intensive study of the leading models of program and curriculum evaluation. The strengths, weaknesses, and applications for various types of curriculum and program evaluation will be stressed. Each evaluation model will be examined in terms of the purpose, key emphasis, the role of the evaluator, relationship to objectives, relationship to decision making, criteria, and design.
Walter Haney

ED 467 Practical Aspects of Curriculum and Program Evaluation (Spring: 3)

Prerequisite: ED 466 or consent of instructor

This course will cover the basic steps in planning and carrying out a program evaluation. Topics covered will include identification and selection of measurable objectives, choice of criteria, instruments, use of various scores, common problems, out-of-level testing, analysis of data, interpretation and reporting of data, and budgeting. Standards for program evaluation will also be covered.
Walter Haney

ED 468 Introductory Statistics (Fall: 3)
Cross Listed with PY 468

An introduction to descriptive and inferential statistics. In particular, students will learn descriptive statistics, graphical and numerical representation of information; measures of location, dispersion, position, and dependence, and exploratory data analysis. Also, students will be introduced to inferential statistics, point and interval estimation, tests of statistical hypotheses, inferences involving one or more populations, as well as ordinary least squares regression and chi-square analyses. Provides computer instruction on PC and Mac platforms and in the SPSS statistical package.
Spyros Konstantopoulos
Laura O'Dwyer

ED 469 Intermediate Statistics (Fall/Spring: 3)

Prerequisite: ED/PY 468 or its equivalent, and computing skills
Cross Listed with PY 469

Topics and computer exercises address tests of means, partial and part correlations, multiple regression, analysis of variance with planned and post hoc comparisons, analysis of covariance, repeated measures analysis, elements of experimental design, and power analysis.
Spyros Konstantopoulos
Joseph Pedulla

ED 493 Language Acquisition Module (Fall: 1)

Corequisite: ED 593

See course description for ED 593.
The Department

ED 495 Human Development and Disabilities (Fall/Summer: 3)

This course addresses the reciprocal relationship between human development and disability. Prenatal, perinatal, and postnatal causes of disability will be presented. Students will learn about theoretical perspectives, research, and current disagreements related to causes, identification, and treatment of disabilities. Prevention and intervention strategies will be presented for each disability. The application of assistive technology will be covered across disabilities.

The Department

ED 520 Mathematics and Technology: Teaching, Learning, and Curriculum in the Elementary School (Fall: 3)

This course presents methods and materials useful in teaching mathematics to early childhood and elementary school children, and the different ways in which technology can be used in the elementary school classroom. The course will consider the teaching of mathematics and the use of technology from both theoretical and practical perspectives.

The Department

ED 529 Social Studies and the Arts: Teaching, Learning, and Curriculum in the Elementary School (Fall/Summer: 3)

This course is designed to help students examine historical interpretation with critical analysis through history and the arts. It explores different areas of content and instructional methods directly related to Massachusetts Curriculum Frameworks in social studies, literature, and the arts.

The Department

ED 540 ED Implications/Sensory, Motor, and Health Impairments (Spring: 3)

Thomas Miller

ED 542 Teaching Reading and Language Arts (Fall/Summer: 3)

Offers teacher candidates skills for teaching reading to school age children. Students will gain understanding of reading through a historical, political, theoretical and practical lens. They will understand the delivery of instruction by learning a balanced approach to teaching reading. They will gain familiarity of how children learn to read by partaking in observations, assessments and instruction with a school age child.

The Department

ED 543 Teaching Language Arts (Fall/Spring: 3)

Examines the development of written and spoken language and methods of instruction for oral and written language from the preschool years through early adolescence. Students become familiar with approaches to teaching writing and supporting language, and learn strategies for identifying children's areas of strength and weakness and to plan instruction. Addresses the needs of children from non-English speaking homes.

Curt Dudley-Marling
Maria Estela Brisk

ED 546 Teaching About the Natural World (Fall/Spring: 3)

Provides an introduction to the various philosophies, practices, materials, and content that are currently being used to teach science to elementary and middle school children. Exposes prospective teachers to the skills and processes endorsed by the National Science Education Standards, the National Health Standards, and the Massachusetts Comprehensive Assessment System.

G. Michael Barnett

ED 561 Evaluation and Public Policy (Fall: 3)

Prerequisite: ED 466 or consent of instructor

Cross Listed with PY 561

Offered Biennially

This course examines the National Assessment of Educational Progress (NAEP) and the role it plays both in informing the public about the state of American education and in various education policy debates. It begins with a history of NAEP, a review of its key technical features and some issues related to reporting results. The remainder of the course will consider how NAEP contributes to current topics such as NCLB, the relationship of education reforms to changes in student achievement, the Black-White achievement gap and the efficacy of charter schools.

Henry Braun

ED 565 Large-Scale Assessment: Procedures and Practice (Spring: 3)

Cross Listed with PY 565

Recommended: ED/PY 462 and ED/PY 468

Examines measurement concepts and data collection procedures in the context of large-scale (e.g., district, state, national, and international) assessment. Considers technical, operation, and political issues from the perspective of measurement concepts. Using examples from TIMSS, PIRLS, and NCLB, covers framework development, test development, questionnaire development, sampling, data collection, analysis, and reporting

Ina Mullis

ED 579 Educational Assessment of Learning Problems (Fall: 3)

Open to students in the Teacher of Students with Moderate Special Needs Program, Counseling Psychology, Vision Studies, and Reading Specialist Programs. Not open to Special Students.

This course focuses on formal and informal approaches to the nondiscriminatory assessment of students with a wide range of cognitive and academic difficulties. It is designed to prepare specialists for the process of documenting special needs, identifying current levels of performance, and designing approaches to monitoring progress.

Claudia Rinaldi

ED 587 Teaching and Learning Strategies (Spring/Summer: 3)

Prerequisite: ED 579

Not open to non-degree students. ED 587.01 is intended for general educators and ED 587.02 is required for special educators

Designed primarily for secondary education teacher candidates and practicing secondary educators, this course helps prospective teachers and other educators develop an initial repertoire of skills for teaching students with educational disabilities. The primary emphasis of this course is on the education of students with mild disabilities in secondary inclusive classrooms. Participants will formulate a comprehensive instructional plan for a student with an educational disability, utilized an IEP to guide instruction, develop accomodations and modifications appropriate to the student and the curriculum, design individual, small, and large group instruction, and evaluate various service delivery options for education students with special needs.

David Scanlon

ED 592 Foundations of Language and Literacy Development (Spring: 3)

Provides students with a comprehensive overview of major theories and research in language and literacy including theories of instruction. Emphasis is placed on major reports on literacy instruction

as well as critiques of those reports. Topics covered include: language acquisition, the role of language in literacy learning, emergent literacy, the role of phonics in early literacy learning, reading fluency, reading comprehension and critical literacy, discourse theory, multi-modal literacy, and adolescent literacy.
Curt Dudley-Marling

ED 593 Introduction to Speech and Language Disorders (Fall: 3)
Corequisite: ED 493

On the basis of the development of normal children, this course will explore dysfunctions of speech and language that interfere with normal communication and learning processes. The evaluation of language performance and the remediation of language deficits will also be stressed.
The Department

ED 595 Assessment and Instruction for Students with Reading Difficulty (Fall/Summer: 3)
Prerequisite: ED 542 or equivalent

Examines the methods and materials related to formal and informal assessment, analysis and interpretation of the results of assessment, and instructional techniques for students with a range of reading difficulties (K-12). Focus is on the needs of students from varied populations.
Claudia Rinaldi

ED 606 Integrative Seminar/Catholic Educational Leadership (Fall/Spring: 1)
Robert Starratt

ED 610 Specialist License Practicum (Fall/Spring: 6)
Prerequisite: Approval by the Practicum Office, good academic standing, and successful completion of all undergrad practicum regular education teacher certification requirements
Corequisite: ED 432

A semester-long, full-time clinical experience for advanced level students working in schools in a professional role. Covers the following graduate licensure programs: Reading, Moderate Special Needs, and Intense Special Needs. Placements are selectively chosen from schools in the Greater Boston area and designated out-of-state or international settings. Apply to the Office of Practicum Experiences and Teacher Induction during the semester preceding the placement by March 15 for fall placements and by October 15 for spring placements.
Pacticum Director

ED 617 The Principalship (Fall: 3)

Introduces students to the role and responsibilities of the principal. Helps students understand the traits that make one a successful principal. Emphasis on the principal as leader, change agent, culture builder, instructional leader, and creator of core values.
Irwin Blumer

ED 618 Finance and Facilities Management (Spring: 3)
The Department

ED 619 Ethics and Equity in Education (Fall: 3)

The course explores how schools are used as a vehicle of the state to de-culturalize various communities of people throughout the country's history. Students will explore how schools can more appropriately promote respect for valuing diversity as a generative source of the country's vitality and its relationship to the global village. The role of educators is not only to act ethically in the many individual situations of their daily professional lives, but more importantly to see that the institutional structures and processes of the school system are themselves reflections of a system of justice and care.
Robert Starratt

ED 620 Practicum in Supervision (Fall/Spring: 3)

A 300-hour, field-based experience designed to enable the student to develop the competencies required to be an effective supervisor/director. The practicum is supervised jointly by a University representative and a cooperating practitioner. The student is expected to engage in a variety of experiences defined in the state standards for certification and to provide leadership to a major administrative project. The student will maintain a reflective journal of experiences and develop a portfolio that demonstrates the learning and insights gained during the practicum.
The Department

ED 621 Bilingualism, Second Language, and Literacy Development (Fall/Spring/Summer: 3)

Explores first and second language and literacy development of children raised bilingually as well as students acquiring a second language during pre-school, elementary, or secondary school years. Also addresses theories of first and second language acquisition, literacy development in the second language, and factors affecting second language and literacy learning. Participants will assess the development of one aspect of language or language skill of a bilingual individual and draw implications for instruction, parent involvement, and policy.
Maria Estela Brisk
Mariela Paez
Patrick Proctor

ED 622 Practicum in School Principalship (Fall/Spring: 3)

A 300-hour, field-based experience designed to enable the student to develop the competencies required to be an effective assistant principal/principal. The practicum is supervised jointly by a University representative and a cooperating practitioner.
The Department

ED 623 Practicum in Superintendency (Fall/Spring: 3)

A 300-hour, field-based experience designed to enable the student to develop the competencies required to be an effective assistant superintendent/superintendent. The practicum is supervised jointly by a University representative and a cooperating practitioner.
The Department

ED 626 Seminar in Educational Administration (Spring: 3)
Corequisite: ED 620, ED 622, ED 623, or ED 653

Enable candidates to reflect on their roles as educational administrators during their practicum experience. Topics include research related to educational administration along with day-to-day school management issues.
Irwin Blumer

ED 652 Practicum in Special Education Administration (Fall/Spring: 3)
Corequisite: ED 626

A 300-hour, field-based experience in the role of a special education administrator. The practicum is supervised by a University faculty member.
Elizabeth Twomey

ED 656 Administration of Local School Systems (Fall: 3)
Offered Biennially

Examines the interaction that occurs between individual schools and the school system through the lens of the superintendent of schools. How does a superintendent provide effective leadership to a school system? What are the issues he or she must understand? How does one remain focused on improving instruction and achievement of all students? Some of the topics considered will be instructional leadership, unions, racism, change, supervision/evaluation, system versus building tensions, and the impact of the Education Reform Act.
Irwin Blumer

ED 665 Develop Disabilities: Evaluation, Assessment, Families, and Systems (Fall: 3)
David Helm

ED 667 General Linear Models (Fall: 3)
Prerequisite: ED/PY 469
Cross Listed with PY 667
Ph.D. students only; all others by instructor permission.

Addresses the construction, interpretation, and application of linear statistical models. Specifically, lectures and computer exercises will cover ordinary least squares regression models; matrix algebra operations; parameter estimation techniques; missing data options; power transformations; exploratory versus confirmatory model building; sources of multicollinearity; diagnostic residual analysis techniques; partial and semipartial correlations; variance partitioning procedures; dummy, effect, and orthogonal coding procedures; analysis of covariance; and logistic regression.
Larry Ludlow

ED 669 Psychometric Theory (Spring: 3)
Larry Ludlow

ED 675 Consultation and Collaboration in Special Education (Spring: 3)

Designed for educators who enter into supportive or consultative relationships with each other, with other professionals, and with parents. Presents conceptual and pragmatic guidelines for functioning effectively with colleagues and other adults. Also covers advocacy strategies and environmental accessibility issues.
Alec Peck

ED 678 Advanced Classroom Research: Experienced Teacher as Researcher (Spring: 3)
Marilyn Cochran-Smith

ED 685 Developmental Disabilities: Evaluation, Assessment, Family and Systems (Fall/Spring: 3)
Cross Listed with PY 685

This course focuses on issues facing professionals who work with people with developmental disabilities, their families, and the system whereby services are offered. It is designed for graduate and post-graduate students interested in learning about interdisciplinary evaluation and teams, in understanding disabilities from the person's and family's perspective, and in acquiring knowledge about the services available in the community. This course will be held at Children's Hospital.
David Helm

ED 686 Augmentative Communication for Individuals with Disabilities (Spring: 3)
Cross Listed with PY 686

This course focuses upon the communication problems of persons who are developmentally disabled, physically challenged, hearing impaired, and deaf-blind. Students learn strategies for enhancing communication and learn how to develop and implement a variety of augmentative communication systems.
Susan Bruce

ED 705 Education Law and Public Policy (Fall/Spring: 3)
Cross Listed with LL703
Offered Biennially

This course addresses the political and legal aspects of the role of education in our democratic society. Provides an introductory survey of public policy issues and laws governing preschool, elementary, secondary, and higher education. Included are such topics as religious freedom, free speech, and due process; the liability of educational institutions and educators; the legal distinctions between private and public institutions; student and parent privacy rights; disability rights; and the promotion of educational equity among all groups regardless of gender, sexual orientation, language, race, religion, ethnicity, or socioeconomic background.
Diana Pullin
Norah Wylie

ED 706 Philosophy of Education (Spring: 3)
Ana Martinez

ED 708 Contemporary Issues in Higher Education (Fall: 3)
Fall semester offered during odd years only.

This course offers topical issues in higher education, taught on a rotating basis by faculty in the Higher Education program and by scholars from outside institutions. It focuses on specific topics such as the following: ethical issues in higher education, student outcomes assessment, learning and teaching in higher education, Catholic higher education, and others. The topic of the course will be announced during the registration period.
The Department

ED 709 Research on Teaching (Fall: 3)

Introduce Ph.D. students to conceptual and empirical scholarship about teaching and teacher education as well as to contrasting paradigms and methodological approaches upon which this literature is based. Helps students become aware of major substantive areas in the field of research on teaching/teacher education, develop critical perspectives and questions on contrasting paradigms, and raise questions about implications of this research for curriculum and instruction, policy and practice, and teacher education/professional development. Considers issues related to epistemology, methodology, and ethics.
Marilyn Cochran-Smith

ED 711 Historical and Political Contexts of Curriculum (Spring: 3)
Permission of instructor required for all students, except for Ph.D. students in Curriculum & Instruction.

Introduces Ph.D. students in Curriculum & Instruction to the major curriculum movements in American educational history by examining the history and implementation of curriculum development on the macro and micro levels of schooling. Focuses on key campaigns and controversies in curriculum theory and practice, using primary

source materials to place them within the academic, political, economic, and social contexts that have marked their conceptualization, and change inside and outside of schools.
Dennis Shirley

ED 720 Curriculum Leadership (Spring: 3)

Focuses on an historical overview of the major curriculum approaches; introduces students to key theories about leadership of organizations and organizational change; and introduces students to key principles in standards-driven reform. Students will use this knowledge to refine their personal philosophies of curriculum leadership, and create a strategic plan for improving instruction and closing the achievement gap in a school community.
The Department

ED 724 Practicum in Educational Technology: Technology-Enhanced Assessment (Fall/Spring: 3)
Prerequisite: ED/PY 462 and ED/PY 667
Offered Biennially

Computers are widely available in schools and are increasingly used for large-scale testing programs. This course examines cutting-edge applications of computer-based technologies to the technology of testing and assessment. Among the topics explored are validity issues specific to computer-based testing; accessibility, universal design, and computer-based testing; computer adaptive testing; simulation-based and multimedia tests; and computer scoring of writing. The course encourages students to explore ways in which computer-based technologies can be used to enhance assessment and solve challenges to current approaches to student assessment.
Michael Russell

ED 737 Contemporary Issues in Curriculum and Instruction (Fall: 3)
Katherine McNeill

ED 744 Philanthropy in Biography and Society (Spring: 3)
Paul Schervish

ED 770 Higher Education in American Society (Fall: 3)

An introduction to higher education in America, this course focuses on the complex relationships between colleges and universities, and the political and social systems of society. This analysis includes a historical perspective on the evolution of American higher education, and especially the development of the contemporary university since the beginning of the twentieth century. Attention is also paid to the impact of federal and state governments on higher education; the role of research in the university; issues of accountability, autonomy, and academic freedom; the academic profession, student politics and culture; affirmative action issues; and others.
Ana M. Martínez Alemán
Katya Salkever

ED 771 Organization and Administration of Higher Education (Spring/Summer: 3)

Focuses on how the American university is organized and governed. Examines basic elements as well as structure and process of the American university. Considers such topics as models of governance, locus of control, leadership, and strategic environments for the American university.
Ted I.K. Youn

ED 772 Student Affairs Administration (Fall: 3)

Student affairs professionals in post-secondary institutions contribute to student learning and personal development through a variety of programs and services. This course focuses on the design of campus environments that promote student development and contribute to the academic mission of higher education. Special attention will be given to the history, philosophy, and ethical standards of the student affairs profession, and to the relation of theory to contemporary student affairs practice. In addition, the course will examine how changing forces in the demographic, social, legal, and technological environment of higher education affect fundamental issues in professional practice.
The Department

ED 778 College Student Development (Spring: 3)
Cross Listed with PY 778

An intensive introduction to student development, this course focuses on interdisciplinary theories of intellectual and psychosocial change among late adolescent and adult learners in post-secondary education. Research on student outcomes is also covered. Special attention is paid to the implications of ethnicity, age, gender, and other individual differences for the development of students.
Karen Arnold

ED 779 Philanthropy in Biography and Society (Spring: 3)
Paul Schervish

ED 803 History of Education (Fall: 3)

This course provides an overview of major themes in the history of American education. Topics include the roles of Puritanism and slavery in shaping educational systems in the colonial North and South; the role of the American Revolution in promoting democratic and republican values; the rise of common schools as part of a broad wave of antebellum social reforms, including abolitionism and feminism; the Civil War, Reconstruction, and Jim Crow eras as distinctive moments in the expansion and contraction of educational opportunities for African-Americans; and the growth and expansion of high schools, colleges, and universities in the twentieth century.
Dennis Shirley

ED 808 Public Policy, Politics, and Higher Education (Spring: 3)
The Department

ED 819 Educational Change: Communication of Innovations (Spring: 3)
Andrew Hargreaves

ED 828 Doctoral Proseminar in K-16 Administration (Fall: 3)

This seminar is a required cornerstone course for doctoral Ph.D. students in the Educational Administration Program and the Higher Education Program. In addition to orienting students to doctoral studies and research, the course is designed to develop students' critical analysis of theoretical and empirical literature in their field, and to advance their knowledge of key concepts, issues, and theories in the field. Course activities include bibliographic research and skills development in conducting individual inquiry and analyzing scholarly literature.
Karen Arnold
Ana Martinéz

ED 851 Qualitative Research Methods (Fall/Spring: 3)
Cross Listed with PY851

Introduces the foundations and techniques of carrying out qualitative research. Topics include philosophical underpinnings, planning

for a qualitative research project, negotiating entry, ethics of conducting research, data collection and analysis, and writing/presenting qualitative research. Requires a research project involving participant observation and/or interviewing.
Robert Starratt

ED 854 Catholic Higher Education (Fall: 3)
Michael James
Joseph O'Keefe

ED 859 Readings and Research In Curriculum and Instruction (Fall/Spring/Summer: 3)
Prerequisite: Faculty member approval
By arrangement

Under the direction of a faculty member who serves as Project Director, a student develops and completes a significant study.
Maria Estela Brisk

ED 861 Multilevel Regression Models (Spring: 3)
Prerequisite: ED/PY 667
Cross Listed with PY 861
Offered Biennially

This course introduces students to multilevel regression modeling (aka hierarchical models or mixed effects models) for analyzing data with a nesting or hierarchical structure. We discuss the appropriate uses of multilevel regression modeling, the statistical models that underpin the approach, and how to construct models to address substantive issues. We consider a variety of types of models, including random intercept, and random slope and intercept models; models for longitudinal data; and models for discrete outcomes. We cover various issues related to the design of multilevel studies, model building and the interpretation of the output from HLM and SPSS software programs.
Laura O'Dwyer

ED 862 Survey Methods in Educational and Social Research (Fall: 3)
Michael Russell

ED 864 Advanced Qualitative Research (Fall: 3)
Offered Biennially

Building upon the foundation concepts of qualitative research and initial exploration of an introductory course in qualitative methodologies, this course explores the theoretical, methodological, and analytic implications of conducting qualitative research from differing theoretical perspectives. Key readings include texts on social theory, qualitative methodologies, and exemplar qualitative research from various social scientific fields.
The Department

ED 868 Religion and Higher Education (Spring: 3)
Offered Biennially

This course explores the historic relationship between religion and higher education, primarily within the American context. After preliminary discussion of the nature of education and religion, it examines church-related higher education in the U.S. as well as the role and place of religion in the academy at large. Topics include secularism, modernity, and challenges to Christian higher education; religious pluralism; religion in secular higher education; legal issues surrounding religion and higher education, and post-modernism—its problems and possibilities for religion and higher learning.
The Department

ED 874 Organizational Decision Making in Higher Education (Fall: 3)

Decision making behavior of the university is not necessarily subject to universal rules under which choices are made by willful actors with certain normative assumptions about consistency and predictability. Rethinking the approach to organizational decision making raises challenges in studying organizations and leadership in higher education. The course provides students with major studies and models of decision making from a wide range of examples such as foreign policy making organizations and corporate organizations.
Ted Youn

ED 876 Financial Management in Higher Education (Spring: 3)

The acquisition and allocation of funds in institutions of higher education are studied. Financial management emphasis includes an introduction to fund accounting, asset management, capital markets, sources of funds, financial planning, and endowment management. Included also are specific techniques used in financial analysis (e.g., break-even analysis and present value techniques).
Frank Campanella

ED 885 Interim Study: Master's and C.A.E.S. Students (Fall/Spring: 0)
Cross Listed with PY 885
Elizabeth Sparks

ED 888 Master's Comprehensives (Fall/Spring/Summer: 0)
Cross Listed with PY 888

All master's students who have completed their course work and are preparing for comprehensive exams must register for this course.
Elizabeth Sparks

ED 910 Read and Research: Education Research, Measurement, and Evlauation (Fall/Spring: 3)
By arrangement only.
Larry Ludlow

ED 912 Participatory Action Research: Gender, Race, and Power (Fall: 3)
Cross Listed with PY 912

This course will introduce students to theoretical and practical issues in the design and implementation of field-based participatory action research. We will review theories and practices that have contributed to community-based knowledge construction and social change. Ethnographic, narrative, and oral history methodologies will be used as additional resources for understanding and representing the individual and collective stories co-constructed through the research process. We will reflect collaboratively and contextually on multiple and complex constructions of gender, race, and social class in community-based research.
M. Brinton Lykes

ED 901 Urban Catholic Teachers Program (Fall/Spring: 0)
By arrangement only.
Karen Kennedy

ED 921 Read and Research: Education Administration/Higher Education Administration (Fall/Spring: 3)
By arrangement only.
Ana Martinez

ED 936 Doctoral and Advanced Seminar in Religious Education (Fall/Spring: 3)
Required for first and second-year IREPM doctoral students; other advanced students admitted with permission of instructor.
Limited to 10 participants.

Meeting every other week throughout the year, this seminar is required of all first and second year doctoral students in Theology and Education. The curriculum has a threefold emphasis: (1) in-depth reading of scholarly literature germane to the correlation of theology and education; (2) substantive conversation and active participation; and (3) the preparation of a potentially publishable essay.
Thomas Groome

ED 941 Dissertation Seminar in Educational Research, Measurement and Evaluation (Fall/Spring: 3)
Prerequisite: Advanced Statistics and Research Design.
Permission of instructor.
One credit in the Fall, two credits in the Spring.

This 2-semester seminar is designed to assist doctoral candidates in the preparation of a formal doctoral dissertation proposal. All aspects of dissertation development will be discussed (e.g., problem development, human subjects review, final defense). Students will develop and present a series of draft proposals for faculty and student reaction. Depending on the circumstances of the student, an acceptable pre-proposal (Intent) or full dissertation proposal is required for completion of the course.
The Department

ED 951 Dissertation Seminar in Curriculum & Instruction (Spring: 3)

This is a student-centered seminar that is aimed at assisting doctoral students in identifying, shaping, and defining a research topic. Students will be expected to develop an Intent to Propose a Thesis, and to work toward the development of a full-scale draft of a Thesis proposal. Prior to the completion of the seminar, students will be expected to have established a Dissertation Committee.
Curt Dudley-Marling

ED 953 Instructional Supervision (Spring: 3)

Introduces students to many of the contested issues in the field of supervision, such as the relationship between supervision and teacher development, teacher empowerment, teacher alienation, learning theories, school effectiveness, school restructuring, curriculum development, and scientific management. Supervision will be viewed also as a moral, community-nested, artistic, motivating, and collaborative activity. Will stress the need for a restructuring of supervision as an institutional process.
Irwin Blumer

ED 956 Law and Education Reform (Spring: 3)
Prerequisite: ED 705, 2L or 3L status at Law School, or consent of instructor
Offered Biennially
Diana Pullin

ED 973 Seminar in Research in Higher Education (Fall: 3)
Prerequisite: ED/PY 771 and Doctoral Standing
Open to advanced doctoral students. Prior consultation with the faculty member regarding research interest is encouraged.

This seminar considers a variety of research issues in higher education. Each year, the topic of the seminar will be announced by the faculty member who will be teaching the course.
Ana M. Martínez Alemán

ED 975 Internship in Higher Education (Fall/Spring: 3)
Deborah Hirsch
The Department

ED 988 Dissertation Direction (Fall/Spring: 3)
Prerequisite: Consent of academic advisor
Cross Listed with PY 988

All advanced doctoral students are required to register for six credit hours of dissertation related course work, at least three of which are 988. The other three are usually the Dissertation Seminar for the student's area of concentration.
The Department

ED 998 Doctoral Comprehensives (Fall/Spring: 1)
Elizabeth Sparks

The Boston College Law School

Introduction

Established in 1929, Boston College Law School is dedicated to the highest standards of academic, ethical, and professional development while fostering a unique spirit of community among its students, faculty, and staff. Boston College Law School is accredited by the American Bar Association, is a member of the Association of American Law Schools, and has a chapter of the Order of the Coif.

The Law School offers two degrees—the 3-year Juris Doctor (J.D.) degree, which is the school's primary degree, and the 1-year Master of Laws (LL.M.) degree, which is designed for students who already hold a law degree from another school.

Registration For Bar Examination

Upon entering law school, some students know the state(s) they intend to practice in upon graduation. Some states require students to register with the Board of Bar Examiners prior to, or shortly after, beginning law school. For further information, contact the secretary of the state's Board of Bar Examiners for the state where you intend to practice to determine the standards and requirements for admission to practice. The Office of Academic Services also has bar examination information available for some states.

Auditors

A limited number of applicants, usually members of the bar, who do not wish to study for a degree but who desire to enroll in specific courses may be admitted as auditors. Auditors must prepare regular assignments and participate in classroom discussions. They are not required to take examinations but may elect to do so. Normally, credit will not be certified for auditing. Auditors are charged tuition at the per credit hour rate.

Advanced Standing

An applicant who qualifies for admission and who has satisfactorily completed part of his or her legal education in another ABA-approved law school may be admitted to an upper class with advanced standing. Four completed semesters in residence at Boston College that immediately precede the awarding of the degree will be required. Transfer applicants must submit the application form and fee, the LSDAS report, a law school transcript, a letter of good standing from his or her law school dean, and a recommendation from a law school professor. Applications are due by July 1 from those wishing to enroll for the fall semester.

Dual Degree Program in Law and Business Administration

The Carroll School of Management and the Law School at Boston College have a dual J.D./M.B.A. program. Students in the program are required to be admitted independently to both schools. Credit for one semester's courses in the M.B.A. program is given towards the J.D. degree, and, similarly, credit for one semester's courses in the Law School is given towards the M.B.A. degree. Both degrees can thus be obtained within four academic years, rather than the five required for completing the two degrees separately. Interested students can obtain detailed information from the Admission Offices of both schools.

Dual Degree Program in Law and Social Work

The Graduate School of Social Work and the Law School at Boston College have a dual J.D./M.S.W. program designed for students interested in serving the combined legal and social welfare needs of individuals, families, groups, and communities. Students may obtain the two degrees in four years, rather than the usual five years. Dual degree candidates must apply to, and be accepted by, both schools. Interested students can obtain more information from the Admission Offices of both schools.

Dual Degree Program in Law and Education

The dual degree program in Law and Education is designed for students who are interested in serving the combined legal and educational needs of students, families, and communities in our nation. The program reflects the University's mission to promote social justice and to prepare men and women for service to others. The program is particularly designed to prepare students to meet the needs of individuals who have traditionally not been well-served by the nation's schools. The program is designed to serve the needs of persons who wish to combine knowledge about education and applied psychology with legal knowledge and skills to better serve their clients and constituencies. The program offers an opportunity to further the University's goals in promoting interdisciplinary inquiry and integrating the work of service providers.

Students admitted to the program may expect to receive both a Master's degree in Education (M.Ed. or M.A.) and the Juris Doctor (J.D.) degree in approximately three and a half years, rather than the four or more years such degrees would normally entail if taken separately.

Students seeking to pursue the J.D./M.Ed. or M.A. dual degree must be duly admitted to their intended Education program and to the Law School. Any student seeking certification, or education or human services licensure must meet all of the requirements in the Lynch School of Education for that certification/licensure.

J.D./M.A. or J.D./Ph.D. Philosophy Program

These programs are designed for students who have an interest in legal theory and jurisprudence, and who may eventually wish to go into law teaching in those fields. Students may complete their law degree and master's in philosophy in four years of joint study, or law and Ph.D. in six. Students must apply to both the law school and master's or Ph.D. program in the philosophy department of Boston College.

Other Dual Study Programs

Law students are permitted to take a maximum of four graduate level courses (12 credits) in other departments during their final two years with the consent of the Associate Dean. Also, students may cross-register for certain courses at Boston University School of Law. A list of courses is made available prior to confirmation of registration. Tuition for dual programs is separately arranged. From time to time individual students have also made special arrangements, with the approval of the Associate Dean for Academic Affairs, for dual study programs with other schools and departments at Boston College or, in some instances, with other universities in the Boston area.

LONDON PROGRAM

The Law School has a semester-abroad program with Kings College at the University of London. Students in the London Program have the opportunity to enroll in courses taught in the LL.M. curriculum at Kings College, and participate in a clinical European Law and Practice externship as well. Student placements have included positions with the court system as well as governmental and non-governmental law offices and are supervised by a full-time member of the Boston College Law School faculty.

MASTER OF LAWS (LL.M.) DEGREE

The LL.M. degree program is designed to expose legal professionals and recent graduates with a first degree in law, primarily but not necessarily of foreign origin, to the fundamentals of the U.S. legal system. The program enables students to explore American legal issues and methodology. Students may choose from among most of the courses in the Law School's extensive curriculum, including both introductory and more advanced courses in their particular fields of interest. The program is intended for students from a variety of legal systems and backgrounds. We are equally interested in applicants pursuing careers in private practice, government service, the judiciary, international organizations, non-governmental organizations, and legal scholarship. We are most interested in applicants who have completed their prior legal studies with high rank and who intend to return to their home countries to contribute to the legal profession.

Further information is available on the program's website at http://www.bc.edu/llm or from the LL.M. Office, Boston College Law School, 885 Centre Street, Newton, MA 02459. Our email address is bcllm@bc.edu.

INFORMATION

For more detailed information regarding course offerings, applicants should consult the Boston College Law School Bulletin that may be obtained by writing to the Office of Admissions and Financial Aid, Boston College Law School, 885 Centre Street, Newton, MA 02459, or by emailing the office at bclawadm@bc.edu. Course descriptions and scheduling information are also available on the BCLS website at http://www.bc.edu/law.

Faculty

Arthur L. Berney, *Professor Emeritus;* A.B., LL.B., University of Virginia
Robert C. Berry, *Professor Emeritus;* A.B., University of Missouri; LL.B., Harvard University
Peter A. Donovan, *Professor Emeritus;* A.B., J.D., Boston College; LL.M., Georgetown University; LL.M., Harvard University
John M. Flackett, *Professor Emeritus;* LL.B., University of Birmingham, England; LL.B., St. John's College, Cambridge University; LL.M., University of Pennsylvania
Richard G. Huber, *Professor Emeritus;* B.S., U.S. Naval Academy; J.D., University of Iowa; LL.M., Harvard University; LL.D., New England School of Law; LL.D., Northeastern University
Cynthia C. Lichtenstein, *Professor Emerita;* A.B., Radcliffe College; LL.B., Yale University; M.C.L., University of Chicago
Francis J. Nicholson, S.J., *Professor Emeritus;* A.B., A.M., Boston College; Ph.L., S.T.L., Weston College; LL.B., LL.M., Georgetown University; LL.M., S.J.D., Harvard University
Sharon Hamby O'Connor, *Associate Professor Emerita;* B.A., Southern Methodist University; M.S.L.S., Columbia University; J.D., Harvard University; M.E.S., Yale University
Filippa Anzalone, *Professor and Associate Dean for Library and Computing Services;* B.A., Smith College; M.S., Simmons College Graduate School of Library and Information Science; J.D., Suffolk University Law School
Hugh J. Ault, *Professor;* A.B., LL.B., Harvard University
Charles H. Baron, *Professor;* A.B., Ph.D., University of Pennsylvania; LL.B., Harvard University
Mary S. Bilder, *Professor;* B.A., University of Wisconsin at Madison; A.M., J.D., Ph.D., Harvard University
Robert M. Bloom, *Professor;* B.S., Northeastern University; J.D., Boston College
Mark S. Brodin,*Professor;* B.A., J.D., Columbia University
George D. Brown, *Drinan Professor;* A.B., J.D., Harvard University
R. Michael Cassidy, *Professor and Associate Dean for Academic Affairs;* B.A., University of Notre Dame; J.D., Harvard University
Daniel R. Coquillette, *Professor;* A.B.,Williams College; M.A., Oxford University; J.D., Harvard University
Scott T. FitzGibbon, *Professor;* A.B., Antioch College; J.D., Harvard University; B.C.L., Oxford University
Frank Garcia, *Professor;* B.A., Reed College; J.D., University of Michigan
John H. Garvey, *Professor and Dean;* A.B., Notre Dame University; J.D., Harvard University
H. Kent Greenfield, *Professor;* A.B., Brown University; J.D., University of Chicago
Ingrid Michelsen Hillinger, *Professor;* A.B., Barnard College; J.D., College of William & Mary
Ruth-Arlene W. Howe, *Professor;* A.B., Wellesley College; M.S.W., Simmons College; J.D., Boston College
Sanford N. Katz, *Darald and Juliet Libby Professor;* A.B., Boston University; J.D., University of Chicago; Sterling Fellow, Yale Law School
Thomas C. Kohler, *Professor;* B.A., Michigan State University; J.D., Wayne State University; LL.M., Yale University
Ray Madoff, *Professor;* A.B. Brown University; J.D., LL.M., New York University
Judith A. McMorrow, *Professor;* B.A., B.S., Nazareth College; J.D., University of Notre Dame
Zygmunt J. B. Plater, *Professor;* A.B., Princeton University; J.D., Yale University; LL.M., S.J.D., University of Michigan
James R. Repetti, *Professor;* B.A., Harvard University; M.B.A., J.D., Boston College
Diane M. Ring, *Professor;* A.B., J.D., Harvard University
James S. Rogers, *Professor;* A.B., University of Pennsylvania; J.D., Harvard University
Mark R. Spiegel, *Professor;* A.B., University of Michigan; J.D., University of Chicago
Catherine Wells, *Professor;* B.A., Wellesley College; M.A., Ph.D., University of California at Berkeley; J.D., Harvard University
David A. Wirth, *Professor and Director of International Programs;* A.B., Princeton University; A.M., Harvard University; J.D., Yale University
Alfred C. Yen, *Professor and Director of Emerging Enterprises and Business Law;* B.S., M.S., Stanford University; J.D., Harvard University
Daniel Barnett, *Associate Professor;* B.A., J.D., University of the Pacific

Joan Blum, *Associate Professor;* A.B., Harvard College; J.D., Columbia Law School
Mary Ann Chirba-Martin, *Associate Professor;* B.A., Colgate University; J.D., Boston College; M.P.H., Harvard School of Public Health
Jane K. Gionfriddo, *Associate Professor;* B.A., Wesleyan University; J.D., Boston University
Dean M. Hashimoto, *Associate Professor;* A.B., Stanford University; M.S., University of California at Berkeley; M.O.H., Harvard University; M.D., University of California at San Francisco; J.D., Yale University
Frank R. Herrmann, S.J., *Associate Professor;* A.B., Fordham University; M.Div., Woodstock College; J.D., Boston College
Renee M. Jones, *Associate Professor;* A.B., Princeton University; J.D., Harvard University
Gregory Kalscheur, S.J., *Associate Professor;* B.A., Georgetown; J.D., University of Michigan; M.Div., S.T.L., Weston Jesuit School of Theology; LL.M., Columbia University
Elisabeth Keller, *Associate Professor;* B.A., Brandeis University; M.A., J.D., Ohio State University
Joseph P. Liu, *Associate Professor;* B.A., Yale University; J.D., Columbia University; L.L.M., Harvard University
Judith B. Tracy, *Associate Professor;* B.A., University of Michigan; J.D., University of Chicago
David Olson, *Assistant Professor;* B.A., University of Kansas; J.D., Harvard Law School
Mary-Rose Papandrea, *Assistant Professor;* B.A., Yale University; J.D. University of Chicago
Vlad Perju, *Assistant Professor;* LL.B., University of Bucharest; S.J.D., LL.M. Program, Harvard University; LL.M., European Academy of Legal Theory; Maitrise, University of Paris (Sorbonne).
Brian J.M. Quinn, *Assistant Professor;* B.A., Georgetown University; M.P.P., Harvard University; J.D., Stanford University
Alexis Anderson, *Clinical Associate Professor;* B.A., Wake Forest; J.D., University of Virginia
Daniel Kanstroom, *Clinical Associate Professor and Director of Human Rights Programs;* B.A., State University of New York, Binghamton; J.D., Northeastern University; LL.M., Harvard University
Maritza Karmely, *Assistant Clinical Professor;* B.S., Boston College; J.D., Boston University School of Law
Alan Minuskin, *Clinical Associate Professor;* B.A., University of Miami; J.D., New England School of Law
Evangeline Sarda,*Clinical Associate Professor;* B.A., Yale University; J.D., Columbia University
Francine T. Sherman,*Clinical Associate Professor and Director, Juvenile Rights Advocacy Program;* B.A., University of Missouri; J.D., Boston College
Paul Tremblay, *Clinical Professor;* B.A., Boston College; J.D., University of California at Los Angeles
Hon. Herbert P. Wilkins, *Huber Distinguished Visiting Professor;* A.B., LL.B., Harvard Law School

Wallace E. Carroll School of Management

Undergraduate Program Description

Mission Statement

Founded as the College of Business Administration at Boston College in 1938, and later named the Carroll School of Management, in honor of a distinguished alumnus, the school identifies its mission in these terms:

The Carroll School of Management educates undergraduates preparing for careers in management, graduate students aspiring to greater responsibilities in a complex global economy, and practitioners and executives seeking renewed vision and new skills for that economy. Vigorous teaching, learning, and research that advances business theory and enhances management practice are crucial means to these ends. Our current efforts are a partnership of students, faculty, staff, the business community, and the broader academic community. We seek and value the support and counsel of our alumni and the wider business community. We aspire to be an effective and caring organization for our immediate community, and we strive to orchestrate all our efforts for the service of the many communities—local, national, and global which sustain us.

The undergraduate curriculum, which combines a broad liberal arts background with specialized training in a management discipline, prepares students for leadership roles in business and society. The Carroll School of Management provides future managers with a knowledge of the methods and processes of professional management and an understanding of the complex and evolving social system within which they will apply this knowledge.

Philosophy of Undergraduate Education

Managers bear great professional responsibilities. A pervasive concern with the ethical and moral dimension of decision making informs the undergraduate management curriculum. In outline, the program seeks to:

- instill a humane managerial perspective characterized by high personal and ethical standards
- prepare students with the necessary skills in analytical reasoning, problem solving, decision making, and communication to make them effective contributing leaders and managers in society
- develop a multicultural and global perspective on the interactions within and between organizations and their members
- convey a thorough appreciation of the functional interrelationships among management disciplines
- communicate a clear understanding of the reciprocity of business organizations to the societies in which they operate
- empower students to initiate, structure, and implement learning that leads to self-generated insights and discoveries
- prepare students to use advanced information and control technologies relevant to the management of organizations

We believe that the combination of liberal study and core and specialized business disciplines creates baccalaureate candidates who possess unusual breadth and depth of understanding of management and who will be thoughtful contributors to civic life.

Information for First Year Students

In most ways, the first year in the Carroll School of Management resembles the first year in the College of Arts and Sciences. CSOM freshmen are expected to focus their study on aspects of the University's Core curriculum (described in the University Policies and Procedures section); the study of courses required in the Management Core, with the exceptions noted below, usually begins in earnest in sophomore year.

During freshman year, CSOM students should complete the Writing Seminar and the Literature requirement as well as one semester of Calculus (MT 100 or higher) and one semester of Statistics (EC 151). These four courses, or their equivalent via Advanced Placement, along with MI 021 Computers in Management, are indispensable in the first year. Note that there is no necessary sequence for the above mentioned courses; they may be taken in any order, either semester, during the first year.

Beginning in Fall 2009, all Carroll School freshmen will enroll in MH 100 Portico, a 3-credit course, offered in the fall semester, that combines an introduction to business with ethics and attention to globalization.

What other courses should a freshman pursue? If a student has yet to fulfill the language requirement (see elsewhere in this section for the variety of ways in which it can be satisfied), language study is in order. Note that students contemplating study abroad, and cognizant of the increasingly global nature of business, are well advised to hone existing language skills and consider beginning study of another language. Proficiency in several languages constitutes a significant advantage for aspiring business people. Boston College's international programs include a number of programs—from Scandinavia to the Pacific Rim—which are especially attractive for CSOM students.

Freshmen should also consider enrolling in one of the University's hallmark programs, PULSE and Perspectives, which fulfill both the Philosophy and the Theology Core requirements.Perspectives, in fact, is restricted to freshmen; PULSE may be taken at any time during a student's Boston College career.

Other possibilities for freshman year include the Modern History sequence, the 2-semester Principles of Economics sequence, and a pair of science courses.

While the preceding remarks capture a range of possibilities, even greater possibilities await a student possessed of advanced placement, transfer, or international baccalaureate credit. Such students should consult carefully with the Associate Dean and their faculty orientation advisor in crafting a plan of study for first year.

Management Courses

- 1 MH 100 Portico (freshman, fall)
- 1 EC 131 Principles of Economics I-Micro (freshman or sophomore)
- 1 EC 132 Principles of Economics II-Macro (freshman or sophomore)
- 1 MI 021 Computers in Management (freshman or sophomore)
- 1 MA 021 Financial Accounting (sophomore or spring, freshman year)
- 1 MA 022 Managerial Accounting (sophomore)
- 1 EC 151 Statistics (freshman year, either fall or spring)
- 1 MJ 021 Introduction to Law (sophomore or junior)
- 1 MB 021 Organizational Behavior (sophomore or junior)
- 1 MD 021 Operations Management (junior)

- 1 MF 021 Basic Finance (junior)
- 1 MK 021 Basic Marketing (junior)
- 1 MD 099 Strategy and Policy (senior)
- 4-6 CSOM concentration courses (junior, senior)
- 2-6 Electives (Any year—may be taken in any division of Boston College with the proviso that at least one-half of each student's course work must be completed within Arts and Sciences.) With the exception of MD 099 Strategy and Policy, all Management Core courses usually are completed by the end of the junior year. Students who have transferred, who have done a semester or a year abroad, or who have had deficiencies may have to modify their schedules somewhat.

The prerequisites, which are listed in the individual course descriptions, must be followed.

Arts and Sciences Majors

Students who have a very strong interest in an area in Arts and Sciences may complete a major in the College of Arts and Sciences by careful use of their electives. For example, it is possible to graduate with a concentration in Finance and a major in Philosophy or History. Students interested in this option should contact the Carroll School of Management Undergraduate Associate Dean and the department chairperson in the College of Arts and Sciences as early in their studies as possible.

Pre-Medical Studies

Carroll School students are also eligible to pursue a pre-medical course of study in addition to their management curriculum.

International Study

Studying and living in another country enables students to broaden their horizons and experience a different culture, and Carroll School of Management students are encouraged to spend at least a semester studying abroad, usually during junior year. During the spring semester of freshman year, the Dean's Office sponsors an annual program for management students interested in studying abroad; a subsequent fall semester program for first semester sophomores complements the first year program. All students interested in international study should visit the Office of International Programs early in their sophomore year and then the CSOM Undergraduate Associate Dean.

The Office of International Programs administers a growing number of programs for Boston College. CSOM students may avail themselves of opportunities for study in excellent institutions in the Pacific Rim, continental Europe and the United Kingdom, South America, and Eastern Europe, among others. See elsewhere in this Catalog for a full listing.

Students in the Honors Program, students with two concentrations, transfer students, and other students with special circumstances should plan their schedules carefully. Students in the Honors Program should seek advice on planning from Stephanie Greene, Honors Program Director. In order to receive permission to study abroad, students typically need a 3.2 average.

Special Programs

Management Honors Program

The Honors Program has as its goal the development of professional skills and leadership ability in the organizational world.

Students are invited to join the Honors Program as entering freshmen. Students wishing to be considered for admission to the Honors Program after freshman year must have a Dean's List average for freshman year, exhibit an ability to work well with others, and desire to develop abilities by being involved in the functions associated with the program; interested students should contact the Honors Program Director for information about application. Throughout the program, a participant is expected to remain on the Dean's List and actively participate in planning and executing program functions.

Honors students enroll in Honors sections of Management Core courses, take a special course in Advanced Statistics and complete two courses—MH 126 Management Communication Skills and MH 199 Senior Honors Thesis—above and beyond the 38 courses required for the degree.

Pre-Professional Studies for Law

Pre-Law students need clear reasoning power, a facility for accurate expression, a mature balance of judgment, and the ability to appreciate the moral, social, and economic problems related to the administration of justice in modern society. The Carroll School of Management offers an ideal opportunity to develop these qualities both through the Liberal Arts Core and specialized management courses, notably those case style courses which place a premium on analytical powers and a capacity in both oral and written expression.

Carroll School students interested in law should contact Dom DeLeo, Director of Alumni, Career Services, in the Career Center, and the University's prelaw advisor.

