BOSTON COLLEGE

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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; semi-monthly in July.

Founded by the Society of Jesus in 1863, Boston College is dedicated to intellectual excellence and to its Jesuit, Catholic mission and heritage. Committed to having a welcoming environment for all people, it recognizes the important contribution a diverse community of students, faculty and administrators makes in the advancement of its goals and ideals.

Boston College rejects and condemns all forms of harassment, and has developed specific procedures to redress incidents of harassment against any members of its community, whatever the basis or circumstance. Moreover, in accordance with all applicable state and federal laws, Boston College does not discriminate in employment, housing or education on the basis of a person's race, sex, age, national and ethnic origin, religion, disabilities, marital or parental status, veteran status or personal history. In addition, in a manner faithful to the Jesuit Catholic principles and values that sustain its mission and heritage, Boston College is in compliance with applicable state laws providing equal opportunity without regard to sexual orientation.

Boston College has designated the Director of Affirmative Action 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, as well as all students, faculty members, and employees are welcome to raise any questions regarding violation of this policy with the Director of Affirmative Action, More Hall 315, 617-552-2947. In addition, any person who believes that an act of discrimination based on Title IX 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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About Boston College

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 8,851 full-time undergraduates and 4,760 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 on-line access to databases in business, economics, social sciences, and law, and a library system with over 2 million books, periodicals, and government documents, and more than 3.7 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. The latter 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 25 law schools in the United States.

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 28 Jesuit colleges and universities in the United States. The founder, Father John McElroy, was thwarted for some years by Protestant opposition to his attempt to establish a church and college on property near the North Station. Property was acquired in the South End in 1859, a college charter granted by the Commonwealth of Massachusetts in 1863, and, with three teachers and twenty-two students, the school opened its doors on September 5, 1864. The first president was Father John Bapst, a native of Switzerland.

The first dean was Father Robert Fulton, who served twice as president (1870-1880, 1888-1891). When he was president he also held the office of dean, so he was the formative influence on the College in the nineteenth century. At the outset and for more than seven decades of its first century, the College remained an exclusively liberal arts institution with emphasis on the Greek and Latin classics, English and modern languages, and with more attention to philosophy than to the physical or social sciences. Religion of course had its place in the classroom as well as in the nonacademic life of the college.

Originally located on Harrison Avenue in the South End of Boston, where it shared quarters with the Boston College High School, the College outgrew its urban setting toward the end of its first 50 years. A new location was selected in Chestnut Hill, then almost rural, and four parcels of land were acquired in 1907 by Father Thomas Gasson, who became president that year. 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 16 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 in 1929, the Evening College (now the James A. Woods, S.J., College of Advancing Studies) in 1929, the Graduate School of Social Work in 1936, and the College of Business Administration in 1938. The latter, along with its Graduate School established in 1957, is now known as the Wallace E. Carroll School of Management. The Schools of Nursing and Education were founded in 1947 and 1952, respectively. The former is now the Connell School of Nursing. The latter is now known as the Carolyn A. and Peter S. Lynch School of Education. Weston Observatory, founded in 1928, was accepted as a department of Boston College in 1947, offering courses in geophysics and geology.

The Graduate School of Arts and Sciences began programs at the doctoral level in 1952. Now courses leading to the doctorate are offered by thirteen 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 15 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.

Up to 1970 the president of Boston College was also rector of the Jesuit community, appointed by the Father General of the Society of Jesus. By canon law a rector served only a six-year term, though rare exceptions extended that limit, as in the cases of Father Fulton and Father Michael Walsh (1958-1968). Father J. Donald Monan, the twenty-fourth president, elected in 1972, was the first not to be rector of the Jesuit community, hence free from the six-year limitation in office. He served for twenty-four years, which proved to be a golden era in the University's history. In July 1996, Father William P. Leahy succeeded Father Monan as president. Father Leahy is the latest chief officer of an institution that in academic prestige, in applications to undergraduate and graduate programs, in financial stability and strength, and in efficient management has reached an elite position in American higher education.

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 on the border between the city of Boston and the suburb of Newton, Boston College derives benefits from its proximity to a large metropolitan city and its setting in a residential suburb. Often cited as a model of university planning, the campus is spread over more than 200 acres of tree-covered Chestnut Hill. Yet it is just a few miles from culturally and socially rich Boston.

The Chestnut Hill campus is tri-level. Dormitories are on the upper campus; classroom, laboratory, administrative, and student service facilities are on the middle campus; and the lower campus includes Robsham Theater, Conte Forum, modular and apartment residences as well as dining, recreational, and parking facilities.

The Newton campus is situated one and one-half miles from the Chestnut Hill campus. The Law School is located on this easily accessible 40-acre tract that also contains undergraduate classrooms, dormitories, athletic areas, and student service facilities.