The Ethics Initiative

In addition to MH 100 Portico, many regular Carroll School of Management courses integrate ethical issues in business and management. Elective courses in accounting, marketing, law, and operations are focused on ethical issues specific to those disciplines.

The Winston Center for Leadership and Ethics offers annual lecture, seminar, and workshop programs on ethics and leadership for undergraduate students.

Special Interest

A course of special interest to CSOM sophomores is listed below.

MM 010 Perspectives on Management (Spring: 3)
Cross Listed with UN 010

This course provides Boston College sophomores with an excellent opportunity to explore the functional disciplines of business from a real world perspective. Using a combination of lectures, case studies, readings and outside speakers, the course introduces each of the management disciplines as well as provides views on careers in each of these areas. The course will also provide students a framework to explore and discuss cross-functional issues that affect business strategy and execution.

Graduate Program Description

Introduction

Boston College's Carroll School of Management graduate programs are recognized for offering innovative programs uniquely suited to today's challenging management environment. The School enrolls approximately 950 students in five highly regarded degree programs: the Master of Business Administration (M.B.A.), emphasizing hands-on, group learning and a global outlook; the Master of Science in Accounting (M.S. in Accounting) providing students with the advanced quantitative tools and the increasingly important understanding of business strategy; the Master of Science in Finance (M.S. in

Finance), a rigorous ten-course curriculum providing advanced financial skills; and the Ph.D. in Management with a concentration in Finance and the Ph.D. in Management with a concentration in Organization Studies, offering doctoral-level education for individuals interested in research and teaching. The Carroll School of Management Graduate Programs have developed many exciting options that enable students to individualize their management education. Among these are 20 dual degree programs, including the Master of Business Administration/Master of Science in Finance (M.B.A./M.S. in Finance); the Master of Business Administration/Juris Doctor (M.B.A./J.D.); and the Master of Business Administration/Master of Social Work (M.B.A./M.S.W.).

Full-time M.B.A. Program Curriculum

For today's complex business environment, companies and organizations actively seek individuals who possess both highly developed management skills and advanced training in a specific discipline. The Full-time M.B.A. Program at the Carroll School of Management offers students the chance to strengthen their foundation of essential skills in the core M.B.A. courses—the Management Practice modules—while furthering their understanding of strategy, the critical role of information systems, and the challenges of managing in a global economy. From their second semester of this two-year long program, full-time students also choose elective courses from among a broad range of offerings to pursue individual interests, add depth to an area of knowledge or expertise, or focus on a particular functional area or industry.

This intense focus on specialization early in the educational process better prepares students to secure career relevant internships and increase placement opportunities post-graduation. Second year elective courses are taught in the late afternoon and evening, and full-time students take their electives with Evening Program students whose participation adds a wider range of knowledge and experience to class discussions and projects.

Primary areas of Specializations include:

- Product and Brand Management
- Marketing Informatics
- Competitive Service Delivery
- Asset Management
- Corporate Finance
- Financial Reporting and Controls
- Global Management
- Entrepreneurial Management
- Leadership and Management
- "Tailored" Specialization*

*A student also has the opportunity to work with faculty to develop a personalized specialty if their course of study is not represented.

Evening M.B.A. Program Curriculum

The required core curriculum in the Evening program provides a strong foundation in managerial, analytical, and practical management skills, and course work encompasses all the areas essential to understanding the modern business enterprise. Similar to the Full-time M.B.A. Program curriculum, the four-part Management Practice (MP) sequence provides a contextual framework in which concepts and skills are applied and further developed.

The MP I—Business Development Workshop helps students take their analytical and teamwork skills to a higher level through an innovative new-venture planning exercise, which also hones valuable presentation skills. In the MP II—Leadership Workshop, students undertake a wide-ranging examination of the many forms of effective managerial leadership, and complete a work-based leadership project. The Evening Program is capped by the final MP modules, which look at competitive strategy and social issues from a management perspective.

Requirements and Schedule

Most Evening program classes meet once a week from 7:00 p.m. to 9:30 p.m. during the academic year, with a limited number meeting from 4:30 p.m. to 7:00 p.m., and a few on Saturdays. Summer courses meet twice a week from 6:30 p.m. to 9:30 p.m. Evening students typically complete their degrees in four years.

For current course listings and schedules, visit, http://www.bc.edu/schools/csom/courses.

M.B.A. Curriculum

Full-Time Program (Total 56 credits)

Management Practice Courses

- MM 720 Management Practice I: Managers Laboratory (1 credit)
- MM 730 Management Practice II: Acting in Organizations (4 credits)
- MD 740 Management Practice III: Strategy and Information (3 credits)
- MD 750 Management Practice IV: Managing in a Changing World (3 credits)

Core Courses

- MA 713 Accounting (2 credits)
- MB 712 Managing People and Organizations (2 credits)
- MD 701 Economics (2 credits)
- MD 714 Statistics (2 credits)
- MD 716 Modeling and Decision Analysis (1 credit)
- MD 723 Operations Management (2 credits)
- MD 725 Managing in the Global Environment (1 credit)
- MD 730 Strategic Analysis (1 credit)
- MF 722 Financial Management (2 credits)
- MI 720 Information Technology for Management (2 credits)
- MK 721 Marketing (2 credits)

Electives

- 11 Electives

Part-Time Program (Total 56 credits)

Management Practice Courses

- MM 703 Management Practice I: Business Development Workshop (2 credits)
- MB 702 Management Practice II: Leadership Workshop (3 credits)
- MD 710 Management Practice III: Strategic Management (3 credits)
- MD 711 Management Practice IV: Social Issues in Management (3 credits)

Core Courses

- MA 701 Accounting (3 credits)
- MB 709 Managing People and Organizations (3 credits)
- MD 700 Economics (3 credits)
- MI 703 Computer Information Systems (3 credits)
- MD 705 Statistics (3 credits)
- MD 707 Operations Management (3 credits)

- MD 708 Managing in the Global Environment (3 credits)
- MF 704 Financial Management (3 credits)
- MK 705 Marketing (3 credits)

Electives

- Six 3-credit Electives

Dual Degree Programs

The Carroll School of Management collaborates with other outstanding graduate schools and programs at Boston College to offer over 20 highly regarded dual degree programs. Twenty percent of students combine their M.B.A. degree with other master degrees such as Juris Doctor (J.D.), Finance (M.S. in Finance), and Social Work, (M.S.W.), among many others. Students are generally able to complete the requirements of a dual degree program in significantly less time than it would take to pursue each program separately. Interested applicants must apply and be admitted to both schools involved with a program. Dual degree programs have varying requirements and, while most take three years to complete, program lengths vary from two to four years of full-time study.

Students interested in dual degree programs must apply and be admitted to both the Carroll School of Management and the participating school within the University.

Applicants should contact both admissions offices to learn about admission requirements, deadline dates, and appropriate entrance tests. The following are the 20 dual degree programs:

- M.B.A./Doctor of Philosophy in Management with a concentration in Finance (M.B.A./Ph.D.)
- M.B.A./Doctor of Philosophy in Sociology (M.B.A./Ph.D.)
- M.B.A./Juris Doctor (M.B.A./J.D.)
- M.B.A./Master of Arts in French (M.B.A./M.A.)
- M.B.A./Master of Arts in Higher Education (M.B.A./M.A.)
- M.B.A./Master of Arts in Hispanic Studies (M.B.A./M.A.)
- M.B.A./Master of Arts in Italian (M.B.A./M.A.)
- M.B.A./Master of Arts in Linguistics (M.B.A./M.A.)
- M.B.A./Master of Arts in Mathematics (M.B.A./M.A.)
- M.B.A./Master of Arts in Pastoral Studies (M.B.A./M.A.)
- M.B.A./Master of Arts in Political Science (M.B.A./M.A.)
- M.B.A./Master of Arts in Russian (M.B.A./M.A.)
- M.B.A./Master of Arts in Slavic Studies (M.B.A./M.A.)
- M.B.A./Master of Arts in Sociology (M.B.A./M.A.)
- M.B.A./Master of Science in Accounting (M.B.A./M.S.)
- M.B.A./Master of Science in Biology (M.B.A./M.S.)
- M.B.A./Master of Science in Finance (M.B.A./M.S. in Finance)
- M.B.A./Master of Science in Geology/Geophysics (M.B.A./M.S.)
- M.B.A./Master of Science in Nursing (M.B.A./M.S.)
- M.B.A./Master of Social Work (M.B.A./M.S.W.)

Other Study Options

Certificate in Manufacturing Engineering

The Operations and Strategic Management Department, in collaboration with Tufts University, offers a concentration that augments studies in management with study in manufacturing engineering. Students take four of their electives at Tufts to earn a Certificate in Manufacturing Engineering. The program offers an interdisciplinary curriculum with hands-on research and project opportunities in conjunction with the Tufts Manufacturing Resource Center.

Global Management Opportunities

In response to the growing importance placed by corporate employers on a broad range of global experiences, the Carroll School of Management offers numerous opportunities for firsthand study of managerial decision making in global organizations and environments.

International Management Experience

Offered annually at the end of the spring semester, the IME affords an exceptional opportunity for students to visit leading corporations and government agencies in Asia and Europe. Participants meet with business leaders and officials, and observe the application of management principles and strategies in the global arena. The economic, cultural, and social factors that affect the conduct of business in a variety of industries and context are explored in-depth.

International Dual Degree

The M.B.A./Diplome de Formation International is a two-year dual degree program offered by Boston College and the Robert Schuman University of Strasbourg, France, a leading European management school. Students earn a M.B.A. from Boston College and a Diplome de Formation International, a French graduate degree in international management from Strasbourg. Participating students study for a semester and one or two summers in Strasbourg, a major center of commerce and politics. The degree is completed in two years of full-time study.

Other Study Abroad Opportunities

The Boston College Carroll School of Management links students with other leading management schools around the world for a semester during the second year of full-time study. Participating graduate business schools include:

- China—Beijing International Management Center, Peking University, Beijing
- France—ESC Brest, ESC Bordeaux, and ESC Clermont
- Ireland—Smurfit Graduate School of Business, University College Dublin

Students may arrange for study at other internationally recognized institutions to suit their interests. Students have studied at Erasmus University in Holland, the London School of Economics, and other highly acclaimed institutions. Students may also pursue an approved semester of overseas study as part of the International Management concentration, another option within the curriculum for students interested in honing their global perspectives.

Special Study

In some instances, students may wish to pursue specific areas that are not included in the regular program of study. In the second half of the M.B.A. program, there are options available to meet this need.

Independent Study Project

A student may propose an independent study project to a faculty member; the satisfactory completion of the project will substitute for elective credits in the second level of the curriculum. To qualify for an independent study project, the student must submit a written proposal for the endorsement of the faculty member and the Director of Graduate Curriculum and Research.

MASTER OF SCIENCE IN ACCOUNTING

The M.S. in Accounting Program is only offered on a full-time basis. Undergraduate accounting majors may enroll in June or September and can pursue a summer/summer schedule or an academic year schedule. BC's unique summer/summer schedule allows students to take courses during the summer over two years and work full-time during the intervening fall and spring. It is a popular option for undergraduate accounting majors who have secured full-time employment before entering the Program. The majority of the coursework is taken during the two summers and the remaining credits are taken during the school year, but classes are structured to accommodate work schedules. Students may also follow a traditional academic year structure, taking classes in the fall and spring semesters. However, due to course timing and offerings, all students must complete at least one summer session. Students without an undergraduate accounting degree may only begin the Program in September and follow a structured path for coursework.

Curriculum

Students must complete a minimum of ten courses (30 credit hours) to satisfy the degree requirements. Students who were not undergraduate accounting majors must take additional courses to fulfill our prerequisite requirements and may be required to complete up to fifteen courses (45 credit hours). Prerequisites may be completed while enrolled in the program.

Students are responsible for meeting the individual state requirements for taking the CPA exam. In some states, these requirements may result in additional courses.

Curriculum for Undergraduate Accounting Majors

Core Courses

- MA 824 Financial Statement Analysis (3 credits)
- MA 826 Taxes and Management Decisions (3 credits)
- MA 825 Assurance and Consulting Services (3 credits)
- MA 827 Strategic Cost and Profitability Analysis (3 credits)

Electives

Six electives (18 credits)

Students must take at least two accounting-related electives. The non-accounting electives can be fulfilled from the majority of Boston College's graduate course offerings and may include courses in subjects such as business law and finance.

The Carroll School provides a portfolio of additional choices in a broad range of disciplines, including business law, consulting, computer science and information technology, finance, international management, real estate and numerous advanced graduate business courses in operations, organizational, and strategic management. Courses in these disciplines are available to M.S. in Accounting students to fulfill the elective requirements.

Curriculum for Undergraduate Non-Accounting Majors

Business Prerequisites:

- MD 700 Economics/Micro-Economics (3 credits)
- MF 704 Financial Management (3 credits)
- MD 705 Statistics (3 credits)
- MJ 803 Law Topics for CPAs (3 credits)
- MA 819 Foundations for Accounting Professionals (3 credits)

Accounting Prerequisites:

- MA 813 Financial Accounting Practice I (3 credits)
- MA 814 Financial Accounting Practice II (3 credits)
- MA 815 Financial Auditing (3 credits)
- MA 816 Federal Taxation (3 credits)
- MA 817 Internal Cost Management and Control (3 credits)
- MA 818 Accounting Information Systems (3 credits)

Students may reduce the total number of courses required if any of the above-listed prerequisites are completed before matriculation into the M.S. in Accounting Program.

Core Courses:

- MA 824 Financial Statement Analysis (3 credits)
- MA 825 Assurance and Consulting Services (3 credits)
- MA 826 Taxes and Management Decisions (3 credits)
- MA 827 Strategic Cost and Profitability Analysis (3 credits)

MASTER OF SCIENCE IN FINANCE

All M.S. in Finance students first master the sophisticated framework of financial understanding, techniques, and analysis taught in Investments, Corporate Finance, Financial Econometrics, and Management of Financial Institutions, which are the prerequisites for subsequent core courses and all finance electives. Knowledge and skills acquired in the initial courses inform advanced discussions and exploration of innovative methodologies in Derivatives and Risk Management, Theory of Corporate Finance, and either Fixed Income Analysis or Portfolio Theory. Students exercise their aggregate knowledge and skills in the case-oriented Financial Policy course, which examines the impact of diverse strategic decisions on the value of the firm.

The 30-credit M.S. in Finance Program comprises eight core courses and two electives. Learning is engineered to be cumulative and reinforcing.

The Carroll School provides a portfolio of additional choices in a broad range of disciplines, including accounting, business law, consulting, computer science and information technology, international management, real estate and numerous advanced graduate business courses in operations, organizational, and strategic management.

The M.S. in Finance Program is designed to meet the varied needs of finance professionals. All classes meet in the late afternoon or evening.

- Fall and spring term classes meet once a week from 7:00 p.m. to 9:30 p.m., with a limited number held from 4:30 p.m. to 7:00 p.m.
- Summer term courses meet twice a week from 6:30 p.m. to 9:30 p.m.

The Carroll School offers the distinct advantage of year-round course offerings, and both full-time and part-time students have the option of entering the program in either the fall or the spring term. Applicants should discuss their specific needs and plans with the Carroll School Graduate Admissions staff.

Full-Time M.S. in Finance Program

Students are drawn from across the country and around the world to participate in the Carroll School's full-time M.S. in Finance Program, which can be completed in one full year of study. Students take four courses in the fall and spring terms and two courses in the summer term when they may also choose to pursue an internship. This option facilitates maximum exposure to a range of opportunities for personal and career development.

Part-Time M.S. in Finance Program

The part-time option is designed to meet the needs of individuals who wish to continue in their careers while pursuing advanced study. Course enrollment is flexible; however, part-time students typically take two courses in the fall, spring, and summer semesters, and thereby complete the program in twenty months.

M.S. in Finance Curriculum, Full-Time

Fall

- MF 801 Investments
- MF 807 Corporate Finance
- MF 820 Management of Financial Institutions
- MF 852 Financial Econometrics

Spring

- MF 860 Derivatives and Risk Management
- MF 803 Portfolio Theory or MF 880 Fixed Income Analysis
- MF 881 Corporate Finance Theory
- One elective

Summer

- MF 808 Financial Policy
- One elective

M.S. in Finance Curriculum, Part-Time

Fall

- MF 801 Investments
- MF 807 Corporate Finance

Spring

- MF 820 Management of Financial Institutions
- MF 852 Financial Econometrics

Summer

- MF 803 Portfolio Theory or MF 880 Fixed Income Analysis
- One elective

Fall

- MF 860 Derivatives and Risk Management
- MF 881 Corporate Finance Theory

Spring

- MF 808 Financial Policy
- One Elective

PH.D. IN MANAGEMENT WITH A CONCENTRATION IN FINANCE

The Ph.D. in Management with a concentration in Finance provides graduates with the knowledge and analytical abilities they need to teach and to pursue research of the highest quality. These goals require an education that combines theory, applied research, and teaching experience.

The program begins with systematic and rigorous training in quantitative methods and economic and financial theory. A research paper, due at the end of the student's first summer in the program, begins to develop the student's ability to do original research. This development culminates in the dissertation. Training in teaching is provided in the second through fourth years, when the student participates in teaching workshops and acquires experience in the classroom.

The Ph.D. Program contains five components:

- Course Requirements
- Research Paper
- Comprehensive Examination
- Dissertation
- Research/Teaching Requirements

Each of these requirements is described below. Detailed standards for the Ph.D. candidate are published and provided to all students.

Course Requirements

Students complete a program of study that leads to competency in three areas: quantitative methods, economics, and finance. When a student enters the program he or she will be assigned an advisor. Together with the advisor the student will design a program of study to be completed prior to the comprehensive examination.

The requirements of the program of study are typically satisfied by completing 18 courses in the first two-and-a-half years of the program. Required courses include five courses in quantitative methods, three in economics, six in finance and several electives. In some cases coursework prior to entering the program or successful performance on waiver examinations may be substituted for required courses. However, each student must complete a minimum of 14 courses while in the program.

Research Paper

Students are expected to engage in research early in the program. All students work as research assistants for 15 hours per week for the first two years of the program. By the end of their first summer, students are required to submit a research paper. A more detailed description of the research paper, its standards and criteria used to evaluate it is available from, maintained, and updated by the Ph.D. Committee.

Comprehensive Examination

Satisfactory performance on a written comprehensive examination marks the student's transition from course work to full-time thesis research. The examination is intended to allow the student to demonstrate substantial knowledge of finance, economics, and quantitative methods.

The examination is taken within three months of the completion of the second year of the program. A student will have completed most course work, satisfied the breadth requirements and submitted a satisfactory research paper prior to taking the comprehensive examination.

Dissertation

The doctoral dissertation is expected to be a substantial, significant and original contribution to knowledge. It is prepared under the guidance of a thesis committee of three or more faculty members selected by the candidate in consultation with his or her thesis advisor. Early in the process, the candidate submits a thesis proposal. The proposal is presented in a seminar to which the finance faculty and doctoral students are invited. The purpose of the presentation is to give the student an opportunity to hear the suggestions and comments of members of the Boston College finance community while the research plan is still fluid.

A thesis-defense seminar, open to the Boston College community, is held when the research is completed.

Student Support and Research/Teaching Requirement

Doctoral students are offered financial support at a competitive rate. A student in good standing may receive this support for a maximum of four years. In return for this support, the student acts as a research assistant for approximately 15 hours per week for the first two years of the program, then teaches one course per semester or acts as a research assistant in the third and fourth years of the program.

This generous level of support is based on the fact that students are expected to devote their full energies to the program during the entire calendar year, not just the academic year.

PH.D. IN MANAGEMENT WITH A CONCENTRATION IN ORGANIZATION STUDIES

The Ph.D. in Management with a concentration in Organization Studies prepares students for careers in research and teaching in organizational behavior and related fields. The intellectual theme of the program emphasizes organizational transformation: fundamental changes in organizations that influence their character and effectiveness. The program combines courses in theory and applied research, along with practical experience in teaching and consulting. Students are expected to engage in research from the outset of the program.

Students typically fulfill requirements by completing 18 courses, the majority in the first two years of the program. In the first year, students receive systematic and rigorous training in organizational theory, statistics, research methods, and organizational change. During the second year, students also receive training in teaching skills, as well as the opportunity to teach. Additional requirements include successful completion of a comprehensive exam at the end of the first year, a research paper by the end of the second year, and a dissertation proposal by the start of the third year. The final portion of the program is devoted to the preparation and defense of a dissertation.

Ph.D. in Management with a Concentration in Organization Studies Curriculum*

***For students without prior management education**

First Year/Fall

- MB 850 Micro-Organizational Theory
- MB 852 Perspectives on Individual and Organizational Change
- MB 854 General Linear Methods
- MB 871 Quantitative Research Methods

First Year/Spring

- MB 813 Multi-Variate Methods
- MB 851 Macro-Organizational Theory
- MB 870 Qualitative Research Methods
- MB 880 Action Research Methods

First Year/Summer

- Comprehensive Examination
- Paper proposal by fall of second year

Second Year/Fall

- MB 853 Organizational Change and Transformation
- MB 872 Research Seminar I
- Economics (M.B.A. course)
- Accounting (M.B.A. course)

Second Year/Spring

- MB 881 Teaching Practicum
- MB 898 Independent Research I
- Marketing (M.B.A. course)
- Finance (M.B.A. course)

Second Year/Summer

- Paper finished
- Prepare thesis proposal

Third Year/Fall

- MB 873 Research Seminar II
- Competitive Strategic Management (M.B.A. course)
- Elective
- Elective

Third Year/Spring

- MB 899 Independent Research II
- Elective
- Elective

Fourth Year/Fall/Spring/Summer

- Dissertation

Advanced Standing and Equivalency for Graduate Degrees

Undergraduate Course Work (Full-Time M.B.A.)

M.B.A. students who have no prior graduate management education, but have demonstrated mastery in a core subject area can receive equivalency credit and thus be allowed to substitute an elective for a core course.

Typically, if a student has an undergraduate major in a core course area or has taken at least two intermediate or advanced undergraduate courses in that area with grades of B or better, the student is eligible to receive equivalency credit.

Undergraduate Course Work (Evening M.B.A.)

M.B.A. students who have no prior graduate management education, but have demonstrated mastery in a core subject area can receive advanced standing credit for up to two courses, thus reducing the total number of courses the student is required to complete for the M.B.A. degree by giving students credits toward their degree requirements

Typically, if a student has an undergraduate major in a core course area or has taken at least two intermediate or advanced undergraduate courses in that area with grades of B or better, the student is eligible to receive advanced standing credit.

Students who have demonstrated mastery at the undergraduate level in more than two subjects may be granted equivalency credit and be allowed to substitute an elective for a core course.

Graduate and Professional Course Work (Full-Time M.B.A.)

Students who have completed graduate management courses at other AACSB accredited institutions may receive equivalency credit. Students who have recognized professional certification (e.g., CPA, CFA) may also receive equivalency credit. Students must have a minimum grade of B in all completed course work.

Graduate and Professional Course Work (Evening M.B.A.)

Students who have completed graduate management courses at other AACSB accredited institutions may receive advanced standing for a maximum of 12 semester credit hours. Students who have recognized professional certification (e.g., CPA, CFA) may also receive advanced standing. Students who have completed graduate management courses at non-AACSB accredited institutions will not be granted advanced standing, but may be granted equivalency credit and be allowed to substitute an elective for a core course. Students must have a minimum grade of B in all completed course work.

Advanced Standing for Graduate Degrees

Applicants may receive up to 12 credits of advanced standing, elective credit for master's or doctorates in any of the fields in which the

Carroll School of Management offers a dual degree, concentration, or certificate program (including accounting, biology, finance, geology, law, economics, social work, nursing, linguistics, sociology, and engineering). Advanced standing for graduate degrees are granted only to accepted students with masters' or doctorates from nationally accredited, established programs in the United States.

Transfer Policy

Students should be aware that to meet the different credit and course requirements of the full-time and evening M.B.A. programs, course work in one program might not comparably meet the needs of the other. Interested students should consult with the Associate Dean for Graduate Programs to determine their best course of action. Students in the evening program who wish to accelerate their course work may take an increased course load in the evening, without needing to meet different requirements.

Students who wish to be considered for admission to another program (e.g., an Evening student seeking to apply to Full-Time) must apply and be accepted to the program of interest. A student's original application may be used for application.

Admission Information

Master of Business Administration

Boston College's M.B.A. program welcomes applications from graduates of accredited colleges and universities. The Admissions Committee considers applicants with academic backgrounds from virtually all areas of study, including liberal arts, business administration, social sciences, physical sciences, engineering, and law.

Courses in business administration or management are not required for admission to the M.B.A. program. However, students are expected to be proficient in communication skills and mathematics. In addition, all applicants are required to take the GMAT.

The Admissions Committee looks for evidence of sound scholarship and management potential. Work experience and academic excellence are significant criteria in their evaluation. With few exceptions, students enter the program after at least two years of full-time work experience. Leadership and community involvement are also important factors in admissions decisions.

Master of Science in Accounting

The M.S. in Accounting Program welcomes applications from graduates of accredited colleges and universities. The Admissions Committee considers applicants with academic backgrounds from virtually all areas of study, including liberal arts, business administration, social sciences, physical sciences, engineering and law.

Courses in business administration or management are not required for admission to the M.S. in Accounting Program. The GMAT is required for admission.

The Admissions Committee looks for evidence of superior intellectual ability, excellent communication and interpersonal skills, and the potential for a successful career in the accounting profession. Sound undergraduate scholarship, together with internship/work experience and leadership and community involvement are significant criteria in their evaluation. Work or internship experience is not required to apply to the program; however, it can strengthen a candidate's application.

Master of Science in Finance

The M.S. in Finance Program welcomes applications from graduates of accredited colleges and universities who have a strong interest in finance. Applicants with undergraduate or graduate degrees in other subject areas are encouraged to apply early so that they will have the opportunity to fulfill prerequisites that may be required.

The Admissions Committee focuses on evidence of strong academic and professional success in all aspects of the application. An applicant's quantitative ability is carefully considered due to the rigorous nature of the curriculum. In addition, most students enter the program with at least two years of relevant full-time work experience. The Committee also considers leadership and community involvement factors in the admissions process. The GMAT is required for admission.

M.B.A. Dual Degrees: Master of Science in Finance or Master of Science in Accounting

Students should be admitted to both the M.B.A. and M.S. in Finance or M.S. in Accounting programs to enter the Dual Degree program. The M.B.A./M.S. in Finance program is highly analytical, and an applicant's quantitative skills are weighed heavily in the admission decision. Students are expected to be proficient in English and mathematics. The GMAT is required for admission.

The M.B.A./M.S. in Accounting program is for individuals interested in careers in public accounting, financial analysis, or financial management in a corporate or not-for-profit environment. Students are expected to be proficient in English. The GMAT is required for admission.

Ph.D. in Finance

Admission to the Ph.D. program in Finance is open to applicants who show evidence of strong intellectual abilities, a commitment to research and teaching, and previous preparation in an analytical field. Students are required to have demonstrated competence and basic knowledge of finance. A student entering the program without such a background may be required to take additional courses. The GMAT or GRE is required for admission.

Ph.D. in Organization Studies

Admission to the Ph.D. program in Organization Studies is open to applicants who show evidence of strong intellectual capabilities, a commitment to research and teaching, and previous academic preparation in fields related to management. Students are required to have demonstrated competence in the functional areas of management. Applicants who have not already received a M.B.A., or have not completed the equivalent of the M.B.A. core curriculum prior to entering the program may be required to take additional courses. The GMAT or GRE is required for admission.

International Students

All applicants who completed their undergraduate course work outside the United States must have the equivalent of an American bachelor's degree or American master's degree (equivalency to be determined by the Graduate Dean of the School). In addition, all students whose first language is not English are required to take the Test of English as a Foreign Language (TOEFL). This requirement is waived for applicants who have completed a four-year course of study or have been enrolled for the past two years in a college or university in the United States, Canada, Great Britain, Australia, or New Zealand. The minimum required score on the TOEFL is 600 paper-based, 250 com-

puter-based, or 100 on the IBT. An official score report should be sent to the Carroll School of Management, Fulton 315, Boston College, Chestnut Hill, MA 02467-3808, United States.

Accepted international applicants must provide financial certification for two years for the M.B.A. Program and one year for the M.S. in Finance or M.S. in Accounting Program.

Financial Assistance

Graduate Assistantships and Scholarships

The Carroll School of Management offers a number of graduate assistantships and scholarships to Full-Time M.B.A., M.S. in Finance and dual degree M.B.A./M.S. in Finance students. Assistantships and scholarships are merit-based awards and are made only at the time of admission. Awardees usually have two or more years of full-time work experience, 660 or above on the GMAT, 3.33 or above grade point average and a strong set of application materials.

NOTE: Applicants must indicate interest in receiving merit-based funding on the application.

Graduate assistantships involve research or administrative duties in exchange for a stipend. Assistantships are generally 6 hours per week assignments.

Assistantships are available to both domestic and international applicants, and can be offered in combination with academic scholarship awards. Scholarships are awarded on the basis of merit and vary in amount.

Merit-based awards are made to new students at the time of admission. Students who receive a scholarship and/or assistantship during the first year of the M.B.A. program and maintain a cumulative grade point average of at least a 3.0 are eligible for consideration for continuing support during the second year, subject to performance evaluation by their supervisor.

The M.S. in Accounting Program offers merit-based scholarships to selected admitted applicants. Awards are made only at the time of admission. Scholarships are available to both domestic and international applicants. All admitted applicants are automatically considered for an award and awardees typically show evidence of superior performance in their application materials.

Ph.D. in Finance candidates, upon completion of any necessary prerequisite courses, receive full tuition remission and an annual stipend for up to four years of full-time study. In return, each candidate works as a research assistant the first two years and as either a research assistant or teaching assistant for the second two years.

University-Administered Financial Aid

In addition to the assistantships and scholarships offered through the Carroll School of Management, the Office of Student Services offers a variety of programs to help students finance their education. Students should be aware that most loan programs charge an origination fee and should factor this into their financial planning.

CAREER STRATEGIES

The Office of Graduate Management Career Strategies supports students in achieving their career goals through placement initiatives, career coaching, recruiting, and other services. In addition, the office serves as a bridge to corporations through its outreach activities and links to Boston College's worldwide alumni network. Specific services include the following: Board of Career Assessment and Advising, Advisors Mentoring Program, recruiting program, corporate presentations and informational sessions; interview preparation, resume books, corporate outreach, Alumni Advisory Network, and other relevant Career Resources.

ACCREDITATION

The Carroll School of Management is accredited by the American Assembly of Collegiate Schools of Business (AACSB). The School is also a member of the Graduate Management Admission Council (GMAC) and the New England Association of Graduate Admission Professionals.

FOR MORE INFORMATION

Prospective students should direct inquiries for the M.B.A., M.S. in Finance, M.S. in Accounting, or Ph.D. in Finance Program to the Graduate Management Admissions Office at Boston College, Fulton Hall, Room 315, Chestnut Hill, MA 02467-3808; telephone: 617-552-3920; fax: 617-552-8078; http://www.bc.edu/carroll.

Graduate Management Practice/International

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

MM 010 Perspectives on Management (Spring: 3)
Cross Listed with UN 010

This course provides Boston College sophomores with an excellent opportunity to explore the functional disciplines of business from a real world perspective. Using a combination of lectures, case studies, readings and outside speakers, the course introduces each of the management disciplines as well as provides views on careers in each of these areas. The course will also provide students a framework to explore and discuss cross-functional issues that affect business strategy and execution.
Peter Bell
John Clavin

Graduate Course Offerings

MM 701 Management Practice I: Business Development Workshop (Fall: 1)
Marilyn Eckelman
Donna Modica
Rigobert Noel
Ralph Guerriero

MM 703 Management Practice I: Business Development Workshop (Fall/Spring: 2)
Ralph Guerriero

MM 720 Management Practice I: Leading Organizations (Fall: 1)

Module 1: The Management Practice sequence begins with a one-week intensive that introduces students to the roles, functions, and responsibilities of managers in leadership roles in a complex, dynamic global environment. Students are introduced to strategic thinking based on clear analysis of the organization, its strategy, and its global environment. Module 2: This module focuses on critical aspects of the early stages of business development. Its dominant themes are the following: (1) problem and opportunity finding, entrepreneurship, and business planning; and (2) developing the diagnostic, analytical, and problem solving skills necessary in successful modern organizations.
The Department

MM 730 Management Practice II: Acting in Organizations (Spring: 4)

Module 1: The Consulting Project. The second half of the first-year M.B.A. program centers around field work. The consulting project allows the student to apply knowledge and concepts learned in MP I and the foundation and functional courses. Module 2: The Consulting Project (continued). The emphasis in the second module is on consulting with the client company. The first year culminates in the Diane Weiss Competition, where the students present their consulting projects to colleagues and industry judges.

The Department

MM 740 Management Practice III: Entrepreneurship and Bus Plan (Fall: 3)

Gregory L. Stoller

MM 742 M.B.A. Core Elective I (Spring: 2)

The Department

MM 744 M.B.A. Core Elective II (Spring: 2)

The Department

MM 746 MBA Core Elective III (Spring: 2)

The Department

MM 748 MBA Core Elective IV (Spring: 2)

The Department

MM 804 Advanced Topics: Entrepreneurial Finance (Spring: 3)

Gregory L. Stoller

MM 810 Communication Skills for Managers (Fall/Spring: 3)

Wallace Coyle

MM 811 Advanced Topics: International Consulting Project/Asia (Fall: 3)

Gregory L. Stoller

MM 813 Advanced Topics: International Consulting Project/Europe (Fall: 3)

Michael Mulhern

MM 816 Advanced Topics: International Consulting/Latin America (Spring: 3)

Russ Corsini

MM 820 IME—Asia (Spring: 3)

Gregory L. Stoller

MM 821 IME—Europe (Spring: 3)

Larry Meile

MM 841 Advanced Topics: Management of Professional Services (Fall/Spring: 3)

Vincent O'Reilly

MM 842 Advanced Topics: Management of Biotech and Medical Devices Industries (Spring: 3)

Stephen Amato

MM 880 Directed Practicum (Fall/Spring: 3)

Jeffrey Ringuest

MM 888 Interim Study (Fall/Spring: 0)

Jeffrey Ringuest

MM 891 Thesis I (Fall: 3)

The Department

MM 892 Thesis II (Fall: 3)

The Department

MM 897 Directed Readings (Fall/Spring: 3)

The Department

MM 898 Directed Research I (Fall/Spring: 3)

The Department

MM 902-903 Leadership for Change I and II (Fall/Spring: 6)

Rebecca Rowley

Accounting

Faculty

Jeffrey R. Cohen, *Professor;* B.S., Bar Ilan University; M.B.A., Columbia University; Ph.D., University of Massachusetts at Amherst; C.M.A.

G. Peter Wilson, *Joseph L. Sweeney Professor;* B.A., M.S., Florida Atlantic University; M.S., Ph.D., Carnegie Melon University

Mark Bradshaw, *Associate Professor;* B.B.A., M.Acc., University of Georgia; Ph.D., University of Michigan; C.P.A.

Mary Ellen Carter, *Associate Professor;* B.S. Babson College; M.B.A., Boston College; Ph.D., Massachusetts Institute of Technology; C.P.A.

Louis S. Corsini, *Associate Professor;* B.S.B.A., M.B.A., Boston College; Ph.D., Louisiana State University; C.P.A.

Amy Hutton, *Associate Professor;* B.A., M.B.A., Ph.D., University of Rochester

Gil J. Manzon, *Associate Professor;* B.S., Bentley College; D.B.A., Boston University

Ronald Pawliczek, *Associate Professor;* B.B.A., Siena College; M.B.A., Ph.D., University of Massachusetts

Kenneth B. Schwartz, *Associate Professor;* B.S., M.S., University of Rhode Island; Ph.D., Syracuse University

Susan Z. Shu, *Associate Professor;* B.B.A., University of Dubuque Iowa; M.S., Ph.D., University of Rochester

Billy Soo, *Associate Professor;* Chairperson of the Department; B.S., University of Philippines; M.S., Ph.D., Northwestern University

Gregory Trompeter, *Associate Professor;* B.S., Illinois State University; M.B.A., Ph.D., University of Wisconsin; C.P.A., C.M.A.

Helen Brown, *Assistant Professor;* B.B.A., Baruch College; Ph.D., University of Wisconsin

Valentina Zamora, *Assistant Professor;* B.A., M.A., M.B.A., University of Oregon; Ph.D., University of Washington

Elizabeth Bagnani, *Adjunct Associate Professor;* B.B.A., College of William & Mary; Ph.D., University of Massachusetts at Amherst

Vincent O'Reilly, *Distinguished Senior Lecturer;* B.S., Boston College; M.B.A., University of Pennsylvania

Edward Taylor, Jr., *Lecturer;* B.S., Boston College; M.S.T. Bentley College, C.P.A.

Contacts

- Department Secretary: Maureen Chancey, 617-552-3940, maureen.chancey@bc.edu
- Website: http://www.bc.edu/accounting

Undergraduate Program Description

The objective of the curriculum sequence is to prepare the undergraduate accounting major for a professional career, in accounting or a related field. This curriculum is broadly based in its scope and coverage so as to be relevant and useful for a professional career, whether that be in public accounting, industry, financial institutions, government, information systems, law, or not-for-profit organizations.

There are three majors housed in the Accounting Department: Accounting, Corporate Reporting and Analysis, and Information Systems and Accounting. Students will not be allowed to concentrate in more than one of these three.

Concentration in Accounting

Required

- MA 301 Financial Accounting Standards and Theory I
- MA 302 Financial Accounting Standards and Theory II
- MA 307 Managerial Cost and Strategic Analysis
- MA 405 Federal Taxation

And choose one elective from the following list:

- MA 309 Audit and Other Assurance Services*
- MA 320 Accounting Information Systems**
- MA 351 Financial Statement Analysis
- MA 602 Theory and Contemporary Issues in Accounting

Other Accounting Department Electives

- MA 398 Directed Readings in Accounting
- MA 399 Research Seminar In Accounting
- MA 601 Financial Accounting Standards and Theory III
- MA 634 Ethics and Professionalism in Accounting

*Auditing is a requirement to sit for the CPA exam in all states, and a requirement for admission to the Boston College's M.S. in Accounting program.

**If you plan to enroll in the M.S. in Accounting program at Boston College, be advised that AIS or an equivalent systems course is a requirement to graduate.The systems course can be taken as an undergraduate or graduate student.

Concentration in Corporate Reporting and Analysis

Students who are more interested in finance-related fields but who would also like the Accounting knowledge and skills to understand how corporate financial reports are prepared and analyzed should consider the Corporate Reporting and Analysis (CRA) concentration. The CRA concentration requires four courses in Financial Accounting and an economics elective.

Required

- MA 301 Financial Accounting Standards and Theory I
- MA 302 Financial Accounting Standards and Theory II
- MA 351 Financial Statement Analysis
- MA 601 Financial Accounting Standards and Theory III
- MA 602 Theory and Contemporary Issues in Accounting

Choose one elective from the following list:

- MD 384 Applied Statistics
- MD 606 Forecasting Techniques
- EC 228 Econometric Methods
- EC 229 Economics and Business Forecasting

Concentration in Information Systems and Accounting

Information Systems (IS) continues to have a profound effect on business entities. Employers emphasize the value of professionals who understand both business and IS. Information Systems people tend to have strong technical knowledge, while accountants have knowledge of the accounting system and are increasingly obtaining a broad understanding of business processes and controls. The combination of the two areas is powerful.

Students fulfilling this concentration will satisfy all of the requirements for the IS concentration and also obtain a background in Accounting. The curriculum entails six (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.

Required:

- MA 301 Financial Accounting Standards and Theory I
- MA/MI 320 Accounting Information Systems
- MI 157 Introduction to Programming for Management (or CS 101)
- MI 257 Database Systems and Applications
- MI 258 Systems Analysis and Design

Choose one elective from the following list:

- MA 302 Financial Accounting Standards and Theory II
- MA 307 Managerial Cost and Strategic Analysis
- MA 309 Audit and Other Assurance Services
- MA 351 Financial Statement Analysis

Information for Study Abroad

Given the international scope of the profession, Accounting concentrators are encouraged to study abroad. The Accounting Department is willing to approve many elective courses, and depending on the topic coverage, the Department will typically accept specific required courses (primarily Managerial Cost Analysis and Accounting Information Systems, but, in specific cases other required courses may be approved as well). Prior approval is required in any case. All Accounting concentrators going abroad should meet with Professor Ron Pawliczek to plan their study programs and to obtain course approvals.

C.P.A. Recommendations

The Department strongly recommends that students who intend to practice as Certified Public Accountants contact the state in which they plan to practice concerning the educational requirements of that state. Most states have credit and distribution requirements that exceed the minimum course requirements for graduation at Boston College. For example, the majority of states now require an additional year of study beyond the undergraduate degree to practice as a Certified Public Accountant. Check the AICPA web page for more details.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

MA 021 Financial Accounting (Fall/Spring: 3)

This course develops an understanding of the basic elements of financial accounting and the role of accounting in society. Students are introduced to financial statements and to the fundamental accounting concepts, procedures, and terminology employed in contemporary financial reporting.

The Department

MA 022 Managerial Accounting (Fall/Spring: 3)
Prerequisite: MA 021

This course explains the usefulness of accounting information for managerial decision-making in the areas of analysis, planning, and control. The fundamentals of managerial accounting, including product costing, cost-volume-profit relationships, cash budgeting and profit planning, and performance evaluation are included.
The Department

MA 031-032 Financial and Managerial Accounting—Honors (Fall/Spring: 3)
Billy Soo
Tina Zamora

MA 301 Financial Accounting Standards and Theory I (Fall/Spring: 3)
Prerequisite: MA 021

This course addresses, in a comprehensive manner, financial accounting and reporting standards. Emphasis is given to the application of accounting theory in the development of general purpose financial statements. The issues of asset valuation and income measurement are explored.
Betty Bagnani
Susan Shu

MA 302 Financial Accounting Standards and Theory II (Fall/Spring: 3)
Prerequisite: MA 301

This course extends the study of the relationship between accounting theory and practice as it applies to the measurement and reporting of liabilities and stockholders' equity, as well as inter-corporate investments with special attention given to business combinations. A thorough analysis of cash flow reporting is also included.
Gil Manzon
Ron Pawliczek
Billy Soo
Greg Trompeter

MA 307 Managerial Cost and Strategic Analysis (Fall/Spring: 3)
Prerequisite: MA 022

This course examines the strategic tools used in managerial planning and control systems, with an emphasis on decision usefulness and the impact of accounting information on the organization. Attention is directed to the limitations of traditional accounting systems with respect to global competition. Comparisons with control systems in other countries and cultures are made. Ethical dimensions of managerial decision making are also emphasized.
Jeffrey Cohen
Theresa Hammond

MA 309 Audit and Other Assurance Services (Fall/Spring: 3)
Prerequisite: MA 301

This course examines contemporary auditing theory and practice. The topics include the environment of the auditing profession, audit planning and analytical review, internal control, audit evidence, and auditor communications.
Jeff Cohen

MA 320 Accounting Information Systems (Spring: 3)
Prerequisites: MA 022, MC 021
Cross Listed with MI 320

This course will review the strategies, goals and methodologies for designing, implementing, and evaluating appropriate internal controls and audit trails in integrated accounting systems. This course also examines the effect the Internet has had on business and its financial implications with regard to accounting information systems.
Helen Brown

MA 351 Financial Statement Analysis (Fall/Spring: 3)
Prerequisites: MA 021 and MF 021

Covers current techniques and applications of financial statement analysis. Exposes students to the contemporary financial reporting environment and current reporting practices of U.S. companies. Analyzes real-life cases to foster an understanding of the economic and strategic information conveyed in financial reports.
Elizabeth Bagnani
Amy Hutton

MA 399 Directed Readings (Fall/Spring/Summer: 3)
Prerequisite: Permission of department chairperson

Research is conducted under the supervision of faculty members of the Accounting Department. The objectives of the course are to help the student develop an area of expertise in the field of accounting and to foster the development of independent research skills.
Billy Soo

MA 405 Federal Taxation (Fall/Spring: 3)
Prerequisite: MA 301

This course introduces the student to the various elements of taxation and emphasizes interpretation and application of the law. Students are challenged to consider the tax implications of various economic events and to think critically about the broad implications of tax policy. The skills to prepare reasonably complex tax returns and do basic tax research are also developed.
Edward Taylor

Undergraduate and Graduate Course Offerings

MA 601 Financial Accounting Standards and Theory III (Fall/Spring: 3)
Prerequisites: MA 302 (undergraduate), MA 813 (graduate)

This course examines accounting for not-for-profit organizations including pensions, deferred taxes, earnings per share, as well as interim and segment reporting. The relevance of these areas to financial statement analysis is considered.
Ron Pawliczek

MA 602 Theory and Contemporary Issues in Accounting (Fall: 3)
Prerequisites: MA 302 (undergraduate), MA 701, or MA 713 (graduate)

This course reexamines recognition and measurement issues, with emphasis on understanding the choices faced by accounting policy makers and why certain accounting methods gain acceptance while others do not. Alternate theories are presented in light of contemporary issues that affect the standard setting process.
Vin O'Reilly
Ken Schwartz

Graduate Course Offerings

MA 701 Accounting (Fall/Spring/Summer: 3)

At the outset, course work will be concerned with the development and use of accounting information to evaluate the status and performance of business enterprises. Attention will be given to the reporting of information for use by persons and institutions outside the enterprise. In the second part of the course, the focus will be on the use of accounting information in managerial decision making.

Ron Pawliczek
Ken Schwartz
Susan Shu

MA 713 Accounting (Fall: 2)

The focus of the course will be on the uses of accounting information in managerial decisions. Areas of study will include evaluation of performance of a business and its units, cost and price determinations, make or buy decisions, and managerial issues to be considered in expansion and contraction decisions.

Pete Wilson

MA 801 Contemporary Topics/Corporate Reporting (Spring: 2)

Prerequisite: MA 701 or MA 713

This course covers current practices in corporate financial reporting and issues relating to asset and liability valuation and income determination. The foremost objective is to increase understanding of published financial statements by strengthening and extending technical skills in the areas of financial accounting and reporting. A second objective is to evaluate current accounting practice from a user's perspective using annual reports or press articles. Coverage spans many contemporary and controversial accounting topics, including accounting for employee stock options, earnings per share, pensions and other post-retirement benefits. The course stresses technical and critical analyses of financial reporting numbers.

Billy Soo

MA 812 Accounting Tools for Managers (Spring: 2)

Prerequisite: MA 713

The usefulness of accounting information in the areas of analysis, planning, and control will be studied. Cost-volume-profit relationships, budgeting, performance evaluation, and transfer pricing are included. The behavioral impact of accounting numbers and ethical issues will be examined.

Tina Zamora

MA 813 Financial Accounting Practice I (Fall: 3)

This course addresses, 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 comprehensively explored.

Susan Shu

MA 814 Financial Accounting Practice II (Spring: 3)

Prerequisite: MA 813

This course extends the study of the relationship between accounting theory and practice as it applies to the measurement and reporting of liabilities and stockholders' equity, as well as inter-corporate investments with special attention given to business combinations. A thorough analysis of cash flow reporting is also included.

Gil Manzon

MA 815 Financial Auditing (Spring: 3)

Prerequisite: MA 813

This course examines contemporary auditing theory and practice. The topics include the environment of the auditing profession, audit planning and analytical review, internal control, audit evidence, and auditor communications.

Helen Brown

MA 816 Federal Taxation (Spring: 3)

This course introduces the student to the various elements of taxation and emphasizes interpretation and application of the law. Students are challenged to consider tax implications of various economic events and to think critically about the broad implications of tax policy. The skills to prepare reasonably complex tax returns and to do basic tax research are also developed.

Ed Taylor

MA 817 Internal Cost Management and Control (Fall: 3)

This course examines the technical and strategic tools used in managerial planning and control systems, with an emphasis on decision usefulness and the impact of accounting information on the organization. Attention is directed to improving existing limitations of traditional accounting systems with respect to global competition. Ethical dimensions of managerial decision making are also emphasized.

Jeff Cohen

MA 818 Accounting Information Systems (Fall/Summer: 3)

Prerequisite: MA 022 and MC 021

This course will review the strategies, goals, and methodologies for designing, implementing, and evaluating appropriate internal controls and audit trails in integrated accounting systems. This course also examines the effect the Internet has had on business, and its financial implications with regard to accounting information systems.

The Department

MA 819 Foundation for Accounting (Fall: 3)

This course is designed for graduate students who have no background in business or management. The objective of the course is to introduce the student to the various management functions, financial markets, and the economy. Considerable emphasis will be given to the role of accounting information and the accounting profession in today's rapidly changing environment.

Louis Corsini

MA 824 Financial Statement Analysis (Fall/Spring/Summer: 3)

Prerequisite: MA 701 or MA 713

This course covers techniques and applications of financial statement analysis. It exposes students to the contemporary financial reporting environment and current reporting practices of U.S. companies. It analyzes real-life cases to foster an understanding of the economic and strategic information conveyed in financial reports.

Elizabeth Bagnani
Amy Hutton
Billy Soo

MA 826 Taxes and Management Decisions (Fall/Summer: 3)

Prerequisite: MA 701 or MA 713

This course provides students with a framework for tax planning. Specific applications of the framework integrate concepts from finance, economics, and accounting to help students develop a more complete

understanding of the role of taxes in business strategy (e.g., tax planning for mergers, acquisitions, and divestitures; tax arbitrage strategies; taxation of competing legal entities; employee compensation; and others).
Gil Manzon

MA 852 Advanced Topics: Finance, Accounting, and Controls in High-Tech Growth (Fall: 3)
Prerequisite: MA 701 or MA 713

This course will provide a better understanding of the key accounting, finance, and control issues of a high-growth company as it expands from a start-up organization to a mature corporation. Students will study the stages a company goes through as it expands, including start up, development stage, ramp up, high growth, and maturity. The course will use cases to provide a realistic background in which to apply concepts students learn in the course.
Peter Minihane
George Neble

MA 856 Corporate Governance and Risk Management (Spring: 3)
Prerequisite: MA 701 or MA 713

This course uses selected readings, case analyses, and class discussions to focus on the identification, mitigation, and control of operational, financial, and compliance risk.
Vincent O'Reilly

MA 897 Directed Readings in Accounting (Spring: 3)
Prerequisite: Permission of department chairperson

Individual or group study under the direction of a faculty member to investigate an area not covered by the regular curriculum.
Billy Soo

MA 898 Directed Research (Fall/Spring/Summer: 3)
Prerequisite: Permission of department chairperson
Billy Soo

MA 899 Directed Readings and Research (Fall: 3)
Prerequisite: Permission of department chairperson

Student research in the field of accounting under the direction of a faculty member. A written proposal is required and a paper of publishable quality is expected.
Billy Soo

Business Law

Faculty

Frank J. Parker, S.J., *Professor;* B.S., College of the Holy Cross; J.D., Fordham University Law School; M.Th., Louvain University
Christine O'Brien, *Professor;* Chairperson of the Department; B.A., J.D., Boston College
David P. Twomey, *Professor;* B.S., J.D., Boston College; M.B.A., University of Massachusetts
Stephanie M. Greene, *Associate Professor;* Director of the Carroll School Honors Program; B.A., Princeton University; M.A., J.D., Boston College

Contacts

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- Department Secretary: Rita Mullen, 617-552-0410, rita.mullen.1@bc.edu
- http://www.bc.edu/businesslaw

Undergraduate Program Description

The Department of Business Law in the Carroll School of Management does not offer a major or concentration. The courses taught by the Department of Business Law are designed to give students a basic understanding of legal procedures and the legal environment of business. Undergraduate students in the Carroll School of Management are required to take Law I: Introduction to Law and Legal Process. This course covers the legal system, the sources of law, business ethics, the regulatory environment of business including antitrust and employment law, securities regulation and corporate governance, the international trade environment, and contract law. A variety of elective courses are offered for students who have a special interest in various fields of business law or are planning to enroll in a law school in the future. A core course and other electives that relate to concentrations are offered at the graduate level.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

MJ 021 Law I—Introduction to Law and Legal Process (Fall/Spring: 3)
This course is part of the required core for the CSOM students and an elective for other students.

This course introduces the student to the legal system and the social, legal, and regulatory environment of business; as well as to ethical decision making relating to law and business. Antitrust law, securities regulation, environmental law, employment, and labor law, international business, and intellectual property rights are examined. This course includes an examination of the substantive law of contracts from formation requirements to remedies for breach of contract.
The Department

MJ 022 Law II—Business Law (Fall/Spring: 3)
Prerequisite: MJ 021
Recommended for Accounting and Marketing students and for Prelaw students who are interested in a comprehensive overview of the law. Required for those taking the CPA Examination in New York and numerous other states.

The course complements MJ 021, providing broad coverage of topics related to law in business. The content includes many subjects tested on the Business Law portion of the CPA examination including the Uniform Commercial Code law of contracts and sales, negotiable instruments, and secured transactions. The law of agency, various forms of business organizations including general and limited partnerships, corporations, and LLCs, bankruptcy, real property, and insurance, wills, trusts and estates, and accountants' liability are discussed.
The Department

MJ 031 Introduction to Law—Honors (Fall: 3)

This course is a more rigorous version of MJ 021 designed for students in the Honors Program.
David P. Twomey

MJ 102 Law and Ethics (Fall: 3)
Prerequisites: The course complements MJ 021 and MH 011, both of which are CSOM core courses.

This course examines the legal and ethical challenges faced by business people in today's global society, focusing on the interplay of legal and ethical obligations in the business environment, the extent to

which they overlap and the application of moral principles in the absence of legal requirements. While it is true that laws provide some guidance as to what the right thing to do is, individuals are not strictly constrained by legal principles. The emphasis throughout this course will be to assist students in developing the decision-making skills necessary for their future roles as responsible managers and leaders.
Richard Powers

MJ 147 Constitutional Law (Fall: 3)

This course covers, in-depth, the following subjects: the nature and scope of judicial review, national legislative powers, the distribution of federal powers, state power to regulate, state power to tax, substantive protection of economic interests, protection of individual rights, freedom of religion, equal protection, congressional enforcement of civil rights, limitations on judicial power and review, and current trends.
Angela Lowell

MJ 148 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

MJ 152 Labor and Employment Law (Fall/Spring: 3)

Considerations pertaining to organized labor in society are examined including the process of establishing collective bargaining, representation, and bargaining status under the Railway Labor Act and the National Labor Relations Act. Discussion of leading cases relevant to the legal controls that are applicable to intra-union relationships and the legal limitations on employer and union economic pressures. The law of arbitration, public sector collective bargaining, and employee safety and health law are studied.
David P. Twomey

MJ 154 Insurance (Fall: 3)

The structure and organization of different types of insurance policies, including life, property and casualty policies, will be examined and the fundamental legal principals of insurance law as applied to modern business requirements will be reviewed. The goal of this course is to focus students' attention on how insurance solves problems for business firms, individual consumers, and society. The pervasiveness of insurance in our society, as well as the role of the federal and state governments in regulating the insurance industry will be examined carefully.
Richard Powers

MJ 156 Real Estate (Fall/Spring: 3)

The course examines the sources of property law, legal nature and forms of real estate interests, inter-vivos transfers of real property rights, brokerage operations, principles of real estate, tax aspects, land development, management of real estate properties, government involvement in constitutional and public policy considerations of land use, and transfers of real estate at death (wills and intestacy).
Richard J. Monahan
Frank J. Parker, S.J.

MJ 159 Law, Ethics, and The Arts (Fall/Spring: 3)

We examine from a legal, philosophical, and ethical viewpoint, the conditions of social peace and stability that liberate the artist (performing or visual) to make art, how this protects the artist against repression or censorship on political/religious/moral grounds, and how law protects creations against theft, adulteration, and forgery. We visit intellectual and cultural property law cases and entertainment industry contracts to study the business of the arts. Without a legal system, and the body of nascent law we call ethics, there could be nothing comparable to the sophistication, diversity and prosperity that art and artists presently enjoy.
Megan Carroll

MJ 600 Topics/Business Law: Bermuda Law and Practice (Spring: 3)
Cross Listed with BK 368

This course in international law and business practice uses an island 600 miles from the American shoreline as a study example of the interrelationship of all sectors of Bermuda with the United States. Bermuda is a nation currently 70% non-white in racial composition. The international business, international banking, and tourism sectors will be studied as well Caribbean integration.
Frank J. Parker, S.J.

Undergraduate and Graduate Course Offerings

MJ 603 Cyberlaw for Business (Spring: 3)

This course examines the legal issues and challenges created by the migration of business applications to the Internet. The intersection of law, business, and technology is explored in-depth in this course. Students learn some aspects of entrepreneurship with practical application to business transactions. This course covers business' digital assets, in the form of intellectual property—trademarks, copyrights, patents and trade secrets.
Margo E. K. Reder

MJ 631 African Business (Fall: 3)
Cross Listed with BK 370
Offered Periodically

A survey of political, economic, physical, legal, cultural, and religious influences that affect the ability of foreign corporations to do business in Africa. North-South dialogue, development questions, nationalization, strategic concerns, economic treaties, and import-export regulations will be examined.
Frank J. Parker, S.J.

MJ 674 Sports Law (Spring: 3)

This course studies the law as it applies to professional and amateur sport organizations. The course will focus on how to identify, analyze, and understand legal issues in general and the ramification of those issues on the sports industry specifically with special attention given to professional teams and leagues.
Frank J. Parker, S.J.
Warren Zola

Graduate Course Offerings

MJ 805 Managing the Legal Environment of Business (Spring: 2)

This course provides students with a broad and detailed understanding of how the legal environment affects business. Substantive areas of the law such as torts, contracts, regulation of employment, securities, and intellectual property are presented through case analysis. Special emphasis is placed on the interrelationship between business

law and ethics and the impact that each has on corporate governance, integrity, and regulation in order to focus on the distinction between making ethical decisions strictly in compliance with the law, and those made beyond the applicable legal requirements.
Richard Powers

MJ 856 Topics in Real Estate Development I (Fall: 3)

An examination of current theory and practice in modern day real estate. Topics include interests in land, title transfer, real estate finance, commercial construction, residential mortgages, federal housing, and the Big Dig. Provides the business manager with the necessary background to make informed judgments and seek proper assistance in all business decisions related to property.
Frank J. Parker, S.J.

MJ 857 Topics: Real Estate Development II (Spring: 3)
Prerequisite: MJ 856 recommended

A survey of major real estate projects as covered in the Urban Land Institute's materials. Course has detailed coverage of all aspects of real estate development from project conception through permitting process, financing, construction and eventual sale or utilization. ULI cases used by permission with license.
Frank J. Parker S.J.

Economics

Undergraduate Program Description

The Economics major provides a critical examination of how the economic system works in the United States and throughout the world. The introductory courses, EC 131-132, are surveys of economic problems, policies, and theory, and the required courses in micro theory and macro theory, EC 201-202, give a deeper analytical foundation. Electives permit further study in a wide range of fields, including money and banking, fiscal policy, international trade and finance, law and economics, public sector economics, economic development, capital theory and finance, labor economics, income distribution, econometrics, industrial organization, consumer economics, health economics, history of economic thought, transportation economics, environmental economics, urban economics, political economy, financial markets, real estate, and public policy analysis.

Students from the Carroll School of Management may choose Economics as an area of concentration. The concentration consists of seven courses, including:

- Principles of Economics (EC 131-132)
- Microeconomic Theory (EC 201 or 203)
- Macroeconomic Theory (EC 202 or 204)
- Economic Statistics (EC 151 or 155)
- And two electives, at least one of which must be an upper level course

Students with a serious interest in economics, however, are urged to take at least ten courses, the equivalent of an Arts and Sciences major. Finally, all Carroll School of Management students, regardless of their area of concentration, are required to take Principles of Economics (EC 131-132) and Statistics (EC 151 or 155).

The major in Economics provides a general background that is useful to those planning careers in law, government service, or business, as well as those planning careers as professional economists. Professional economists work as college teachers, as researchers for government agencies, businesses and consulting firms, and as administrators and managers in a wide range of fields.

Finance

Faculty

Pierluigi Balduzzi, *Professor;* B.A., Universita L. Bocconi; Ph.D., University of California
Francis B. Campanella, *Professor;* B.S., Rensselaer Polytechnic Institute; M.B.A., Babson College; D.B.A., Harvard University
Thomas Chemmanur, *Professor;* B.S., Kerala University; P.G.D.I.M., Indian Institute of Science; Ph.D., New York University
Clifford G. Holderness, *Professor;* A.B., J.D., Stanford University; M.Sc., London School of Economics
Edward J. Kane, *Professor and James F. Cleary Chair in Finance;* B.S., Georgetown University; Ph.D., Massachusetts Institute of Technology
Alan Marcus, *Professor;* B.A., Wesleyan University; Ph.D., Massachusetts Institute of Technology
Alicia Munnell, *Professor and Peter F. Drucker Chair in Management Studies;* B.A., Wellesley College; M.A., Boston University; Ph.D., Harvard University
Helen Frame Peters, *Professor;* B.A., University of Pennsylvania; M.A., Ph.D., The Wharton School
Jeffrey Pontiff, *Professor;* B.A., University of Chicago; M.S., Ph.D., University of Rochester
Philip Strahan, *Professor and John L. Collins Chair in Finance;* B.A., Amherst College; Ph.D. University of Chicago
Robert A. Taggart, Jr., *Professor;* B.A., Amherst College; M.S., Ph.D., Massachusetts Institute of Technology
Hassan Tehranian, *Professor and Griffith Family Millennium Chair in Finance;* Chairperson of the Department; B.S., Iranian Institute of Advanced Accounting; M.B.A., Ph.D., University of Alabama
David Chapman, *Associate Professor;* B.S., Swarthmore College; M.S., Ph.D., University of Rochester
Edith Hotchkiss, *Associate Professor;* B.A., Dartmouth College; Ph.D., New York University
Jun Qian, *Associate Professor;* B.S., University of Iowa; Ph.D., University of Pennsylvania
Ronnie Sadka, *Associate Professor;* B.Sc. and M.Sc., Tel-Aviv University; Ph.D., Northwestern University
Darren Kisgen, *Assistant Professor;* B.A., Washington University, St. Louis; Ph.D., University of Washington
Jonathan Reuter, *Assistant Professor;* B.A., Johns Hopkins University; Ph.D., Massachusetts Institute of Technology
Michael Barry, *Adjunct Associate Professor;* B.S., M.S., University of Massachusetts, Lowell; M.B.A., Ph.D., Boston College
Elliott Smith, *C.P.A., Senior Lecturer;* B.B.A., University of Massachusetts at Amherst; M.S., Boston College
Michael Rush, *Lecturer;* B.S., University of Notre Dame; M.A., Syracuse University; M.B.A., Harvard Business School

Contacts

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- http://www.bc.edu/finance

Undergraduate Program Description

The goal of finance is the efficient management of funds by an economic entity, a process that includes the acquisition of funds, long- and short-term investment decisions, and cash distribution. Financial management applies to all economic entities—households, private firms, not-for-profit organizations, and government agencies. Financial managers must understand and apply decision-making tools and techniques to the financial problems facing the organization. They must also be aware of the economic, social, and political constraints on the organization.

The Finance curriculum is designed to help students function competently and professionally in the field of financial management. Our courses cover the major areas of finance: corporate finance, investment management, and capital markets and financial institutions. Courses in corporate finance, commercial bank management, investments, portfolio management, hedge funds, tax effects/ managerial decisions, venture capital, and small business finance teach the decision-making process from the perspective of several economic entities, while courses in commercial bank management, financial institutions, financial instruments, and money and capital markets describe the financial environment in which financial managers operate. The concentration in Finance requires a mixture of these two types of courses. In all courses, however, students are expected to develop and apply the analytical skills necessary to identify problems, propose and evaluate solutions, and ultimately, make management decisions.

Many post-graduation opportunities are available to finance students. While some choose full-time volunteer service or graduate school, the large majority find full-time employment after graduation, primarily in the areas of investment services, corporate finance, banking, and consulting. Our success in placing students is very high. Moreover, the Boston College Finance Department has earned a strong reputation, not only in Boston, but also on Wall Street, where we have placed many students in a number of prominent firms.

The career opportunities in finance range from line management to advisory staff positions, and encompass a variety of business concerns, both domestically and internationally. Although any classification scheme is somewhat arbitrary, it may be useful to identify five general sectors.

Financial Institutions: These include commercial banks, thrift institutions, and a wide variety of non-bank financial intermediaries such as brokerage houses, insurance companies, pension funds, investment banks, hedge funds, and mutual funds.

Manufacturing Firms: These include both privately-held and publicly-owned firms whose primary function is manufacturing saleable goods.

Service Firms: These include firms directly related to the finance function itself such as public accounting and financial consulting firms, as well as general service firms (e.g., tourism, real estate, entertainment) for which finance is a necessary function of their operations.

Entrepreneurial Enterprises: These include real estate, small manufacturing, and service firms launched by individuals or small groups.

Not-for-Profit or Government Firms and Agencies: These are entities providing services in such areas as health care, education, social services, and the arts.

What do these five types of economic entities have in common? They all need competent, up-to-date financial managers.

The Finance Department encourages students to talk to people who are active in their areas of interest in order to understand better the unique challenges and opportunities offered by the various financial functions. The Department facilitates this exchange between students and industry professionals through the alumni advisement system which serves as a supplement to regular faculty advisement. In addition, the Finance Academy, our student-run finance association, has built a good working relationship with a number of prestigious firms through its Finance Career Nights, panel discussions, and other activities.

Concentration in Finance

In order to fulfill basic Finance concentration requirements, the undergraduate Finance concentrator must successfully complete a minimum of five finance courses. Of these five courses, four are prescribed and common to all concentrators, and one course allows the student some latitude in selection based upon personal interest or career goals. The student's minimum finance curriculum will be drawn from the following universe of courses.

Prescribed Courses:

- MF 021 Basic Finance (*Prerequisite:* MA 021)
- MF 127 Corporate Finance (*Prerequisite:* MF 021)
- MF 151 Investments (*Prerequisite:* MF 021)
- MF 225 Financial Policy (*Prerequisite:* MF 127 and MF 151)
- Student-selected departmental elective.

Students may select one of the following courses:

- MA 351 Financial Statement Analysis (Offered by the Accounting Department to students of senior status only)
- MF 207 Real Estate Finance (*Prerequisite:* MF 021)
- MF 250 Fixed Income Analysis (*Prerequisite:* MF 151)
- MF 299 Independent Study (*Prerequisite:* MF 021, senior status, and permission of faculty member and department chairperson)
- MF 364 Monetary and Fiscal Policy—when available (*Prerequisite:* MF 021)
- MF 602 Venture Capital (*Prerequisite:* MF 127)
- MF 604 Money and Capital Markets (*Prerequisite:* MF 127)
- MF 605 M.S. in Finance Seminar: Investment Management Firms (*Prerequisite:* MF 127)
- MF 616 Investment Banking—when available (*Prerequisite:* MF 127)
- MF 617 Hedge Funds (*Prerequisite:* MF 151)
- MF 618 M.S. in Finance Seminar: Emerging Global Markets (*Prerequisite:* MF 127)
- MF 620 Equity Analysis—when available (*Prerequisite:* MF 151)
- MF 631 International Financial Management (*Prerequisite:* MF 127)
- MF 645 Project Finance (*Prerequisite:* MF 127)

For scheduling purposes, these requirements and their associated prerequisites require that the following courses be taken in sequential order:

- MF 021 Basic Finance
- MF 127 Corporate Finance
- MF 151 Investments
- MF 225 Financial Policy

The remaining requirement and any additional electives may be taken at any time after the successful completion of MF 021 Basic Finance (as long as any other special prerequisites have also been completed).

Information for Study Abroad

The Department recommends that Basic Finance (MF 021) be taken at Boston College in the spring semester of sophomore year, which requires that the student will have taken MA 021 Financial Accounting, as well. The Finance Department encourages taking no more than one finance elective course abroad unless special circumstances exist. Required University Core must be taken prior to going abroad. The Finance Department relies on the Center for International Programs and Partnerships to guide the student in this regard.

The Finance Department also recommends that students study abroad during their junior year, or first semester, senior year, in order to complete the final required Capstone finance course (MF 225) in CSOM.

Students must contact the department chair or Professor Elliott Smith for course approval before going abroad. When students wish to have a course considered they should have a copy of the syllabus for approval. The initial consideration for a course can be handled with a description from the course catalog, but final approval requires a full, detailed copy of the syllabus.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

MF 021 Basic Finance (Fall/Spring: 3)
Prerequisite: MA 021

This is a course designed to survey the areas of corporate financial management, money and capital markets, and financial institutions. Corporate finance topics include the time value of money, the cost of capital, capital budgeting, financial analysis, and working capital management. Financial markets and institutions cover the role of financial intermediaries and instruments as they function in a complex economic system.
The Department

MF 031 Basic Finance—Honors (Spring: 3)
Prerequisite: MA 021

This course is a more rigorous version designed for honor students. The same material will be covered, but additional work in the form of a project, case assignments, and a presentation will be assigned.
The Department

MF 127 Corporate Finance (Fall/Spring: 3)
Prerequisite: MF 021

This course is designed to teach the techniques of financial analysis and the management of a firm's sources and uses of funds. Topics treated intensively include financial statement analysis, techniques of financial forecasting, operating and financial leverage, working capital management, capital budgeting, leasing, and long term finance.
The Department

MF 151 Investments (Fall/Spring: 3)
Prerequisite: MF 021

The course introduces the student to the process of investing in financial securities. The functioning of financial markets and the analysis of various investment media are examined. Major topics include valuation models for stocks, bonds, and options.
The Department

MF 207 Real Estate Finance (Fall/Spring: 3)
Prerequisite: MF 021

The objective of this course is to provide an introduction and understanding of real estate finance that is widely used for evaluating real estate investment proposals. While the course will consider maximizing the net worth-owner's equity of the individual investor, as well as criteria for the selection among alternative investments, the course will offer a consideration of current events in real estate finance and their pragmatic effect upon real estate projects.
The Department

MF 225 Financial Policy (Fall/Spring: 3)
Prerequisite: MF 127

Topics treated intensively include the valuation of the firm, risk analysis in capital budgeting, capital structure theory and policy, and dividends. The second phase will deal almost exclusively with cases designed to provide an opportunity to (1) apply the principles covered during the first segment; (2) integrate the firm's financial decisions; (3) demonstrate the relationship between corporate finance and other subfields of finance; (4) introduce the notion of financial strategy; and (5) show the relationship between finance and other management functions.
The Department

MF 250 Fixed Income Analysis (Fall: 3)
Prerequisite: MF 151
Offered Periodically

This course presents the fundamental theoretical concepts of financial economics. Topics include measuring and managing interest rate risk, the theory of portfolio choice, and introduction to asset such as capital assets pricing models, arbitrage pricing theory, option pricing models and state-preference theory.
The Department

MF 299 Individual Directed Study (Fall/Spring: 3)
Prerequisites: MF 021, senior status in 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.
The Department

Undergraduate and Graduate Course Offerings

MF 602 Venture Capital and Investment Banking (Fall/Spring: 3)
Prerequisites: MF 807 or MF 127 (graduate), MF 127 (undergraduate)

This course covers the financing cycle common to growing companies. Aspects of VC and IBanking covered include investment criteria and analysis, corporate management, IPOs, building the book, and other services offered.
The Department

MF 604 Money and Capital Markets (Fall/Spring: 3)
The Department

MF 612 The Mutual Fund Industry (Fall: 3)
The Department

MF 613 Financial Crisis of 2008-2009 (Fall: 3)
The Department

MF 617 Hedge Funds (Spring: 3)

The objective of this course is to broaden the students understanding of hedge funds and the markets in which they operate. The course provides an outline for understanding the structure and operation of the different styles and strategies of hedge funds. Throughout the course current issues and academic literature related to hedge funds are discussed, as is the key role played by the rapid growth of cash inflows in shaping the industry.

The Department

MF 620 Equity Analysis (Fall: 3)

The Department

MF 645 Project Financing (Spring: 3)

Viney Sawney

Graduate Course Offerings

MF 701 Economics (Fall/Spring: 2)

Clifford Holderness

MF 704 Financial Management (Fall/Spring/Summer: 3)

Prerequisite: Introduction to Accounting

Offered Triennially

This course deals primarily with a firm's investment and financing decisions. Topics treated intensively include valuation and risk, capital budgeting, financial leverage, capital structure and working capital management. Also discussed are financial statistical analysis and tools of planning and control. Some attention is given to financial institutions and their role in supplying funds to businesses and non-profit organizations.

The Department

MF 722 Financial Management (Fall: 2)

Robert Taggart

MF 801 Investments (Fall/Spring: 3)

Prerequisite: MF 704 or MF 722

In a competitive market, investors allocate funds among financial securities in response to perceived values and subjective attitudes toward risk. This course addresses the issues that seem to determine the relative values of financial instruments and the techniques available to assist the investor in making risk/return tradeoff.

The Department

MF 803 Portfolio Theory (Spring: 3)

David Chapman

MF 807 Corporate Finance (Fall/Spring/Summer: 3)

Prerequisite: MF 704 or MF 722

This course studies the techniques of financial analysis, including financial statement analysis, cash budgeting, and pro forma analysis. It also covers the firm's investment and financing decisions, including the concepts of present and net present value, capital budgeting analysis, investment analysis under uncertainty, the cost of capital, capital structure theory and policy and the interrelation of the firm's investment and financing decisions.

The Department

MF 808 Financial Policy (Fall/Spring/Summer: 3)

Prerequisite: MF 801 and MF 807

M.S. in Finance students must complete at least six courses prior to taking MF 808.

This course applies financial theories, techniques, and models to the study of corporate financial decisions. Aspects of corporate strategy, industry structure, and the functioning of capital markets are also addressed. Students are required to study an actual firm from the perspective of concepts and models developed in the course and present the study to the class.

The Department

MF 809 Strategic Management/Financial Service Institution (Spring: 3)

Charles E. Babin

MF 811 Advanced Topics: Investment Management (Fall: 3)

Developed by the Center for Investment Research and Management (CIRM), this applied-learning curriculum is offered as a three-course sequence, with student investment advisory teams competing for the opportunity to manage live money. CIRM—Phase II (MF 811) students develop proposals aimed at earning the opportunity to manage real portfolios. Course work includes portfolio strategy design, back-testing and performance analysis, implementation strategies, and financial accounting software.

Hassell McClellan

MF 820 Management of Financial Institutions (Fall: 3)

Prerequisite: MF 704 or MF 722

This course considers banks and other financial institutions as information and deal-making entities. This broad perspective is used to explain how and why changing information and contracting technologies are altering the structure of the financial services industry and financial regulation. Lectures explore the implications of these ongoing changes for the methods financial institution executives should use to measure and manage an institution's risk and return.

The Department

MF 852 Financial Econometrics (Fall/Spring/Summer: 3)

Prerequisite: Statistics and Calculus

This course teaches how mathematical techniques and econometrics are used in financial research and decision making. Topics include matrix algebra, differential and integral calculus, simple linear regression, residual analysis, multivariate regression, and the generalized linear model. Students will be introduced to the latest developments in theoretical and empirical modeling.

The Department

MF 860 Derivatives and Risk Management (Fall/Spring/Summer: 3)

Prerequisite: MF 801

This course is reserved for special topics, offering advanced course work in sub-fields of finance. This year, MF 860 is an introduction to derivative assets, financial engineering, and risk management. The course covers the pricing of futures and options contracts as well as securities that contain embedded options, risk management strategies using positions in derivative securities, static hedging, and dynamic hedging. Applications from commodity, equity, bond, and mortgage-backed markets are considered.

The Department

MF 863 Ph.D. Seminar: Asset Pricing (Fall: 3)
This course is for second year Ph.D. students of finance.

The course is intended to generate enthusiastic, high quality intellectual activity around the course material. Focuses on the development of skills that will help students become conversant enough with basic theory and the current literature on asset pricing that would permit them to read critically and analyze papers in this area, develop enough expertise in selected empirical methods in finance that they will be able to use these techniques in their research, and to find potential thesis topics.
The Department

MF 866 Ph.D. Seminar: Financial Econometrics (Spring: 3)
MF 866 is a quantitative finance elective, designed for finance majors interested in quantitative portfolio management.

This course investigates the theoretical principals of asset valuation in competitive financial markets and especially portfolio theory. Some of the topics include statistical analysis of risk and return, optimal decision under risk, portfolio theory, implementation, forecasting returns, variance, data mining, equilibrium determination of expected returns (CAPM), the efficiency of financial markets, no-arbitrage based pricing, APT and factor models, portfolio performance evaluation, and volatility in financial markets.
The Department

MF 867 Advanced Topic :Professional Seminar/Financial Management (Fall: 3)
Clifford Holderness

MF 869 Fundamental Analysis (Fall: 3)
Prerequisite: MF 807
Offered Biennially

This course will focus on cash-flow oriented models of the valuation of the firm. Wall Street-style analytical techniques will be utilized, including the production of quarterly earnings forecasts and the development of buy/sell/hold recommendations. Topics include enterprise value, free cash flow, economic value added, risk/reward analysis, and the art of the management interview.
The Department

MF 880 Fixed Income Analysis (Fall/Spring: 3)
Prerequisite: MF 801

This course presents the fundamental theoretical concepts of financial economics. Topics include measuring and managing interest rate risk, the theory of portfolio choice, and introduction to asset such as capital assets pricing models, arbitrage pricing theory, option pricing models, and state-preference theory.
The Department

MF 881 Corporate Finance Theory (Fall/Spring: 3)
Prerequisite: MF 807

This course provides an intensive analysis of the effects of various corporate financial policy decisions on the value of the firm and includes a discussion of the effects of taxes, bankruptcy costs, and agency costs on these decisions. It also examines the interrelation of financing policy with executive compensation, mergers and acquisitions, leasing, hedging, and payout policies.
The Department

MF 890 Ph.D. Seminar: Advanced Topics in Capital Markets (Fall: 3)

This course focuses on continuous time models in capital market theory. Topics covered include capital market equilibrium, option pricing, and the term structure of interest rates. The mathematics necessary to analyze these problems are also presented, including stochastic (Ito) calculus, stachastic differential equations, and optimal control.
The Department

MF 891 Ph.D. Seminar: Advanced Topics in Capital Markets (Fall: 3)
The Department

MF 895 Ph.D. Seminar: Advanced Topics in Corporate Finance (Fall: 3)
Darren Kisgen

MF 897 Directed Readings (Spring: 3)
By arrangement only.
Hassan Tehranian

MF 898 Directed Research (Spring: 3)

By arrangement.
The Department

MF 899 Directed Study (Fall/Spring/Summer: 3)
Prerequisite: Upper-level M.S. in Finance status, and consent of the faculty member and the department chairperson. Maximum of one directed study allowed.

The student will develop a research topic in an area of finance. He or she will prepare a paper on the research findings and will present the paper before the faculty of the Finance Department. Course emphasis is on research methodology.
The Department

MF 999 Doctoral Continuation (Fall/Spring: 1)
The Department

General Management

Undergraduate Program Description

Students choose to concentrate in this area for many reasons, but it is especially attractive to those students who are preparing for the management of a family business or for those who want a broad management background as preparation for law school.

The Undergraduate Associate Dean coordinates the General Management concentration.

Concentration in General Management

Choose two areas and meet the criteria specified by the departments. Usually, this involves one required course and a choice of an elective.

Note: Students who have elected another concentration within the Carroll School of Management as well as the General Management concentration must select areas different from their other CSOM concentration as they pursue General Management.

Accounting

Required Course:
- MA 301 Financial Accounting Standards and Theory I

Electives (choose one from the following):
- MA 302 Financial Accounting Standards and Theory II
- MA 307 Managerial Cost and Strategic Analysis
- MA 320 Accounting Information Systems
- MA 351 Financial Statement Analysis

Information Systems

Required Course:
- MI 157 Introduction to Programming for Management

Electives:
- MI 257 Database Systems and Applications
- MI 258 Systems Analysis and Design

Finance

Required Courses:

- MF 127 Corporate Finance
- MF 151 Investments

Electives:

- None

Marketing

Required Course:

- MK 253 Marketing Research or
  MK 256 Applied Marketing Management

Electives:

- MK 148 Services Marketing
- MK 152 Consumer Behavior
- MK 153 Retail and Wholesale Distribution
- MK 154 Communication and Promotion
- MK 157 Professional Selling and Sales Management
- MK 158 Product Planning and Strategy
- MK 161 Customer Relationship Management
- MK 168 International Marketing
- MK 170 Entrepreneurship
- MK 172 Marketing Ethics
- MK 253 Marketing Research
- MK 256 Applied Marketing Management

Organization Studies

Required Course:

- MB 110 Human Resources Management

Electives:

- MB 111 Ethical Leadership and Changing Methods
- MB 119 Interpersonal Communication in Organization
- MB 123 Negotiation
- MB 127 Leadership
- MB 135 Career and Human Resources Planning
- MB 313 Organizational Research

Operations and Technology Management

Required Course:

- MD 375 Operations and Competition

Electives:

- One from the approved list maintained by the Operations Department

Management Honors Program

Undergraduate Program Description

Most students are invited to join the Honors Program through the Boston College Admission Office as entering freshmen. In January of freshman year, students with the highest grade point average from the fall semester are invited to apply to the Honors Program. In addition to academic excellence, students must exhibit an ability to work well with others and have a desire to be involved in the functions associated with the program. Throughout the program, a participant is expected to remain on the Dean's List and actively participate in planning and executing program functions.

The Honors Program has as its goal the development of professional skills and leadership ability in the organizational world.

Students in the Honors Program must take MH 126 Business and Professional Speaking, MD 384 Applied Statistics, and MH 199 Senior Honors Thesis. These three courses are in addition to the 39 courses required for the degree.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

MH 100 Portico (Fall: 3)
This course is required for all Carroll School students and must be taken in the fall semester of their first year at BC.
Portico fulfills the Carroll School ethics requirement.

This is the introductory course for Carroll School of Management's first year students. This will be an interactive 3-credit seminar, serving as one of the five courses in the fall semester and fulfilling the ethics requirement for the Carroll School.
The Department

MH 126 Business and Professional Speaking (Fall/Spring: 3)
This course is restricted to students in the CSOM Honors Program.

This course is designed to be an introduction to the theory, composition, delivery, and criticism of speeches. 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 Department

MH 150 CSOM Practicum (Fall/Spring: 1)
The Department

MH 199 Senior Honors Thesis (Fall/Spring: 3)
Prerequisite: The Senior Honors Thesis is a requirement of all Carroll School of Management Honors Program seniors, or by permission of the dean and director.

The honors thesis consists of a project always done under the direction of a faculty member on any subject of strong interest to the student. The topic and format of the project are mutually agreed upon by the student, advisor, and the Director of the Honors Program.
The Department

MH 398 Thesis Research Seminar (Fall: 3)
The Department

Information Systems

Faculty

Mary Cronin, *Professor;* B.A., Emmanuel College; M.L.S., Simmons College; M.A., Ph.D., Brown University

James Gips, *Professor; John R. and Pamela Egan Chair;* Chairperson of the Department, S.B., Massachusetts Institute of Technology; M.S., Ph.D., Stanford University

Robert G. Fichman, *Associate Professor;* B.S.E., M.S.E., University of Michigan; Ph.D., Massachusetts Institute of Technology

John Gallaugher, *Associate Professor;* B.A., M.B.A., Boston College; Ph.D., Syracuse University

C. Peter Olivieri, *Associate Professor;* B.S., B.A., M.B.A., Boston College; Ph.D., Columbia University

Gerald Kane, *Assistant Professor;* M.Div., Emory University; M.B.A. Georgia State University; Ph.D., Emory University

Sam Ransbotham, *Assistant Professor;* B.Ch.E., M.S.M., M.B.A., Ph.D., Georgia Institute of Technology

Contacts

- Department Secretary: Katherine Martinez, 617-552-2331, katherine.martinez@bc.edu
- http://www.bc.edu/schools/csom/departments informationsystems.html

Undergraduate Program Description

The Information Systems Department offers an undergraduate concentration for students in the Carroll School of Management.

Concentration in Information Systems

Information Systems (IS) are the lifeblood of the modern enterprise, making up the single largest portion of capital spending among U.S. corporations. Information Systems have the power to create and restructure industries, empower individuals and firms, and dramatically reduce costs. Many of the world's most successful corporations arrived at their position in large part due to their effective use of such systems. However, when poorly designed and implemented IS can become a major source of risk, squander shareholder wealth, waste taxpayer money, and destroy firms and careers. As a result, organizations desperately need well-trained information systems specialists and technology-savvy managers. Today's manager simply cannot effectively perform without a solid understanding of the role of information systems in organizations, competition, and society.

The Information Systems concentration focuses on both technology and its effective use in organizations. In this program, students will learn how to plan, develop, and deploy technology-based business solutions, as well as to understand the strategic role of IS in organizations and the influential role of technology in society. The Information Systems concentration is designed for students with an aptitude for logical, analytical thinking and prepares them for positions in a variety of fast-growing professions. The Information Systems concentration is a strong choice as a primary concentration for CSOM students. Given the increasing influence of IS in all functional areas, it also serves as an excellent second concentration for students whose primary concentration is in another field such as accounting, finance, marketing, or operations.

The Information Systems concentration emphasizes both team and individual work, allowing students to gain the skills and experience to strategize, design, program, and implement computerized information systems. The curriculum emphasizes software development technologies, data management, data communications, electronic commerce, knowledge management as well as the fundamentals of computer hardware and software systems, high-level software design and programming, project management, emerging technology studies, and the strategic, operational, and responsible use of information systems.

Concentrators will develop the ability to work with others to understand business requirements and to determine the need for and feasibility of information systems change. They will use analytical thinking to simplify complex business tasks and to design efficient and user-friendly computer systems. They will develop communication skills to understand and explain systems requirements, make the case for IS investment, prepare clear documentation, and deliver effective presentations. Concentrators will also develop a strategic perspective on information systems, enabling them to participate in and support the increasingly visible role of information technology in corporate decision making.

Objectives of the Undergraduate Concentration in Information Systems

The objectives of the undergraduate concentration are to develop managers who can:

- understand contemporary technologies and demonstrate an awareness of issues related to their effective use and implementation.
- assess the current role of IS in an organization, identify areas for the effective use of IS, and propose new IS to meet organizational objectives and/or foster competitive advantage.
- use information technologies, systems practices and project management to plan, evaluate, develop, implement, and manage information systems.
- consider the implications associated with developing, purchasing, or outsourcing information systems components.
- appreciate the ethical and broader societal issues arising from the use of information technology.

Careers in Information Systems

Careers available to IS concentrators dominate the U.S. Bureau of Labor Statistics list of fastest growing occupations. IS professionals encompass a broad array of careers, from the highly technical to those which bridge the gap between the people who program information systems and the people who use them. Information Systems concentrators may pursue a variety of careers in business, consulting, and government. Technology careers often give professionals a broad and deep exposure to the firm and its customers, providing exceptional training for future executive leadership. The greatest demand in the IS field will be for professionals who have technical knowledge supported by a solid understanding of the role of information systems in business and organizations.

Courses Required for the Information Systems Concentration

- MI 157 Introduction to Programming in Management (or CS 101)
- MI 257 Database Systems and Applications
- MI 258 Systems Analysis and Design
- One additional MI course of level 100 or above.

Concentration in Information Systems and Accounting

Accountants increasingly spend considerable time working with technology. Modern accounting is enabled by information systems, and complex audits in forensic accounting can often involve tracking an interpreting information flows across various systems and technologies. As such, a program of study integrating information systems and accounting helps students develop a high-demand skill set.

Students fulfilling this concentration will satisfy all of the requirements for the IS concentration and also obtain background in Accounting. The curriculum entails six (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 order to select an appropriate Accounting elective.

This concentration is administered jointly by the Accounting and Information Systems Departments.

Courses Required for the Information Systems and Accounting Concentration

- MA 301 Financial Accounting Standards and Theory I
- MI 157 Introduction to Programming for Management (or CS 101)
- MI 257 Database Systems and Applications
- MI 258 Systems Analysis and Design
- MA/MI 320 Accounting Information Systems

Elective—Choose one of the following:

- MA 302 Financial Accounting Standards and Theory II
- MA 307 Managerial Cost and Strategic Analysis
- MA 309 Audit and Other Assurance Services
- MA 351 Financial Statement Analysis

Information for Study Abroad

Information Systems students are encouraged to study abroad. Although there are no particular prerequisites needed in order to qualify for study abroad, the usual course prerequisites still apply. Courses taken abroad can be allowed for concentration or elective credit if the courses are judged equivalent and if the proposed courses constitute a reasonable selection.

All students wishing to study abroad must first meet with Richard Keeley, Associate Dean. Students should then meet with James Gips, Department Chairperson, for course approvals. All course approvals should be sought in person, with all supporting documentation (course description, detailed syllabus, etc.) in hand. All approvals should be obtained prior to going abroad.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

MI 021 Computers in Management (Fall/Spring: 3)
Cross Listed with CS 021
This course is required for all CSOM students and should be taken in their first year at BC. A&S students should sign up for the course under CS 021.

Information systems play a vital and varying role in management. In this course we approach the subject in two ways. In one module students learn to use technology as a tool for problem solving by developing increasingly sophisticated models in Excel. The other module provides an introduction to management viewed through the lens of technology. Students examine the role of technology in organizational competitiveness and across a variety of functional areas of the firm (e.g., marketing, finance, operations).
Craig Brown
Sam Ransbotham

MI 031 Computers in Management-Honors (Fall: 3)
Cross Listed with CS 031
James Gips

MI 157 Introduction to Programming in Management (Fall/Spring: 3)
Prerequisites: MI/CS 021
Cross Listed with CS 157
This course is required for Information Systems concentrators.

An introductory programming course for students interested in (1) learning how to think about problem solving in an orderly, thorough, organized, and analytical way, (2) the process of designing software applications, and (3) creating a custom application program. Students who have taken CS 101 may not take this course. A&S students should register for the course under CS 157.
Craig Brown

MI 205 Special Topics: TechTrek West-Undergrad (Spring: 3)
Prerequisite: Permission of instructor
Enrollment is limited, admission is competitive, and participation requires the additional cost of travel. Interested students should contact the instructor for application details.

TechTrek West is a 3-credit, field-study course, combining class work the weeks prior to and one week after spring break with a week-long field-study to Silicon Valley. During spring break, students will travel to Silicon Valley to meet with senior executives, entrepreneurs, and venture capitalists in technology industry firms. While focusing on the tech industry, TechTrek is designed to appeal to all majors. Course work and visits will have a managerial focus, highlighting executive, marketing, finance, operations, and R&D functions.
John Gallaugher

MI 235 Special Topics: New Media Industries (Spring: 3)
Cross Listed with MK 235

This course is designed to introduce the changing business models for new media industries, including video games, music, movies, print, advertising, and television. 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.
P.J. McNealy

MI 253 E-Commerce (Fall: 3)
Prerequisites: MI/CS 021
Cross Listed with MK 252

Electronic commerce lies at the forefront of modern marketing and strategic management, altering the competitive landscape for large and small corporations alike. The Internet and new media are reshaping industries, creating new opportunities, and challenging existing commercial models and relationships. Managers will need to understand the underpinnings of electronic commerce in order to make informed decisions about the future of their firms and industries. Using a managerial perspective, this course focuses on key issues related to the e-commerce industry, including strategy development, competitive advantage, current and emerging technologies, pricing, distribution channels, promotion, and advertising.
Mary Cronin

MI 255 Managing Projects (Spring: 3)
Prerequisite: MD 021
Cross Listed with MD 255

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. It covers the project life cycle (definition, planning, execution, and delivery), network planning models, resource allocation, and managing risk. Microsoft ProjectC will be used as a software tool to support the planning and monitoring phases of project management.
Larry Meile

MI 257 Database Systems and Applications (Fall/Spring: 3)
Prerequisites: CS 157/MI 157, or CS 101
Cross Listed with CS 257
This course is required for Information Systems concentrators.

This course provides in-depth coverage of database systems and their uses. Topics include database architecture, design strategies, SQL queries, security, performance, and using database tools and scripting languages to create sophisticated forms and applications, including web applications. The goal of the course is to give students the knowledge and skills to use databases effectively in any business situation.
Kate Lowrie
Jack Spang

MI 258 Systems Analysis and Design (Fall/Spring: 3)
Prerequisites: MI/CS 021, MI//CS 157 and MI/CS 257. MI/CS 257 may be taken concurrently. CS 101 may substitute for MI/CS 157.
Cross Listed with CS 258
This course is required for Information Systems concentrators.

The course studies information systems (IS) development including requirements, analysis, design and implementation phases and workflows. We investigate the roles of systems analysts, serving as intermediaries between users, managers, and implementors, and helping each to understand the needs and problems of others.
William Griffith

MI 255 Technology and Society (Fall/Spring: 3)
The Department

MI 266 Technology and Society (Fall/Spring: 3)
Cross Listed with CS 266 and SC 046
Satisfies Social Sciences Core Requirement

See course description in the Sociology Department.
Ted Gaiser
The Department

MI 267 Technology and Culture (Fall: 3)
Cross listed with CS 267, PL 670, SC 670
Satisfies Computer Science Requirement or CSOM Computer Science Concentration Requirement or CSOM Information Systems Concentration Requirement or Social Science Core Requirement

This interdisciplinary course will first investigate the social, political, psychological, ethical and spiritual aspects of Western cultural development with a special emphasis on scientific and technological metaphors and narratives. We will then focus on the contemporary world, examining the impact of our various technological creations on cultural directions, democratic process, the world of work, quality of life, and especially on the emergent meanings for the terms "citizen" and "ethics" in contemporary society. Students will explore technologies in four broad and interrelated domains: (1) computer, media, communications and information technologies, (2) biotechnology, (3) globalization, and (4) environmental issues.
William Griffith

MI 290 Multimedia (Spring: 3)
Prerequisite: Some programming experience
Cross Listed with CS 290

A course in digital special effects using cross platform software called After Effects. This premiere special effects program is used extensively in Hollywood films, television production, commercial creation, and animation. It covers animation, image processing, cloning, 3D, mattes, masking, panning, zooming, parenting, animating text, audio effects, creating expressions, time remapping, and a large variety of exciting special effects.
Peter Olivieri

MI 320 Accounting Information Systems (Spring: 3)
Prerequisites: MA 022, MI/CS 021
Cross Listed with MA 320

This course will review the strategies, goals and methodologies for designing, implementing, and evaluating the appropriate internal controls and audit trails in integrated accounting systems. This course also examines the effect the Internet has had on business and its financial implications with regard to accounting information systems.
Helen Brown

MI 397 Directed Readings (Fall/Spring: 3)

Extensive reading under the direction of a faculty member.
The Department

MI 398-399 Directed Research I and II (Fall/Spring: 3)
Prerequisite: Permission of the department Chairperson

Investigation of a topic under the direction of a faculty member.
The Department

MI 670 Technology and Culture (Fall: 3)
Cross Listed with PL 670

This interdisciplinary course will first investigate the social, political, psychological, ethical and spiritual aspects of Western cultural development with a special emphasis on scientific and technological metaphors and narratives. We will then focus on the contemporary world, examining the impact of our various technological creations on cultural directions, democratic process, the world of work, quality of life, and especially on the emergent meanings for the terms "citizen" and "ethics" in contemporary society. Students will explore technologies in four broad and interrelated domains: (1) Computer, Media, Communications and Information Technologies, (2) Biotechnology, (3) Globalization, and (4) Environmental Issues.
William Griffith

Graduate Course Offerings

MI 703 Computer Information Systems (Fall/Spring/Summer: 3)

Information Technology (IT) systems permeate the strategy, structure and operations of modern enterprises. IT has become a major generator of business value, especially for organizations that have the right set of resources and capabilities to exploit it. It is essential that managers become fluent with IT, so they can promote novel strategic initiatives that are increasingly IT dependent. In this course, students will obtain a broad overview of IT fundamentals, key emerging technologies, and IT managerial frameworks. Students will develop their ability to identify new opportunities presented by IT.
The Department

MI 720 Information Technology for Management (Fall: 2)
This course is intended for full-time M.B.A. students.