ACADEMIC RESOURCES

Academic Development Center

The Academic Development Center (ADC) is designed to support and enhance academic excellence by helping undergraduates, graduate students, and faculty improve learning quality and teaching effectiveness. The ADC, which opened its doors in September 1991, is located on the second floor of O'Neill Library, in the Eileen M. and John M. Connors Learning Center.

The Academic Development Center is a comprehensive, inclusive resource serving all BC students at no charge. The Center provides tutoring for more than 60 courses in mathematics, management, sciences, social work, nursing, social sciences, history, philosophy, and classical and foreign languages. In addition, graduate tutors in English are available to help students strengthen their academic writing skills and to assist those with English as a Second Language. These services are available throughout the regular academic year and during summer school. All ADC tutors have been recommended by their relevant academic departments; most are graduate students or outstanding upper-division students.

The ADC offers programs designed to challenge the most academically talented, highest achieving students, as well as programs designed to support those who are least prepared and most academically challenged. One member of ADC's full-time professional staff provides academic support services for students with learning disabilities, helping to ensure their success at Boston College. Working closely with the Graduate School of Arts and Sciences, the ADC sponsors seminars, workshops, and discussions for graduate teaching assistants (TAs) and teaching fellows (TFs) on strategies for improving teaching effectiveness and student learning. Each fall, the ADC and Graduate School of Arts and Sciences hold a workshop to help TAs and TFs prepare for teaching. The ADC provides similar instructional support services to BC's faculty. Through these and other related activities, the Academic Development Center plays an important role in enhancing the quality of academic life at Boston College. Call 617-552-8055 for further information.

Art and Performance

The cultural offerings on campus are a rich mix, ranging from classical to contemporary, presented by artists working alone and in company, in venues as casual as the McElroy coffee shop, as formal as Robsham Theater, and as elegant as the McMullen Museum of Art.

There are eight campus structures that support and promote most student art and performance in all their forms and variations.

- The **E. Paul Robsham Theater Arts Center** annually hosts dance and theater productions on its main stage and many other performances in its studio workshops.
- **Humanities Series** has been bringing poets, novelists, and critics to speak at Boston College since 1957.
- **McMullen Museum of Art** features the permanent BC collection as well as special exhibits of works from around the world.
- The **Department of Fine Arts** offers majors in studio art, art history, and film studies.
- The **Music Department** and the student-run Musical Guild sponsor free student and faculty concerts throughout the year.
- **Boston College Bands Program** sponsors concerts, festivals, and other events by its lineup of five bands: the "Screaming Eagles" Marching Band, the Pep Band, BC bOp!, the

Swingin' Eagles Stage Band, and the Community Concert Band.
- The **Boston College Chorale** and the **Boston College Symphony**
- The **Undergraduate Government of Boston College,** a student group primarily elected to represent student views to the University, also sponsors concerts by contemporary artists in rock, rap, R&B, and folk.

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 313. In addition to its 32 listening/recording stations and teacher consoles, the facility includes the following: 18 networked workstations (16 Macs, 2 Dells), wireless laptops, 2 laser printers, a web server, a materials development workstation, 2 TV/video/DVD viewing rooms, 2 individual carrels for TV/video/DVD viewing, and one CD listening station. 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.

Students (undergraduate and graduate), faculty, and BC community members who wish to use the Language Laboratory facility and its collection will find the Laboratory 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, please visit its website at http://www.bc.edu/langlab.

The Libraries

The Boston College Libraries offer a wealth of resources and services, which are described below, to support the teaching and research activities of the University. The book collection has reached 2,029,006 volumes and 22,266 serial titles are currently received.

Quest, The Library Information System, is the Libraries' Web based integrated system that provides convenient access to the Libraries' collections, digital resources, and services from http://www.bc.edu/quest. It offers a variety of methods for finding books, periodicals, media resources, microforms, newspapers, and electronic materials.

Quest can easily be searched from any Web browser regardless of platform or location, 24 hours a day, 7 days a week. Users can interact with the system and receive immediate feedback on the status of requests; they can place a hold, recall, 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.

Digital Resources: The Boston College Libraries offer access to hundreds of electronic indexes and databases. A growing number of these databases include full text access to thousands of books and journals directly from the researcher's desktop. See the list of Online Databases on the Libraries' home page, http://www.bc.edu/libraries.html to get a sense of the range of resources. The list includes groupings by subject and an alphabetical listing by title. Databases range in coverage from very general to very specific and cover a wide range of research areas in the humanities, social sciences, sciences, health sciences, business law, and public affairs. Most databases can be reached directly by clicking on the Web links. Others can be accessed in the Electronic Information Center in the O'Neill Library Reference or the Law Library. An expanding number of links to electronic journals may also be found by selecting Electronic Journals from the Libraries' home page.

Librarians offer classes in how to search databases effectively, by arrangement with professors, and also provide individual coaching at various library services points or by appointment. Researchers who cannot locate resources needed may contact a librarian to develop a search strategy to locate relevant information. See the list of Subject Bibliographers to know which librarian to contact at http://www.bc.edu/libraries/services/ref-instruc/s-subjectspec/.