Information Technology (IT) systems permeate the strategy, structure and operations of modern enterprises. IT has become a major generator of business value. It is essential that managers become fluent with IT, so they can promote novel strategic initiatives that are increasingly IT dependent. In this course, students will obtain a broad overview of IT fundamentals, key emerging technologies, and IT managerial frameworks. Students will develop their ability to identify new

opportunities presented by IT, to assess the potential of IT to generate business value, and to manage the challenges associated with justifying and deploying IT-based initiatives.
Robert Fichman

MI 805 Special Topics: TechTrek West—Graduate (Fall: 3)
Prerequisite: Permission of instructor
Enrollment is limited, admission is competitive, and participation requires the additional cost of travel. Interested students should contact Prof. Gallaugher for application details.

Graduate TechTrek West is a 3-credit field study to Silicon Valley and Seattle scheduled roughly from January 2, with students returning before the start of the spring semester. Preparatory course work will occur during the fall prior to the field experience. While focusing on the tech industry, TechTrek is designed to appeal to all majors. Visits will have a managerial focus, highlighting executive, marketing, finance, operations, and R&D functions.
John Gallaugher

MI 811 Customer Relationship Management (Fall: 3)
Prerequisite: MK 705 or MK 721
Cross Listed with MK 811

This course focuses on how new technologies will affect marketing strategies. In today's dynamic markets, firms have exciting new marketing opportunities to interact and do business with customers-particularly via the Web and new wireless technologies (e.g., PDAs and mobile phones). In this course, we will focus on understanding the underlying strategies necessary to integrate these new technologies with traditional non-electronic marketing in today's fast-paced business environment.
Kay Lemon

MI 815 Management of Technology and Innovation (Spring: 3)
Cross Listed with MD 815

Examines the strategic role of technology and innovation in the survival and success of firms. Students will learn how to: define a technology strategy, identify promising technical opportunities, evaluate and select among competing technologies, nurture the innovative capabilities of the firm, and manage new product development and R&D.
Robert Fichman

MI 818 Accounting Information Systems (Fall: 3)
Prerequisite: MA 701 or MA 713
Cross Listed with MA 818

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.
Frank Nemia

MI 824 Special Topics: Data Mining (Fall: 3)

Most organizations possess increasing amounts of data on many aspects of their business. Data mining is the process of identifying patterns and relationships that are not part of the original design of the data. Data mining is used to support efforts in marketing, sales, finance, scheduling, and quality management, among many areas. This course will focus on both the management of data mining projects and the actual techniques and tools used in data mining.
Jack Spang

MI 834 Wireless and Mobile Business (Spring: 3)
Cross Listed with MD 834

Wireless and mobile technologies are influencing how companies open new markets, communicate with their customers, and interact with each other. This course analyzes mobile business opportunities from a management perspective, including the development and distribution of wireless enterprise applications, the growth of mobile commerce, wireless security and the rise of unregulated wireless connectivity from Bluetooth to WiFi to Zigbee.
Mary Cronin

MI 853 E-Commerce (Fall/Spring: 2)
Cross Listed with MD 853, MK 853

This course provides a framework for students to analyze three important and interrelated components of the wave of electronic commerce. Analyzed first is the network and security infrastructure required for business to flourish on the web. The second part of the course will examine how Internet applications are changing business processes and the strategic issues that these changes pose for corporate managers. The third part of the course focuses on a more detailed look at key industry sectors and challenges students to develop a model for the evolution of electronic commerce within each industry.
Mary Cronin

MI 897 Directed Readings (Fall/Spring: 3)
Prerequisite: Permission of the Department Chairperson

Extensive reading under the direction of a faculty member. Student presents written critiques of the reading as well as comparisons between readings.
Robert Fichman

MI 898 Directed Research I (Fall/Spring: 3)
Prerequisite: Permission of the Department Chairperson

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.
Robert Fichman
Marry Cronin

MI 899 Directed Research II (Fall/Spring: 3)
Prerequisite: Permission of the Department Chairperson

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.
Robert Fichman

Marketing

Faculty

Katherine N. Lemon, *Professor;* B.A., Colorado College; M.B.A., Wichita State University; Ph.D., University of California, Berkeley
Arch Woodside, *Professor;* B.S., M.B.A., Kent State University; Ph.D., Pennsylvania State University
Victoria L. Crittenden, *Associate Professor;* B.A., Arkansas College; M.B.A., University of Arkansas; D.B.A., Harvard University
Kathleen Seiders, *Associate Professor;* B.A., Hunter College; M.B.A. Babson College; Ph.D, Texas A&M
Gerald E. Smith, *Associate Professor;* Chairperson of the Department; B.A., Brandeis University; M.B.A., Harvard University; D.B.A., Boston University
S. Adam Brasel, *Assistant Professor;* B.S., M.B.A., University of Illinois Urbana-Champaign; Ph.D., Stanford University

Henrik Hagtvedt, *Assistant Professor;* B.S., University of Oslo; M.B.A., Ph.D., University of Georgia
Elizabeth G. Miller, *Assistant Professor;* B.A., Cornell University; M.A., Ph.D., The Wharton School, University of Pennsylvania
Gergana Y. Nenkov, *Assistant Professor;* B.A. American University in Bulgaria; Ph.D., University of Pittsburgh
Linda C. Salisbury, *Assistant Professor;* B.S., State University of New York at Albany; M.S., M.B.A., Rensselaer Polytechnic Institute; Ph.D., University of Michigan
Maria Sannella, *Lecturer;* B.A., San Jose State College; M.Ed., M.B.A., Ph.D., Boston College

Contacts

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- http://www.bc.edu/marketing

Undergraduate Program Description

According to the American Marketing Association, marketing is "the process of planning and executing the conception, pricing, promotion, and distribution of ideas, goods, and services to create exchanges that satisfy individual and organizational objectives."

All organizations, either explicitly or implicitly, practice marketing activities, including business, nonprofit, and government organizations. Typical career tracks are product or brand management, sales, fund-raising, marketing research, retail management, distribution management, advertising and promotion, and international marketing.

The approaches used to study marketing include lectures, discussions, analytic techniques, case studies, role playing, special projects, and guest speakers. They are all interwoven within a decision-making framework so that the student is provided with a pragmatic understanding of the major tools and guides required of today's marketing manager.

Undergraduate Concentration in Marketing

Marketing Principles is a prerequisite for all other Marketing courses. Beyond the required Core course (MK 021 Marketing Principles) students must take four courses for the Marketing concentration. Of these four courses, the two required are as follows:

- MK 253 Marketing Research
- MK 256 Applied Marketing Management

Marketing Research should be taken in the spring semester, junior year. Applied Marketing Management should be taken in the senior year.

The two additional courses may be taken from any of the following electives:

- MK 148 Services Marketing
- MK 152 Consumer Behavior
- MK 153 Retail and Wholesale Distribution
- MK 154 Communication and Promotion
- MK 157 Professional Selling and Sales Management
- MK 158 Product Planning and Strategy
- MK 161 Customer Relationship Management (cross listed with MD 161)
- MK 168 International Marketing
- MK 170 Entrepreneurship
- MK 172 Marketing Ethics
- MK 235 New Media Industry (cross listed with MI 235)
- MK 252 E-Commerce (cross listed with MI 253)
- MK 610 Sports Marketing
- MK 620 Marketing Information Analytics

Students interested in a career in marketing often take more than the minimum four courses in order to enhance career preparation.

Students are cautioned, however, against becoming too narrowly specialized.

MK 299 Individual Study is offered for enrichment purposes only. It does not count toward the Marketing concentration, but does allow a student the opportunity to be creative with learning interests. A student must have agreement from a Marketing professor to oversee the individual study prior to signing up for the course.

Information for Study Abroad

Prior to going abroad, Marketing majors must have taken the Core marketing course (MK 021). Only one course from the international university can be considered for major credit. Only major electives can be taken abroad. Students should meet with Professor Sannella prior to going abroad.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

MK 021 Marketing Principles (Fall/Spring: 3)
Prerequisite: This course is a prerequisite for all other marketing courses.

This course will explore the basic concepts, principles, and activities that are involved in modern marketing. It presents marketing within the integrating framework of the marketing management process that consists of organizing marketing planning, analyzing market opportunities, selecting target markets, developing the marketing mix, and managing the marketing effort. Additional attention is focused on international marketing, services marketing, non-profit marketing, and marketing ethics.
The Department

MK 031 Marketing Principles—-Honors (Fall: 3)

This course will explore the basic concepts, principles, and activities that are involved in modern marketing. It presents marketing within the integrating framework of the marketing management process that consists of organizing marketing planning, analyzing market opportunities, selecting target markets, developing the marketing mix, and managing the marketing effort. Additional attention is focused on international marketing, services marketing, nonprofit marketing, and marketing ethics.
Linda Salisbury

MK 148 Services Marketing (Spring: 3)
Prerequisite: MK 021

The service sector of the economy is twice as large as the manufacturing sector. Service organizations differ in many important respects from manufacturing businesses and require a distinctive approach to marketing strategy development and execution. Some service businesses to be studied include TV and radio stations, hospitals and HMOs, hotels, theaters, music groups, and airlines. Service providers include accountants, lawyers, doctors, and dentists.
Maria Sannella

MK 152 Consumer Behavior (Spring: 3)
Prerequisite: MK 021

This course is designed to integrate the disciplines of psychology, anthropology, and sociology with marketing to explain, understand, and predict consumer decisions. This is achieved by exploring both the

theoretical and practical implications of (1) individual behavioral variables such as motivation, learning, perception, personality, and attitudes, (2) group influences such as family, culture, social class, and reference group behavior, and (3) consumer decision processes such as cognitive dissonance, brand loyalty, new product adoption, and risk reduction.
Elizabeth Miller

MK 153 Retail/Wholesale Distribution (Fall/Spring: 3)
Prerequisite: MK 021

This class focuses on the necessary concepts and principles of retailing involved in making retail and wholesale decisions. The course looks at retailing from both a consumer perspective (e.g., why does a consumer shop a particular retail outlet?) and a business-to-business perspective (e.g., how does the retailer decide which supplier to use?). Additionally, the course examines the various methods of retailing (e.g., bricks and mortar, bricks and clicks) and how these methods have evolved and will evolve in the future.
Maria Sannella

MK 154 Communication and Promotion (Fall/Spring: 3)
Prerequisite: MK 021

This course concerns the communication function in marketing. It builds on a base of strategic marketing planning and consumer behavior and then proceeds to treat advertising, sales promotion, re-seller stimulation, and public relations as part of an overall promotional mix. These various communication methods are considered as variables to be used concurrently and interactively to meet strategic marketing objectives. The study of advertising is a major topic in this course, although its role will be considered in light of overall organizational promotional objectives.
Adam Brasel
Marcia Schiavoni-Gray

MK 157 Professional Selling and Sales Management (Fall: 3)
Prerequisite: MK 021

The selling profession is experiencing substantial change, reflecting in part the emergence of a global economy and the turbulence of the marketplace caused by mergers and leveraged buyouts. There is a growing recognition that salespeople need greater expertise. Methods that were successful in the past are giving way to new and demanding disciplines. This course first teaches the principles of selling, then concentrates on a sales operating system that emphasizes the need for setting sound sales strategies and practicing good sales tactics.
John Westman

MK 158 Product Planning and Strategy (Fall: 3)
Prerequisite: MK 021

With the growing concern over the success rate of new products, an intense effort is being employed by marketers to establish more effective new product development and management strategies. Using lectures and case studies, this course will focus on the process of conceiving new products, developing an effective organization, and designing and implementing effective marketing strategies and policies over the course of the product life cycle.
William White

MK 161 Customer Relationship Management (Spring: 3)
Prerequisite: MK 021
Cross Listed with MD 161

Students will learn the fundamental CRM principles, discuss them in case discussions, and apply them in a project with an organization of their choice. Topics will include the definition of CRM (getting, keeping and growing profitable customers), how to build relationships, the IDIC model (identify, differentiate, interact, and customize), permission marketing, closed loop systems, mass customization, lifetime value, quantification of opportunity, program measurement, and review of a CRM system.
Kay Lemon

MK 168 International Marketing (Fall: 3)
Prerequisite: MK 021

As more and more United States companies expand their marketing efforts into international markets, it is increasingly important for them to develop skills in the evaluation of the risks and opportunities based on a genuine knowledge of foreign cultures and business practices. The international marketer needs to understand how the people in different countries respond to marketing efforts. The main objective of this course is to provide students with a basic understanding of the international marketing environment and the critical elements involved in entering and competing effectively in selected foreign markets.
Gergana Nenkov

MK 170 Entrepreneurship (Spring: 3)
Prerequisites: MK 021, MF 021, MA 021, MA 022

Starting and operating a new business involves considerable risk and effort to overcome all the inertia against marketing a new venture. More than two million new enterprises are launched each year, but seventy percent fail. Success requires not only effective personnel skills, but also effective managerial and marketing skills. This course will focus on the characteristics and the background(s) of entrepreneurs, the assessment of marketing opportunities, the development of a business plan, and the financing, management, and marketing of the new venture.
Ken Parker

MK 172 Marketing Ethics and Creative Thinking (Spring: 3)
Prerequisite: MK 021

This course is designed to assist future marketing practitioners with the development of their ethical decision-making skills and the application of creative thinking in the formulation of alternative courses of action in difficult ethical situations. In the ethics area, the course begins by reviewing the traditional foundations of ethical reasoning followed by more intensive study of selected current theories and relevant readings in the areas of business and marketing ethics.
Maria Sannella

MK 235 Special Topics: New Media Industries (Spring: 3)
Prerequisite: MK 021
Cross Listed with MI 235

This course is designed to introduce the changing business models for new media industries, including video games, music, movies, print, advertising, and television. 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.
PJ McNeilly

MK 252 Electronic Commerce (Fall: 3)
Prerequisite: MK 021
Cross Listed with MI 253

Electronic commerce is more than a buzz word. Business on the Internet has altered the competitive landscape for large and small corporations alike and it is still in its early stages. Electronic commerce is 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 its impact on the future of the corporation. This course will provide a managerial overview of the technologies supporting and enabling electronic commerce and will then focus on how it is changing the organization and the competition.
Mary Cronin

MK 253 Marketing Research (Fall/Spring: 3)
Prerequisite: MK 021

Marketing managers depend on the availability of timely and accurate market information to reduce their risk in decision making. The goal of this course is to provide students with a solid grounding in contemporary marketing research methods to enable them to recognize the need for research, to design and implement some research projects on their own, and to evaluate knowledgeably the research methods and results presented to them by others.
Paul Berger
Adam Brasel
Sandra Bravo

MK 256 Applied Marketing Management (Fall/Spring: 3)
Prerequisite: MK 021

This integrating course emphasizes the importance of strategy formulation as the basis for sound marketing management and decision making. The course stresses the application of marketing concepts and principles through case analysis and class discussion of cases, problems, and current marketing readings. Attention is placed on identifying and evaluating marketing strategies and problems and developing explicit recommendations for action.
Patricia Clarke
Kathleen Seiders

MK 299 Individual Study (Fall/Spring: 3)
Prerequisite: Department permission
This is an individualized course that is developed by a student and a faculty member and is approved by the department chairperson. This course cannot be counted toward the Marketing concentration.

A student with a unique idea or specialty area that is not covered by any of the scheduled courses may request to study that area with the approval of a faculty supervisor. A written proposal outlining the area of interest to be studied is necessary for approval.
The Department

Undergraduate and Graduate Course Offerings

MK 610 Special Topics: Sports Marketing (Fall: 3)
Prerequisites: MK 021, MK 705, or MK 721

The goal of this course is to provide an understanding of the business practices for the sports industry. Taking a practical approach, students will be asked to create business solutions for sports organizations. The attributes and failures of real examples will be discussed.
Lou Imbriano

MK 620 Marketing Information Analytics (Spring: 3)
Prerequisites: MK 021, MK 705, or MK 721

This course will present a range of analytical methodologies and tools addressing a very rapidly changing market place. While much of the analytical content applies to any channel or medium, it is clear that technological innovation in the online channel is the key enabler or facilitator for much of what will be encountered in this course. The technology revolution necessitates new approaches to marketing. Learning experiences will use tools like Excel (standard Analysis ToolPak) and generic SQL queries (using Oracle or MySQL). These will be augmented with R (aka S-Plus) for some of the more sophisticated statistical analyses.
Nathaniel Lin

Graduate Course Offerings

MK 705 Marketing (Fall/Spring: 3)

This course focuses on the managerial skills, tools, and concepts required to produce a mutually satisfying exchange between consumers and providers of goods, services, and ideas. The material is presented in a three-part sequence. Part one deals with understanding the market place. Part two deals with the individual parts of the marketing program such as pricing, promotion, product decisions, and distribution. Part three of the course deals with overall strategy formulation and control of the marketing function. Students in this course will come to understand the critical links between marketing and the other functional areas of management.
Sandra Bravo
Patricia Clarke
Gerald Smith

MK 721 Marketing (Fall: 2)

This course focuses on the managerial skills, tools, and concepts required to produce a mutually satisfying exchange between consumers and providers of goods, services, and ideas. The material is presented in a three-part sequence. Part one deals with understanding the market place. Part two deals with the individual parts of the marketing program such as pricing, promotion, product decisions, and distribution. Part three of the course deals with overall strategy formulation and control of the marketing function.
Victoria Crittenden

MK 801 Marketing Research (Fall/Spring: 3)
Prerequisite: MK 705 or MK 721

Addresses the methods and techniques of securing information essential to reducing risk in management decision making and effectively solving marketing problems. Subjects include research design, data collection methods, planning research, sampling, data analysis, and the applications of research to the task of managing the marketing effort. Case projects developed.
Paul Berger
Adam Brasel

MK 803 Product Planning and Strategy (Spring: 3)
Prerequisite: MK 705 or MK 721, at least one other marketing elective

Designed for students interested in careers in product/brand management, planning, marketing research, or sales management. Exposes students to the product development process and the key elements in effective market planning through lectures, cases, guest speakers, and a term project. Students work in teams and are assigned to live

companies—new ventures or established firms—that require assistance in preparing marketing plans for their service, consumer product, or industrial product.
William White

MK 804 Consumer Behavior (Spring: 3)
Prerequisite: MK 705 or MK 721 and at least one other marketing elective

Emphasizes the need for managers to understand how and which consumers make buying decisions in order to enhance the effectiveness of marketing strategies. Analyzes psychological variables such as perception, motivation, learning, attitudes and personality and sociological variables such as culture, the family, social class, and reference group. It assesses their importance to the marketing of products and services.
Liz Miller

MK 805 Marketing Strategy (Spring/Summer: 3)
Prerequisite: MK 705 or MK 721 and one other marketing elective

This course builds on the core marketing course and integrates the various aspects of marketing to explore strategic marketing issues. Extensive case analysis and financial and analytical tools are used to examine: marketing growth strategies, target market strategies, external factors, marketing program development, the marketing organization, and implementation of marketing strategy. Students learn to formulate marketing strategies and estimate the financial and marketing outcomes of implementing such strategies. Quantitative methods, including finance and accounting tools will be used throughout the course.
Nick Nugent

MK 807 International Marketing Management (Fall: 3)
Prerequisite: MK 705 or MK 721

Provides students with a basic understanding of the various components of marketing in a global environment and their interrelationships. Uses case discussions, lectures, and group projects to enable students to make rational and logical marketing decisions in the international marketplace.
Arch Woodside

MK 808 Communication and Promotion (Fall: 3)
Prerequisite: MK 721 or MK 705

This course explores the field of marketing communications from the perspective of a marketing or brand manager. It shows how to manage each element of the promotional mix to achieve an effective communications strategy. Students learn how to develop advertising objectives and strategies, positioning strategy, media strategy, how to measure and test buyer response to marketing communications, and how to manage the relationship between client and agency. The course is particularly useful to those interested in careers in product management, advertising, public relations, direct marketing, internet marketing, or careers involving the introduction of new products.
Adam Brasel

MK 811 Customer Relationship Management (Fall: 3)
Prerequisite: MK 705 or MK 721
Cross Listed with MD 811

A fundamental shift has occurred in marketing from managing and marketing products to understanding and managing customers. This necessitates an understanding of the customer management process, and the ability to develop and grow profitable customer relationships. In this course, students will learn the critical tools needed for successful customer management. It teaches strategic and analytic skills relating to customer selection and acquisition, customer management, customer retention and customer lifetime value. As firms seek to make their marketing investments financially accountable, it also provides students with an understanding of the link between marketing and finance.
Kay Lemon

MK 813 Services Marketing (Spring: 3)
Prerequisite: MK 705 or MK 721. MK 801 is also recommended.

This course will concentrate on the customer—from identifying viable customer segments, targeting specific niches or groups of customers, developing marketing programs to satisfy their needs, providing them with superior service and through assessing the firm's effectiveness in terms of customer attraction and loyalty. This course will focus on marketing tools, techniques, and strategies necessary for managing service institutions, as well as the strategic use of market information.
Don Carlin

MK 814 Pricing Policy/Strategy (Fall: 3)
Prerequisite: MK 705 or MK 721, as well as an understanding of the fundamentals of cost accounting

This course explores pricing strategy and shows how pricing can be managed to achieve profitability. The course is practical and hands-on. It examines current pricing practices used by many companies, and shows how they lead to distortions and problems. It suggests strategic principles that lead to more profitable pricing decisions, including methods for financial analysis that focus on pricing profitability. Other topics include value-based pricing, managing price competition, segmenting markets based on price sensitivity, segmentation pricing strategies, buyer psychology of pricing, and research methods for assessing price sensitivity.
Gerald Smith

MK 815 Strategic Brand Management (Spring: 2)
Prerequisite: MK 705 or MK721

This course teaches students fundamental and leading-edge concepts in brand management. Students learn to develop and articulate brand strategy, how to give strategic brand direction, and how to measure strategic brand progress. They learn how to manage key relationships and functions that surround the brand, e.g., advertising, promotion, public relations, licensing, product and package design agencies. A capable brand manager has exceptional strategic, quantitative, interpersonal, and presentation skills, and must be comfortable with decision-making and leadership.
Gerald Smith

MK 853 Electronic Commerce (Fall/Spring: 3)
Cross Listed with MI 853

This course provides a framework for students to analyze three important and interrelated components of the wave of electronic commerce. Analyzed first is the network and security infrastructure required for business to flourish on the Web. The second part of the course will examine how Internet applications are changing business processes and the strategic issues that these changes pose for corporate managers. The third part of the course focuses on a more detailed look at key industry sectors and challenges students to develop a model for the evolution of electronic commerce within each industry.
Mary Cronin

MK 897 Directed Readings (Fall/Spring/Summer: 3)
Gerald Smith

Operations and Strategic Management

Faculty

Walter H. Klein, *Professor Emeritus;* B.S., M.B.A., Ph.D., University of Pittsburgh
Larry P. Ritzman, *Galligan Professor Emeritus;* B.S., M.B.A., University of Akron; D.B.A., Michigan State University
Samuel B. Graves, *Professor;* Chairperson of the Department; B.S., U.S. Air Force Academy; M.S., D.B.A., George Washington University
Jeffrey L. Ringuest, *Professor and Associate Dean;* B.S., Roger Williams College; M.S., Ph.D., Clemson University
M. Hossein Safizadeh, *Professor;* B.B.A., Iran Institute of Banking; M.B.A., Ph.D., Oklahoma State University
Sandra A. Waddock, *Galligan Professor;* B.A., Northeastern University; M.A., Boston College; M.B.A., D.B.A., Boston University
Joy Field, *Associate Professor;* M.S., M.B.A., Ph.D., University of Minnesota
Marta Geletkanycz, *Associate Professor;* B.S., Pennsylvania State University; M.B.A., New York University; Ph.D., Columbia University
Hassell McClellan, *Associate Professor;* B.A., Fisk University; M.B.A., University of Chicago; D.B.A., Harvard University
David C. Murphy, *Associate Professor;* B.B.S., New Hampshire College; M.B.A., D.B.A., Indiana University
Richard A. Spinello, *Associate Research Professor and Director CSOM Ethics Program;* A.B., M.B.A., Boston College; M.A., Ph.D., Fordham University
Mohan Subramaniam, *Associate Professor;* B.Tech., M.S., University-Baroda, India; M.B.A., Indian Institute of Management; D.B.A., Boston University
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
Tieying Yu, *Associate Professor;* B.S., Nankai University; M.S., Fudan University; Ph.D., Texas A&M University
Jiri Chod, *Assistant Professor;* B.S., M.S., Prague School of Economics; Ph.D., Simon School of Business, University of Rochester
Metin Sengul, *Assistant Professor;* B.S., M.S., Istanbul Technical University; M.S., Texas A&M University; M.S., Ph.D., INSEAD
Erkut Sonmez, *Assistant Professor;* B.S., Middle East Technical University, M.S.; Ph.D., Tepper School of Business, Carnegie Mellon University
Jianer Zhou, *Assistant Professor;* B.S., Fudan University; M.S., Ph.D., Simon School of Business, University of Rochester
Richard McGowan, S.J., *Adjunct Associate Professor;* B.S., Widener University; M.A., University of Delaware; M.Div., Th.M, Weston School of Theology; D.B.A., Boston University
Larry C. Meile, *Adjunct Associate Professor;* B.S., M.B.A., University of Wisconsin; Ph.D., Texas Tech University
David R. McKenna, *Lecturer;* B.S., M.B.A., Boston College

Contacts

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- http://www.bc.edu/osm

Undergraduate Program Description

The Department offers undergraduate and graduate courses in the areas of decision analysis, operations management, and strategic management. An undergraduate concentration is offered in Operations Management.

Concentration in Operations Management

The Operations Management concentration is designed to provide students with knowledge of the current issues in the fields of operations management. Intense competition in the fast-paced global markets has made competencies in this field the focus of attention in both manufacturing and service organizations. The concentration satisfies the need for students with in-depth knowledge of issues in both types of organizations.

This widely-applicable concentration combines teaching of analytical methods, operations management issues, and strategic management. The curriculum recognizes the importance of environmental, ethical, and social issues. The pedagogy entails lecture and discussion, field studies, case studies, and analytical modeling.

The concentration purposefully builds upon the Carroll School of Management core, particularly complementing the courses in statistics, economics, management science, and strategy and policy to produce an exceptionally fine package strongly grounded in analysis while being managerial in focus. Our courses emphasize analysis and policy formulation and are explicitly designed to deliver the skills and knowledge required by successful managers in today's competitive environment.

The courses both intersect with and transcend the other functional business disciplines making Operations Management a good choice as a second concentration for those who may have already decided upon a primary concentration in Accounting, Finance, Marketing, Information Systems, or Human Resource Management.

Objectives of the Undergraduate Concentration in Operations Management

The objectives of the undergraduate concentration are to develop managers who:

- exercise managerial judgment
- analyze managerial problems
- understand the complexity of the managerial decision-making environment
- identify sources of competitiveness in an industry and organization
- appreciate the interrelations of the various functional areas in an organization and their role in resource allocation
- apply a global perspective, a broad view of the role of general managers, and have a thorough understanding of the operations function
- understand and appreciate the emerging ethical issues arising from the globalization of operations
- appreciate the role of operations within the structure of an organization
- possess a high level of communication and interpersonal skills
- apply quantitative techniques

Careers in Operations Management

Managers with the traits listed above can choose from a wide range of positions and career tracks. Our graduates have been successful in attaining positions dealing with process management and analysis in major companies such as Accenture, Boston Beer, Deloitte Consulting, Ernst & Young, General Electric, IBM, Goldman Sachs, JPMorgan Chase, and UBS.

Students with this concentration may pursue careers in consulting, manufacturing, financial services, healthcare services, retail, transportation, technology, government, and not-for-profit organizations. In a manufacturing firm the senior executives would likely have the title of Vice President of Manufacturing or Operations Manager. In a service industry, such as banking or health care, the title would be Vice President or Director of Operations. At lower levels in the firm are positions such as Systems Analyst, Operations Analyst, Director of Materials/Inventory Control, Plant/Manufacturing Manager, Purchasing Manager, Distribution Manager, Quality Control Manager/Analyst, Operations Analyst, and Management Trainee, as well as positions on the corporate planning staff.

The demand for managers with these skills is high and will grow higher as United States firms continue to recognize that they compete not only with new products, good marketing, and skillful finance, but also with a high degree of competence in managing their operations. Salaries for concentrators in Operations are and will likely remain competitive with all other concentrations in management.

Proposed Operations Management Concentration Requirements

The following course is required for the concentration:

- MD 375 Operations and Competition (fall)

also take one of the following:

- MD 254 Service Operations Management (spring)
- MD 255 Managing Projects (spring)

also take one of the following:

- MD 384 Applied Statistics (spring)
- MD 604 Management Science (fall)
- MD 606 Forecasting Techniques (fall)

also take one of the following:

- MI 205 TechTrek (spring)
- MI/CS 258 Systems Analysis and Design (fall)
- MI 253 Electronic Commerce (fall)
- MD 254 Service Operations Management (spring)—if not taken above
- MD 255 Managing Projects (spring)—if not taken above
- MD 384 Applied Statistics (spring)—if not taken above
- MD 604 Management Science (fall)—if not taken above
- MD 606 Forecasting Techniques (fall)—if not taken above

Study Abroad

Although there are no particular prerequisites needed in order to qualify for study abroad, the usual course prerequisites still apply. There is no limit to how many courses taken abroad will be allowed for major credit. If the courses are judged equivalent and if the proposed courses constitute a reasonable selection, major or elective credit will be given. Note well: MD 099 Strategy and Policy is the integrative capstone course to CSOM core and should be taken at Boston College during senior year.

All students wishing to study abroad must first meet with Richard Keeley, Associate Dean. Students should then meet with Samuel Graves, Department Chairperson, for course approvals. All course approvals should be sought in person, with all supporting documentation (course description, detailed syllabus, etc.) in hand. All approvals must be obtained prior to going abroad.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

MD 021 Operations Management (Fall/Spring: 3)
Prerequisites: EC 131, EC 132, EC 151, MA 022, CS 021, and MT 235

This course is an introduction to operations management. Operations, like accounting, finance, marketing, and human resources, is one of the primary functions of every organization. Operations managers transform human, physical, and technical resources into goods and services. Hence, it is vital that every organization manage this resource conversion effectively and efficiently. How effectively this is accomplished depends upon the linkages between operating decisions and top management (strategic) decisions. The focus of the course is decision-making at the operating level of the firm. A strong emphasis will be placed on the development and use of quantitative models to assist decision making.
The Department

MD 031 Operations Management—Honors (Fall: 3)
Prerequisites: EC 131, EC 132, EC 151, MA 022, CS 021, and MT 235
Core course for the CSOM Honors Program

Operations management focuses on the planning, implementation, and control of activities involved in the transformation of resources into goods and services. This course provides an introduction to the management of business operations and emphasizes understanding of basic concepts and techniques in the operations management area that are needed to facilitate efficient management of productive systems in manufacturing and service sectors. A strong emphasis is placed on the development and use of quantitative models to assist operational decision making.
The Department

MD 099 Strategy and Policy (Fall/Spring: 3)
Prerequisite: Successful completion of the CSOM Core requirements.
This is the senior integrative capstone course of the CSOM Core.

This course attempts to provide future leaders and strategists with an understanding of strategic management that will enable them to function effectively in a complex, global economy. Successful strategists need to define goals, analyze the organization and its environment, make choices, and take concerted actions to effect positive change in their organization and society. Using the conceptual tools and analytic frameworks of strategic management, this course provides a perspective that is integrative, yet analytical. This perspective helps students make sense of the global business and societal environments, understand the ambiguities and dilemmas of management, and learn how to take effective action.
The Department

MD 100 Competitive Strategy—Honors (Fall: 3)
Prerequisites: MD 100 substitutes for MD 099 in the CSOM Core requirements, hence, it has the same prerequisites as MD 099.
This is the senior integrative capstone course of the CSOM Core.

This course is designed to develop the administrative perspective and general management skills necessary for determining and achieving the strategic objectives of a firm. Through case studies and readings, the course exposes future managers to (1) the use of strategic concepts to achieve corporate objectives and mission in competitive situations through the use of strategic management concepts, including environmental and industry analysis, and (2) the integrative application of knowledge gained from all of the management disciplines to solve actual management dilemmas.
Richard McGowan, S.J.

MD 161 Customer Relationship Management (Spring: 3)
Prerequisite: MK 021
Cross Listed with MK 161

This course will focus on how new technologies will affect marketing strategies. In today's dynamic markets, firms have exciting new marketing opportunities to interact and do business with customers; particularly via the web and new wireless technologies. In this course we will focus on understanding the underlying strategies necessary to integrate these new marketing technologies with traditional non-electronic approaches to marketing.
John Westman

MD 254 Service Operations Management (Spring: 3)
Prerequisite: MD 021

This course will focus on aspects involved in the management of service operations within the "pure" service sector (financial service, retail, transportation, travel and tourism, government, etc.) and within the service functions of manufacturing (after-sales support, financing, etc.). After an introductory section to provide an overview of the role of services in the economy and within the functioning of various enterprises (to include government, not-for-profits, etc.), the following topics will be explored: design and delivery of services, measurement for productivity and quality, managing capacity and demand, quality management, redesign of service delivery processes, management of technology, and managing human resources.
Mei Xue

MD 255 Managing Projects (Spring: 3)
Prerequisite: MD 021
Cross Listed with MI 255
This course has several mandatory 7:00 p.m.-9:30 p.m. Tuesday night commitments.

This course takes a holistic approach to planning, organizing, and controlling projects. It looks at how projects are uniquely suited to support an organization's strategy in a fast-paced business environment. Topics include project life cycle, algorithms and statistical concepts underlying network planning models, managing risk and resource allocation. Microsoft Project will be used as to support the planning and monitoring phases of project management. The conceptual part of this course is framed with an eye to the behavioral realities a manager faces and the psychology of managing project teams.
Larry Meile

MD 265 Globalization, Culture, and Ethics (Fall: 3)
Satisfies Cultural Diversity Core Requirement

This course helps students learn how to manage responsibly across different countries and cultures. The spread of capitalism and expansion of markets around the globe provoke challenging questions about socially responsible management. Managers must decide whether strategies and ethical principles that make sense in one culture can be applied to others. Central to the course will be the difficult choice between adapting to prevailing cultural norms or initiating a cultural/moral transformation. The course considers a number of cases set in different cultural contexts.
Richard Spinello

MD 299 Independent Study (Fall/Spring: 3)
Prerequisite: Senior standing and permission of department chairperson
By arrangement.

The student works under the direction of an individual professor.
The Department

MD 375 Operations and Competition (Fall: 3)
Prerequisite: MD 021
Required for the Operations and Technology Management concentration.

This course examines concepts, principles, and techniques for formulating, implementing, and evaluating an operations strategy. The purpose of the course is to link strategic and tactical operational decisions to the creation of a competitive advantage. Topics to be covered include an overview of operations strategy content and process, service operations, workforce management, capacity and facilities strategy, supply chain management, project management, process design and technology choice, and quality and productivity improvement.
Joy Field

MD 384 Applied Statistics (Spring: 3)
Prerequisite: Previous exposure to statistics and an ability to use computing facilities
Acquaintance with linear algebra and the ability to use a computer are desirable.

This course is an introduction to the theory and the use of linear statistical models particularly as they are applied to the analysis of data for forecasting and experimental analysis.
David McKenna

Undergraduate and Graduate Course Offerings

MD 604 Management Science (Fall: 3)
Prerequisites: MD 021, MD 707, or MD 723
Strongly recommended for students interested in operations management.

Covers the most frequently used quantitative tools of management: linear programming, integer programming, network models, multiple objective and goal programming, nonlinear programming, dynamic programming, inventory models, queuing models, Markov chains, game theory, decision theory, and decision trees.
David McKenna

MD 605 Risk Analysis and Simualtion/Management Decision Making (Spring: 3)
David McKenna

MD 606 Forecasting Techniques (Fall/Spring: 3)
Prerequisite: Previous exposure to statistics and an ability to use computing facilities
Cross Listed with EC 229

The planning process is dependent on both forecasting ability and logical decision-making. This course focuses on forecasting models of processes that occur in business, economics, and the social sciences. The techniques presented include time series models, single equation regression models, and multi-equation simulation models.
Richard McGowan, S.J.

MD 609 Advanced Topics:Principles of Sports Management (Fall/Spring: 3)
Warren K. Zola

Graduate Course Offerings

MD 700 Economics (Fall/Spring: 3)

This course covers microeconomics and macroeconomics. The microeconomics is a fairly traditional treatment of price theory which develops an analytic framework of demand and supply. Upon this base, the implications of the various market structures are considered within the usual structure/conduct/performance models with respect to behavior, price, output, and welfare implications. In macroeconomics, the variables of focus are interest rates, inflation, and unemployment. Based on an initial backdrop of the naive aggregate supply and aggregate demand concept, the Keynesian and monetary models are developed and fiscal and monetary policy explored. International trade, exchange rates, and balance of payments are also examined.
The Department

MD 705 Statistics (Fall/Spring/Summer: 3)

This course focuses on the analytical tools of statistics that are applicable to management practice. The course begins with descriptive statistics and probability and progresses to inferential statistics relative to central tendency and dispersion. In addition to basic concepts of estimation and hypothesis testing, the course includes coverage of topics such as analysis of variance and regression.
The Department

MD 707 Operations Management (Fall/Spring/Summer: 3)
Prerequisite: MD 705

This course covers the concepts, processes, and managerial skills that are needed in producing goods and services. The course focuses on decisions that convert broad policy directives into specific actions within the organization and that guide the monitoring and evaluating of the activity. The major techniques of quantitative analysis are applied to a variety of managerial decision problems. Emphasis is placed on developing formal analytical skills, especially in structured problem solving, and on recognizing the strengths, limitations, and usefulness of management science approaches.
The Department

MD 708 Managing in the Global Environment (Fall/Spring/Summer: 3)

This course introduces students to some of the salient issues concerning global industries and global strategy. The course will help students identify what characteristics make an industry global, evaluate what strategic options organizations have when competing in such industries, and develop frameworks to understand how to solve specific managerial problems associated with crafting and implementing a global strategy. The course will also expose students to how host governments influence a multinational company's actions in international markets and will introduce them to the unique issues these companies face when competing in emerging markets.
The Department

MD 710 Management Practice III: Strategic Management (Fall/Spring/Summer: 3)

The strategic management course deals with the overall general management of an organization. It stresses the role of the manager as strategist and coordinator whose function is to integrate the conflicting internal forces that arise from among the various organizational units while simultaneously adapting to the external pressures that originate from a changing environment. Drawing on the knowledge and skills developed in the core curriculum, this course serves as the integrating experience for the M.B.A. program.
The Department

MD 711 Management Practice IV: Social Issues in Management (Fall/Spring/Summer: 3)
Prerequisite: Management Practice I, II, and III, and M.B.A. Core

This course concentrates on the dynamic external environment surrounding the organization. It views the external environment from several perspectives: as a complex set of interrelated economic, legal, political, social, ecological, and cultural influences upon the organization, as a constellation of publics or constituencies (suppliers, unions, stockholders, government, local community, pressure groups, etc.) affecting the organization, or as a set of social issues (e.g., consumerism, pollution, discrimination, public disclosure, etc.) involving the organization and society.
The Department

MD 714 Statistics (Fall: 2)

Focuses on the analytical tools of statistics that are applicable to management practice. The student will learn how to deal with masses of data and convert those data into forms which will be the most useful for management decision making. This is the subject matter of descriptive statistics and includes graphs, histograms, and numerical measures. The student will learn how to distinguish important signals in the data from ever present noise. This is the subject matter of inferential statistics and includes hypothesis testing, confidence intervals, regression and correlation. All techniques are taught in the context of managerial decisions.
Samuel Graves

MD 716 Modeling and Decision Analysis (Spring: 1)

This course will show how the analysis of mathematical models using computer spreadsheets can assist those concerned with managerial decision making. Dealing with these decisions is a major part of the work of individuals at all levels in a modern organization. Using mathematical models to represent complex decision situations provides a manager with a valuable set of tools which aid management decision making. Examples and cases will be drawn from a variety of fields including corporate and strategic planning, accounting, finance, marketing, and operations management.
Jeffrey Ringuest

MD 723 Operations Management (Spring: 2)
Prerequisite: MD 714

This course covers the concepts, techniques, and managerial skills needed to manage the operations function found in both service and manufacturing organizations. Topics include both strategic and design decisions in operations, including operations strategy, competitive priorities, positioning strategy, process choice, process reengineering, statistical process control, managing technology, CIM, quality, learning curves, capacity, global operations, location, and layout. Such issues make operations management an interfunctional concern that requires cross-functional understanding and coordination. These topics and techniques are studied using a blend of theory, cases, analytical techniques, class discussions, and business examples.
M.H. Safizadeh

MD 725 Managing in the Global Environment (Spring: 1)

This course introduces students to some of the salient issues concerning global industries and global strategy. The course will help students identify what characteristics make an industry global, evaluate what strategic options organizations have when competing in such industries, and develop frameworks to understand how to solve specific managerial problems associated with crafting and implementing a global strategy. The course will also expose students to how host governments influence a multinational company's actions in international markets and will introduce them to the unique issues these companies face when competing in emerging markets.
Mohan Subramaniam

MD 730 Strategic Analysis (Fall: 1)
Hassell McClellan

MD 750 Management Practice IV: Managing in a Changing World (Spring: 3)
Prerequisite: Management Practice I, II, III and M.B.A. Core

Emphasizes strategic management in the broadest possible context—in social, political, ecological, and ethical environments. These external environments are viewed as a complex set of interrelated economic, cultural, legal, social, political, and ecological influences facing the organization as it operates in domestic and global contexts; a powerful and dynamic set of constituencies affecting the enterprise; and a set of issues to which the organization must respond. Also provides a forward-looking perspective on the dominant trends and issues that shape the competitive environment in a rapidly changing economy: technology, globalization, strategic and economic alliances, new standards, and expectations for executives and corporations.
Hassell McClellan

MD 808 Entrepreneurship and New Ventures (Fall: 3)

Provides an introduction to the process and function of venture capital companies, where funds are sourced, the operation of a VC firm, its relationship to its funds, distributions, fees, etc. Topics include understanding how and why VCs make investment decisions. Also covered are the venture process from the entrepreneur's point of view, looking at key issues of how much money to raise, how to go about it, what VCs to target, legal issues pertaining to the raising of capital, etc. Guest lecturers will include well known Boston area venture capitalists and successful entrepreneurs who have operated venture-backed companies.
Ron Guerriero

MD 809 Strategic Management in Financial Service Institutions (Spring: 3)
Prerequisite: MD 710 or MD 740. MF 820 recommended.
Cross Listed with MF 809

Examines the practice of strategy formulation, industry and competitive analysis, and strategy implementation in the financial services industry. Focuses on critical strategic issues; explores the application of managerial and strategic planning concepts and skills to an industry that is characterized by dynamic and evolving regulatory, economic, competitive, technological, and political environments. Uses cases, assigned readings, and guest speakers from the industry.
Hassell McClellan

MD 810 Small Business Management Strategy (Spring: 3)
William Driscoll

MD 831 Managing Projects (Spring: 3)
Prerequisite: MD 707 or MD 723

This course addresses project management from a holistic management perspective. It looks at projects as a means of achieving the strategic goals of the organization through careful integration of the functional components of the project with the existing organizational infrastructure. It emphasizes the use of effective interpersonal and communication skills to organize, plan, and control the project team.
Larry Meile

MD 832 Advanced Topics: Supply Chain Management (Spring: 2)

This course will present the student with a detailed overview of the fundamental management issues that confront those who are responsible for or are impacted by an organization's supply chain. This course will have a slant towards international business and the ethical, environmental and social issues that are related to working with suppliers in other countries.
Al Contarino

MD 837 Advanced Topics: Strategic Deal-Making for Results (Spring: 3)

This course will present the student with a detailed overview of the fundamental management issues that confront those who are responsible for or are impacted by an organization's supply chain. This course will have a slant towards international business and the ethical, environmental and social issues that are related to working with suppliers in other countries. The course will be taught through lecture related to the text and class discussions related to assigned cases and articles
Patrick Davenport

MD 840 Advanced Topics: Social Entrepreneurship (Fall: 3)
Andrew Wolk

MD 843 Advanced Topics : Misadventures in Private Equity (Spring: 3)
Miles Arnone

MD 844 Advanced Topics: International Entrepreneurship (Spring: 3)

This course is designed for students who may at some point be interested in pursuing managerial careers in the international entrepreneurial sector, and covers the development of skills to identify, evaluate, start, and manage ventures that are international in scope. During the semester, students will travel to more than fifteen countries on five continents, and analyze operations at each stage of the entrepreneurial process. The course will cover market entry, forming alliances,

negotiations, managing growth, and cross-border financing. Support from local governments, and the cultural, ethical, legal, and human resource issues facing the entrepreneur will also be touched upon.
Gregory Stoller

MD 845 Managing Corporate Responsibility (Fall: 3)
Cross Listed with MB 845

Companies today are caught in the crossfire of demands to manage their stakeholder and environmental responsibilities effectively. This course explores how companies can develop responsibility management systems that implement their corporate citizenship to meet these growing demands. Topical coverage includes systems thinking, responsibility management approaches, vision setting and leadership commitment processes, integration of systemic approaches to responsibility management, and innovation, improvements, and indicators (measurement and assessment systems). Students will undertake a hands-on (work-based or action) learning project in an organization of their choice, preferably their employer although other organizations where changes can be initiated are also feasible subject organizations.
Sandra Waddock

MD 854 Management of Service Operations (Fall: 3)
Prerequisite: MD 707 or MD 723

The ever-increasing contribution of the service sector to the growth of GDP and the growing dependence of a highly automated manufacturing sector on service industries make prosperity of service operations critical to the United States' ability to compete in international markets. This course focuses on issues that are essential to the success of a service-oriented operation. Topics include focusing and positioning the service, service concept and design, operations strategy and service delivery systems, integration of functional activities, work force, and quality control issues. Much emphasis is placed on case studies and analysis of real-world scenarios.
Hossein Safizadeh

MD 897 Directed Readings (Fall/Spring: 3)

Extensive reading under the direction of a faculty member. Student presents written critiques of the reading as well as comparisons between readings.
The Department

MD 898 Directed Research I (Fall/Spring: 3)
Prerequisite: Permission of the department chairperson

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.
The Department

MD 899 Directed Research II (Spring: 3)
Prerequisite: Permission of the department chairperson

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.
The Department

Organization Studies

Faculty

Donald J. White, *Dean Emeritus and Distinguished Professor Emeritus;* B.S., Boston College; A.M., Ph.D., Harvard University
Jean M. Bartunek, R.S.C.J., *Professor and Robert A. and Evelyn J. Ferris Chair;* A.B., Maryville College; A.M., Ph.D., University of Illinois at Chicago
Judith R. Gordon, *Professor;* Chairperson of the Department; A.B., Brandeis University; M.Ed., Boston University; Ph.D., Massachusetts Institute of Technology
Richard P. Nielsen, *Professor;* B.S., M.A., University of Pennsylvania; Ph.D., Syracuse University
Michael Pratt, *Professor;* B.A., University of Dayton; M.A., Ph.D., University of Michigan
William R. Torbert, *Professor;* B.A., Ph.D., Yale University
Judith Clair, *Associate Professor;* B.A., University of California; Ph.D., University of Southern California
Candace Jones, *Associate Professor;* B.A., Smith College; M.H.R.M., Ph.D., University of Utah
William Stevenson, *Associate Professor;* B.S., University of Maryland; M.A., Ph.D., University of California
Fabio Fonti, *Assistant Professor;* B.A., University of Urbinio; Ph.D., University of Illinois at Urbana-Champaign
Michael Boyer O'Leary, *Assistant Professor;* B.A., Duke University; Ph.D., Massachusetts Institute of Technology
P. Monique Valcour, *Assistant Professor;* A.B., Brown University; M.Ed., Harvard University; M.S., Ph.D., Cornell University

Contacts

- Department Administrative Assistant, Michael Smith, 617-552-0454, michael.smith.13@bc.edu
- Department Chair: Judith R. Gordon, 617-552-0454, gordonj@bc.edu
- http://www.bc.edu/orgstudies

Undergraduate Program Description

The Department of Organization Studies offers two undergraduate concentrations: Management and Leadership and Human Resource Management. Both concentrations focus on the "people" side of management and contain elements of applied psychology, anthropology, and sociology. Ultimately, the focus is on building the human and social capital of the organization. Additionally, in conjunction with the Lynch School of Education, the department offers a minor in Human Development, available to all CSOM students regardless of which concentration they choose.

Concentration in Management and Leadership

While technical skills can be critical in landing an entry-level job, it is management and leadership skills that are critical for promotion into the managerial ranks. The aim of this concentration is to build the skills that employees will need to manage and lead others.

The concentration is completed by taking four courses beyond the required courses in the Carroll School of Management Common Body of Knowledge, which includes MB 021 Organizational Behavior or MB 031 Organizational Behavior—Honors. MB 127 Leadership is the cornerstone of the concentration. Students must choose at least three electives from a variety of courses.

Required of all concentrators:
- MB 021 Organizational Behavior or MB 031 Organizational Behavior—Honors
- MB 127 Leadership

Electives:
- MB 110 Human Resources Management (ordinarily taken junior year)
- MB 111 Ethical Leadership and Change Methods
- MB 119 Interpersonal Communication in Organizations
- MB 123 Negotiation
- MB 133 Leading High Performance Teams
- MB 135 Career and Human Resources Planning
- MB 137 Managing Diversity
- MB 299 Independent Study (by permission of instructor)
- MD 548 Leadership and Mindfulness

Career Opportunities

The Management and Leadership concentration prepares students for executive roles in corporations, non-profit organizations, and government agencies. The common thread is managing people. In addition, the concentration provides excellent preparation for a career in management consulting, which focuses on diagnosing and solving management problems in client organizations.

Concentration in Human Resources Management

Human Resources Management is an evolving, applied field within organizational behavior that has played an increasingly significant role in organizations. Stringent laws, internationalization of business, changing social values in organizations, and a turbulent employment environment have made the human resources field far more important than it has been in the past.

In addition to an understanding of what makes the people side of organizations effective or ineffective, the Human Resources Management concentration at Boston College gives students the opportunity to learn about the strategic role of human resource management and its functional components. The development of programs to reduce turnover, forecast personnel needs, and create coherent career tracks is critical to the success of companies competing in the international arena. Just as it would be unthinkable for a modern manager to be computer illiterate, managers without a solid background in human resources management are destined to be less effective than those with a strong knowledge of human resources management.

The concentration is completed by taking four courses beyond the required courses in the Carroll School of Management Common Body of Knowledge, which includes MB 021 Organizational Behavior or MB 031 Organizational Behavior—Honors. MB 110 Human Resources Management is the first course in the concentration, and MB 313 Personnel and Organizational Research is also required. Students must choose at least two electives from a variety of courses.

Required of all concentrators:
- MB 021 Organizational Behavior or MB 031 Organizational Behavior—Honors
- MB 110 Human Resources Management (normally taken junior year)
- MB 313 Personnel and Organizational Research (normally taken in the fall, senior year)

Electives:
- MB 111 Ethical Leadership and Changing Methods
- MB 119 Interpersonal Communication in Organizations
- MB 123 Negotiation
- MB 127 Leadership
- MB 133 Leading High Performance Teams
- MB 135 Career and Human Resources Planning
- MB 137 Managing Diversity
- MB 299 Independent Study (by permission of instructor)

Minor in Human Development

The Minor in Human Development is open to all CSOM students, regardless of their concentration. It may be of particular value to students with special interests in counseling, training, personnel assessment, or work within social service organizations. In addition to the courses necessary to complete their CSOM concentration, students in the Minor in Human Development are required to take four courses in the Lynch School of Education, three of which are required. The fourth must be elected from among upper level psychology in education courses (PY 2xx). This minor may interest you if you wish to:
- Deepen your knowledge of human behavior in the areas of psychology, human development, and learning in preparation for a career in fields such as human resource management, marketing research, or advertising.
- Gain specialized knowledge in certain specific areas of human resource management, such as counseling, training, personnel assessment, family crisis assistance, drug and alcohol abuse programs, and aging/elderly care.
- Prepare for employment in a government or private sector social services organization.

Required Courses:
- PY 032 Psychology of Learning
- PY 041 Adolescent Psychology or PY 244 Adult Psychology
- PY 242 Personality Theories: Behavior in Context

  Students are strongly urged, but not required, to take the PY 030/031 sequence (Child Growth and Development).

Elective Courses (any 200 level course, or above)
- PY 230 Abnormal Psychology (PY 242 is prerequisite)
- PY 241 Interpersonal Relations
- PY 243 Counseling Theories (PY 241 or MB 119, PY 242, and PY 230 are prerequisites)
- PY 244 Adult Psychology
- PY 248 Gender Roles
- PY 348 Culture, Community, and Change
- PY 397 Social Issues and Social Policy

Information for Study Abroad

Students may take any number of electives abroad to count toward either of the Organization Studies concentrations. In addition, it is sometimes possible to take the equivalent of MB 021 abroad. However, this must be approved prior to finishing the course by the Chairperson of the Organization Studies Department, who will need a copy of the course syllabus and the name and email address of the professor.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

MB 021 Organizational Behavior (Fall/Spring: 3)

As an introduction to the study of human behavior in organizations, this course aims at increasing an awareness and understanding of

individual, interpersonal, group, and organizational events, as well as increasing a student's ability to explain and influence such events. The course deals with concepts that are applicable to institutions of any type; a central thrust of these concepts concerns the way institutions can become more adaptive and effective.
The Department

MB 031 Organizational Behavior—Honors (Spring: 3)
Satisfies the Carroll School of Management Core requirement in Organizational Behavior. Counts as an intensive course in the Carroll School of Management Honors Program.

This course focuses on the study of individual, group, and organizational behavior. It emphasizes a diagnostic approach and ethical problem solving in varied organizational settings. The course differs from MB 021 in including an independent field project relating to an actual organization, as well as assignments that encourage more extensive reflection on and evaluation of contemporary organizational practice.
Mindy Payne

MB 110 Human Resources Management (Fall/Spring: 3)
Prerequisites: MB 021, MB 031, or permission of instructor

In addition to providing an understanding of what makes the people side of organizations effective or ineffective, this course gives students the opportunity to learn about various functions of personnel management. The development of programs to reduce turnover, forecast personnel needs, and create coherent career tracks is critical to the success of companies competing in the international arena. Just as it would be unthinkable for a modern manager to be computer illiterate, it is extremely difficult for a manager to succeed without a solid background in human resources management.
Judith Gordon
Brad Harrington

MB 111 Ethical Leadership and Change Methods (Spring: 3)
Prerequisites: MB 021, MB 031, or permission of instructor

Knowledge about organization ethics and employment law can help guide organizational behavior and help managers protect themselves, employees, and the organization from unethical and illegal behavior. This course examines the management of organizational ethics issues within an environment of employment law. Objectives include helping students develop the knowledge of ethics, employment law, and action skills they will need for addressing ethics and employment law issues and conflicts.
Richard Nielsen

MB 119 Interpersonal Communication in Organizations (Fall: 3)

This course focuses on how interpersonal communication among organizational members (and non-members) relates to the structure and functioning of the organization. Some of the topics include social networks, recruitment, promotion and turnover, stakeholder satisfaction, decision making, organizational change, leadership, and power.
Maddy Bragar

MB 123 Negotiation (Fall: 3)
Prerequisites: MB 021, MB 031, or permission of instructor

Negotiation is a part of all of our lives. It is particularly pertinent in many business and other organizational settings. Thus, the primary purpose of this course is to improve students' skills in preparing for and conducting successful negotiations. We will consider several dimensions of negotiations, including characteristics of different negotiating situations, competitive and win-win styles of negotiation (and combinations of these), and factors that affect which styles are likely to be used.
Richard Nielsen

MB 127 Leadership (Fall/Spring: 3)
Prerequisites: MB 021, MB 031, or permission of instructor

In today's world, there are many challenges that call for effective leadership. Corporate ethics scandals, an increasingly global and diverse work force, and the need for employees to experience renewed meaning and connection to their work are just a few examples. How we respond to these challenges can profoundly change the world in which we live and work. In this course, we learn about the challenges and opportunities of effective leadership and how leaders, including ourselves, can respond to them.
Judith Clair

MB 133 Leading High Performance Teams (Spring: 3)

This course examines the dynamics of groups—such as teams—within organizations. One of the key questions we will investigate is what makes some groups more effective than others. Another area we will cover is the causes and consequences of interpersonal conflict within groups.
Mindy Payne

MB 135 Career and Human Resource Planning (Fall: 3)

This course focuses on helping students to discover careers. Careers are discovered when individuals know themselves, know something about professions and industries, and know others to and from whom they can provide and seek help. Our first task will be a series of exercises, interviews, and self reflection to help students identify their interests and talents. Our second task will be to learn about the processes of becoming a professional in a variety of industries. Our third task will be to examine our social networks to assess those whom can provide help in seeking a career.
Candace Jones

MB 137 Management of Diversity (Spring: 3)
Prerequisites: MB 021, MB 031, or permission of instructor
Cross Listed with BK 137
Satisfies Cultural Diversity Core Requirement

Students in this course will learn about contemporary empirical and theoretical research on the dynamics of international culture, gender, race, and other special differences in the workplace. They can also increase skills in diagnosing and solving diversity-related conflicts and dilemmas, and develop a capacity to distinguish a monolithic organization from one that treats diversity as a competitive advantage.
Judith Clair

MB 313 Research Methods for Management (Fall: 3)
Prerequisites: MB 021, MB 031, MB 110

In this course students learn research skills that Human Resource professionals routinely use to improve organizational effectiveness. The course has an applied focus. Students identify a human resource or organizational behavior issue such as motivation of employees, organizational commitment, or the effectiveness of rewards, research this issue in an organization, and make recommendations on how to improve present practice. The course emphasizes skills in problem identification, library research, data collection, data analysis, theory building, solution identification, and solution implementation.
William Stevenson

Graduate Course Offerings

MB 702 Management Practice II: Leadership Workshop (Fall/Spring: 3)

This course provides an examination of leadership, as well as a forum for the discussion and development of action skills and the cultivation of personal values and ethics in the art of management. Students examine their leadership styles as a step toward evolving effective modes of leadership. A work-based learning project is a central feature of the course.

Robert O'Neil

Michael Pratt, Marion Estienne

MB 709 Managing People and Organizations (Fall/Spring: 3)

This course focuses on the analysis and diagnosis of organizational problems. It attempts to enable students to apply these concepts to real organizational and managerial problems. It also provides opportunities for participation in ongoing work teams while learning about team effectiveness. Finally, students can examine their own behavior and beliefs about organizations to compare, contrast, and integrate them with the theories and observations of others.

Maddy Bragar

Candace Jones

MB 712 Managing People and Organizations (Fall: 2)

Among the major facets of organizational management, its human dynamics have consistently proven to be the most challenging to understand, predict, and control. This course introduces the accumulated knowledge about individual, group, and system-wide behavior in organizations, as well as contemporary approaches for both diagnosing and intervening in situations at each of these systems levels. Students will be exposed to theories, concepts, and important literature in the field, with frequent opportunities to integrate and apply this knowledge.

Bob Radin

MB 802 Management of Organizational Change (Fall: 3)

Prerequisite: MB 709, MB 712, or permission of instructor

Focuses on the variety of organizational changes that are being implemented in contemporary organizational life. Examines such changes as employee involvement, culture change, life cycle changes, mergers and acquisitions, and downsizing. Discusses such change strategies as: envisioning and implementing change, overcoming resistance to change, the power and politics associated with change, organization development, and other action tools.

Jean Bartunek

MB 803 Leadership (Fall: 3)

Prerequisite: MB 709, MB 712 or consent of instructor

Explores the managerial process from the perspective of executives and managers at various levels and in diverse organizational settings. Draws on current behavior theory and research; examines the complex web of internal and external forces and contingencies acting on the manager in context. Uses a variety of teaching/learning methods, including the case method, situational exercises and diagnostic instruments, to illuminate managerial effectiveness in general as well as the student's particular style.

Mary Ann Glynn

MB 804 Nonprofit Management (Fall: 3)

This course provides an opportunity to explore essential management issues in a nonprofit context alongside topics that are somewhat unique to the nonprofit sector, or that have particularly distinct considerations for nonprofit managers, including distinctive funding methods, governance, and staffing structures. The course aims to provide future nonprofit managers, volunteers, board members, donors, or supporters with a more nuanced understanding of critical issues in management as they apply to the nonprofit sector and of important trends and issues in the sector. This is an overview designed to provide students with breadth, rather than depth, of knowledge about the nonprofit sector.

The Department

MB 811 Advanced Topics in Organizational Behavior: Corporate Governance (Spring: 3)

Robert Radin

MB 812 Negotiating (Spring: 3)

Prerequisite: MB 709, MB 712, or permission of instructor

Have you found yourself limited in your performance because you lacked the ability to effectively negotiate for more resources, including staff, money, or time? Do you experience difficulty in handling conflict in organizations? Are you anxious to improve your ability to take a problem-solving approach to organizational dilemmas? This course assists students in becoming more effective negotiators in a range of organizational situations. Students learn the different types of negotiating approaches and practice their use in a variety of situations.

John Donlan

MB 815 Women and Leadership (Spring: 3)

This course explores challenges and opportunities women face as leaders and managers in organizations. Students will examine a variety of issues: the call and character of women leaders, leadership issues throughout women's careers, essential skills and competencies, balancing work and family, etc. Our goal is to link lessons learned from readings with our own and others' practical experience as leaders and managers of organizations. We rely on a variety of learning methods, including discussion and reflection, critique of readings, experiential exercises, connections with women leaders and managers, and guest speakers who will provide us with insights about their own experiences.

Judith Clair

MB 828 Strategic Human Resource Management (Spring: 2)

Prerequisite: MB 709 or MB 712, or permission of instructor

This course adopts a strategic perspective and examines current topics in human resources from the perspective of how HRM can help the firm compete more effectively. Topics include current challenges to HRM such as downsizing, managing the changing psychological contract between employee and employer, career systems for the twenty first century, managing "knowledge" workers, managing cross culturally, and the changing legal environment. Through these topics, the student will be exposed to the HRM function and the current issues challenging HRM practitioners.

Candace Jones

MB 845 Managing Corporate Responsibility (Fall: 3)

Sandra Waddock

MB 850 Micro-Organizational Theory (Fall: 3)

Providing the theoretical underpinnings of individual and group behavior in organizations, the seminar includes topics such as perception, emotions, motivation, socialization, commitment, group dynamics, leadership, initiative and individual agency at work. Students read the classics of organizational behavior, trace the development of thought, and evaluate current research in each of these areas.
Judith Clair

MB 853 Organizational Change and Transformation (Fall: 3)
Cross Listed with PL 780

This course explores fundamental, qualitative changes that occur in organizations that influence their nature and effectiveness. Leading edge theories are introduced. Topics addressed include varieties of dialectic change processes, mergers and acquisitions, developmental changes in organizations' understandings of themselves and their missions, transformational leadership, restructuring to respond to a changing environment, and ethical change and transformation. In addition, the course considers the intellectual history or the idea of change.
Richard Nielsen

MB 858 Special Topics: Leadership (Spring: 3)

This Ph.D. seminar explores theoretical and empirical approaches to leadership in organization studies with an emphasis on the connection between theories and empirics. The course examines leadership at the micro, meso, and macro levels by examining work that addresses leadership styles, attributes, and orientations; leadership-in-situ (situational, organizational, and contingent views of leadership), and leadership in broader contexts of history, culture, and time. The course emphasizes a social-psychological approach, looking at leadership in terms of the context in which it occurs, rather than the individual leader. Students are required to complete a major paper on leadership for the course.
Mary Ann Glynn

MB 870 Qualitative Research Methods (Fall: 3)

This course explores issues related to the qualitative assessment and interpretation of phenomena in organizational behavior. Students read key sources from the theoretical and practical literatures, critically examine laboratory and field studies, and conduct practical exploratory research themselves. Topics include cultural domain analysis, text coding, ethnographic and linguistic research and software approaches to managing qualitative data.
Michael Pratt

MB 873 Research Seminar II (Fall/Spring: 3)

Students participate with department faculty as colleagues in a weekly seminar on contemporary developments in organization studies. Objectives are to enhance expertise in theory building, scholarly writing, and other professional competencies, to foster initial progress on the dissertation, to improve research and presentation skills through public discussion, and to enhance the organization studies community.
Jean Bartunek

MB 875 General Linear Models (Fall: 3)

This course is appropriate for graduate students in the school of management, social sciences, nursing, social work, or education who want an introduction to applied statistical analysis for research. In this course, we will focus on using the general linear model to conduct studies using the SPSS data analysis program. The major topics of the course will be exploratory and graphical approaches to data analysis, categorical data analysis, analysis of variance, multiple regression, path analysis, and structural equation modeling. It is assumed that the student has had an undergraduate course in introductory statistical analysis.
Willian Stevenson

MB 876 Multivariate Methods (Spring: 3)

This course provides an introduction to multivariate statistical methods. The course emphasizes exploratory methods such as factor analysis, multidimensional scaling, corespondence analysis, and cluster analysis. However, multiple regression, canonical correlation, discriminant analysis and loglinear modeling will also be touched on. The course includes a primer on matrix algebra and vector spaces but concentrates on using methods intelligently rather than the mathematics behind them. Students will use SPSS and UCINET software packages.
The Department

MB 877 Research in the Community (Spring: 1)

The purposes of this seminar are to introduce first year students to the variety of research occurring in the Organization Studies Department and to involve them in the scholarly activities of the department. Members of the Organization Studies faculty will provide overviews of their research; students will attend research presentations that comprise the OS Research Series; and students will complete a reflection paper about their own research identity.
Michael Pratt

MB 897 Directed Readings (Fall/Spring: 3)
Jean Bartunek

MB 898 Independent Research I (Fall/Spring: 3)
Jean Bartunek

MB 899 Independent Research II (Fall/Spring: 3)
Jean Bartunek

MB 999 Doctoral Continuation (Fall/Spring: 1)
Jean Bartunek

William F. Connell School of Nursing

UNDERGRADUATE PROGRAM DESCRIPTION

Founded in 1947, the Boston College Connell School of Nursing offers a 4-year program of study leading to a Bachelor of Science degree with a major in Nursing. At the completion of the program, graduates are eligible to take the national examination for licensure as a registered nurse (R.N.). The program of study is approved by the Massachusetts Board of Registration in Nursing and is accredited by the Commission on Collegiate Nursing Education. See the website for details (http://www.bc.edu/nursing).

The mission of the William F. Connell School of Nursing is to prepare professional nurses whose practice reflects a humanistic ethic and is scientifically based, technically competent and highly compassionate. The graduate of the baccalaureate program is prepared as a generalist to provide care to individuals, families and groups arriving at diagnostic, ethical, and therapeutic judgments to promote, maintain and restore health. The School focuses on preparing each student as a life-long learner, as a health professional, and as a person who will use knowledge in service to others. It advances nursing as an academic and practice discipline through philosophical inquiry and research. Nursing activities focus on the life processes and patterns of the individual in the context of family and community. Nursing recognizes the contribution of cultural diversity and social environments to the health/illness beliefs, practices, and behavioral responses of individuals and groups.

Nursing courses are designed to include more complex concepts and content at each level. Consequently, students must take courses in a specific sequence and pass each course before proceeding to the next level. To be eligible for graduation students must successfully complete the 38 courses that comprise the curriculum and includes University Cores, nursing requirements and electives.

The study of nursing is based on a common intellectual heritage transmitted by a liberal education and the art and science of nursing. (See Core Curriculum under the University Policies section of this catalog.) Students are encouraged to complete their history, philosophy, theology, Writing, and Literature Core courses in the first and second years.

Nursing students use the clinical reasoning process to assess, plan, implement and evaluate care. Judgments made by the nurse result in selection of interventions and outcomes in concert with the client's choices. Most nursing courses have a theory and a clinical component and include content on the care of children, childbearing families, adults, and the elderly in both wellness and illness situations. Faculty members guide student learning in campus laboratories and in a variety of health care agencies in the Greater Boston area.

Students should consult the curriculum plan and see their advisors as they plan for registration.

PLAN OF STUDY

Freshman Year

Semester I

- CH 161, 163 Life Science Chemistry
- BI 130, 131 Anatomy and Physiology I
- NU 010 Professional Development Seminar (beginning with the class of 2012)
- Core or elective
- Core or elective

Semester II

- BI 132, 133 Anatomy and Physiology II
- NU 060 Professional Nursing I
- MT 180 Principles of Statistics for the Health Sciences
- Core or elective
- Core or elective

Sophomore Year

Semester I

- BI 220, 221 Microbiology for Health Professionals
- Core or elective
- Core or elective
- Core or elective
- Core or elective

Semester II

- NU 120 Nursing Health Assessment Across the Life Span
- NU 121 Nursing Health Assessment Across the Life Span Clinical Laboratory
- NU 080 Pathophysiology
- Core or elective
- Core or elective

Junior Year

Semester I

- NU 230 Adult Health Nursing Theory I
- NU 231 Adult Health Nursing I Clinical Laboratory
- NU 204 Pharmacology and Nutrition Therapies
- Core or elective
- Core or elective

Semester II

- NU 242 Adult Health Nursing Theory II
- NU 243 Adult Health Nursing II Clinical Laboratory
- NU 244 Childbearing Nursing Theory
- NU 245 Childbearing Nursing Clinical Laboratory
- Core or elective

Senior Year

Semester I

- NU 250 Child Health Nursing Theory
- NU 251 Child Health Nursing Clinical Laboratory
- NU 252 Psychiatric-Mental Health Nursing Theory
- NU 253 Psychiatric-Mental Health Nursing Clinical Laboratory
- Core or elective

Semester II

- NU 260 Community Nursing Theory
- NU 261 Community Nursing Clinical Laboratory
- NU 264 Professional Nursing II
- NU 263 Nursing Synthesis Clinical Laboratory

The Connell School of Nursing reserves the right to alter any program or policy outlined.

Semester Program

Students registered for twelve credit hours per semester are considered full-time students. Students carrying more than seventeen credits in a semester may be charged for a course overload. Usually fifteen credits are carried each semester.

Information for First Year Students

During the first year students should generally complete two semesters of Anatomy and Physiology with laboratories, Life Science Chemistry with Laboratory, English Writing and Literature, Statistics, Modern History I and II, Professional Nursing I, and Nursing Professional Development Seminar. Electives may be substituted in certain situations (e.g., the student has Advanced Placement credits for Core courses or wishes to continue foreign language study). During orientation, students will meet with faculty members who will assist them with registration for the fall. In September, students will be assigned advisors who will guide them through the Nursing program.

Special Opportunities

Study Abroad

Students in the William F. Connell School of Nursing are encouraged to study abroad for one semester. Students may go abroad during fall or spring semester of junior year or fall semester senior year. They may take nursing courses, electives or Core courses at approved universities. If students wish to take nursing courses abroad they must have completed at least three semesters of the nursing curriculum. Students are free to study abroad in any location approved by the Office of International Programs.

The prerequisites for going abroad include the following: completion of the "Rationale for Study Abroad" form, Curriculum Plan B, meeting with the Associate Dean for the undergraduate program during sophomore year, and fulfillment of the academic requirements stipulated by the Office of International Programs.

Nursing Synthesis Course

The Nursing Synthesis course in the senior year offers students an advanced nursing practicum where they work with an individually assigned professional nurse preceptor. Students write a proposal in the semester prior to the course indicating their special learning interests.

Independent Study (NU 299)

Junior or senior nursing students develop a proposal for independent study in an area of nursing in which they wish to obtain further knowledge and/or experience. Guidelines are available in the School of Nursing's Undergraduate Office and on the CSON undergraduate website. Students should consult an academic advisor and/or the Associate Dean of the Undergraduate program about their proposal.

Undergraduate Research Fellows Program

Students in excellent academic standing may apply to assist faculty in a faculty-directed research project and gain valuable experience in nursing research.

Minors in the Connell School of Nursing

Nursing students may minor in any Arts and Sciences discipline or General Education by fulfilling the requirements of those departments. In addition, nursing students may minor in Hispanic Studies by completing any six 3-credit courses in Spanish/Hispanic Studies. Students who wish to declare a minor should meet with the Associate Dean of the Undergraduate Nursing program.

Fifth Year B.S./M.S.

This program enables students to graduate with bachelor's and master's degrees in five years. Students take graduate courses their senior year and during the summer after graduation. They complete the master's degree in one additional year of study. In order to qualify for this program, students must maintain an academic average of 3.2 each semester with a grade of B or above in Nursing courses.

Graduate Courses

Selected undergraduate students may take up to two master's courses as part of their elective requirement. These credits would count toward the master's degree at Boston College School of Nursing.

Academic Honors

The Honors Program

The Honors Program offers selected students a more integrated and comprehensive liberal arts curriculum as an alternative to the regular undergraduate Core. Students are invited to join the program before they enter Boston College. In order to remain in the program, students are required to maintain a minimum GPA of 3.33.

Students in the Honors Program complete all requirements of the nursing major. In addition,they must satisfy the following requirements of the Honors Program:

Western Cultural Tradition I-VIII: In the first two years, students are required to take this intensive course for six credits each semester (a total of 24 credits). It substitutes for the usual Core requirements in literature, writing, philosophy, theology, and social science. Each section enrolls approximately 15 students and is conducted as a seminar. For additional information see the section in this catalog under the Arts and Sciences Honors Program.

In the junior and senior years, students follow the nursing course sequence and under the direction of the School of Nursing honors advisor, plan and carry out a research project. These honor students will be afforded special learning activities designed to challenge their interests and capitalize on their intellectual ability.

Alternate Honors Program

Students in this program take the entire liberal arts honors program and satisfy nursing requirements by taking accelerated courses in nursing during the junior and senior years.

Special Requirements for CSON Students

Health Requirements

All undergraduate students in the Connell School of Nursing are required to have a complete physical examination, including Mantoux test and/or chest x-ray, varicella titre or vaccine, two MMR vaccines, and the Hepatitis B series prior to August 15 of the year in which they are admitted. Also, evidence of screening for tuberculosis must be submitted by August 15 of each academic year to the Undergraduate Office, Cushing 202. Additional physical examinations and/or other health data may be required by the Connell School of Nursing.

Students are responsible for all health or medical expenses that may occur during their clinical experiences and/or while they are students at Boston College.

Other Clinical Requirements

Nursing students are required to be certified in Cardiopulmonary Resuscitation (CPR) before enrolling in NU 230, and must continue to keep this certification current. Nursing students must also undergo the criminal offense background checks that are required by affiliating health care institutions. Students are responsible for any charges required to fulfill these requirements.

General Information

Cooperating Hospitals and Health Agencies

Students in the baccalaureate nursing program have planned learning experiences in teaching hospitals and community agencies in the Boston metropolitan area. The facilities used for these experiences are located in Boston and the surrounding area. Students are responsible for providing their own transportation to and from those facilities, and most are accessible by public transportation.

Fees

School of Nursing students pay the same tuition, fees, and board and room costs as other college enrollees. In addition, nursing students have the following expenses:

- Standardized examination (NCLEX Assessment Test) $70.00
- Laboratory Fee up to $220.00
  (Payable for certain clinical nursing courses)

College Credit for Transfer Students

Candidates possessing a bachelor's degree in another field and candidates possessing college credit in either nursing or non-nursing programs apply to the Office of Transfer Admissions, located in Devlin Hall. A maximum of sixty (60) credits will be accepted in transfer. Nursing courses taken at another institution will be evaluated on an individual basis; students applying for transfer will be asked to submit course syllabi and catalogs to the School of Nursing for use in evaluating prior course work.

Career Opportunities

The field of nursing offers a wide variety of career options, including positions in hospitals, long-term care facilities, community health agencies, clinics, and day care centers for children and the elderly. Nurses are establishing private practices and group practices with other health professionals. Business, industry, and occupational health settings employ nurses. Graduates of the Boston College Connell School of Nursing have worked as researchers in clinical settings. Some serve on faculties of schools of nursing or as administrators of clinical and educational institutions.

The baccalaureate program of study prepares its graduates for entry into master's and doctoral degree programs in nursing. With graduate study, advanced practice nurses see clients in primary care, teach students and other health professionals, establish programs of research, provide consultation, serve as health care planners, and participate on governmental committees dealing with health care issues.

CONNELL GRADUATE SCHOOL OF NURSING

Introduction

The William F. Connell School of Nursing offers a Master of Science degree program preparing individuals for advanced nursing practice and a Doctor of Philosophy degree program for qualified individuals who seek advanced study in nursing as preparation for clinical research and leadership.

Doctor of Philosophy Degree Program with a Major in Nursing

The Ph.D. Program in Nursing focuses on preparation for leadership roles in advancing nursing science, especially in clinical nursing research. Areas of concentration include ethics, ethical judgment and decision making, nursing diagnosis and diagnostic/therapeutic judgment, and life processes/selected human response patterns in health and illness.

The program offers a variety of learning opportunities through course work, interdisciplinary colloquia, independent study, and clinical research practica. Policies and procedures are consistent with those of the University. Program planning is determined according to the individual's background, research interests, and stage of development in scholarly activities.

Low student to faculty ratios and a research mentorship permit students to complete the program in a reasonable amount of time. Multiple resources for scholarly development are available within the University and in the research and clinical nursing centers of the Greater Boston area.

The three-year full-time plan allows the student to take ten credits of course work per semester for the first two years of study before entering the dissertation phase of the program. Students in the four-year part-time plan take six to seven credits of course work per semester for the first three years of study prior to beginning the dissertation phase of the program.

A combined M.S./Ph.D. option is available for individuals with a B.S.N. who wish to obtain preparation in advanced practice nursing as well as clinical nursing research.

Career Opportunities

Graduates of the program may seek positions in academic, industrial, government, or nursing practice settings where clinical nursing research is conducted. They are also prepared to begin a program of research through post-doctoral work.

Program of Study

The curriculum of the program includes three core areas of study: knowledge development in nursing, substantive nursing content, and research methods. The knowledge development component includes courses in philosophy of science, epistemology of nursing, and strategies for developing nursing knowledge. Substantive nursing content is acquired through the study of concepts (becoming, life processes, health), programs of research (uncertainty, sensory preparation, etc.), and processes (ethical and diagnostic and therapeutic judgment). The research component of the program includes qualitative and quantitative research methods, statistics, clinical research, research practica, and dissertation advisement. Cognate or elective courses are required to support each students' research concentration in addition to the core areas of study.

Forty-six credits are the minimum for meeting the degree requirements. Student background and interest may require additional credits.

- NU 701 Epistemology of Nursing: 3 credits
- PL 593 Philosophy of Science: 3 credits
- NU 712 Nursing Science Porcesses and Outcomes: 3 credits
- NU 714 Healthcare Policy: Moral and Sociopolitical Influences: 3 credits
- Quantitative/Qualitative Methods of Research: 6 credits
- Statistics/Computer Application and Analysis of Data: 3 credits
- Advanced Qualitative/Quantitative Methods: 3 credits
- NU 810, 811, 812, 813 Research Practicum I-IV: 4 credits
- Cognates: six credits
- Research Electives: six credits
- NU 998 Doctoral Comprehensives: 1 credits

- NU 901 Dissertation Advisement: 3 credits
- NU 902 Dissertation Advisement: 3 credits
- NU 999 Doctoral Continuation: 1 credits

The Ph.D. Curriculum has been revised, and beginning in September 2009, the areas of concentration are reflected in the following credit designation.

- Knowledge Development/Substance—12 credits
- Required Research Courses—12 credits
- Research Electives—6 credits
- Cognates—6 credits
- Research Practicum I, II, III, IV—4 credits
- Dissertation Advisement—6 credits

Total 46 credits

Doctoral Student Research Development Day

Annual seminars provide doctoral students with opportunities to present their research to their peers and faculty.

Admission Requirements

- Official transcript of bachelor's and master's degrees from programs with national accreditation in nursing
- Current R.N. license
- Current curriculum vitae
- Written statement of career goals that includes research interests (four pages double-spaced)
- Three letters of reference, preferably from doctorally prepared academic and service personnel, at least two of whom should be professional nurses
- 3-credit introductory or higher level statistics course
- Evidence of scholarship in the form of a published article, a clinical research study, a thesis or a term paper
- Official report of the Graduate Record Examination Scores (within last five years)
- Application form with application fee
- Qualified applicants will be invited for pre-admission interview with faculty.
- Pre-application inquiries are welcomed.

Applications are reviewed after all credentials are received. The deadline for receipt of all credentials is December 31 of the year of application to the program.

Application materials may be requested from the Connell Graduate School of Nursing, 617-552-4250 or from the website at http://www.bc.edu/nursing.

Financial Aid

There are four major sources of funding for full-time students in the doctoral program innursing at Boston College.

- University Fellowships are awarded to eligible full-time students per year on a competitive basis. Full tuition and a stipend are provided for up to three years as long as the student maintains good academic standing and demonstrates progress toward the Ph.D.
- The highly competitiveNational Research Service Award for Individuals provides federal monies to cover tuition and astipend.
- Graduate assistantships that consist of a stipend provided by Boston College.
- Research Associate positions as provided through faculty research grants. Additional grantsand scholarship opportunities are available on an individual basis.

Master of Science Degree Program with a Major in Nursing

The main objective of the Master of Science degree program is to prepare nurses in advanced nursing practice, including clinical nurse specialist, nurse practitioner, and nurse anesthetist. Areas of clinical specialization are as follows: Adult Health, Gerontological, Community Health, Palliative Care, Pediatric, Women's Health, Psychiatric Mental Health Nursing, Nurse Anesthesia, and Forensics.

The focus in the specialty areas is on human responses to actual or potential health problems. The approach to clients is multi-faceted and includes the development of advanced competencies in clinical judgment.

The graduate of the Master's Program, in addition to providing theory-based and researched-based direct care, provides leadership in the development of nursing. Additional roles of the advanced practice nurse include, indirect services such as staff development, consultation, healthcare middle management, and participation in research to improve the quality of nursing practice.

Cooperating Health Agencies

Practice settings available in the city of Boston and the greater metropolitan and New England area offer rich experiences for developing advanced competencies in the nursing specialty. Community agencies include the following: Boston VNA, mental health centers, general health centers, community health centers, college health clinics, public health departments, visiting nurse associations, health maintenance organizations, nurses in private practice, and home care agencies. Additional settings include hospice, homeless shelters, schools, and prisons. Selected major teaching hospitals used include the following: Massachusetts General Hospital, Beth Israel-Deaconness Medical Center, McLean Hospital, Brigham and Women's Hospital, Boston Medical Center, and Children's Hospital.

Career Options

Recent graduates from the Boston College Master's Program are in the traditional and non-traditional leadership roles: advanced practice as Nurse Practitioners and/or Clinical Nurse Specialists, as well as politics, consultation, health care planning, directors of home health agencies, private practice, and government service.

Areas of Clinical Specialization in Nursing

Adult Advanced Nursing Practice

As either a nurse practitioner or clinical nurse specialist, a graduate of this program is able to manage the health care of adolescents, adults, and elders, providing interventions to promote optimal health across a wide range of settings. Graduates also serve as Nurse Practitioners or Clinical Nurse Specialists in a variety of health care settings including hospitals, clinics, health maintenance organizations, hospice, home care, and community-based medical practices, and can pursue national certification (through organizations such as the American Nurses Credentialing Center) as an Adult Nurse Practitioner or Clinical Nurse Specialist in Medical-Surgical Nursing.

Gerontological Advanced Nursing Practice

As either a nurse practitioner or clinical nurse specialist, a graduate of this program is able to serve as a Gerontological Nurse Practitioner or Clinical Nurse Specialist in a variety of health care settings, including clinics, nursing homes, senior centers, health maintenance organizations, occupational health settings, home care, hospitals, and community-based medical practices. Graduates can also pursue national certification

(through organizations such as the American Nurses Credentialing Center) as a Gerontological Nurse Practitioner or Clinical Nurse Specialist in Gerontological Nursing.

Community Health Advanced Nursing Practice

As a clinical nurse specialist, a graduate of this program is able to design, implement, and evaluate nursing interventions and programs to meet the health care needs, including health promotion and disease prevention, of diverse patient populations (e.g., families, communities, special patient populations). Graduates can also serve as Community Health Clinical Nurse Specialists in a variety of settings, including home health care agencies, public health departments, and managed-care organizations, and can pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Community Health Clinical Nurse Specialist.

Family Nurse Practitioner

A graduate of this program is able to deliver primary care to individuals, families, and communities across a broad range of racial/ethnic, socioeconomic, geographic, and age/development strata. Graduates can serve as a Family Nurse Practitioner in a variety of health care settings, including ambulatory settings, wellness centers, home health agencies, occupational health sites, senior centers, homeless shelters, and migrant camps. One can also pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Family Nurse Practitioner.

Pediatric Advanced Nursing Practice

As a nurse practitioner, a graduate of this clinical specialty is able to provide a wide range of primary and secondary health services for children from infancy through adolescence. Graduates can also serve as a pediatric Nurse Practitioner in a variety of health care agencies and community settings. One can also pursue national certification (through the American Nurses Credentialing Center or the National Certification Board of Pediatric Nurse Associates and Practitioners) as a pediatric Nurse Practitioner.

Women's Health Advanced Nursing Practice

As a nurse practitioner, a graduate of this clinical specialty is able to provide direct care to meet women's unique concerns and needs across the life span. Graduates can also serve as a Women's Health Nurse Practitioner or Clinical Nurse Specialist inside or outside of formal health care agencies and institutions. One can also pursue national certification as a Women's Health Nurse Practitioner offered by national programs such as the National Certification Corporation.

Psychiatric Mental Health Advanced Nursing Practice

As a clinical nurse specialist, a graduate of this clinical specialty is able to conduct psychotherapy with individuals, groups, and families. Graduates can also function as a case manager for persons with psychiatric disorders, provide psychiatric consultation to primary care providers, serve as a Psychiatric-Mental Health Specialist in a variety of settings, including out-patient, partial hospitalization, day treatment, and community-based intervention programs. One can also pursue national certification (through organizations such as the American Nurses Credentialing Center) as a Psychiatric Mental Health Clinical Nurse Specialist, and can apply for prescriptive authority in most states (including Massachusetts).

Palliative Care Option

The Advanced Practice Palliative Care Option is designed so that students studying palliative care will build upon knowledge provided in the core master's curriculum and in the core clinical support courses within the specialties of adult, gerontological, and community-health. Program graduates will be experts in the delivery of expert care to seriously ill patients and their families. Core clinical courses will deliver the needed content in the common causes of morbidity and mortality including cancer, heart disease, stroke, neurological disorders, HIV/AIDS, and chronic respiratory conditions. Students will receive 500 hours of precepted clinical experiences in facilities offering palliative care services including symptom management clinics, home health and community agencies, long-term care facilities, acute care hospitals and hospice facilities.

Nurse Anesthesia Option

The Nurse Anesthesia Option is a collaborative effort between the William F. Connell School of Nursing and Anesthesia Associates of Massachusetts. The curriculum design takes advantage of the core courses common to all Master of Science nursing specialties. In addition, students learn the advanced physiologic and pharmacologic principles specific to nurse anesthesia practice. Clinical practica at the varied facilities where Anesthesia Associates of Massachusetts provide anesthesia services give students broad hands-on experience. The 27-month full-time curriculum is accredited by the Council on Accreditation of Nurse Anesthesia Educational Programs and graduates are prepared to sit for the National Certification Examination of the Council on Certification.

Forensic Advanced Practice Nursing

A graduate of this program will be a clinical specialist with education in forensic nursing to work in a variety of areas including: emergency and acute care departments, sexual assault examination programs, correctional facilities, child/or adult protective service investigation units, psychiatric forensic treatment and evaluation units and death investigation teams. Students may pursue forensic nursing as a stand-alone specialty, an additional specialty for those nurses with master's degrees and certification in another area, or as a combined focus with a nurse practitioner track (adult, gerontological, women's health, psychiatric mental health or pediatrics) for those wishing independent practice.

Master's Program Options

Students with B.S.N.

Programs designed for registered nurses who have a baccalaureate degree in nursing from anationally accredited nursing program include the regular Master's Program and the M.S./M.B.A.,the M.S./M.A. dual degree plans, and the M.S./Ph.D. program.

The **full-time option** for the Master's program is approximately a one and a half to two year program comprised of forty-five credits; the nurse anesthesia specialty requires sixty-two credits. The program of study includes three credits of electives, twenty-four credits of core courses, and thirty-five credits of specialty and theory clinical practicum.

The **part-time option,** completed in two to five years, is also forty-five credits andis identical to the full-time program of study. Students take electives and core courses priorto, or concurrently with, specialty courses. On admission, part-time students designindividualized programs of study with a faculty advisor.

The nurse anesthesia program requires sixty-two credits of full-time course work over 27 months.

Master's Entry Option

This program is designed for those who hold baccalaureate or higher degrees in fields other than nursing and who wish to becomedvanced practice nurses in the following specialty areas: Adult Health, Gerontology, Family, Community, Palliative Care, Pediatrics, Women's Health, Psychiatric-mental Health Nursing, or Forensics.

During the first year, students complete requirements to sit for the registered-nurse examination in August. The second year of the program prepares students for advanced nursing practice in a specialty area. The first year requires full-time study. The remainder of the program may be completed on a part-time basis in two years. No baccalaureate degree is awarded. At the completion of the program, a Master's degree will be conferred.

Prerequisites for enrollment in the program are as follows: Courses in anatomy and physiology with laboratory (eight credits), and the following 1-semester courses: life science chemistry or a comparable course, microbiology, statistics, and two social science courses. In addition, the Graduate Record Exam is required.

For further details, contact the School of Nursing at 617-552-4250.

R.N./Master's Option

The R.N./Master's Plan is an innovative means of facilitating advanced professional education for highly qualified nurses who do not have a baccalaureate degree in nursing. The plan, predicated on adult learning principles, recognizes and maximizes students' prior educational achievement. It is designed for R.N.s who hold either an Associate Degree in Nursing, a nursing diploma, or non-nursing undergraduate or graduate degree. Credit may be received by direct transfer, portfolio review, or actual course enrollment. The length of the program will vary with each individual's background, but it must be completed within seven years.

The Master's Completion Option

The Master's Completion Option allows nationally certified nurse practitioners to earn a master's degree with advanced placement in their clinical specialty.

Dual Degree Options

M.S./M.B.A.

The M.S./M.B.A. option is a combined program for the education of advanced nursing practice, including clinical nurse specialist and nurse practitioner in the nursing master's and business administration programs in the Wallace E. Carroll Graduate School of Management for individuals interested in a nurse executive position. Students work toward completion of both degree requirements concurrently or in sequence. Through the overlap of electives that would meet the requirements of both programs, the total number of credits for both degrees can be reduced. Faculty advisors work with students in designing a plan of full-time or part-time study.

M.S. Nursing/M.A. Pastoral Ministry

The Connell School of Nursing and in the School of Theology and Ministry offer a dual degree program leading to two separate graduate degrees, one a Master of Science in Nursing, and one a Master of Arts in Pastoral Ministry. This program prepares students for advanced nursing practice while providing ministry skills useful in a variety of settings such as congregations, health care, and other institutional settings. The focus of care is individuals, families, and communities in need of nursing care.

The dual degree program is structured so that students can earn the two master's degrees simultaneously in three academic years or in two academic years with summer study. Programs can be extended if the student prefers part-time study. Students can choose to specialize in any of the clinical specialty areas offered at the School of Nursing including adult, family, community, gerontological, women's, pediatric and psychiatric mental health nursing. Nurse Practitioner or Clinical Specialist options are available. The time required to do the dual degree program is less than that required if both degrees were completed separately.

M.S./Ph.D.

A combined M.S./Ph.D. track is available for those wishing to have preparation in advanced nursing practice and clinical research. Ph.D. Program application and admission process is followed.

Non-Degree Options

Non-degree options offered at the Connell Graduate School of Nursing include:

- Additional Specialty Concentration
- Special Student
- Post-Master's Teaching Certificate

The Additional Specialty Concentration is available for registered nurses who have a master's degree in nursing and who wish to enhance their educational background in an additional specialty area.

The Special Student status is for non-matriculated students with a bachelor's degree in nursing who are not seeking a degree but are interested in pursuing course work at the graduate level. Persons interested in these two options must be admitted to the Graduate School of Nursing before registering for courses.

The Post-Master's Teaching Certificate is awarded to nurses with master's degrees in nursing who successfully complete three courses (9 credits). The courses prepare nurses to teach in schools of nursing or as clinical educators in the clinical practice area.

Persons interested in these three options must be admitted to the Connell Graduate School of Nursing by providing an official transcript of their B.S.N. and complete a Special Student Application before registering for courses.

Admission Requirements

The application deadline for the Master's Entry Option is November 1 for September enrollment.

The application deadline for the Nurse Anesthesia Option is September 15 for January enrollment.

The deadlines for other Master's Options are as follows: Rolling admissions: Applicants will be reviewed when their applications are complete. Allow one month before the beginning of the term you are applying for to review your materials and process your application.

International Students (students who are not U.S. citizens orpermanent residents) must provide additional information. See the section for InternationalStudents.

Applications for the Master's Program in the School of Nursing can be downloaded from http://www.bc.edu/nursing.

- Master's Program application and application fee
- Official transcripts from all nationally accredited post-secondary institutions
- Undergraduate scholastic average of B or better
- Undergraduate statistics course (not requiredfor R.N./M.S. applicants or Additional Specialty Concentration)
- Goal statement

- Three letters of reference (one academic, one professional, one other academic or professional)
- Results of Graduate Record Examination (GRE) within 5 years (for Master's Entry and CRNA students only)
- Copy of current R.N. license (not required for Master's Entry Program applicants)
- Nurse anesthesia applicants must have at least a year of critical care experience and ACLS and PALS certification.
- An interview may be required.
- Verification of health status and immunizations are required prior to enrollment.
- International students must take the Test of English as a Foreign Language (TOEFL).
- International students must be licensed as a R.N. in Massachusetts prior to clinical courses.
- Students in dual degree programs must apply also to the other program (M.B.A., M.A. in Pastoral Ministry)

Admission Requirements for Special Student (non degree)

- Special Student Application and application fee
- Baccalaureate degree from anationally accredited program with a major in nursing
- An undergraduate scholastic average ofB or better

The Associate Dean of the Connell Graduate School of Nursing forwards the official announcement of acceptance or rejection.

Program of Study

Master of Science with a Major in Nursing

- Electives: 3 to 6 credits (depending on specialty)
- NU 415 Conceptual Basis for Advanced Nursing Practice: 3 credits
- NU 416 Ethical Reasoning and Issues in Advanced Nursing Practice: 3 credits
- NU 417 Advanced Practice Nursing within Complex Health Care Systems: 3 credits
- NU 420/426 Pharmacology/Psychopharmacology: 3 credits
- NU 430 Advanced Health Assessment Across the Life Span: 3 credits
- NU 520 Research Theory: 3 credits
  Elective Options following NU 520:
- NU 524 Master's Research Practicum: 3 credits* NU 525 Integrative Review of Nursing Research: 3 credits* NU 672 Physiologic Life Processes: 3 credits
- Two Specialty Practice Courses: 12 credits
- Two Specialty Theory Courses: 6 credits

Total: 45 credits (Nurse Anesthesia: 62 credits)

The elective courses must be at the graduate level and may be taken in any department or used as a specialty requirement. Independent Study is recommended for students who have a particular interest that is not addressed in required courses in the curriculum.

Laboratory Fee

The laboratory fee for NU 430 Advanced Health Assessment will be paid in advance ofregistration as a deposit for a clinical practicum placement. A survey will be mailed tostudents in December to solicit clinical placement plans. The laboratory fee will be paid to theSchool of Nursing with an affirmative intention to register for clinical practicum in the nextacademic year. The amount will be credited in full to the individual's student account.

General Information

Accreditation

The Master of Science Degree Program is nationally accredited by the Commission on Collegiate Nursing Education (CCNE). For additional information, see the CCNE website at http://www.aacn.nche.edu. The Nurse Anesthesist program is accredited by the Council of Accreditation of Nurse Anesthesia Educational Programs.

Certification

Graduates of the Master's Program are eligible to apply for certification by the national certification organization in their area of specialization.

Financial Aid

Applicants and students should refer to the Connell School of Nursing web page for Financial Aid resources at http://www.bc.edu/schools/son. Refer to the Financial Aid section of this Catalog for additional information regarding other financial aid information.

Deferral of Admission

Master's Program applicants wishing to be considered for deferral must submit a written requestto the Office of Graduate Admission.

Applicants who do not enter the program the semester following the semester for which thedeferral was granted will need to reapply to the program. This can be accomplished by submittinga letter requesting that their application be reactivated in addition to one updated letter ofreference. No additional application fee will be required for applicants who reactivate withinone year of the original application date.

Applicants who apply more than one year from their original application date will need tosubmit a new application packet and pay the application fee. Files that remain in deferralstatus for over one year will become inactive.

Housing

The Boston College Off-Campus Housing Office offers assistance to graduate students in procuring living arrangements. Housing for graduate students is available. For additional information see http://www.bc.edu/offices/reslife/gradhousing/accommodations.html.

Transportation

Learning activities in a wide variety of hospitals, clinics, and health-related agencies area vital part of the nursing program. The clinical facilities are located in the greaterMetropolitan Boston area. Students are responsible for providing their own transportation to andfrom the clinical facilities.

Faculty

Mary E. Duffy, *Professor Emerita;* B.S.N., Villanova University; M.S., Rutgers University; Ph.D., New York University

Laurel A. Eisenhauer, *Professor Emerita;* B.S., Boston College; M.S.N., University of Pennsylvania; Ph.D., Boston College

Marjory Gordon, *Professor Emerita;* B.S., M.S., Hunter College of the City University of New York; Ph.D., Boston College

Carol R. Hartman, *Professor Emerita;* B.S., M.S., University of California, Los Angeles; D.N.Sc., Boston University

Joellen Hawkins, *Professor Emerita;* B.S.N., Northwestern University; M.S., Ph.D., Boston College

Miriam Gayle Wardle, *Professor Emerita;* B.S., University of Pittsburgh; M.S., Boston University; Ph.D., North Carolina State University
Loretta P. Higgins, *Associate Professor Emerita;* B.S., M.S., Ed.D., Boston College
Margaret A. Murphy, *Associate Professor Emerita;* B.S., St. Joseph College; M.A., New York University; Ph.D., Boston College
Jean A. O'Neil, *Associate Professor Emerita;* B.S., M.S., Boston College; Ed.D., Boston University
Ann Wolbert Burgess, *Professor;* B.S., Boston University; M.S., University of Maryland; D.N.Sc., Boston University
June Andrews Horowitz, *Professor;* B.S., Boston College; M.S., Rutgers University; Ph.D., New York University
Dorothy A. Jones, *Professor;* B.S.N., Long Island University; M.S.N., Indiana University; Post Master's Certificate (RNP), Ed.D., Boston University
Susan Gennaro, *Professor and Dean;* B.A., Lemoyne College; M.S., Pace University; D.S.N., University of Alabama at Birmingham
Callista Roy, ***C.S.J.,*** *Professor and Nurse Theorist;* B.A., Mount Saint Mary's College; M.S., M.A., Ph.D., University of California, Los Angeles
Judith A. Vessey, *Leila Holden Carroll Endowed Professor in Nursing;* B.S.N., Goshen College; M.S.N., Ph.D., University of Pennsylvania
Barbara E. Wolfe, *Professor and Associate Dean for Research;* B.S.N., Syracuse University; M.S.N., Yale University; Ph.D., Boston College
Jane E. Ashley, *Associate Professor;* B.S., California State University; M.S., Ph.D., Boston College
Rosanna F. DeMarco, *Associate Professor;* B.S., Northeastern University; M.S., Boston College; Ph.D., Wayne State University
Nancy J. Fairchild, *Associate Professor;* B.S., Boston University; M.S., University of Rochester
Pamela J. Grace, *Associate Professor;* B.S.N., M.S.N., West Virginia University; Ph.D., University of Tennessee, Knoxville
Ellen K. Mahoney, *Associate Professor;* B.S.N., Georgetown University; M.S.N., University of Pennsylvania; D.N.S., University of California, San Francisco
Sandra R. Mott, *Associate Professor;* B.S., Wheaton College; M.S., Boston College; Ph.D, University of Rhode Island
Rita J. Olivieri, *Associate Professor;* B.S., M.S., Ph.D., Boston College
Joyce A. Pulcini, *Associate Professor;* B.S., St. Anselm's College; M.S., Boston University; Ph.D., Brandeis University
Catherine Yetter Read, *Associate Professor and Associate Dean Undergraduate Programs;* B.S.N., University of Illinois, Chicago; M.S., University of Illinois, Urbana; M.S., Salem State College; Ph.D., University of Massachusetts, Lowell
Judith Shindul-Rothschild, *Associate Professor;* B.S., Boston College; M.S.N., Yale University; Ph.D., Boston College
Patricia A. Tabloski, *Associate Professor and Associate Dean Graduate Programs;* B.S.N., Purdue University; M.S.N., Seton Hall University; Ph.D., University of Rochester
Robin Y. Wood, *Associate Professor and Director of Learning Labs;* B.S., University of Michigan; M.S., Ed.D., Boston University
Jennifer Allen, *Assistant Professor;* B.S., M.S., Boston College; M.P.H., DS.C., Harvard Public Health
Angela Amar, *Assistant Professor;* B.S.N., M.S.N., Louisiana State; Ph.D., University of Pennsylvania
Mary M. Aruda, *Assistant Professor;* B.S., St. Francis College; B.S.N., Cornell University; M.S., Boston University; Ph.D., University of Massachusetts, Lowell
Jane Flanagan, *Assistant Professor;* B.S.N., University of Massachusetts, Lowell; M.S.N., Northeastern University; Ph.D., Boston College
Kate Gregory, *Assistant Professor;* B.S., SUNY Binghamton; M.S. University of Pennsylvania; Ph.D., Boston College
Susan Kelly-Weeder, *Assistant Professor;* B.S., Simmons College; M.S., Ph.D., University of Massachusetts, Lowell
Michelle Mendes, *Assistant Professor;* B.S., Simmons College; M.S., Boston University; Ph.D., University of Rhode Island
Mary Lou Siefert, *Assistant Professor;* B.S., Emmanuel College; M.S.N, Ph.D., Yale University
Kelly Stamp, *Assistant Professor;* B.S.N., Southeast Missouri State University; M.S., Ph.D., University of South Florida
Danny Willis, *Assistant Professor;* B.S.N., University of Mississippi Medical Center; M.N., D.NSc., Louisiana State University Health Sciences Center
Lichuan Ye, *Assistant Professor;* B.S., M.S., Sichuan University; Ph.D., University of Pennsylvania
Susan A. Emery, *Clinical Associate Professor and Director of Nurse Anesthesia Program;* B.A., Northeastern University; B.S., Salem State College; M.S., Columbia University
William Fehder, *Clinical Associate Professor;* B.S., Hunter College; M.S.N, Ph.D., University of Pennsylvania
Stacey Hoffman Barone, *Clinical Assistant Professor;* B.S.N., Duke University; M.S., Boston University; Ph.D., Boston College
Donna Cullinan, *Clinical Assistant Professor;* B.S., Saint Anselm College; M.S., Boston College
Holly Fontenot, *Clinical Assistant Professor;* B.S.N., Georgia Baptist College of Nursing; Mercer University; M.S., Boston College
Dianne Hagen, *Clinical Assistant Professor;* B.S.N., State University of New York, Buffalo; M.S.N., Columbia University
Karen E. Hall, *Clinical Assistant Professor;* B.S., University of Michigan; M.S., Salem State College
Nanci Haze Peters, *Clinical Assistant Professor;* B.S., Western Connecticut State University; M.S., Northeastern University
Sherri B. St. Pierre, *Clinical Assistant Professor;* B.S., Simmons College; M.S. University of Massachusetts, Lowell
Adele W. Pike, *Clinical Assistant Professor;* Ed.D., Boston University; M.S.N., Yale University
Judith S. Pirolli, *Clinical Assistant Professor;* B.S., M.S., Boston College
Phyllis M. Shaw, *Clinical Assistant Professor;* B.S., Fitchburg State College; M.S.N., Boston University
M. Colleen Simonelli, *Clinical Assistant Professor;* B.S., Marquette University; M.S.N., Boston College; Ph.D., University of Massachusetts, Lowell
Pamela A. Terreri, *Clinical Assistant Professor;* B.S., Boston College; M.S.N., Boston University
Denise B. Testa, *Clinical Assistant Professor and Assistant Director of Nurse Anesthesia Program;* B.S.N., Northeastern University; M.S., Rush University

Stacy Garrity, *Clinical Instructor;* B.S., University of Massachusetts, Boston; M.S., Boston College
Allyssa Harris, *Clinical Instructor;* B.S., M.S., Ph.D.(c), Boston College
Katherine A. O'Meara, *Clinical Instructor;* B.S.N., University of Massachusetts, Amherst; M.S.N., Regis College
Lori Solon, *Clinical Instructor;* B.S., Boston University; M.S.N., Columbia University
Jennifer Stockbridge, *Clinical Instructor;* B.S., Fairfield University; M.S., Boston College
Heather Vallent, *Clinical Instructor;* B.S., University of Scranton; M.S., Boston College
Eileen Alexy, *Visiting Assistant Professor;* B.S.N. Holy Family University; M.S.N., Ph.D., University of Pennsylvania
Gail Harkness, *Adjunct Professor;* B.S. M.S., University of Rochester; Dr.P.H., University of Illinois
W. Jean Weyman, *Assistant Dean Continuing Education Programs;* B.S.N., M.S.N., Indiana University; Ph.D., Boston College

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

NU 010 Professional Development Seminar (Fall: 1)

This seminar will introduce freshmen nursing students to the college culture and to the profession of nursing. Small group sessions led by upperclass nursing students and faculty/staff volunteers will provide opportunities for networking and information sharing about relevant personal, professional, and social topics.
Catherine Y. Read

NU 060 Professional Nursing I (Spring: 3)

An introduction to professional nursing within the context of all helping professions, exploring nursing's history, development of nursing knowledge, roles, and relationships with other professions. This course places the study of nursing within the Jesuit tradition of liberal arts education and provides an introduction to the basic principles of research theory and methodology. Focus centers on the importance of research in the generation of nursing knowledge and the populations, settings and types of phenomena addressed by nurse researchers.
The Department

NU 080 Pathophysiology (Fall/Spring: 3)

Prerequisites: BI 130, BI 131, BI 132, BI 133, CH 161, CH 163
Corequisites: BI 220, BI 221 may be taken concurrently

Pathophysiology offers an integrated approach to human disease. The course builds on the underlying concepts of normal function as they apply to the basic processes of pathogenesis. Biological variations of age, gender, and cultural differences are integrated into the course content where applicable. Common acute and chronic health problems are introduced to explore the interrelatedness of a variety of stressors that affect physiological function. Successful completion of Pathophysiology facilitates the student's transition into clinical nursing practice.
The Department

NU 120 Nursing Health Assessment Across the Life Span (Fall/Spring: 4)

Prerequisites: BI 130, BI 131, BI 132, BI 133, or concurrently, CH 161, CH 163, BI 220, BI 221, NU 080, NU 121

This course introduces the concept of health and age specific methods for nursing assessment of health. The course focuses on evaluation and promotion of optimal function of individuals across the life span. The concept of health is presented within the context of human growth and development, culture and environment. Nursing assessment of health is organized and presented according to the Functional Health Pattern format. The various theories and principles of physical, cognitive, and psychosocial health are included and part of the Functional Health Pattern assessment guide.
The Department

NU 121 Nursing Health Assessment Across the Life Span Clinical Laboratory (Fall/Spring: 3)

Prerequisite: See NU 120

This course provides campus and community laboratory experiences in applying the theoretical concepts explored in NU 120. The focus is on systematic assessment of individual health status associated with maturational changes and influenced by culture and environment. The clinical reasoning framework and communication theory direct the development of nursing assessment skills.
The Department

NU 122 Nursing Health Assessment/Life Span/Clinical Lab (Spring: 3)

The Department

NU 204 Pharmacology/Nutrition Therapies (Fall/Spring: 3)

Prerequisites: NU 120, NU 121, NU 080
Corequisites: NU 230, NU 231

This course focuses on the study of pharmacodynamic and nutritional principles and therapies used in professional nursing. Using case studies, as well as lecture, an integrated approach to patient problems is emphasized. Nutriceuticals, over-the-counter, social, and folk drugs affecting the patient are also considered.
The Department

NU 215 Policy and Politics in U.S. Health Care (Spring: 3)

The purpose of this interdisciplinary course is to provide students with a working knowledge of the U.S. health care system including its organization, financing, regulation, and service delivery, from both private and public perspectives. Emerging workforce and care delivery trends and their philosophical, financial, and political underpinnings will be explored. This course is designed for individuals seeking a career in health care delivery or management who will interface with clinical care, the managed care and health insurance industries, or related industries in a professional capacity.

NU 230 Adult Health Nursing Theory I (Fall/Spring: 3)

Prerequisites: NU 100, NU 120, NU 121, NU 080
Corequisites: NU 231

This course focuses on the theoretical basis of the nursing care of adults with altered states of health. Emphasis is placed on the beginning application of the clinical reasoning process with a focus on frequently occurring nursing diagnoses, interventions and outcomes for adults. Evidenced-based practice and standards of care based on professional nursing organizations are utilized. The role and

responsibilities of the nurse in the acute care setting including ethical and legal roles are emphasized. An understanding of the impact of culture on health is incorporated throughout the course.
The Department

NU 231 Adult Health Nursing I Clinical Laboratory (Fall/Spring: 3)
Prerequisites: NU 100, NU 120, NU 121, NU 080
Corequisite: NU 230

This acute care clinical focuses on fostering professional nursing skill in the planning and implementation of care for adults with an altered health status. Emphasis is placed on integrating the components of the nursing process, utilizing evidenced-based nursing practice and applying current standards of care based on professional nursing organizations. Principles of cultural competence and the ethical and legal role of the nurse are incorporated and examined throughout the course. The clinical laboratory sessions focus on demonstrating competency in basic nursing skills and related documentation.
The Department

NU 232 Adult Health Nursing I Clinical Laboratory (Fall/Spring: 3)
The Department

NU 233 Adult Health Nursing I Simulation Lab (Fall: 3)
The Department

NU 242 Adult Health Nursing Theory II (Fall/Spring: 3)
Prerequisites: NU 230, NU 231, NU 204, NU 216 or concurrently
Corequisite: NU 243

This course builds on the concepts learned in Adult Health Theory I and expands the data base used to make judgments about responses of adults with acute and chronic health problems. In this course, discussions are centered on planning, implementation, and evaluation of nursing care for individuals and the family as appropriate.
The Department

NU 243 Adult Health Nursing II Clinical Laboratory (Fall/Spring: 3)
Prerequisites: NU 230, NU 231, NU 204
Corequisite: NU 242

This course focuses on the implementation and evaluation of patient care outcomes for adults with complex health problems in a variety of settings. Nine hours of clinical laboratory weekly.
The Department

NU 244 Childbearing Nursing Theory (Fall/Spring: 3)
Prerequisites: NU 230, NU 231, NU 204
Corequisite: NU 245

This experience focuses on the application of childbearing theory to the diagnoses, interventions, and outcomes for care of families in structured clinical settings. Focus is on prenatal, perinatal, and post-natal activities. In the clinical laboratory, students work collaboratively with the multidisciplinary team in applying evidenced-based practice derived from current multidisciplinary research to the childbearing family. Supervised by nursing faculty, the students are mentored to extend their skills in critical thinking and clinical judgment to meet the physical, psychosocial, cultural and spiritual needs of their clients and families. Emphasis will be placed on AWHONN and ACOG standards of care.
The Department

NU 245 Clinical Laboratory of Childbearing Theory (Fall/Spring: 3)
Prerequisites: NU 230, NU 231, NU 204
Corequisite: NU 244

The course focuses on concepts associated with the unique responses of families during the childbearing cycle: normal and high risk pregnancies and normal and abnormal events in women's health. Current multidisciplinary research in women's health with a focus on the childbearing cycle including genetics and cultural competence is presented. Evidenced based nursing practice for the childbearing family is discussed. The nursing implications of attending to to both the physiologic and the psychosocial needs of the childbearing family are reviewed. Emphasis will be placed on AWHONN and ACOG standards of care.
The Department

NU 246 Adult Health Nursing II Clinical Laboratory (Fall/Spring: 3)
The Department

NU 247 Clinical Lab/Application/Childbearing Nsg Theory (Fall/Spring: 3)
The Department

NU 250 Child Health Nursing Theory (Fall/Spring: 3)
Prerequisites: NU 244, NU 245
Corequisite: NU 251

This course focuses on concepts associated with the unique responses of children and their families to acute and chronic illness. Emphasis is placed on the child's growth and development in relation to both wellness and illness.
The Department

NU 251 Child Health Nursing Clinical Laboratory (Fall/Spring: 3)
Prerequisites: NU 244, NU 245
Corequisite: NU 250

This course uses a variety of clinical settings to focus on the application of the clinical reasoning process, nursing diagnoses, behavioral outcomes and nursing interventions in the care of children and their families coping with acute and chronic health problems.
The Department

NU 252 Psychiatric Mental Health Nursing Theory (Fall/Spring: 3)
Prerequisites: NU 242, NU 243
Corequisite: NU 253

This course builds upon the standards of practice from the American Psychiatric Nurses Association to discuss the legal, ethical and therapeutic role of the psychiatric mental health nurse in caring for individuals with psychiatric disorders across the life span. Current interdisciplinary research on the genetic and biopsychosocial theories of depression, psychosis, substance abuse, bipolar illness, eating, anxiety, personality and cognitive disorders is presented. Evidence-based nursing practice, including psychopharmacology and psychosocial treatment modalities such as cognitive-behavioral and crisis interventions, group and milieu therapy, is discussed.
The Department

NU 253 Psychiatric Mental Health Nursing Clinical Laboratory (Fall/Spring: 3)
Prerequisites: NU 242, NU 243
Corequisite: NU 252

Therapeutic communication skills provide a foundation for implementing the nursing role based on the American Psychiatric Nurses Association standards of practice with psychiatric patients in a

variety of psychiatric treatment settings. In the nine-hour weekly clinical experience, students work collaboratively with multidisciplinary teams in applying evidence-based practice based on interdisciplinary research to the nursing process. In supervision with nursing faculty, students are mentored to extend their skills in clinical reasoning to meet the biological, psychosocial, cultural and spiritual needs of persons from varied backgrounds (economic, racial, ethnic, age and gender) who are in treatment for a major mental illness.
The Department

NU 254 Child Health Nursing Clinical Laboratory (Fall/Spring: 3)
The Department

NU 255 Psychiatric-Mental Health Nursing Clinical Lab (Fall/Spring: 3)
The Department

NU 256 Child Health Clinical Simualtion Lab (Fall: 3)
The Department

NU 260 Community Nursing Theory (Fall/Spring: 3)
Prerequisites: NU 250, NU 251, NU 252, NU 253
Corequisite: NU 261

This course introduces students to the conceptual and scientific framework of population-centered nursing through current published evidence, clinical expert practice, and client preferences. Through the examination of social and economic influences on health care delivery and vulnerability of individuals, families, and populations in community settings, care management, case management, home and hospice care, emerging infectious diseases, program development and evaluation, and disaster preparedness/management are addressed.
The Department

NU 261 Community Nursing Clinical Laboratory (Fall/Spring: 3)
Prerequisites: NU 250, NU 251, NU 252, NU 253
Corequisite: NU 260

This course focuses on the application of community health nursing and public health concepts that include the care of individuals, families, and populations in community settings. Competencies include assessing the health status of individuals and aggregates to identify health problems, linking people to health services, and evaluating quality and adequacy of available services. Emphasis is placed on understanding the impact of socio-cultural, economic, political and environmental forces on the health of individuals, families and populations, and on using evidence-based research to adapt and implement interventions aimed at restoring and promoting health, and preventing illness.
The Department

NU 263 Nursing Synthesis Clinical Laboratory (Fall/Spring: 3)
Prerequisites: NU 260, NU 261, or concurrently
Corequisite: NU 262

This course provides senior nursing students with an opportunity to synthesize, to expand, and to refine nursing concepts and clinical reasoning competencies. Through an intensive clinical experience based on institutional and/or community settings, students will be able to focus on health care needs of specific client populations, study in-depth the interventions used to restore and/or optimize health, and utilize nursing research in practice.
The Department

NU 264 Professional Nursing II (Fall/Spring: 3)

This course focuses on the transition from the student to the practitioner role. The course provides the student with the opportunity to integrate previous and concurrent knowledge about nursing care, explore professional issues, view nursing as a profession related to society's needs, and develop and articulate emerging trends that will have an impact on the profession. The types of research questions asked by nurses and their relationship to theory, health, research design, sample, data collection, and data analysis are discussed.
The Department

NU 265 Community Nursing Clinical Laboratory (Fall/Spring: 3)
The Department

NU 266 Nursing Synthesis Clinical Lab (Fall/Spring: 3)
The Department

NU 299 Directed Independent Study (Fall/Spring: 3)
Prerequisite: Senior nursing student with GPA of 3.0 or above in nursing courses
Students planning to enroll in Directed Independent Study should obtain guidelines from the Office of the Undergraduate Associate Dean. Proposals must be submitted at least three weeks before the end of the semester prior to that in which the study will begin.

This course provides an opportunity to engage in learning activities that are of interest beyond the required nursing curriculum. Examples of learning activities are research, clinical practice, and study of a nursing theory.
The Department

Undergraduate and Graduate Course Offerings

NU 315 Victimology (Fall: 3)

For students whose practice is with victims of crime-related trauma; for students whose careers require a knowledge of issues facing crime victims, their families, and the community; and for students who wish to broaden their understanding of crime and justice. Course examines the wide range of victimization experiences from the perspective of the victim, the offender, their families, and society. Crimes to be studied include robbery, burglary, car jacking, assault and battery, rape, domestic violence, homicide, arson, child sexual abuse and exploitation, child pornography, federal, and internet crimes.
Ann Wolbert Burgess

NU 317 Forensic Mental Health (Spring: 3)

This course examines the assessment, diagnosis, and outcomes of people whose lives bring them into a judicial setting, either criminal or evil. Content will cover such topics as the following: forensic interviewing and evaluation, case formulation, DSM diagnosis, treatment modalities, criminal investigations and charges, state of mind, duty to warn, memory and recall, malingering, and secondary gain.
Ann W. Burgess

NU 318 Forensic Science I (Fall: 3)

The purpose of this course is to prepare students to understand basic scientific, ethical, and legal principles related to evidence acquisition, preservation, and application. Specifically, this course examines cases where there has been a death e.g., suicide, homocide, accidental, and criminal, as well as cases in which the victim is a survivor.
Ann Wolbert Burgess

NU 319 Forensic Science Lab (Fall: 1)

Students will learn and use equipment and techniques from the field of forensics to process and evaluate evidence from mock crime scenes. Although the crime scenes and physical evidence are a contrivance, they will be based on actual crime cases. Students will employ various diagnostic tests and methods from the sciences of serology, pathology, ballistics, molecular biology, physics, and biochemistry to solve a contrived criminal case. The laboratory experience will invite students to utilize an array of scientific techniques and to confront and deliberate the ethical and legal implications surrounding the application of forensic science in a court of law.

Ann Burgess

Graduate Course Offerings

NU 402 Nursing Science I (Fall: 6)

Corequisite: NU 408, NU 403, NU 204

Concepts of health and age specific methods for nursing assessment of health within the context of human growth and development, culture, and the environment are emphasized. The course focuses on evaluation and promotion of optimal function of individuals across the life span. Content for each developmental level includes communication, nutrition, and physical examination as tools for assessment and principles of teaching and learning for anticipatory guidance. This course will also focus on the theoretical basis of the nursing care of clients with altered states of health. Emphasis is placed on beginning application of the clinical reasoning process.

Jane Ashley

NU 403 Clinical Practice in Nursing I (Fall: 4)

Corequisite: NU 402, NU 408, NU 204

Provides campus and community laboratory experiences in applying theoretical concepts explored in Nursing Science I. Focus on systematic assessment of individual health status associated with maturational changes and influences by culture and environment. Clinical reasoning framework and communication theory direct the development of nursing assessment skills. Also focus on fostering skill in the planning and implementation of care for adults with an altered health status. College laboratory sessions complement the clinical practica which take place in a variety of practice settings. Clinical experiences focus on documentation, developing skills to facilitate the helping relationship, and basic psychomotor skills associated with care.

The Department

NU 406 Nursing Science II (Spring: 6)

Prerequisite: NU 402, NU 403

Corequisite: NU 204, NU 408, NU 420

This course builds on the concepts learned in Nursing Science I and examines more complex health problems across the life span. Emphasis is on independent judgment and collaborative practice. The course will focus on nursing concepts associated with the unique responses of families during the childbearing/child rearing cycle and to the events associated with acute and chronic illness of children. Principles of psychiatric nursing involved in the care of clients experiencing the stresses of mental illness will also be included. The course will also focus on individuals, families, and groups in the community.

The Department

NU 407 Clinical Practice in Nursing II (Spring: 6)

Prerequisite: NU 402, NU 403, NU 204, NU 408

Corequisite: NU 406, NU 420

This course uses a variety of clinical settings to focus on the application of the clinical reasoning process, nursing diagnoses, nursing interventions, and outcomes as they relate to the care of individuals and families across the life span. Settings will include in-patient and community agencies.

The Department

NU 408 Pathophysiology (Fall: 3)

This course offers an integrated approach to human disease. The content builds on underlying concepts of normal function as they apply to the basic processes of pathogenesis. Common health problems are introduced to explore the interrelatedness of a variety of stressors affecting physiological function.

Nancy Fairchild

NU 411 Nursing Synthesis Practicum (Fall: 3)

Prerequisite: NU 406, NU 407

This course provides nontraditional nursing students with an opportunity to synthesize, to expand and, to refine nursing concepts and clinical reasoning competencies. Through an intensive clinical experience based in institutional and/or community settings, students will be able to focus on health care needs of specific client populations, study in-depth the interventions used to restore and/or optimize health, and utilize nursing research in practice.

Karen Hall

NU 415 Conceptual Basis for Advanced Nursing Practice (Fall/Spring: 3)

The theoretical foundations of advanced nursing practice as an art and a science are the focus of this course. Opportunities are available to explore and evaluate existing conceptual frameworks and mid-range theories currently used within the discipline. The domain of clinical judgement, including diagnostic, therapeutic, and ethical reasoning, is examined. Emphasis is placed on interrelationships among theory, research, and practice and the implementation of theory-based practice within the clinical environment.

Dorothy Jones

Sr. Callista Roy

NU 416 Ethical Reasoning and Issues in Advanced Nursing Practice (Fall/Spring: 3)

Prerequisite: NU 415

The ethical responsibilities of the advanced practice nurse and current ethical issues in health care are the focus of this course. Beginning with the philosophical and moral foundations of nursing ethics, the course examines the role of the advanced practice nurse in making ethical decisions related to patient care. The moral responsibility of the nurse as patient advocate is discussed in relation to selected ethical issues.

Pamela Grace

NU 417 Advanced Practice Nursing within Complex Health Care Systems (Fall/Spring: 3)

Prerequisite: NU 415 and NU 416

The scope of advanced nursing practice within complex health care systems is the focus of this course. Dimensions of advanced nursing practice are explored with particular emphasis on the following: historical development of the roles; role theory and implementation;

legal/regulatory aspects; innovative practice models; patient education; collaboration and consultation; program planning, economic, political, and social factors that influence health care delivery; organizational behavior; power and change; management and leadership; evaluation, and quality improvement; and research utilization and informatics. Advanced nursing practice activities are explored across practice settings and at all levels of care.
Mary Lou Siefert
Rosanna DeMarco

NU 418 Nursing Science Clinical Practice Health Assessment (Fall: 0)
Catherine Donahue
Heather Fitzgerald

NU 420 Pharmacotherapeutics and Advanced Nursing Practice (Spring: 3)
Prerequisite: Baccalaureate degree in nursing

This course is intended to provide the student with an understanding of pharmacology and drug therapy as it relates to advanced practice (general and/or in a clinical specialty). The interrelationships of nursing and drug therapy will be explored through study of pharmacodynamics, dynamics of patient response to medical and nursing therapeutic regimens, and patient teaching, as well as the psychosocial, economic, cultural, ethical, and legal factors affecting drug therapy, patient responses, and nursing practice. The role of the nurse practicing in an expanded role in decision-making related to drug therapy is also included.
The Department

NU 426 Advanced Psychopharmacology (Spring: 3)
Prerequisite: Graduate standing

This course is for students who are specializing in psychiatric mental health practice and students whose professional practice requires knowledge of psychotropic drugs. The course reviews the role of the central nervous system in behavior, and drugs that focus on synaptic and cellular functions within the central nervous system. The use of psychopharmacological agents and differential diagnosis of major psychiatric disorders is a focus of each class. Ethical, multicultural, legal, and professional issues are covered with particular emphasis on prescription writing as it relates to the Clinical Specialist in Psychiatric Mental Health Nursing.
Judith Shindul-Rothschild

NU 430 Advanced Health Assessment Across the Life Span (Spring/Summer: 3)
Prerequisite: NU 672
Course is taken the semester prior to practicum entry.

Building on undergraduate course work and previous clinical experience, this course utililizes life span development and health risk appraisal frameworks as the basis for health assessment. Students master health assessment skills for individuals within family, environmental, and cultural contexts. The course provides advanced practice nursing students with planned classroom and clinical laboratory experiences to refine health assessment skills and interviewing techniques. Health promotion, health maintenance, and epidemiological principles are emphasized in relationship to various practice populations.
The Department

NU 443 Advanced Practice and Theory in Psychiatric Mental Health Nursing I (Fall: 6)
Prerequisite: NU 430
Corequisite: NU 441

In this combined didactic and clinical course, students learn to conduct mental health evaluations, to formulate psychiatric and nursing diagnoses, and to plan and implement short-term/initial treatment, case management, referral plans, and client services for adults, children, and families. Clinical placements (20 hours/week) are individualized to match students' interests in a variety of psychiatric-mental health (PMH) settings including mental health outpatient services and forsenic practice settings. Faculty and agency preceptors assist students to develop essential evaluation and diagnostic skills, and to provide individualized, culturally sensitive nursing care, and clinical services to diverse client populations.
June Andrews Horowitz

NU 445 Individual Psychotherapies/Advanced Practice&Psychiatric Nursing Practice (Fall: 3)

This course is a requirement for graduate students who are specializing in psychiatric mental health practice. The course is also open to non-nursing graduate students involved in counseling or psychotherapy. This course is designed to explore major approaches to individual psychotherapy, such as Psychodynamic, Humanistic, Interpersonal, Behavioral, Cognitive, Dialectical Behavorial, Brief, and Multicultural. Commonalities and differences among the processes and techniques are discussed. Selected theorists and their approaches to psychotherapy will be examined as examples of major schools of thought concerning the nature of the psychotherapeutic relationship. Applications across the life span and among diverse populations are critically examined.
Daniel Willis

NU 450 Theoretical Found/Women's Health&Pediatric Nursing (Fall: 3)
Prerequisite: NU425, 417 with permission of instructor

This course focuses on theoretical knowledge for the indirect and direct roles of the advanced practice nurse in health care of women and children. Content will address use, analysis, and synthesis of theories and research, with attention to the impact of culture, ethnicity, race, socioeconomic status, and family structures. Psychosocial influences on women's health, parenting, and child development are explored. Students will interpret the roles of the advanced practice nurse in MCH as these affect and are affected by health care and health care delivery systems at the national level.
Holly Fontenot
Allyssa Harris

NU 453 Advanced Practice in Women's Health Nursing I (Fall: 6)
Prerequisite: NU 415, NU 417, NU 430, NU 452, and permission of the instructor

This course is the first of two courses in the Advanced Practice in Women's Health series. The role of the advanced practice nurse with women across the life span is explored with a focus on wellness promotion and management of common alterations in the sexuality-reproductive pattern, with special concern for cultural, ethnic, and socioeconomic diversity.
Joellen Hawkins

NU 457 Advanced Practice in Ambulatory Care Nursing of Children I (Fall: 6)
Prerequisite: NU 430, NU 415 and NU 452
Corequisite: NU 452

This clinical course is the first of two advanced practice specialty nursing courses for preparing pediatric nurse practitioners. This course focuses on health promotion and maintenance, prevention of illness and disability, as well as assessment, diagnosis, and management of common pediatric problems/illnesses. Anatomical, physiological, psychological, cognitive, socioeconomic, and cultural factors affecting a child's growth and development are analyzed. Parenting practices, family life styles, ethical issues, and environmental milieu are also explored. Students engage in precepted clinical practice (20 hours/week) where they apply their cognitive, affective, and psychomotor skills, guided by critical thinking and clinical decision making.
Mary Aruda
Joyce Pulcini

NU 462 Advanced Theory in Adult Health Nursing I (Fall: 3)

The course focuses on understanding health patterns and optimal functional ability in a variety of sociocultural and practice settings. The course will include exploration of theories and models underlying life processes and interaction with the environment for adolescents and adults with varied health states, ages, developmental, and gender characteristics. Ethical, diagnostic, and therapeutic reasoning processes are incorporated into developing assessment, diagnosis, intervention, and outcomes parameters.
Jane Flanagan

NU 463 Advanced Practice in Adult Health Nursing I (Fall: 6)
Prerequisites: NU 462 and NU 430

This course concentrates on assessment and diagnosis within the development of advanced adult health nursing practice based on theoretical knowledge and research. Clinical learning experiences (16 hours/week) focus on the increased integration of ethical and diagnostic judgments within the health care of adults to promote their optimal level of being and functioning. Analysis of selected health care delivery systems will emphasize the identification of variables contributing to optimal levels of health care. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical practice, and course assignments.
Jane Flanagan

NU 465 Advance Practice in Gerontological Nursing I (Fall: 6)
Prerequisites: NU 415, NU 416, NU 430, NU 462

This course concentrates on nursing assessment, diagnosis, and interventions within gerontology based on theoretical knowledge, research, and practice. Common health problems of older adults within primary and long-term care settings are emphasized including care of persons with acute and chronic illness. Clinical learning experiences focus on the integration of ethical and diagnostic judgments within the context of functional health patterns to promote optimal levels of being and health. Selected variables within the health care delivery system that influence health are analyzed.
Patricia Tabloski

NU 472 Advanced Theory in Community and Family Health Nursing I (Fall: 3)

This course is the first of a series in the theory and advanced practice of community and family health nursing. It focuses on theories, concepts, and research findings in the development and evaluation of nursing interventions and strategies that promote health in aggregates and communities. Health legislation and multiple socioeconomic and environmental factors are analyzed to determine their influence on planning for family health and community well being.

NU 473 Advanced Practice in Community and Family Health Nursing I (Fall: 6)
Prerequisites: NU 472 and NU 430
Corequisite: NU 472

This combined didactic and practicum course focuses on the assessment, diagnosis, and management of selected primary health care problems in individuals and families using critical thinking and diagnostic reasoning. Incorporation of health promotion, health maintenance and delivery of care strategies as they relate to individuals and families are emphasized. Students practice 20 hours per week in a variety of clinical settings including health departments, health centers, homeless clinics, health maintenance organizations, private practices and occupational health clinics.

NU 490 Physiologic Variables for Nurse Anesthesia I—Respiratory (Spring: 3)
Corequisites: NU 491, NU 672

This course is an in-depth study of the anatomy, physiology, and pathophysiology of the respiratory system and related anesthesia implications for the whole person. It complements physiologic principles learned in master's core courses. The concepts of ventilation and perfusion as well as oxygen transport will be examined. Assessment of baseline pulmonary function and alterations seen in common disease states will be reviewed. The effect of compromised pulmonary function and implications for the patient and the anesthesia plan will be discussed. The effect of surgery and anesthesia on the respiratory system will be emphasized.
Denise Testa

NU 491 Chemistry and Physics for Nurse Anesthesia Practice (Spring: 3)
Corequisites: NU 490, NU 672

This course is an in-depth study of principles of chemistry and physics as they relate to nurse anesthesia practice. Aspects of organic and biochemistry including the chemical structure of compounds and their significance in pharmacology will be explored. The role of acid-base balance in maintaining the body's internal milieu and cellular integrity will be examined. Laws of physics as they pertain to the nurse anesthesia practice will be illustrated with specific examples. The emphasis will be placed on the assimilation and integration of scientific theory into practice.
Susan Emery

NU 502 Case Studies in Forensics (Spring: 3)

This course uses a seminar format to make practical application of forensic cases whether they are in the criminal, civil, juvenile or family court system. Content for the course will derive from legal cases and situations and include topics such as psychosis and the insanity defense, criminal profiling and ethics, standard of care and suicide, violence

among school children, state of mind and killing, murder in the family, elder abuse, sexual abuse and outcome, DNA and the innocence project, wrongful conviction, depravity and evil, cyber-crimes, and bioterrorism.
Ann Burgess

NU 520 Nursing Research Theory (Fall/Summer: 3)
Prerequisite: Undergraduate statistics course
Offered Biennially
Open to upper-division R.N. and B.S. nursing students, non-nursing graduate students, and non-matriculated nursing students with permission of instructor.

Qualitative and quantitative research methods, including experimental/quasi-experimental, correlational, and descriptive designs, are presented. Research design considerations include fit with research questions, control of threats to validity, and sampling and data collection plans in the context of issues of language, gender, ethnicity, and culture. Clinical problems for research are identified focusing on health and nursing care.
The Department

NU 524 Master's Research Practicum (Fall/Spring: 3)
Prerequisite: NU 520 or concurrently

This course applies knowledge of the research process through the development and implementation of a clinical research proposal, a quality assurance proposal, a research utilization proposal, or through participation with faculty in ongoing research.
The Department

NU 525 Integrative Review of Nursing Research (Fall/Spring: 3)
Prerequisite: NU 520 or concurrently

The focus of the course is on the use of a systematic and analytic process in the critical analysis and synthesis of empirical nursing research on a topic related to the student's specialty area. Students work independently to develop a publishable integrative review manuscript under guidance of faculty.
The Department

NU 543 Advanced Practice and Theory in Psychiatric Mental Health Nursing (Spring: 6)
Prerequisites: NU 443, NU 430, NU 426

This second advanced practice and theory course in Psychiatric-Mental Health Nursing focuses on current clinical topics and major psychiatric diagnostic categories. Students apply DSM-IV systems to examining clinical case material. Diagnostic and treatment issues concerning culture, race and ethnicity, gender, prevalence, prognosis, clinical course, and familial patterns are discussed. Treatment approaches and allocation of services are analyzed. Students engage in practice activities for a minimum of 250 hours which build on experiences in NU 443 to increase their diagnostic and clinical reasoning ability, and psychotherapeutic intervention skills. These two courses give students 500+ hours of supervised advanced practice clinical experience.
June Andrews Horowitz

NU 545 Couple, Family, and Group Psychotherapy in Advanced Psychiatric Mental Health Nursing (Spring: 3)
Required for graduate students who are specializing in psychiatric-mental health practice. Also open to non-nursing graduate students involved in counseling or psychotherapy.

This course in a requirement for graduate students who are specializing in psychiatric-mental health practice. The course is also open to non-nursing graduate students involved in counseling or psychotherapy. This course is designed to explore the major psychotherapeutic approached for Families and Groups. Emphasis is on the application of theories and models of family and group psychotherapy across the life span, among diverse populations, and in traditional and non-traditional settings.
June Andrews Horowitz

NU 553 Advanced Practice in Women's Health Nursing II (Spring: 6)
Prerequisites: NU 417, NU 453, and permission of instructor required

This course builds on Maternal Child Health Advanced Theory I and II and Advanced Practice in Women's Health Nursing I. It concentrates on the role of the nurse in advanced practice with women across the life span, focusing on the development and evaluation of management strategies to promote optimal functioning in women seeking obstetrical and gynecological care, as well as the indirect role functions in advanced practice as Clinical Nurse Specialists/Nurse Practitioners.
The Department

NU 557 Advanced Practice in Pediatric Ambulatory Care II (Spring: 6)
The Department

NU 562 Advanced Theory in Adult Health Nursing II (Spring: 3)
Prerequisite: NU 462

This course concentrates on the development, use, analysis, and synthesis of theoretical knowledge and research for intervention with advanced adult health nursing practice. The role components that constitute advanced adult health nursing practice are developed and evaluated for their potential contributions in improving the quality of adult health care. Professional, socioeconomic, political, legal, and ethical forces influencing practice are analyzed and corresponding change strategies proposed. .
Dorothy Jones

NU 563 Advanced Practice in Adult Health Nursing II (Spring: 6)
Prerequisite: NU 463

This course concentrates on the implementation, evaluation, and development of advanced nursing practice based on theoretical knowledge and research. Clinical learning experiences (20 hours/week) focus on the increased integration of ethical, diagnostic, and therapeutic judgments within the health care of adults to promote their optimal level of being and functioning.
Patricia Tabloski

NU 565 Advanced Gerontologic Nursing Practice II (Spring: 6)
Prerequisites: NU 417, NU 420, NU 465, NU 672

Concentrating on implementation, evaluation, and development of advanced nursing practice in gerontologic care based on theoretical knowledge and research. Clinical learning experiences focus on the integration of ethical, diagnostic, and therapeutic judgments in the health care of older adults across the continuum of care with particular emphasis on long term care settings with the goal of promoting optimal levels of being and functioning. Analysis of selected health care delivery systems will emphasize the identification of variables that influence health.
Patricia Tabloski

NU 572 Advanced Theory in Community and Family Health Nursing II (Spring: 3)
Prerequisites: NU 472, NU 430

This course is the second of a series in theories, relevant to advanced practice nurses in Family and Community Health specialties. It focuses on concepts, theories and research needed to thrive in the

advanced practice role. Emphasis is on health promotion, helping individuals, families, and aggregates to attain optimum levels of wellness. Theories and related research from nursing and other disciplines are integrated, and innovative health promotion programs or practice models are showcased.
The Department

NU 573 Advanced Practice in Community and Family Health Nursing II (Spring: 6)
Prerequisites: NU 430, NU 472, NU 473, and NU 572

This combined didactic and practicum course continues to integrate the assessment, diagnosis, and management of selected primary health care problems for individuals and families. Building on NU 473 course content, this course emphasizes management of complex health problems. Students practice twenty hours per week to integrate theory, practice, and research as Family Nurse Practitioners.

NU 582 Designing Learning in Nursing Education (Fall: 3)
Prerequisite: NU 580

This course applies knowledge of teaching and learning principles to content development and delivery for classroom, computer/web-based and clinical learning design. Also included are issues and methods for evaluation of learning. Mentoring/advising to promote student retention and progression is addressed.
The Department

NU 583 Teaching Practicum and Performance Evaluation (Spring: 3)
Prerequisites: NU 580 and NU 582

The role of the nurse educator is actualized through practicum experiences that integrate knowledge from previous courses. Opportunities for precepted learning experiences in the classroom and clinical setting are available for each participant. Classroom teaching includes the development of teaching objectives and strategies, test construction and evaluation of didactic learning. The clinical practicum focuses on evaluating learning environments, developing clinical assignments, testing and evaluating clinical performance, laboratory skill development and competency testing. Additionally, there will be opportunities to mentor and work with clinical staff and preceptors across clinical settings with diverse populations.
The Department

NU 590 Physiologic Variables for Nurse Anesthesia III (Fall: 3)
Prerequisites: NU 490-NU 494, NU 415
Corequisite: NU 591

This course builds upon the clinical physiology of the neurological, endocrine, and renal systems. The focus of discussion will be on the anatomy and physiology of the nervous system including nerve action potential, neuromuscular transmission, the autonomic nervous system, neurotransmitter, and cerebral blood flow. Also, normal physiology of the endocrine and renal system will be studied, including the more commonly seen alterations in these systems. Emphasis will be placed on the anesthetic implications of caring for patients with high risk conditions.
Susan Emery
Denise Testa

NU 591 Clinical Practicum in Nurse Anesthesia I (Fall: 5)
Prerequisites: NU 490-NU 494, NU 415
Corequisite: NU 590

This course provides the opportunity for students to integrate theory into practice within the clinical setting. The focus is on the development of diagnostic, therapeutic and ethical judgments with the perioperative patient. Students progress from the care of healthy patients undergoing minimally invasive surgical procedures to the more complex patient with multiple health issues. The student begins to develop an advanced practice nursing role that integrates role theory, nursing theory, and research knowledge through weekly seminars. This course contains an intensive clinical practicum with CRNA preceptors that facilitates the development of nurse anesthetist skills.
Susan Emery
Denise Testa

NU 592 Advanced Principles for Nurse Anesthesia Practice (Spring: 3)
Prerequisites: NU 590, NU 591
Corequisite: NU 593

This course focuses on selected problems associated with the provision of anesthesia for specialty and emergency surgeries. It explores anesthesia considerations related to the diverse needs of persons across the life span. Special attention is given to the anesthesia needs of the maternity, pediatric and the aging patient. Content also addresses the specialty areas of acute and chronic pain management, and outpatient surgery. Attention is given to patient comfort and safety issues implicit in surgical interventions and anesthesia delivery.
Susan EmeryDenise Testa

NU 593 Clinical Practicum in Nurse Anesthesia II (Spring: 5)
Prerequisites: NU 590, NU 591
Corequisite: NU 592

This course provides the opportunity for students to integrate theoretical knowledge and research findings into nurse anesthetist practice within the clinical setting. Students progress by providing anesthesia care for adults and children with more complex health problems. Anesthetic requirements as dictated by patient assessment, including the surgical procedure, are studied in greater depth. The guidance of CRNA faculty preceptors contributes to the development of the student's critical thinking.
Susan Emery
Denise Testa

NU 641 Palliative Care II: Pain and Suffering in Seriously Ill (Fall: 3)
Prerequisite: NU 640

This course will provide an intensive focus on improving the quality of life, care and dying of individuals and families experience life-threatening illness through nursing assessment and interventions to relieve pain and suffering. Established palliative care standards will be utilized to evaluate the outcomes of such care. Management of pain and barriers to effective pain relief are discussed in depth. Patient care strategies to improve quality of life, relieve pain and alleviate suffering are discussed within the context of advanced practice nursing.
The Department

NU 642 Palliative Care II: Practicum (Fall: 3)
Prerequisite: Concurrent with NU 641

This course prepares students to provide comprehensive care to those patients and their families with advanced life threatening illness. Students will engage in holistic assessment of pain and quality of life of patients with advanced illness including AIDS, cancer and serious illness in a variety of settings under the direction of a skilled clinician in palliative care. Seminars integrate concepts from the core and theory course.
The Department

NU 643 Palliative Care III: Palliative Care and Advanced Prac Nurs (Spring: 3)
Prerequisite: Permission of instructor/Enrollment in the School of Nursing

This course will provide advanced content relating to assessment and alleviation of complex symptoms relating to care of patients and families experiencing serious life-threatening illness. Students will analyze the impact of such illness on patient, family, community and the health care system. Resource availability and barriers to care are analyzed with the context of various settings. The leadership role of the advanced practice nurse in palliative care is delineated with emphasis on policy development, protocols, standards of practice, fiscal issues and the role of the nurse leader in the interdisciplinary team.
Rosanna DeMarco

NU 644 Palliative Care III: Practicum (Spring: 6)
Prerequisite: Concurrent with NU 643

This course prepares students to integrate advanced knowledge of palliative care in assessing and managing the symptoms of those experiencing life-threatening illness within the palliative care focus. Complex psychological, ethical, social and spiritual issues and grief reactions will be the focus of the clinical practicum. Additionally, the student will explore and experience the role of the advanced practice nurse leader on the palliative care team, family meeting and patient support group. Students may provide care across diverse health care settings.
Jane Flanagan

NU 660 Clinical Strategies for Clinical Nurse Specialist (Fall: 6)
Prerequisites: NU 415, NU 472, NU 452, NU 417 (may be taken concurrently) or with permission of faculty

This course emphasizes direct care role of the advanced practice nurse as a Clinical Nurse Specialist through clinical experience and seminar. The focus of the direct care role is the ability to provide competent care to patients, families, and populations as a clinical expert. This is accomplished through (1) scholarly inquiry and implementation of evidence-based interventions, (2) health promotion, illness prevention and care management of individuals, families and communities, and (3) expert teaching and coaching in patient groups. Course content includes development, analysis, synthesis and utilization of theories and research outcomes relevant to health care of children, families, and communities.
Rosanna DeMarco
Joyce Pulcini

NU 662 Clinical Strategies for Clinical Nurse Specialist II (Spring: 6)
Prerequisite: NU 660

This course emphasizes the indirect role of the advanced practice nurse as a Clinical Nurse Specialist through clinical experience. The indirect role includes, but is not limited to, the following: (1) unit level and interdisciplinary team leadership, (2) internal and external consultation for organizational change, (3) scholarly/scientific inquiry for evidence based policy development, (4) organization, systems level, program management, and (5) quality assurance, outcomes, management and program evalation. C
The Department

NU 672 Pathophysiologic Processes (Fall/Spring: 3)
Prerequisite: Baccalaureate degree in nursing or permission of the instructor

This course focuses on the processes that underlie diseases and dysfunctions that affect individuals across the life span. The emphasis is on central concepts of pathophysiology, including alterations in cellular communication, genetic mechanisms, homeostasis, cell growth regulation, metabolism, immunity, and inflammation. These concepts are then applied in a systematic survey of diseases within body systems.
Catherine Read

NU 680 Forensics: Fundamentals of Forensics/Nurse and Health (Fall: 3)
Prerequisite: Permission of instructor

This course provides historical, sociopolitical and cultural perspective of the personal, professional, societal issues related to victimization and perpetration of violent crime. Students examine the interface of the health care, social services, and legal systems in providing care to victims and perpetrators. Emerging roles in forensic nursing practice and issues unique to such practice are explored, emphasizing issues within the subspecialties of sexual assault nurse examiner, elder abuse specialist, battered woman specialist, psychiatric forensic examiner and legal nurse consultant. Students examine theories, concepts and principles from nursing, related sciences, psychology and law to develop conceptual basis for advanced practice.
The Department

NU 681 Forensics Care: Psychosocial and Legal Aspects (Fall: 3)
Prerequisite: Permission of the instructor/Enrollment in the School of Nursing.

This course provides a comprehensive examination of the behavior, emotional responses, and cognitive decision making of both victims and perpetrators of a crime. Students examine the ethical and legal responsibilities for health care providers and health care agencies from both a legal and ethical perspective with special emphasis on sociocultural context of victimization and perpetration. This course provides an intensive examination of the practice issues associated with assessment within the subspecialties of sexual assult nurse examiner, elder abuse specialist, battered woman specialist, psychiatric forensic examiner and legal nurse consultant.
Holly Fontenot

NU 682 Forensic Nursing Care I:Practicum (Fall: 3)
Prerequisite: Concurrent with NU 681

This course prepares students to provide comprehensive care to victims, their families, and perpetrators in settings within the health care or criminal justice systems. Students will engage in beginning application of clinical subspecialty and functional role concepts. Seminars integrate concepts from the core and theory courses.
The Department

NU 683 Forensics Careiii (Theory) Vulenrable Populations (Spring: 3)
Prerequisite: Concurrent with NU 685

This course focuses on the role(s) of forensic nurses in providing assessment, diagnosis, treatment, and advocacy services to patients. Students will learn how to understand, organize, and respond to and prevent violence and abuse. The course focuses forensic role behaviors in violence against women, elder abuse, and forensic psychiatric-mental health. Students will be prepared to advance forensic nursing science in healthcare application. Therapeutic and preventive nursing interventions that address issues of loss and death, crisis inter-

vention, mass disaster, stress and conflict resolution are addressed. Culturally competent nursing interventions utilizing principles of forensic nursing are addressed.
The Department

NU 684 Crim Law&Sci Proc:Evidence Collection (Spring: 3)
Prerequisite: Permission of instructor or enrollment in the School of Nursing.

This course will provide a broad overview of the legal process and the roles of the lawyer, forensic nurse, and forensic specialist and the rules of conduct that guide them. Students are introduced to definitions and classificatons of crime and their application to the criminal justice system. Students will examine basic principles, concepts, purposes and the nurse's role regarding substantive criminal law. The course focuses on the nurse's role in the process of trial preparation and trial, emphasizing the role of witnesses in the preparation of fact witnesses in the presentation of fact evidence and expert testimony.
Mithra Merriman

NU 685 Forensic Nursing Care II:Practicum (Spring: 3)
Prerequisite: Concurrent with NU 683

This course prepares students to integrate advanced knowledge of forensic care in assessing and managing the symptoms of those experiencing violent crime as victims, family members, and perpetrators within the forensic care focus. Complex psychological, ethical, social and spirtual issues and emotional reactions will be the focus of the clinical practicum. Additionally, the student will explore and epxerience the role of the advanced practice nurse leader on the forensic care team, family meeting and patient support group. Students may provide care acrsoss diverse health care settings.
The Department

NU 691 Nurse Anesthesia Residency I (Fall: 1)
Prerequisites: NU 592, NU 593, NU 595

This clinical course is the first of two residencies that provide preparation to attain competencies within the Certified Registered Nurse Anesthetist (CRNA) scope of practice and to meet certification requirements. The course seminars integrate knowledge from the graduate curriculum. Throughout the residency, the nurse anesthesia resident will utilize appropriate supervision from faculty and preceptors to refine clinical skills and clinical reasoning concerning progressively complex patient problems. Evaluation of clinical care includes consideration of legal, ethical, cultural, social, and professional practice issues related to the nurse anesthesia role. Through collaboration, the nurse anesthesia resident assumes increasing independence over the semester.
Susan Emery
Denise Testa

NU 693 Nurse Anesthesia Residency II (Spring: 1)
Prerequisite: NU 691

This course is the second of two that provide the nurse anesthesia student preparation in attaining competencies within the professional scope of practice and to meet certification requirements. The student is expected to function as member of the anesthesia team, and to provide comprehensive care based on clinical judgment. Students seek consultation when necessary, and analyze legal, ethical, cultural, social, and professional practice issues related to the advanced nursing practice role. The student is expected to be a role model for other nurse anesthesia students and a resource for clinical staff. The seminar provides the integration of Master's program objectives.
Susan Emery
Denise Testa

NU 699 Independent Study in Nursing (Fall/Spring: 1)
Prerequisite: Permission of an instructor and the chairperson. Recommendation of a second faculty member is advised.

Students with a special interest in nursing may pursue that interest under the direction of the faculty member. A written proposal for an independent study in nursing must be submitted to the department chairperson. The student is required to submit written reports to the faculty member directing the study.
The Department

NU 701 Epistemology of Nursing (Fall: 3)
Prerequisites: Doctoral standing, PL 593 or concurrently

This is an examination of the nature of epistemology, of philosophy of science movements affecting nursing as a scholarly discipline, and of the developing epistemology of nursing. This course includes perspectives on the nature of truth, understanding, causality, continuity, and change in science, as well as on positivism, empiricism, reductionism, holism, phenomenology, and existentialism as they relate to nursing knowledge development. The identification of the phenomena of study and scientific progress in nursing are critiqued.
Sr. Callista Roy

NU 710 Themes of Inquiry I: Clinical Topics (Spring: 3)
The Department

NU 711 Themes of Inquiry II: Clinical Judgment (Fall: 3)
Pamela Grace

NU 740 Nursing Research Methods: Quantitative Approaches (Fall/Spring: 3)

This introductory course fulfills a research methods requirement for doctoral students in nursing. Application of quantitative methodologies to a variety of research questions is explored. Emphasis is placed on types of quantitative research designs, sampling strategies and sample size considerations, data collection procedures, instrumentation, data analysis, interpretation, and communicating results.
Mary Duffy

NU 744 Statistics:Computer Applications (Spring: 3)
By arrangement only.
The Department

NU 750 Qualitative Research Methods (Spring: 3)
Prerequisite: NU 740 or permission of instructor

This introductory course fulfills a research methods requirement for doctoral students in nursing. Application of qualitative and combined qualitative-quantitative methodologies to research questions will be explored. The relationship of data production strategies to underlying assumptions, theories, and research goals will be considered.
Sandra Mott

NU 751 Advanced Qualitative Methods (Spring: 3)
Prerequisite: NU 750 or an equivalent introductory course or portion of a course on Qualitative Research Methods. Permission of instructor required

This seminar is designed for students in nursing and other disciplines who are taking a qualitative approach to research. The course will provide experience in qualitative data collection and analysis, as well as presenting findings for publication.
Danny Willis

NU 799 Independent Study (Spring: 3)
By arrangement only.
Rosanna Demarco

NU 801 Master's Thesis Seminar (Spring: 3)
By arrangement only.
The Department

NU 810 Research Practicum I (Fall/Spring: 1)
Prerequisite: NU 701 or concurrently

First in the series of four research practica that offer the student the opportunity to develop and focus their research concentration, to analyze and synthesize the state of knowledge development in the area of concentration.
The Department

NU 811 Research Practicum II (Fall/Spring: 1)
Prerequisite: NU 810, NU 702, or concurrently

Second in the series of four research practica that offer the student individual and group sessions, which contribute to the design of a preliminary study in the area of concentration, and collaboration with faculty on projects, presentations, and publications.
The Department

NU 812 Research Practicum III (Fall/Spring: 1)
Prerequisites: NU 810, NU 811

Third in the series of four research practica that offers the student further research and scholarly development in the area of concentration through individual and group sessions.
The Department

NU 813 Research Practicum IV (Fall/Spring: 1)
Prerequisites: NU 810, NU 811, NU 812

Fourth in the series of four research practica that offer the student a continuation of supervised research development in the area of concentration. The student refines the research plan and strengthens its links to supporting literature and the domains of nursing and societal concern.
The Department

NU 820 Expanding Paradigms for Nursing Research (Fall: 3)
Judith Vessey

NU 821 Nursing Research/Health Policy Formulation (Spring: 3)
The Department

NU 888 Interim Study (Fall/Spring: 0)
By arrangement only.
The Department

NU 901 Dissertation Advisement (Fall/Spring: 3)
Prerequisite: Doctoral Comprehensives or permission of instructor

This course develops and carries out dissertation research, together with a plan for a specific contribution to clinical nursing knowledge development.
The Department

NU 902 Dissertation Advisement (Fall/Spring: 3)
Prerequisite: NU 901 or consent of instructor

This course develops and carries out dissertation research, together with a plan for a specific contribution to clinical nursing knowledge development.
The Department

NU 998 Doctoral Comprehensives (Fall/Spring: 1)

This course is for students who have not yet passed the Doctoral Comprehensive but prefer not to assume the status of a non-matriculating student for the one or two semesters used for preparation for the comprehensive.
The Department

NU 999 Doctoral Continuation (Fall/Spring: 1)

All students who have been admitted to candidacy for the Ph.D. degree and have not completed thexir dissertation, after taking six credits of Dissertation Advisement, are required to register for Doctoral Continuation each semester until the dissertation is completed. Doctoral Continuation requires a commitment of at least twenty hours per week working on the dissertation.
The Department

Graduate School of Social Work

In keeping with the four-century-old Jesuit tradition of educating students in the service of humanity, Boston College established a Graduate School of Social Work (GSSW) in March 1936. The GSSW offers the Master of Social Work (M.S.W.) and the Doctor of Philosophy in Social Work (Ph.D.) degrees. In addition to providing foundation courses for all students, the Master of Social Work (M.S.W.) program of study affords each the opportunity to concentrate in a social work practice intervention method and a field of practice area. The two intervention methods are Clinical Social Work and Macro Social Work on the Master's level. Four advanced Field-of-Practice Concentrations are offered: Children, Youth and Families; Global Practice; Health and Mental Health; and Older Adults and Families. A fifth option offers an individualized Field-of-Practice Concentration that may be designed to meet a student's learning objectives. The School also offers a research-oriented Doctoral program that prepares scholars committed to pursue knowledge that will advance the field of social welfare and social work practice.

Professional Program: Master of Social Work (M.S.W.)

The M.S.W. Program offers students a choice of intervention methods. Students select either Clinical or Macro Social Work Practice. Clinical Social Work is the process of working with individuals, families, and groups to help them deal with intrapersonal, interpersonal, and environmental problems. The process utilizes a bio-psycho-social assessment and intervention model to increase an individual's well-being. Macro Social Work is the process of working with agencies, community groups, and governmental bodies to foster social policies that create a more equitable distribution of society's resources, expand democratic participation, build community, and increase access to services. The process utilizes organizational administration, community practice, and social policy analysis to facilitate change in the social environment.

The M.S.W. Program is accredited by the Council on Social Work Education and is designed for completion in either two full-time academic years of concurrent class and field work, or in a Three-Year or Four-Year Program. All degree requirements must be fulfilled within a period of five years.

Off-campus Sites: In addition to Chestnut Hill, Clinical Social Work students in the Three-Year Program may complete the equivalent of the first full-time year at one of three off-site locations: Worcester, MA (serving Western MA), Easton, MA (serving Southeastern MA), and Portland, ME. With the exception of two courses offered only on the Chestnut Hill campus, Macro Social Work students complete the majority of the equivalent first full-time year at an off-campus site. While final-year advanced classes are conducted on the Chestnut Hill campus, field placements for all Off-Campus students can be arranged in the respective geographic areas.

M.S.W. Curriculum

The M.S.W. curriculum is divided into three overlapping components: Foundation, Intervention Method, and Field-of-Practice Concentration. This configuration allows students to establish a solid foundation in social work practice, choose either Clinical or Macro Social Work Practice as their intervention method, and then choose one of four Field-of-Practice Concentrations to gain advanced policy and practice skills in a particular area. The Field-of-Practice Concentrations are: Children, Youth and Families; Global Practice; Health and Mental Health, Older Adults and Families, and an Individualized option.

Foundation Courses

Seven foundation courses provide the basis for the advanced curriculum. In compliance with Council of Social Work Education (CSWE) Accreditation Standards, the foundation curriculum includes content on values and ethics, diversity, populations-at-risk, social and economic justice, human behavior and the social environment, social welfare policy and services, social welfare practice, research, and field education.

The following courses comprise the Foundation curriculum:

- SW 701 The Social Welfare System
- SW 721 Human Behavior and the Social Environment
- SW 723 Diversity and Cross-Cultural Issues
- SW 747 Research Methods in Social Work Practice
- SW 762 Basic Skills in Clinical Social Work
- SW 800 Basic Skills in Macro Practice
- SW 921 Field Education I

Intervention Methods Courses

Students select one of two intervention methods to focus their acquisition of practice skills: Clinical Social Work or Macro Social Work.

Required Clinical courses include an advanced human behavior course, SW 722 Psychosocial Pathology, and two methods courses that focus on clinical assessment, practice theory, and evidenced-based practice interventions for a variety of problem areas and populations utilizing various treatment modalities-individual, family, and group.

The required Clinical courses are as follows:

- SW 722 Psychosocial Pathology
- SW 855 Clinical Practice with Children and Families: Assessment and Evidenced-Based Practice
- SW 856 Clinical Practice with Adults: Assessment and Evidenced-Based Practice
- SW 932 Field Education II—Clinical Social Work

Required Macro practice courses include an advanced human behavior course, SW 724 Social Work Perspectives on Organizations and Communities, and two methods courses that focus on organizational analysis, community needs assessment, administrative management skills, planning, and group and community interventions.

The required Macro courses are as follows:

- SW 724 Social Work Perspectives on Organizations and Communities
- SW 809 Administration of Human Service Programs
- SW 888 Community Organizing and Political Strategies
- SW 942 Field Education II—Macro Social Work

Field-of-Practice Concentrations

Students entering their final full-time year will choose a Field-of-Practice Concentration. Each Field-of-Practice Concentration consists of two advanced practice courses and one advanced policy course. All concentrations require SW 841 Program Evaluation and either SW 933-934 Field Education III, IV-Clinical Social Work or SW 943-944 Field Education III, IV-Macro.

Children, Youth and Families

The Children, Youth, and Families Concentration prepares students for professional practice with children, adolescents, and families seen across multiple settings. Clinical students will be proficient in practice with child and adolescent mental health intervention, including individual, group, and family modalities. Macro students will develop competence in leadership and administration, including personnel management, grant writing, and financial management within the context of community-based nonprofit organizations and public bureaucratic systems. Required courses include:

Clinical Social Work

- SW 805 Policy Issues in Family and Children's Services
- SW 880 Social Work Practice in Child Welfare
- SW 872 Advanced Clinical Interventions with Children, Youth and Families

Macro Social Work

- SW 805 Policy Issues in Family and Children's Services
- SW 880 Social Work Practice in Child Welfare
- SW 885 Management of Organizations Serving Children, Youth and Families

Global Practice

The Global Practice Concentration exposes students to the skills necessary to becoming effective international social workers. Students learn how to collaborate with local partners around issues of humanitarian aid, social development and capacity-building. Guiding principles are human rights, global justice, and diversity. Final year field placements will be managed in partnership with international organizations from around the globe. Required courses include:

Clinical and Macro Social Work

- SW 826 Rights-Based Assessment and Capacity-Building in Global Social Work
- SW 829 Sustainable Development and Responses in Global Social Work
- SW 806 Global Policy Issues and Implications

Health and Mental Health

The Health and Mental Health Concentration prepares students for clinical and macro practice in health and/or mental health settings by providing specialized knowledge and skills in assessment, interventions, policy, program planning, and financial management. Clinical students will focus on treatment with individuals, couples, families, and small groups and develop skills in assessment and interventions that are relevant to particular problems and cultural contexts. Macro students will specialize in the financial management of non-profit and public organizations, focusing on resource development, budgeting, accounting, and the use of technology. Required courses include:

Clinical Social Work with a focus on Mental Health

- SW 865 Family Therapy
- SW 897 Planning for Health and Mental Health Services
- SW 817 Health and Mental Health Policy

Clinical Social Work with a focus on Health

- SW 873 Psychosocial Dimensions of Health and Medical Care Practice
- SW 897 Planning for Health and Mental Health Services
- SW 817 Health and Mental Health Policy

Macro Social Work with a focus on Health or Mental Health

- SW 810 Financial Management for Human Services
- SW 897 Planning for Health and Mental Health Services
- SW 817 Health and Mental Health Policy

Older Adults and Families

The Older Adults and Families Concentration prepares social work students for an integrated macro and clinical practice approach to working with older adults, their families, and the social policies and programs that affect their lives. Coursework for the concentration encompasses the entire range of health and mental health services from those provided to older adults as they "age in place" in their homes and communities through policy and advocacy functions of the local, state and national aging network. Required courses include:

Clinical and Macro Social Work

- SW 823 Practice in Health and Mental Health Settings with Older Adults
- SW 824 Practice in Home and Community Settings with Older Adults
- SW 802 Policy for an Aging Society: Issues and Options

Electives

Students will take three electives to round out their knowledge and skill-building with courses that offer advanced training in a particular area or provide new knowledge and skills in an area of interest to the student. The required Field-of-Practice advanced policy and advanced practice courses may be taken as electives by students from other Fields-of-Practice on a space-available basis. Elective courses are offered pending sufficient enrollment. The following courses may be offered as Elective options:

- SW 727 Substance Abuse: Alcohol and Other Drugs
- SW 728 Global Perspectives on Gender Inequalities
- SW 794 Immigrant and Refugee Issues in the United States
- SW 795 Trauma and Resilience: Social Work Practice in Northern Ireland
- SW 798 Human Services in Developing Countries
- SW 808 Legal Aspects of Social Work
- SW 812 Child and Family Welfare Services in a Transitioning Society: The Case of Romania
- SW 813 Comparative Policy Analysis with Field Experience
- SW 816 Supervision and Staff Management
- SW 818 Forensic Policy Issues for Social Workers: Case Law, Prisoners' Rights and Corrections Policy
- SW 820 Social Work Response to the AIDS Epidemic
- SW 822 Impact of Traumatic Victimization on Child and Adolescent Development
- SW 836 Psychodynamic Theories of Individual Development
- SW 851 Policy Analysis Research for Social Reform
- SW 858 Clinical Practice in Schools
- SW 859 Play Therapy
- SW 860 Couples Therapy
- SW 862 Cognitive-Behavioral Therapy
- SW 863 Cross-Cultural Social Work Practice
- SW 864 Group Therapy
- SW 871 Social Work Practice in the Prison
- SW 874 Adult Psychological Trauma
- SW 876 Time-Effective Therapy

- SW 877 Narrative Therapy
- SW 878 Adolescent Mental Health Treatment
- SW 879 Social Work Practice with Women
- SW 884 Strategic Planning
- SW 887 Urban Development Planning

Dual Degree Programs

The Graduate School of Social Work has instituted three dual degree programs with other graduate units of Boston College, and one dual degree program with the undergraduate College of Arts and Sciences and the Lynch School of Education. A description of the programs are available from the respective admission offices. Candidates must apply to, and be accepted by, each of the relevant schools independently.

Established in 1980, the M.S.W./M.B.A. Program, in cooperation with the Carroll Graduate School of Management, involves three full-time years-one each in the foundation years of both schools, and the third incorporating joint class and field education.

The four-year M.S.W./J.D. Program, inaugurated in 1988 with Boston College Law School, requires a foundation year in each school followed by two years of joint class and field instruction with selected emphasis on such areas as family law and services; child welfare and advocacy; and socio-legal aspects and interventions relating to poverty, homelessness, immigration, etc.

The three-year M.S.W./M.A. (Pastoral Ministry), in conjunction with the Boston College's School of Theology and Ministry's Institute of Religious Education and Pastoral Ministry, was begun in 1989 and consists of a foundation year in each curriculum with a third year of jointly administered class and field instruction. Areas of focus include clinical work in hospitals and prisons, organizational services/administration, and parish social ministry.

In cooperation with the College of Arts and Sciences and the Lynch School of Education, the Graduate School of Social Work has instituted an Accelerated B.A./M.S.W. Program that enables Psychology, Sociology, and Human Development majors to complete the Social Work foundation curriculum during their junior and senior years. Students receive the B.A. at the end of four years, then enroll formally in the Graduate School of Social Work for a final year of study in the M.S.W. Program. For sophomore prerequisites and application information, undergraduates should call the Graduate School of Social Work Director of Admissions at 617-552-4024.

The School also offers an upper-division introductory course that is not applicable to the M.S.W. degree: SW 600 Introduction to Social Work is cross-listed with the departments of Psychology and Sociology in the College of Arts and Sciences.

Doctor of Philosophy Degree Program with a Major in Social Work

The School offers a research-oriented Ph.D. program that prepares scholars committed to pursue knowledge that will advance the field of social welfare and social work practice. Students master a substantive area of scholarship and gain methodological expertise to excel as researchers and teachers in leading academic and social welfare settings throughout the world. Grounded in core values of human dignity and social justice, the program nurtures independence and originality of thought in crafting innovative research and policy agendas for constructive social change.

Program of Study

Research training is at the core of the program. Students acquire expertise in applied social and behavioral science research methodologies that are especially appropriate for investigating critical policy and practice questions. This set of courses emphasizes analytic skills needed to understand, appraise and advance knowledge in social work. The learning process involves more than classroom instruction. Students are expected to work closely with faculty mentors in their roles as scholars and researchers. Besides required courses, students can select from an array of elective academic courses, independent studies, research internships, and teaching labs.

A minimum of fifty-one (51) credit hours are required to complete the degree: forty-five (45) credits for academic courses and six (6) credits for the dissertation. Among the eighteen (18) elective credits, six (6) credits are specified to be advanced social or behavioral science theory courses and twelve (12) credits are open electives. Students must also pass a written comprehensive examination and produce a manuscript that is fitting for publication in a peer-reviewed scientific journal. Before beginning research on the dissertation, the student must complete all required courses and pass an oral qualifying examination based upon the publishable paper requirement. Required courses include the following:

- SW 951 Survey of Research Methods in Social & Behavioral Science
- SW 952 Tools for Scholarship in Social & Behavioral Science
- SW 953 Cross-Cultural Issues in Social & Behavioral Research
- SW 954 Models for Social Work Intervention Research
- SW 959 Doctoral Publishable Writing Project
- SW 967 Statistical Analyses for Social & Behavioral Research
- SW 968 Multivariate Analysis & Statistical Modeling
- SW 980 History and Philosophy of Social Welfare in the U.S.
- SW 983 International and Comparative Social Welfare
- SW 992 Theories and Methods of Teaching in Professional Education
- SW 994 Integrative Seminar for Doctoral Students

Total Credits:

The fifty-one (51) credits is a minimal requirement. The actual number of courses taken by an individual student varies according to prior educational background and course work.

Combined M.S.W./Ph.D.

The School provides an option whereby those doctoral students without a master of social work degree can engage in a program of study that leads to both the M.S.W. and the Ph.D. degrees. The combined M.S.W./Ph.D. program provides an integrated educational program for exceptionally talented students to embark on their doctoral course work before fully completing all of the requirements for the M.S.W. program.

Financial Aid

There are five major sources of funding available for students in the doctoral program in social work at Boston College:

- Up to six University Fellowships awarded each year on a competitive basis to full-time doctoral students in social work. Full tuition and a stipend are provided for three years as long as the student maintains good academic standing and demonstrates progress toward the Ph.D.

- One Diversity Fellowship awarded each year on a competitive basis to full-time doctoral students in social work. Full tuition and a stipend are provided for five years as long as the student maintains good academic standing and demonstrates progress toward the Ph.D.
- Graduate Assistantships provided by Boston College.
- Research Associate positions as provided through faculty research and training grants.
- Additional grants and scholarship opportunities are available on an individual basis.

In addition to the financial assistance directly available from Boston College, GSSW doctoral students are encouraged to apply for nationally competitive fellowships from private foundations and federal agencies.

Continuing Education

The Office of Continuing Education is an accredited provider of social work continuing education credits in the Commonwealth of Massachusetts. It sponsors workshops throughout the year which assist licensed social workers in maintaining their skills. Examples of the workshops offered include issues related to loss and grief, delivering services to children who have been exposed to violence, treatment of substance abuse disorders, and regulating affect in psychotherapy through mindfulness.

In addition to the workshops offered on the Chestnut Hill campus, the Office of Continuing Education organizes the four-day Annual National Conference on Social Work and HIV/AIDS. This major conference, now in its twenty-first year, was founded by Dr. Vincent Lynch, Director of Continuing Education, and continues to be held in a variety of cities throughout the United States. This conference is unique in American social work and continues to draw approximately 500 AIDS-care social workers each year. Over the years Social Work and HIV/AIDS conference has received nearly $1 million in external funding from corporations, foundations and government agencies.

Information

For a more detailed description of course offerings, the applicant should consult the Boston College Graduate School of Social Work Bulletin, which may be obtained by emailing swadmit@bc.edu or by writing to the Director of Admissions, Boston College Graduate School of Social Work, McGuinn Hall, Chestnut Hill, MA 02467.

Faculty

June Gary Hopps, *Professor Emerita;* A.B., Spelman College; M.S.W., Atlanta University; Ph.D., Brandeis University

Richard A. Mackey, *Professor Emeritus;* A.B., Merrimack College; M.S.W., D.S.W., Catholic University of America

Elaine Pinderhughes, *Professor Emerita;* A.B., Howard University; M.S.W., Columbia University

Carolyn B. Thomas, *Professor Emerita;* B.A.S.A., M.A.S.A., Ohio State University; D.S.W. Smith College School for Social Work

Albert F. Hanwell, *Associate Professor Emeritus;* B.S., M.S.W., Boston College

Betty Blythe, *Professor;* B.A., Seattle University; M.S.W., Ph.D., University of Washington

Alberto Godenzi, *Professor and Dean;* M.A., Ph.D., University of Zurich; M.B.A., Open University

Demetrius S. Iatridis, *Professor;* A.B., Washington, Jefferson College; M.S.W., University of Pittsburgh; Ph.D., Bryn Mawr

Karen K. Kayser, *Professor;* B.A., Michigan State University; M.S.W., Ph.D., University of Michigan

James Lubben, *Louise McMahon Ahearn Professor;* B.A., Wartburg College; M.S.W., University of Connecticut; M.P.H., D.S.W., University of California, Berkeley

Kevin J. Mahoney, *Professor;* B.A., St. Louis University; M.S.W., University of Connecticut; Ph.D., University of Wisconsin, Madison

Thanh Van Tran, *Professor;* B.A., University of Texas; M.A., Jackson State University; M.S.W., Ph.D., University of Texas

Kathleen McInnis-Dittrich, *Associate Professor;* B.A., Marquette University; M.S.W., Tulane University; Ph.D., University of Wisconsin, Madison

Thomas O'Hare, *Associate Professor;* B.A., Manhattan College; M.S.W., Ph.D., Rutgers University

Marcie Pitt-Catsouphes, *Associate Professor;* B.A., Tufts University; M.S.W., Boston College; Ph.D., Boston University

Paul Kline, *Adjunct Associate Professor;* B.S., St. Bonaventure University; M.S.W., Ph.D., Boston College

Richard H. Rowland, *Adjunct Associate Professor;* B.S., University of Wisconsin; M.S.W., Boston University; Ph.D., Brandeis University

Thomas Walsh, *Adjunct Associate Professor and Associate Dean;* B.A., Boston College; M.S.W., Simmons College; Ph.D., Boston College

Stephanie Cosner Berzin, *Assistant Professor;* B.A., Cornell University; M.S.W., Columbia University; Ph.D., University of California, Berkeley

Thomas M. Crea, *Assistant Professor;* A.B., M.S.W., University of Georgia; Ph.D., University of North Carolina at Chapel Hill

Tara R. Earl, *Assistant Professor;* B.S.W., Virginia Commonwealth University; M.S.W., University of Pennsylvania; Ph.D., University of Texas at Austin

Othelia Lee, *Assistant Professor;* B.A., Catholic University of Korea; M.S.W., Smith College; Ph.D., Columbia University

Margaret Lombe, *Assistant Professor;* B.A., Daystar University; M.S.W., Ph.D., Washington University

Henrika McCoy, *Assistant Professor;* B.A., Washington University; M.S.W., University of Pittsburgh; M.J., Loyola University Chicago; Ph.D., Washington University

René D. Olate, *Assistant Professor;* B.S., Universidad de Concepción; M.A., ILADES-Pontificia Università Gregoriana; M.S.W., Ph.D., Washington University

Ce Shen, *Assistant Professor;* B.A., Nanjing Theological Seminary; M.A., Ph.D., Boston College

Qingwen Xu, *Assistant Professor;* LL.B., Beijing Union University; LL.M,, Peking University; LL.M., New York University; Ph.D., University of Denver

Kerry Mitchell, *Lecturer;* B.A., Providence College; M.S.W., Simmons College; Ph.D., Boston College

Susan Lee Tohn, *Lecturer;* B.A. Tufts University; M.S.W., Boston University

Robin Warsh, *Lecturer;* B.S., American University; M.S.W., University of Connecticut

Graduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the web at http://www.bc.edu/courses.

SW 600 Introduction to Social Work (Fall/Spring: 3)
Cross Listed with PS 600, SC 378
Available to non-M.S.W. graduate students

Starting with a discussion of its history and the relevance of values and ethics to its practice, the course takes up the various social work methods of dealing with individuals, groups, and communities and their problems. In addition to a discussion of the theories of human behavior that apply to social work interventions, the course examines the current policies and programs, issues, and trends of the major settings in which social work is practiced.
The Department

SW 701 The Social Welfare System (Spring: 3)
Prerequisite for all other Policy courses.
Required of all M.S.W. students.

An examination of the history and nature of social welfare, and of the ideological, economic, and political context within which social welfare policies and programs are conceived and administered. Models of social welfare are presented and critiqued. The course also reviews Policy Implementation Planning (PIP).
The Department

SW 721 Human Behavior and the Social Environment (Fall: 3)
Cross Listed with PS 721
Prerequisite for Advanced HBSE and Clinical electives.
Required of all M.S.W. students.

A foundation course emphasizing a systemic perspective in human development and social functioning. Concepts from biology and the behavioral sciences provide the basis for understanding the developmental tasks of individuals, their families, and groups in the context of complex, environmental forces which support or inhibit growth and effective functioning. Attention is given to the variations that occur relative to ethnicity, race, social class, gender, and other differences which mediate the interface of these human systems with their environment.
The Department

SW 722 Psychosocial Pathology (Spring/Summer: 3)
Prerequisite: SW 721
Required of Clinical Social Work students; elective for others.

An examination of the etiology and identification of adult mental disorders utilizing the Axis I-V diagnostic format of the DSM IV-TR. Focus is on psychological, genetic, and biochemical theories of mental illness, biopsychosocial stressors in symptom formation, assessment and treatment, cultural determinants in psychopathology, differential diagnosis, and drug therapies.
The Department

SW 723 Diversity and Cross-Cultural Issues (Fall: 3)
Cross Listed with BK 493
Required of all M.S.W. students.

The course provides a critical perspective on current issues and problems in American racism, sexism, heterosexism, ablism, and ageism. These issues and problems are studied in the context of the dynamics of social process, historical and anthropological perspectives, and theories of prejudice and social change. Social work's responsibility to contribute to solutions is emphasized.
The Department

SW 724 Social Work Perspectives on Organizations and Communities (Spring: 3)
Prerequisite: SW 721
Required of Macro students; elective for others.

A seminar designed to provide students with an understanding of the social context in which social work is practiced. The first half of the course focuses on organizations as functioning systems and the influence of the organizational contexts on human behavior. Students are exposed to various organizational theories including systems theory, political theory, structural theory, human relations perspective, and symbolic theory. The second part of the course examines theories of community, with particular emphasis on factors that contribute to the development and maintenance of healthy communities that offer resources and supports to diverse populations.
The Department

SW 727 Substance Abuse: Alcohol and Other Drugs (Spring/Summer: 3)
Prerequisite: SW 721
Elective

A course providing an overview of alcohol/drug use, abuse and addiction. Issues covered include high risk populations, poly-drug abuse, and families with alcohol-related problems. Several models and theories are examined and integrated with relevant treatment techniques and settings.
The Department

SW 728 Global Perspectives on Gender Inequalities (Summer: 3)
Prerequisite: SW 721
Elective

A course designed to investigate cross-cultural perspectives of gender inequalities and how these inequalities affect women's health, mental health, economic status, families, and their general well-being. Beginning with a framework for studying gender and ethnicity that will enable comparative analysis of women's issues among different cultures, the course focuses on basic concepts and theories that help our understanding of gender and culture.

SW 747 Research Methods in Social Work Practice (Spring: 3)
Prerequisite for all advanced research courses. Required of all M.S.W. students.

An introduction to elementary research methods and statistical analysis of social work data. The course covers basic methods of social research including principles of research investigation, research design and problem formulation, survey methods, sampling, measurements, and the use of descriptive and inferential statistics for data analysis and hypothesis testing.
The Department

SW 762 Basic Skills in Clinical Social Work (Fall: 3)
Corequisite: SW 921 (academic year)
Required of all M.S.W. students.

An overview of interventive approaches emphasizing the multiple roles of a clinical social worker. Emphasis is placed on basic skills of intervention with individuals, families, and groups using the Assessment, Relationship and Treatment (ART) model. Special attention is given to interviewing skills, data gathering, and psychosocial formulations. Various clinical practice models will be reviewed,

including the strengths perspective, brief treatment, supportive treatment, and cognitive behavioral treatment. Students will learn how to conduct and write a psychosocial assessment.
The Department

SW 789 Global Practice Group Independent Study (Spring: 3)

Among the issues explored in this course are child and family welfare, gender, ethnicity, poverty, employment, housing, health, etc. Special attention is given to social and economic justice and values and ethical issues that may arise in service provision. The class meets for four one-hour academic sessions during the fall semester. Additional meetings may be scheduled as needed. Contact with instructor is maintained during the spring semester through the discussion board and email.
The Department

SW 798 Human Services in Developing Countries (Fall/Spring: 3)
Prerequisites: SW 762 and SW 800
Elective

This course examines the role of the social work profession in international social development. It explores the utilization of various professional methods to promote self-sufficiency, social integration, social change, and justice in a developing country. The focus is to learn how social work practice skills (micro and macro) can be indigenized in a developing country. The students take a two-three week tour of the country in order to study social problems and learn about the cultural context of delivery of human services in other countries.
The Department

SW 799 Independent Study: Practice Sequence (Fall/Spring: 3)
Prerequisites: SW 762 and SW 800
Elective for M.S.W. students.

A course offering the student an opportunity to examine in more depth a subject area that is not included in the school curriculum. The extent of that examination should be equal to the depth that is characteristic of a typical course. The subject must be of significance to the field of social work practice, transcending the distinction between macro and clinical social work.
The Department

SW 800 Basic Skills in Macro Practice (Fall: 3)
Corequisite: SW 921 (academic year)
Required of all M.S.W. students.

A course designed to introduce students to specific knowledge and skills useful to achieve change in organizational and community settings. These include needs assessment, goal and objective setting in planning, policy analysis, and administration.
The Department

SW 802 Policy for an Aging Society: Issues & Options (Spring: 3)
Prerequisite: SW 701
Corequisite: SW 934, SW 944, or permission
Required for Older Adults and Families Field-of-Practice Concentration; elective for others.

This advanced policy course provides an opportunity to examine how historical and contemporary forces along with demographic change shape the perceived problems of the elderly, the politics of aging, and public policy responses. New questions are being raised about the cost of public and private retirement and health care commitments directed at the old and about the responsibilities of older Americans. The implications of the diversity (ethnic, racial, gender, health and economic status) of current and future cohorts of elders need to be understood to adequately plan service and policy responses to the aging of America.
The Department

SW 805 Policy Issues in Family and Children's Services (Spring: 3)
Prerequisite: SW 701
Corequisite: SW 934, SW 944, or permission
Required for Children, Youth and Families Field-of-Practice Concentration; elective for others.

A critical examination of alternatives in evaluating, formulating, and implementing policies and programs in the area of family and children's services through the analysis of specific issues in this field of practice. Students select the issues to be considered during the first class session. The scope of these issues includes: foster care, group care, adoption, protective services to battered and neglected children and the elderly, services to delinquents, aging, family and child advocacy, divorce custody issues, health care, and HIV/AIDS.
The Department

SW 806 Global Policy Issues and Implications (Fall: 3)
Prerequisite: SW 701
Required for Global Practice Field-of-Practice Concentration; elective for others.

An advanced policy course that introduces approaches, issues and competencies of global social work policy interventions. This course focuses on policy analysis in the context of world-wide poverty, underdevelopment, and sustainable development. In the context of social justice, equality, universal human rights and international collaboration (partnerships), it perceives global systems and their policies as both a challenge for a sustainable planet and for the growth of its interdependent national/local communities.
The Department

SW 808 Legal Aspects of Social Work (Spring: 3)
Prerequisite: SW 701
Elective

An examination of various areas of the law and legal implications of interest to social workers. The course provides a useful study of the framework of the American legal system, the process of litigation, and the constitutional principles of due process and equal protection. The seminar explores the interaction between social workers and lawyers by placing real life social work problems in a legal context. The format is designed to engage students in critical legal thinking and explore the relationship between social policy and the development of the law.
The Department

SW 809 Administration of Human Services Programs (Spring: 3)
Prerequisite: SW 800
Corequisite: SW 942 or permission
Required of Macro students.

A course providing an understanding of the context and skills needed by administrators to design, implement, and manage programs successfully in community agencies and other human service settings. Topics include leadership, program development, resource and staff management, intra-agency and community relations, and monitoring of client flows and program outcomes.
The Department

SW 810 Financial Management for Human Services (Fall: 3)
Prerequisite: SW 800
Corequisite: SW 943 or permission
Required for Macro students in Health & Mental Health Field-of-Practice Concentration; elective for others.

This course focuses on basic financial management for social work practitioners, and the marshalling and use of financial resources in a human service or not-for-profit environment. Topics covered include financial management, resource development, the use of technology, budgeting, and accounting. The implications of agency financing for social and economic justice, improving the status of diverse and at-risk populations in the context of social work values and ethics are also discussed.
The Department

SW 813 Comparative Policy Analysis and Field Experiment (Fall: 3)
By arrangement only.
Demetrius Iatridis

SW 817 Health and Mental Health Policy (Spring: 3)
Prerequisite: SW 701
Corequisite: SW 934 or SW 944 or permission
Required for Health and Mental Health Field-of-Practice Concentration; elective for others.

An advanced policy course designed to provide students with a knowledge and skill base for analyzing and synthesizing the policy structures that undergird the U. S. health and mental health care system. General health indicators, prevalence of mental health conditions, health disparities, general definitions and components of health/mental health are examined. The development and organization of health/mental health services and public and private financing of services are discussed. Finally the contemporary and near future issues and conflicts regarding accessing care, the costs of care, and the quality of care are addressed.
The Department

SW 818 Forensic Policy Issues for Social Workers: Case Law, Prisoners' Rights and Corrections Policy (Spring: 3)
Prerequisite: SW 701
Elective

A course examining the constitutional, statutory, and court decisions that allow prisoners access to mental health treatment. Issues such as involuntary treatment, mental illness and dangerousness, criminal responsibility, and confidentiality and its limits are addressed. Other areas examined include the institutional classification process, parole requirements, capital punishment, and political prisoners.
The Department

SW 819 SWPS Independent Study (Fall/Spring: 3)
Prerequisite: SW 701
Elective

An opportunity to pursue in more depth either of the two Social Welfare Policy Sequence goals: (1) examination of the social, political, ideological, and economic context within which social welfare policies and programs are conceived and administered to meet social objectives and need; or (2) examination of alternatives in evaluating, formulating, and implementing social welfare policies and programs through an in-depth analysis of specific social welfare issues and their consequences upon human and social behavior as well as national priorities.
The Department

SW 822 The Impact of Traumatic Victimization on Child and Adolescent Development (Spring/Summer: 3)
Prerequisite: SW 762
Elective

An advanced seminar addressing psychological, sociological, legal, and ecological aspects of family violence in its varied forms, especially in the sexual, physical, and psychological abuse of children and adolescents. Theories of and research on intrafamilial and extrafamilial abuse are discussed. Counter-transference phenomena are identified and alternate forms of treatment are explored.
The Department

SW 823 Practice in Health and Mental Health Settings with Older Adults (Fall: 3)
Prerequisites: SW 762 and SW 800
Corequisite: SW 933, SW 943, or permission
Required for Older Adults and Families Field-of-Practice Concentration; elective for others.

An advanced course designed to develop micro and macro practice skills in working with older adults and their families in health and mental health settings. The course explores the biopsychosocial knowledge base required to develop effective interventions with specific foci on the physical and mental health considerations facing older adults and their families. Substance abuse issues and the special challenges of reaching a client population often invisible to service providers are discussed.
The Department

SW 824 Practice in Home and Community Settings with Older Adults (Spring: 3)
Prerequisites: SW 762 and SW 800
Corequisite: SW 934, SW 944, or permission

An advanced course that explores the roles of micro and macro-level social workers with older adults in home and community settings. Beginning with a consideration of aging in place, the course addresses the person-in-environment challenges facing older adults living outside of institutional settings. Attention is given to protecting vulnerable adults from abuse and neglect, grandparents raising grandchildren, and older adults with disabilities. The course concludes with a discussion of the legal issues of competency, guardianship and end-of-life decision making while considering the issues of diversity including race, ethnic group, sexual orientation, and gender that affect the appropriateness of services.
The Department

SW 829 Sustainable Development and Responses in Global Social Work (Fall: 3)
Prerequisite: SW 826 or permission
Required for Global Practice Field-of-Practice Concentration; elective for others.

An advanced course that prepares micro and macro students for effective practice within a global context. Specific models of planning and intervention with a focus on capacity-building and training are presented. Major global practice areas including child protection, gender based violence, conflict resolution, economic and social development are addressed. Since many nonprofit organizations span national borders, most notably, international nongovernmental organizations (NGOs), the course will incorporate an international financial management perspective and cover topics of donor support through pledges, grants and endowments.
The Department

SW 836 Psychodynamic Theories of Individual Development (Spring: 3)
Prerequisite: SW 721
Elective

An advanced course that provides an overview of the psychodynamic theories that best explicate individual psychological development over the life cycle from a biopsychosocial perspective with attention given to sources of development of individual strength and resilience. These theories include drive theory, ego psychology, object relations, self psychology and intersubjectivity theory. Students will begin to learn to critique and compare theories for their applications to, and usefulness for, social work practice as they reflect particular sets of values and intersect with ethnicity, social class, gender, sexual orientation, religion, age, disability, and other forms of diversity.
The Department

SW 839 HBSE Independent Study (Fall/Spring: 3)
Prerequisite: SW 722 or SW 724
Elective

An opportunity to pursue an in-depth study of some aspect of human behavior theory or knowledge. The study must be designed so that it contributes to the student's understanding of the individual, group, organizational, institutional, or cultural context within which human behavior is expressed and by which it is significantly influenced. The area of investigation must be of clear significance to the contemporary practice of social work. Any student who has successfully completed the foundation course in Human Behavior and the Social Environment is eligible to pursue independent study.
The Department

SW 841 Program Evaluation (Fall: 3)
Prerequisite: SW 747
Corequisite: SW 933, SW 943, or permission
Required of all M.S.W. students.

An advanced course designed to provide students with the skills to carry out evaluations of programs and services. Major topics covered include types of evaluations, evaluation design and theory, measurement, sampling, data collection techniques, ethics and politics in evaluation, data analysis, and utilization of findings. Special attention is also given to social and economic justice, value and ethical issues that arise in evaluation research.
The Department

SW 849 Independent Study in Research (Fall/Spring: 3)
Prerequisite: SW 747
Elective

An opportunity for students to engage in specifically focused work in one of two areas: the formulation, design, and implementation of an empirical study of the type not possible to operationalize within other course practicum opportunities available; or the in-depth study in a particular research methods area about which no graduate level courses exist within the University.
The Department

SW 855 Clinical Practice with Children and Families: Assessment, Intervention, and Evaluation Research (Fall: 3)
Prerequisite: SW 762
Corequisite: SW 933
Required of Clinical Social Work students

An advanced clinical course intended to prepare students for effective practice with children, adolescents, and families. Building on First Year foundation content, the course provides a comprehensive review of child and family development, reviews major theories and research literature concerning the evaluation and treatment of children and families, and examines how clinical social workers may effectively promote successful development and the acquisition of psychosocial competence by children and adolescents. Course topics include early intervention and prevention with children at risk, family conflict and divorce, community violence, and poverty.
The Department

SW 856 Clinical Practice with Adults: Assessment, Intervention, and Evaluation Research (Spring: 3)
Prerequisite: SW 762
Corequisite: SW 932
Required of Clinical Social Work students

An advanced course focusing on effective interventions with common adult psychosocial disorders. Intervention methods, drawn from current practice evaluation literature, encompass a contemporary eclectic model incorporating cognitive-behavioral, psychodynamic and other relational thinking, practice wisdom, and empirical evidence in determining the most suitable intervention. Special attention is given to recognition of individual and demographic factors influencing clients, as well as their expectations and input concerning the selective invention. Class discussion draws on students' reading and field experience. Through the use of case studies the course addresses strategies for practice evaluation.
The Department

SW 858 Clinical Practice in Schools (Spring: 3)
Prerequisite: SW 762
Elective

An advanced clinical course that provides a comprehensive overview of the necessary skills to prepare students for effective communication with teachers and school personnel as well as with diverse families on issues related to assessment, building family partnerships, family-based treatment, and multicultural issues. The course reviews assessment and use of state-of-the-art diagnostic testing instruments. Given the relationship between school social work and special education, students will be exposed to the diverse populations served in schools and learn how to engage in practice with children with a variety of issues including learning, physical, behavioral, developmental, neurological, and emotional disabilities.
The Department

SW 860 Couples Therapy (Spring/Summer: 3)
Prerequisite: SW 762
Elective

An advanced course examining and analyzing theories, research, and interventions with couples. Therapy approaches using such theories as object relations, cognitive, social learning, and constructivism are critically evaluated. Research on their empirical bases is examined. Emphases include working with couples from diverse cultural

backgrounds, practice with same-sex couples, a feminist perspective of couples therapy, ethical issues, work with domestic violence, and parent education. Specific methods such as sex therapy and divorce therapy are explored. Tapes of live interviews and role plays enable students to put couples therapy theory and skills into practice.
The Department

SW 862 Cognitive-Behavioral Therapy (Spring/Summer: 3)
Prerequisite: SW 762
Elective

An advanced practice course that integrates CBT theory and practical assessment tools and treatment applications in work with children and adults. Two lab skills classes will provide students with the opportunity to practice specific techniques. With an emphasis on the extensive literature supporting CBT as an evidence-based model the course focuses on the CBT assessment and treatment of specific disorders including: anxiety, pain, depression, bipolar, ADHD, substance abuse disorders, and personality disorders. The relevance of Cognitive-Behavioral practice with populations at risk confronting issues of age, race/ethnicity, gender, class, religion, sexual orientation and disability will be addressed.

SW 864 Group Therapy (Fall/Summer: 3)
Prerequisite: SW 762
Elective

An examination in greater depth of the concepts about social work with groups introduced in foundation courses. Specific applications of these concepts to practice are made.
The Department

SW 865 Family Therapy (Fall: 3)
Prerequisite: SW 762
Corequisite: SW 933 or permission
Required for Clinical Social Work students in Health and Mental Health Field-of-Practice Concentration with a Mental Health focus; elective for others.

An advanced course designed to integrate family therapy theories of practice and intervention techniques. Throughout the course critical issues relative to power, gender and race will be interwoven along with outcome effectiveness, research, and evaluation. Emphasis will be placed on the adaptation of the family process to stressors of chronic illness, aging, addictions, and interpersonal violence. The strengths as well as the problems of minority families, families living in poverty, blended families, adoptive families and families of same sex parents will be reviewed.
The Department

SW 869 Clinical Social Work Independent Study (Fall/Spring: 3)
Prerequisite: SW 762
Elective

An opportunity for those in the Clinical Social Work concentration to investigate in-depth one aspect of social work practice. The area of investigation must be of clear significance to contemporary clinical social work practice with individuals, families, or groups. Any clinical social work student may submit (in the prior semester) a proposal for independent study in the fall and/or spring semester of his/her final year.
The Department

SW 872 Advanced Clinical Interventions with Children, Youth and Families (Spring: 3)
Prerequisite: SW 762
Corequisite: SW 934 or permission
Required for Clinical Social Work students in Children, Youth and Families Field-of-Practice Concentration; elective for others.

An advanced clinical course focused on the development of specific intervention skills utilized with children and their families. Specific skills include parent management training, parent-child interaction therapy, solution-focused therapy with children, adolescents, and their families, trauma-focused cognitive behavioral therapy, and prevention of youth violence and suicide. Course structure will utilize experiential skills labs to promote student skill acquisition.
The Department

SW 873 Psychosocial Dimensions of Health and Medical Care Practice (Fall: 3)
Prerequisite: SW 762
Corequisite: SW 933 or permission
Required for Clinical Social Work students in Health and Mental Health Field-of-Practice Concentration with a Health focus; elective for others.

An advanced course that utilizes the biopsychosocial model of assessment of individual and family response to illness. In addition, the course will address issues in behavioral and complementary and alternative medicine. The effect of race, ethnicity, gender, sexual orientation and socioeconomic status on health, health care treatments, and health care availability to diverse populations will also be addressed. Finally, the importance of social work contributions to research in health care will be examined.
The Department

SW 874 Adult Psychological Trauma: Assessment and Treatment (Spring: 3)
Prerequisite: SW 762
Elective

An advanced clinical course focusing on adults exposed to acute or chronic psychological trauma. Theoretical constructs stress an interactive approach: person, environment, situation. Emphasis is on the interconnections of intrapsychic, interpersonal, cognitive, and behavioral sequelae to catastrophic life events, with attention to socio-economic and cultural factors which influence an individual's differential response to trauma. Various methods are evaluated with the goal of multi-model treatment integration. Clinical presentations on specialized populations (e.g., combat veterans, victims of abusive violence, traumatic loss, disasters, people with AIDS, and the homeless) are used to integrate theory, research designs and strategies, and practice skills.
The Department

SW 876 Time-Effective Therapy (Spring/Summer: 3)
Prerequisite: SW 762
Elective

An advanced clinical course focusing on time-effective assessment and treatment of clients: individuals, families, and groups. Various models of time-effective treatment are compared and contrasted. These include psychodynamic, cognitive-behavioral, solution focused, family, couple, and group treatments. Primary concepts include the paradigm shift from problem to possibility, the role of an active intentional clinician, and the careful use of language. Emphasis is given to the

evaluation interview as key to the process, which involves building rapport, reframing presentations, identifying a goal, and agreeing on a contract. The course examines pivotal elements in the design of treatment strategies, especially task setting.
The Department

SW 880 Social Work Practice in Child Welfare (Fall: 3)
Prerequisites: SW 762 and SW 800
Corequisite: SW 933, SW 943, or permission
Required for Children, Youth and Families Field-of-Practice Concentration; elective for others.

An advanced course designed to provide practice knowledge and skills for micro and macro interventions. Throughout the course the issues of poverty, diversity and services for children of color are considered. Stressing the importance of providing services to children and families so that the family unit is preserved, issues related to family preservation, foster care, family reunification, adoption, legal issues and emerging trends will be explored. The central focus will be on developing a solid foundation in child welfare policy and practice as a means to promoting a more responsive service delivery system.
The Department

SW 885 Management of Organizations Serving Children, Youth, and Families (Spring: 3)
Prerequisite: SW 800
Corequisite: SW 944 or permission
Required for Macro students in Children, Youth and Families Field-of-Practice Concentration; elective for others.

An advanced practice course for macro students that emphasizes personnel management skills that promote employee well-being and organizational effectiveness, financial management skills including budgeting and cost analysis, and strategic fundraising with a focus on revenue sources that support child and family services. Multiple theoretical approaches to leadership are examined as well as organizational change, the supervisory process and the use of power and authority, and effective application of the diversity model for the inclusive workplace.
The Department

SW 887 Urban Development Planning (Fall: 3)
Prerequisite: SW 800
Elective

This seminar addresses the macro goal of socioeconomic development interventions in neighborhoods and larger communities. Building on foundation courses and the Boston Day experience (a joint GSSW/Boston Redevelopment Authority project), it focuses on affordable housing linking the physical and social aspects of Boston's neighborhood problems. The course combines socioeconomic and physical aspects of planning with an aim towards increasing the participation and empowerment of neighborhood groups, applying the techniques of city planning in addressing issues such as housing, space and amenities, scarcity, lack of transportation, and environmental intrusions.
The Department

SW 888 Community Organizing and Political Strategies (Fall: 3)
Prerequisite: SW 800
Corequisite: SW 943 or permission
Required for Macro students; elective for others.

An examination of community organization and political strategies for mobilizing support for human services and other interventions that enhance social well-being, especially that of vulnerable populations. The course emphasizes skill development in strategies of community organization and policy change, including neighborhood organizing, committee staffing, lobbying, agenda setting, use of media, and points of intervention in bureaucratic rule making.
The Department

SW 897 Planning for Health and Mental Health Services (Spring: 3)
Prerequisite: SW 800
Corequisite: SW 934, SW 944, or permission
Required for Clinical Social Work students in Health and Mental Health Field-of-Practice Concentration with a Health focus; elective for others.

A course designed to introduce program planning, strategic planning, proposal writing and state-of-the-art service delivery models. Significant emphasis will be placed on developing practical skills in the area of proposal development and program design through applying class material to practice through a major group planning assignment. Skills to analyze critical issues in mental health and health care delivery, including system design and financing, are emphasized. Critical issues of access to health care, the crisis in healthcare, and managed care will be discussed and analyzed.
The Department

SW 899 Macro Independent Study (Fall/Spring: 3)
Prerequisite: SW 800
Elective

An opportunity for Macro students to investigate in-depth one aspect of social work practice with groups or communities. In addition to being of interest to the individual student, the area of investigation must be of substantive import to the field and of clear significance to contemporary community organization and social planning practice. Any student who has successfully completed the first year program of Macro studies is eligible to pursue an independent study in the fall and/or spring semester of the second year.
The Department

SW 921 Field Education I (Fall: 4)
Corequisites: SW 762 and SW 800 (academic year)
Required of all students.

Supervised learning and practice in the development of a generalist approach focusing on professional values, ethics, and micro and macro interventions based on theories of human behavior and the social environment. Two days per week in the first semester.
The Department

SW 929 Field Continuation (Fall/Spring: 0)
By arrangement only.
The Department

SW 932 Field Education II-CSW (Spring: 4)
Prerequisites: SW 921, SW 762, SW 800 (academic year)
Corequisite: SW 856 (academic year)
Required of Clinical Social Work students.

Supervised learning and practice in the provision of individual, family, and group interventions with clients in a wide range of clinical settings. Two days per week in second semester.
The Department

SW 933 Field Education III-CSW (Fall/Spring: 5)
Prerequisite: SW 932
Corequisite: SW 855 and an Advanced Practice Field of Practice Concentration Course
Required of Clinical Social Work students.

Advanced learning and practice under the instruction of a qualified supervisor in a setting related to the student's major area of clinical interest. Three days per week in the third semester.
The Department

SW 934 Field Education IV-CSW (Spring: 4)
Prerequisite: SW 933
Corequisite: Advanced Practice Field of Practice Concentration course
Required of Clinical Social Work students.

Advanced learning and practice under the instruction of a qualified supervisor in a setting related to the student's major area of clinical interest.
The Department

SW 939 Field Continuation-CSW (Fall/Spring: 0)
By arrangement only.
The Department

SW 942 Field Education II-Macro (Spring: 4)
Prerequisite: SW 921
Corequisite: SW 809 (academic year)
Required of Macro students.

Supervised learning and practice in the development of change-oriented knowledge and skill. Through the staffing of task groups focused on community or administrative problem-solving, students learn about structure, function, and dynamics common to intra-organizational and community environments.
The Department

SW 943 Field Education III Macro (Fall/Spring: 5)
Prerequisite: SW 942
Corequisites: SW 888 and an Advanced Practice Field-of-Practice Concentration course
Required of Macro students.

Advanced learning and practice which emphasizes knowledge and skill in community organization, planning, policy, and/or administration.
The Department

SW 944 Field Education IV Macro (Spring: 4)
Prerequisite: SW 943
Corequisite: Advanced Practice Field-of-Practice Concentration course
Required of Macro students.

Advanced learning and practice which emphasizes knowledge and skill in community organization, planning, policy, and/or administration.
The Department

SW 949 Field Continuation-Macro (Fall/Spring: 0)
Prerequisite: Department permission
The Department

SW 951 Survey of Research Methods in Social and Behavioral Science (Fall: 3)

The course surveys research methods in the social and behavioral sciences including theoretical and conceptual approaches to research problem formulation; research design, including experimental, comparative, and survey; sampling; statistical methods; methods of observation and common techniques of data analysis. The course provides a framework for evaluating social science research codifying methods for gathering scientific evidence, explicating criteria by which to evaluate scientific evidence, and developing techniques for evaluating scientific evidence in the published literature. These tools will be applied to a group of case examples of research in social and behavioral science.
The Department

SW 952 Tools for Scholarship in Social and Behavioral Sciences (Fall/Spring: 2)

An overview of the wide array of technical supports for scholarship in the social and behavioral sciences are presented. Topics include virus protection and data security, email management, information technology, e-learning, word processing packages, statistical packages, powerful conference presentations, virtual data resources, etc. The course spans two semesters.
The Department

SW 953 Cross-Cultural Issues/Social & Behavioral Research (Fall: 3)

This course explores how the increasing diversity of America presents both challenges and opportunities to social and behavioral researchers. The course explores current scholarship relevant to age; gender; immigration; race-ethnicity; and social class. It examines these concepts as processes that impact on multiple levels of social and behavioral functioning. The multicultural concepts are analyzed in relation to their theoretical and empirical base with the purpose of identifying social and behavioral research methods that are both cross-culturally sensitive and consequential.
The Department

SW 954 Models of Social Work Intervention Research (Spring: 3)

The major emphasis of this course is on research methods that seek to design, test, evaluate, and disseminate innovative social work intervention technologies. The course scrutinizes social and behavioral theories for how they can be tested in practice settings and how research designs generally need to be tailored to accommodate practice environments. The course addresses special issues related to data collection for practice settings including human subjects protection, confidentiality, and the development of valid and reliable measurement tools.
The Department

SW 959 Doctoral Publishable Paper Writing Project (Fall/Spring: 1)

Individualized writing project for doctoral students to develop a publishable manuscript under faculty supervision, enabling the student to integrate and apply analytic research skills developed in prior courses. The paper must demonstrate the student's mastery of a behavioral or social science theory and related methods of scientific inquiry.
The Department

SW 967 Statistical Analysis for Social Work Research (Spring: 3)
Required of all Doctoral students

This applied course provides graduate students with in-depth and comprehensive training in regression-based methods for analyzing quantitative social and behavioral science data. The topics include correlations, OLS linear regression analysis, analysis of covariance, discriminant analysis, and logistic regression analysis.
The Department

SW 968 Multivariate Analysis and Statistical Modeling (Fall: 3)
Prerequisite: SW 967 or equivalent
Required of all doctoral students.

This applied course is designed for graduate students with considerable experience with multiple regression and an ability to conduct

such analyses using some statistical software. This course covers categorical data analysis, hierarchical linear modeling (HLM), exploratory factor analysis, and structural equation models (SEM).
The Department

SW 979 Advances in Family Theories and Research (Fall: 3)
Offered Periodically
Elective

A doctoral seminar that focuses on family theories and research methods utilized when studying families and kinship groups. A major goal of the seminar is to review and critically analyze social science theories on families in terms of their empirical basis, coherence, pluralism, diversity, and application to practice. Examples of theories analyzed include symbolic interactionism, social exchange, family life course development, systems, feminism, and stress and coping frameworks. Ramification of these varied theories to both basic and applied social and behavioral research on families are examined.
The Department

SW 980 History and Philosophy of Social Welfare in U.S. (Fall: 3)
Required of all Doctoral Students

This course surveys the history of social welfare institutions and social work practice in the United States. It reviews efforts to conceptualize the field of social welfare and to analyze its tendencies. The course examines applicable social and behavioral theories and pertinent research of the different components of the social welfare system. Social welfare policies and organizational forms are examined within context of economic, political, social, philosophical, and scientific climate of the period.
The Department

SW 983 International and Comparative Social Welfare (Spring: 3)
Required of all doctoral students.

Examines the impact of the social, economic, and political environments on individuals, groups, and communities, particularly diverse populations distinguished by race, ethnicity, culture, class, gender, sexual orientation, religion, physical or mental ability, age and national origin. Begins with an overview of welfare policies in the United States and includes a comparative perspective of welfare policies. Also examines the tension between development and social justice from a global perspective. Issues explored include the dynamics and consequences of discrimination, oppression, economic injustice, and deprivation.
The Department

SW 990 Doctoral Independent Study (Fall/Spring: 1)
Elective for doctoral students

Individualized study for a student or small groups of students in an area that is not fully covered in existing courses. Specific guidelines available from Doctoral Program chairperson.
The Department

SW 991 Doctoral Teaching Practicum (Fall/Spring: 1)
Prerequisite: SW 992
Elective for doctoral students

Experience in the teaching of practice theory and skills, such as classroom instruction, consultation, supervision, or staff development, with a faculty mentor from the Graduate School of Social Work who will assist the student with skill development in teaching and with the understanding of theory related to teaching.
The Department

SW 992 Theories and Methods of Teaching in Professional Education (Fall: 3)
Offered Biennially

Effective teaching in social work education requires an understanding of the components of curriculum building and professional practice skills required by the Council on Social Work Education. Based on a strong theoretical base in the principles of adult learning, this course is designed to introduce the student to the theory and methods of professional social work education with a concentrated focus on course design and classroom execution. A broad range of specific teaching techniques are presented along with the means by which to evaluate student performance and learning.
The Department

SW 993 Doctoral Research Internship (Fall/Spring: 1)
Prerequisite: SW 951
Elective for doctoral students.

Supervised study and training through participation in on-going research project or one initiated by students and carried out under faculty supervision, enabling students to apply research skills developed in prior courses.
The Department

SW 994 Integrative Dissertation Seminar (Fall/Spring: 1)

The purpose of this seminar is to further develop research skills by integrating issues of research design with measurement, data analysis, and report writing, with the goal of preparing students for their own dissertation research by directly addressing issues related to the development of a dissertation prospectus.
The Department

SW 995 Dissertation Direction I (Fall/Spring: 3)
Prerequisite: SW 994
Required for all doctoral students.

First of three tutorials in the nine-credit dissertation phase of the program. Specific guidelines available from the Doctoral Program chairperson.
The Department

SW 996 Dissertation Direction II (Fall/Spring: 3)
Prerequisite: SW 995
Required of all doctoral students.

Second of three tutorials in the nine-credit directed dissertation phase of the program.Specific guidelines available from the Doctoral Program chairperson.
The Department

SW 997 Dissertation Direction III (Fall/Spring: 3)
By arrangement only.
James Lubben

SW 998 Qualifying Exam Study (Fall: 1)
James Lubben

SW 999 Doctoral Continuation (Fall/Spring: 1)
Prerequisites: SW 994, SW 997

A continuing registration and advisement period required of any Doctoral student whose dissertation is incomplete at the conclusion of SW 997 Dissertation Direction III. Guidelines available from the Doctoral Program chairperson.
The Department

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

Unparalleled challenges confront the twenty-first century: the changing economy, the exponential growth of information technology, a rapidly changing labor market, alarming patterns of civic disengagement, increased skepticism of major social institutions, and an intensive, global, and highly competitive economy.

Developing leaders who can address these challenges with knowledge, skill, and expertise and a vision of a just society are the goals of the James A. Woods, S.J., College of Advancing Studies.

The Woods College of Advancing Studies offers part-time study to undergraduate and graduate students from widely differing backgrounds and preparations who wish to maximize their experiences and master the skills necessary to advance their future.

Undergraduate Programs

The James A. Woods, S.J., College of Advancing Studies offers the atmosphere of a small college within the environment of a large university. Students receive personal attention while enjoying access to the many resources of Boston College. The inclusive admission policy of the Woods College of Advancing Studies captures and embodies the spirit, the defining character of Boston College, where institutional aspirations are never allowed to overshadow the unique individuality of the learners who make up our local educational community. This presence sparks dynamic and interactive undergraduate learning opportunities.

Bachelor of Arts degree program allows students to begin studying for an undergraduate degree or complete a degree initiated at other institutions.

Professional Studies certificate programs provide a sound understanding of an undergraduate discipline as well as current professional knowledge within that discipline.

Special Student program is available to undergraduates who want to take credit classes without enrolling in a degree program.

Visiting Student program allows registration for credit in day classes without enrolling in a degree program.

Courses are scheduled ordinarily from 6:30 p.m. to 9:00 p.m. during the fall, spring, and summer.

Special Students

Special students are individuals interested in taking evening undergraduate courses for academic credit, but not in applying for a degree. Such students enroll at registration. No previous application is necessary.

Visiting Students

Individuals wishing to attend during the day as special undergraduate students should apply to the Woods College of Advancing Studies for Visiting Student status. Each applicant is advised during the academic process. Qualified applicants are admitted to specific courses on an individual basis.

Professional Studies Certificate

The Professional Studies Certificate is an end in itself for some students. For others, it may be applied toward completion of a bachelor's degree. Whatever one's ultimate goal, whether to qualify for promotion, initiate a career change, or earn an undergraduate degree, professional studies can help achieve that objective. The number of courses required to complete a Professional Studies Certificate varies with the area of study, but in every instance courses must be completed at Boston College. Students must receive at least a grade of C for each course credited toward the certificate. Certificate requirements should be completed within two years of initial enrollment; courses are permanently retained on the student record. A request to receive a formal certificate must be filed in the Woods College of Advancing Studies the semester the certificate requirements are completed.

A Professional Studies Certificate may be obtained in Accounting, Communications, Criminal and Social Justice, Finance, Human Resources, Information Technology, Management and Marketing.

Bachelor of Arts Program

The Bachelor of Arts Program prepares students to address and master the challenges of a rapidly changing and increasingly complex world. A flexible, broad-based curriculum permits registrants to choose courses and tracks of study reflecting their individual interests and varied career objectives. The curriculum offers intensive work and a degree of disciplined mastery in a major area. It also provides breadth and venturesome possibilities in communications, corporate systems, criminal and social justice, information technology, the humanities, and the social sciences.

While Boston College majors may be completed through the Woods College of Advancing Studies by taking classes days, those majors available for completion by taking all evening classes are American Studies, Communications, Information Technology, Corporate Systems, Criminal and Social Justice, Economics, English, History, Political Science, Psychology, Social Science, and Sociology.

Schedule

Degree candidates complete a minimum of thirty courses with at least a C- cumulative average.

Transfer students must complete at least half of their course work at Boston College to be eligible for a degree.

For students in the degree program, the maximum course load is three per semester. Authorization for one additional course will be given only if a student has completed these courses, each with a grade of B- or above, in the previous semester. Degree candidates may register for either day or evening classes.

The core curriculum emphasizes a distinguishing characteristic of liberal education. It is neither too narrowly focused nor too diffuse. Such diversity of subject matter and approach promotes professional success. All bachelor programs require seventeen core courses in humanities, social sciences, mathematics, and sciences.

Humanities develop communication strengths, explore diverse cultures, and introduce the kinds of thinking that relate learning to the moral significance and practical direction of life. The nine course requirement comprises Introductory College Writing, Literary Works, and an English elective; two foreign literature in English translation or two intermediate foreign language courses; Problems in Philosophy and a philosophy elective; and two theology electives.

Social Sciences provide a better understanding of how people develop, think, and interact; how they adapt and change the environment. Required are two history courses and three additional courses selected from the following areas: economics, history, political science, psychology, or sociology.

Mathematics and Sciences enhance content knowledge and its impact on individuals, communities, societies, and the global environment. A computer course and two courses in either mathematics or science comprise the three course requirement.

Undergraduate Admission

The James A. Woods, S.J., College of Advancing Studies is a focal point for a dynamic and diverse community of Greater Boston undergraduate degree seekers. This college—which has inspired aspirations for eighty of Boston College's one hundred and forty-six year history—resonates with the give and take of students, faculty, graduates, friends, parents, donors, and the Boston community.

The admissions process is designed to respond to the strengths and needs of talented applicants from all walks of life. All are unique, yet all share much in common, not the least of which is the desire to continue their education. Advancing Studies students are accepted, not for where they are, but where they want to go and what they might become.

The Woods College of Advancing Studies website invites interested individuals to view the catalogue and obtain an application at http://www.bc.edu/advancingstudies. Degree applicants complete an application and submit an official copy of their high school record or equivalent documentation. While secondary school graduation or an equivalency certificate is required, entrance requirements are flexible. The applicant's motivation, interest, and present seriousness of purpose are criteria for admission. No entrance examinations are required. On the basis of official college transcripts submitted at the time of application, admission to advanced standing may be granted to students who have pursued studies in fully accredited liberal arts colleges. Courses equivalent in content and quality to those offered by Boston College and in which the applicant has received a grade of at least a C are considered.

Interested applicants may participate in CLEP, the College Level Examination Program, which evaluates non-traditional college learning such as self-directed study and job related experiences. On the basis of CLEP scores submitted when applying, applicants may be awarded college credits.

When an applicant's file is complete, a personal interview is scheduled. Assistance in the selection of courses is provided and recommendations made based on the applicant's interests and career goals.

Master of Science Program

The Master of Science program in Administrative Studies is designed for individuals seeking professional advancement, personal growth, and a competitive advantage. A comprehensive, versatile format invites talented students of varied backgrounds and ambitions to develop a deeper understanding of contemporary society, to consider social transformations and economic competitiveness, to appreciate the ethical dimension of decision making, and to explore ideas and issues from a national and global perspective.

The Administrative Studies curriculum balances theory and practice that offers an alternative to the usually specialized graduate programs and preparing individuals to meet the challenge of a competitive market place in a variety of organizational settings. An interactive climate utilizing case studies, simulations, technology, and a varied course format broadens perspectives, explores relationships among functional areas, and encourages innovative problem-solving and integrated decision making. This applied professional dimension characterizes the program design and differentiates it in goal and scope from graduate programs in the Humanities, Finance, Management, Education and Social Work. These differences in intent do not allow courses being transferred between the Administrative Studies program and other Boston College graduate programs.

Degree candidates complete with a grade of B or better a minimum of ten courses that explore fundamental issues, develop new perspectives, and examine emerging directions. At least eight of the courses must be taken within the Boston College Administrative Studies program. Research: Methods and Data (AD 700), Strategic Communication (AD 701), and Mobilizing for Change (AD 702) are the required cluster unifying all courses. Up to two courses of comparable graduate work may qualify for transfer credit.

Courses are scheduled from 6:45 p.m. to 8:30 p.m. during the fall, spring, and summer semesters.

Graduate Admission

The Administrative Studies program is open to graduates of fully accredited liberal arts colleges regardless of undergraduate major. The program shifts attention from specialized fields of vision toward broader, more comprehensive interests. A minimum B average in an undergraduate major is ordinarily required for admission. Documentation of proficiency in two areas is also required for acceptance: (1) familiarity with computer software packages and applications including spreadsheets, word processing, data management, graphics, and Internet, and (2) knowledge in techniques of analysis and interpretation of quantitative data from a college statistics course. Favorable consideration is given to postgraduate experience such as demonstrated success in professional or community organizations. Recent accomplishments and a determination to succeed are important criteria. The Graduate Record Examination is not required.

Course Offerings

- AD 700 Research: Methods and Data
- AD 701 Strategic Communication
- AD 702 Mobilizing for Change
- AD 703 Politics of Progress
- AD 704 Accounting and Financial Analysis
- AD 705 Law and Social Responsibility
- AD 706 Communication in a Global Work Environment
- AD 707 Conflict Resolution: Negotiation Skills
- AD 708 Information for Competitive Advantage
- AD 709 Interactive Environments: Internet and Beyond
- AD 710 Solving Information Problems: Wide Bandwidth Thinking
- AD 711 Complex Ethical Action
- AD 712 New Professional
- AD 713 Behavior and Organizations
- AD 714 Focusing the Message: Creative Formats
- AD 715 Professional Presentations
- AD 716 Leading and Managing Transitions
- AD 717 Mastering Communication: Enhancing Performance
- AD 718 Effective Listening: Techniques and Applications
- AD 719 Maximizing Intellectual Capital
- AD 720 Managing for IT-Based Business Functions
- AD 721 Forces of Influence: Brokering Partnerships
- AD 722 High Performers: New Market Leaders
- AD 723 Competitive Climates: A Leading Edge
- AD 724 New Organizer: Consultant/Power Broker
- AD 725 American Idealism in a Global Economy
- AD 726 Optimizing Decision Theory
- AD 727 Career Strategies for Success
- AD 728 Public Relations

- AD 729 Labor Relations and Human Resources
- AD 730 Team Building and Leadership
- AD 731 Communication Across Generations and Genders
- AD 735 Developing Dynamic and Productive Organizations
- AD 736 Accounting Information and Statement Analysis
- AD 738 Managing Data and Information
- AD 739 Public and Non-Public Accounting
- AD 740 Behavioral Economics
- AD 741 Persuasive Communication
- AD 742 Creating Scenarios for Success: From Corporate America to Working for Yourself
- AD 743 Mastering the Media: Social and Psychological Effects
- AD 744 Leadership: Theory and Practice
- AD 745 Critical Thinking
- AD 746 Organizational Improvement
- AD 747 Lives in Motion: Increasing Personal Effectiveness
- AD 748 Competitive Performance
- AD 749 Facilitating Life’s Transitions
- AD 750 Geographic Information Systems and Planning
- AD 751 Public Affairs Challenges
- AD 752 Social Entrepreneurs
- AD 775 American Corporation Global Business
- AD 777 Marketing Issues in the Millennium
- AD 778 Emerging Environmental Issues
- AD 779 Aging Well: Nutrition and Lifestyle Connections
- AD 780 Nutrition and Genetics
- AD 781 Coming to America

Information and Office Location

The James A. Woods, S.J., College of Advancing Studies has willing and experienced individuals eager to help students arrange a realistic schedule, one that combines full-time work responsibilities with educational goals. For a catalog, contact the James A. Woods, S.J., College of Advancing Studies Office, McGuinn 100, Boston College, Chestnut Hill, MA 02467. Visit our website at http://www.bc.edu/advancingstudies/.

Summer Session

Boston College Summer Session offers undergraduate and graduate students the opportunity to enroll in Core and elective courses or in special programs of current value and relevance not offered by Boston College at any other time of the year.

Summer Session does not grant degrees. Students who desire credit transferred to their degree programs should obtain permission from their own dean. The Summer Session runs from early May through the first week in August. Most courses grant three credits and are the equivalent of one semester of the regular academic year. Within the same period some intensive three-week courses enable students to take two sequential semesters of a subject. Students may register for either session or both according to individual need.

Boston College undergraduates who, because of withdrawal, failure, or underload, lack the number of courses required for their status may make up these deficiencies by passing a course in the Summer Session. Every course must be approved by their dean prior to registration. Individuals may register in advance by mail or in person at the Summer Session Office.

Students frequently elect to live in the dormitories or apartments, making their arrangements directly with the Summer Housing Office. Others find it more convenient to commute. Cafeteria service is available. In addition, a three-month membership to the William J. Flynn Recreation Complex may be purchased.

For information about courses and special programs request a Summer Session catalog published in January. Visit our website at http://www.bc.edu/summer/.

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FALL SEMESTER 2009

August 31	Monday	Classes begin for second and third year law students
September 1	Tuesday	Classes begin for first year law students
September 7	Monday	Labor Day—No classes
September 8	Tuesday	Classes begin
September 16	Wednesday	Last date for graduate students to drop/add online
September 16	Wednesday	Last date for undergraduate students to drop/add or to declare a course pass/fail online
September 17	Thursday	Mass of the Holy Spirit
September 25 to September 27	Friday to Sunday	Parents' Weekend
October 1	Thursday	Last date for undergraduates only to drop a course or to declare a course pass/fail in Associate Deans' offices
October 12	Monday	Columbus Day—No classes
November 23	Monday	Last date for all students who plan to graduate in December 2009 to verify diploma name online.
November 25 to November 27	Wednesday to Friday	Thanksgiving Holidays
November 30	Monday	Last date for official withdrawal from a course or from the university
December 12 to December 13	Saturday to Sunday	Study days—No classes for undergraduate day students only
December 14 to December 21	Monday to Monday (noon)	Term Examinations—Posted grades available online

SPRING SEMESTER 2010

January 11	Monday	Classes begin for all law students
January 18	Monday	Martin Luther King Day—No classes
January 19	Tuesday	Classes begin
January 27	Wednesday	Last date for graduate students to drop/add online
January 27	Wednesday	Last date for undergraduate students to drop/add or to declare a course pass/fail online
January 27	Wednesday	Last date for all students who plan to graduate in May 2010 to verify diploma name online.
February 15	Monday	Last date for undergraduates only to drop a course or to declare a course pass/fail in Associate Deans' offices
March 1 to March 5	Monday to Friday	Spring Vacation
April 1	Thursday	Last date for master's and doctoral candidates to turn in signed and approved copies of theses and dissertations for May 2010 graduation
April 1 to April 5	Thursday to Monday	Easter Weekend—No classes Holy Thursday, Good Friday, Easter (except for any class beginning at 4:00 p.m. and later)
April 19	Monday	Patriot's Day—No classes
April 20	Tuesday	Last date for official withdrawal from a course or from the University
May 3	Monday	Last date for all students who plan to graduate in August 2010 to verify diploma name online
May 7 to May 10	Friday to Monday	Study days—No classes for undergraduate day students only
May 11 to May 18	Tuesday to Tuesday (noon)	Term Examinations—Posted grades available online
May 24	Monday	Commencement
May 28	Friday	Law School Commencement

Academic Advising Center
Elizabeth Nathans, Director ....Bourneuf House, 84 College Road
Accounting
Billy Soo, Chairperson .....Fulton 502
Admission
Undergraduate: John L. Mahoney, Jr., Director ....Devlin 208
Graduate: Department Chairpersons .....McGuinn 221
Advancing Studies
James Woods, S.J., Dean .....McGuinn 100
African and African Diaspora Studies
Cynthia Young, Director .....Lyons 301
AHANA
Ines Maturana Sendoya, Director .....72 College Road
American Studies
Carlo Rotella .....Carney 451
Arts and Sciences
David Quigley, Interim Dean .....Gasson 103
William Petri, Associate Dean—Seniors .....Gasson 106
Akua Sarr, Associate Dean—Juniors .....Gasson 109
Clare Dunsford, Associate Dean—Sophomores ....Gasson 109
Elizabeth Nathans,
Interim Associate Dean—Freshmen .....Carney Hall 418
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Thomas Chiles, Chairperson .....Higgins 410
Business Law
Christine O'Brien, Chairperson .....Fulton 420C
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Career Center
Theresa Harrigan, Director .....Southwell Hall 201
Chemistry
Amir Hoveyda, Chairperson .....Merkert 303
Classical Studies
Charles F Ahern, Jr., Chairperson .....Carney 123
Communication
Lisa Cuklanz, Chairperson .....21 Campanella Way 523
Computer Science
Howard Straubing, Chairperson .....21 Campanella Way, 5th Floor
Connors Family Learning Center
Suzanne Barrett, Director .....O'Neill 200
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Thomas McGuinness, Director
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Fulton Hall Unit .....Fulton 254
Gasson Hall Unit .....Gasson 108
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Marvin Kraus, Chairperson .....21 Campanella Way 487
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and Academics .....Campion 101
Elizabeth Sparks, Associate Dean,
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Office of Undergraduate Student Services.....Campion 104
Office of Graduate Student Services.....Campion 135
Educational Administration and
Higher Education.....Campion 205
Counseling, Developmental, and
Educational Psychology.....Campion 309
Educational Research, Measurement,
and Evaluation.....Campion 336C
Teacher Education, Special Education,
and Curriculum and Instruction.....Campion 211
English
Mary T. Crane, Chairperson .....Carney 450
Finance
Hassan Tehranian, Chairperson .....Fulton 324C
Fine Arts
John Michalczyk, Chairperson .....Devlin 434
First Year Experience Programs
Rev. Joseph P. Marchese, Director .....O'Connell House 107
Geology and Geophysics
Gail Kineke, Chairperson .....Devlin 322A
German Studies
Michael Resler, Chairperson .....Lyons 201
Graduate Arts and Sciences
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Ferna Phillips, Director .....Yawkey Athletic Center 400
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Solomon Friedberg, Chairperson .....Carney 317
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Catherine Read, Associate Dean,
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Judith Gordon, Chairperson .....Fulton 430A

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Physics
Michael Naughton, Chairperson .....Higgins 335
Political Science
Susan Shell, Chairperson .....McGuinn 231
Psychology
Michael Moore, Chairperson .....McGuinn 349
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Romance Languages and Literatures
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Slavic and Eastern Languages and Literatures
Maxim Shrayer, Chairperson .....Lyons 210B
Social Work, Graduate School
Alberto Godenzi, Dean .....McGuinn 132
Sociology Department
Zine Magubane, Ph.D., Chairperson .....McGuinn 519
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Jean Yoder,
Asscociate Dean/Interim Director ....21 Campanella Way 242
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John Houchin, Chairperson .....Robsham Theatre 135
Theology
Kenneth Himes, Chairperson .....21 Campanella Way 313
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Volunteer and Service Learning Center
Daniel Ponsetto .....McElroy Commons 114

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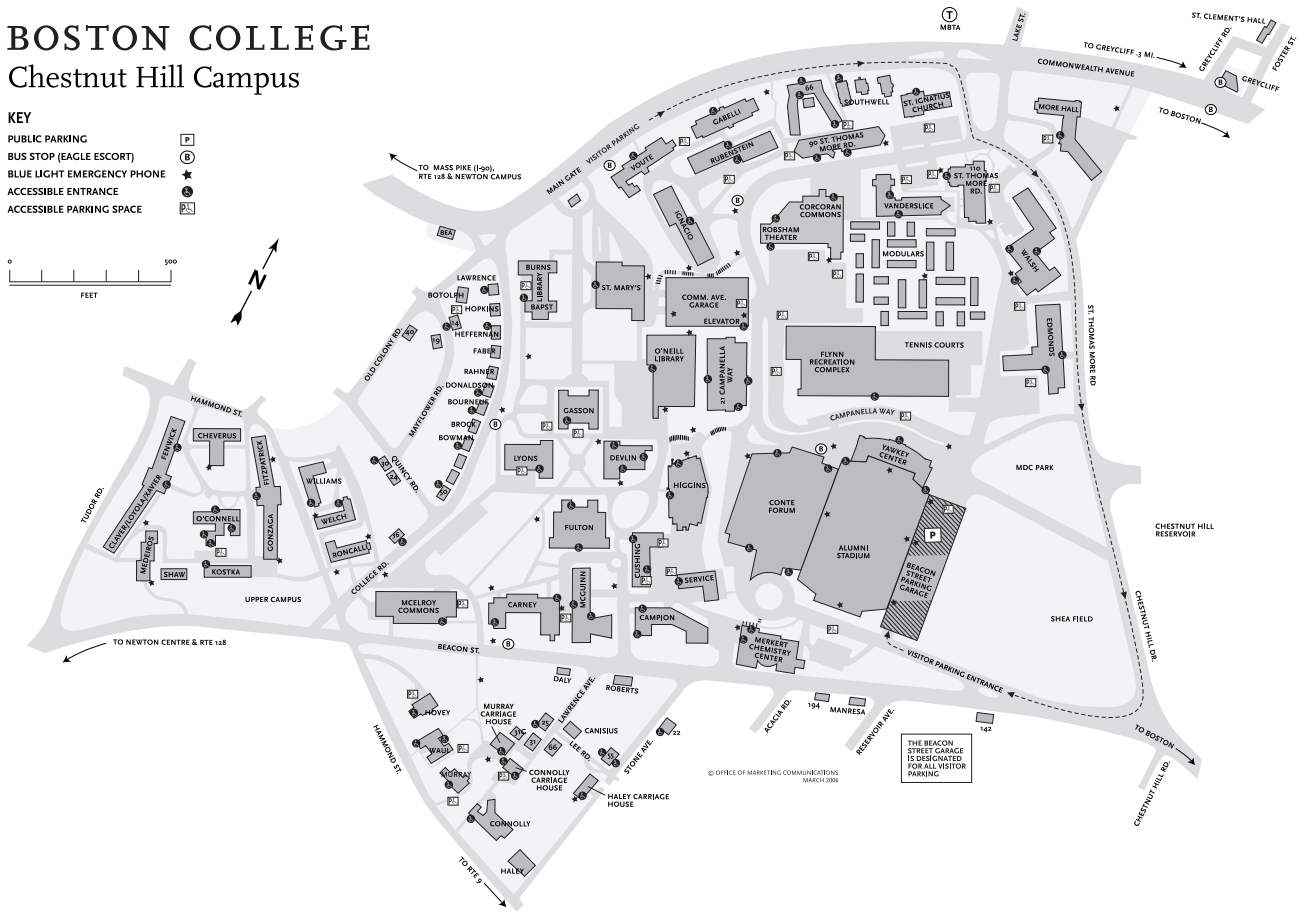
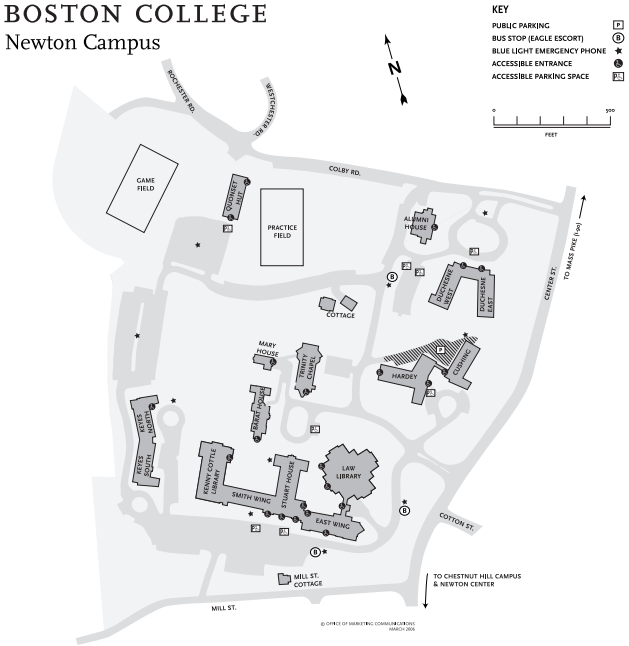
Chestnut Hill Campus



BOSTON COLLEGE
Newton Campus



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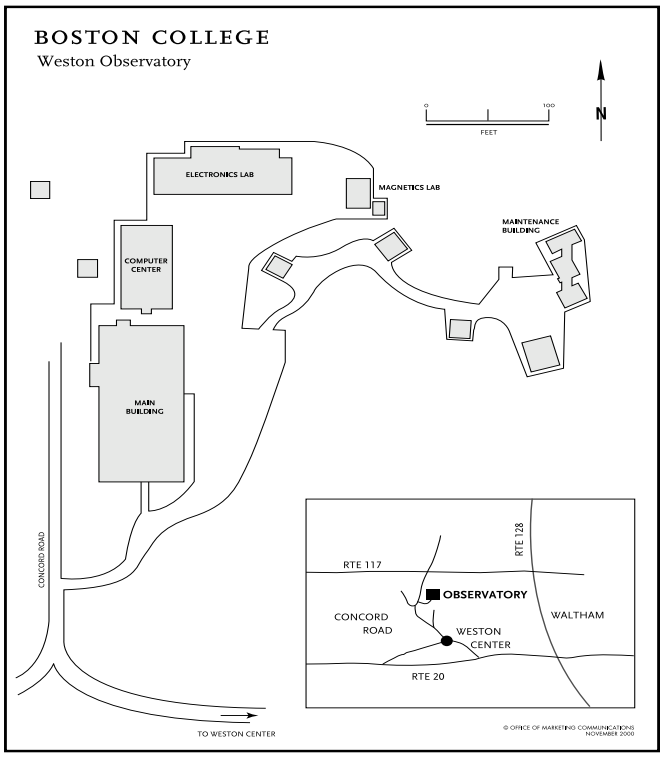
Weston Observatory



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