The **Media Center** on the second floor of the O'Neill Library houses information in many nonprint formats: videocassettes, DVDs, laserdiscs, compact discs, audiocassettes, LPs, and CD-ROMs. Patrons within the Center, in individual carrels, may use all media. Faculty may conduct classes using media in either of our two classrooms. There is a Preview Room where faculty and/or students may meet in small groups for discussing or previewing media materials used in coursework. Loans of videos are restricted to BC faculty.

United State Government Publications: O'Neill Library at Boston College is one of nearly 1,300 Federal Depository Libraries located across the United States. 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. Many government publications are also available via the Internet. Further information may be found at http://www.bc.edu/libraries/centers/govdocs/.

The Boston Library Consortium and the Boston Theological Institute: Membership on two academic consortia, the Boston Library Consortium and the Boston Theological Institute, adds still greater dimensions to the resource of the Boston College Libraries, providing faculty and students who have special research needs access to the millions of volumes and other services of the member institutions.

Association of Research Libraries: The Libraries are a member of the Association of Research Libraries, a distinction limited to 124 research institutions sharing common goals, interests, and needs. The mission of ARL is to shape and influence forces affecting the future of research libraries in the process of scholarly communication. Membership is by invitation upon the recommendation of the ARL Board of Directors and approval of the membership.

The **Thomas P. O'Neill, Jr. Library,** opened in 1984 and named for former speaker of the U.S. House of Representatives, Thomas P. O'Neill, Jr. '36, is the central research library of the University and is located on the main campus. Collections include over 1.5 million volumes on a broad range of subjects reflecting the University's extensive curriculum. Access to Quest, the Libraries' online catalog, multiple databases, and other local and remote resources is provided via more than 60 workstations in the O'Neill Library. Individual study spaces are available throughout with both networked connections in some areas and wireless connections throughout the Library.

The **Resource Center (Newton Campus),** located in the lower level of the Trinity Chapel and open when classes are in session, provides study space for the residents of the Newton Campus as well as computer workstations.

The **Social Work Library (McGuinn Hall)** contains a collection of 43,429 volumes, 414 serials, social work theses, doctoral dissertations, and videotapes. The collection covers the history and philosophy of social work, its methodology, and all aspects of social welfare services. The Library's collections and services support the master's and doctoral programs offered at the Chestnut Hill campus, and master's programs offered at off-campus sites.

Located on the Newton Campus, the **Law School Library** has a collection of approximately 225,942 volumes 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.

Bapst Library, a beautiful collegiate Gothic building that served as the main library for over 50 years, has been restored to its original splendor and houses the resources for library research in art and art history. 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 for all students and faculty.

The **Catherine B. O'Connor Geophysics Library** is located at Weston Observatory, the library contains a specialized collection of approximately 8,644 monographs and journals on earth sciences, particularly seismology.

The **Educational Resource Center,** located in Campion Hall, is a state-of-the-art facility that serves the Lynch School of Education's faculty and students. The collection includes current elementary and secondary textbooks and teaching guides, pre K-12 educational software, children's books including both fiction and non-fiction, curriculum guides, instructional aids, math and science manipulatives, educational and psychological tests, and video and audiotapes.

John J. Burns Library of Rare Books and Special Collections: The University's special collections, including the University's Archives, are housed in the magnificently appointed 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 128,000 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.

The **Irish Music Center** documents the history of Irish music in America. Its archives include rare recordings, printed music, books, manuscripts, photographs, and memorabilia.

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-).

Student Learning and Support Computing Facility

The SLSC, located in O'Neill 250, is Boston College's main computer laboratory on campus. The facility holds 29 Macintoshes, 118 PCs, 8 networked printers, 5 color scanners, 3 e-mail stations, 2 music stations, 4 e-mail stations, 8 docking stations for laptops, floppy disk vending machine, and VMS/Alpha access for use by the Boston College community. Within the facility, users have access to a wide variety of software applications, high speed access to the Internet for use by the Boston College community, and notary services provided by Maria Koufos.

Students rely on the SLSC for the wealth of software maintained by our monitoring of academic departmental needs, as well as word processing, spreadsheet, statistical analysis, programming languages, graphics production, and database management software. Students can visit the SLSC on the Web at http://www.bc.edu/slsc for a complete listing of the latest versions of software. The SLSC also provides server space and support for the Professor's Folders, which allow for the dissemination of course materials in the lab and campus wide as well as drop boxes for electronic filing of assignments. The faculty are also invited every year to submit course software requests for the SLSC.

The SLSC is staffed with professionals and students who provide assistance. Training tutorials and software documentation are available within the facility, as well as a wealth of resources available on the Web at http://www.bc.edu/infotech.

More specialized assistance is provided at the Help Desk for users in O'Neill 250, on a walk-in, phone-in, or e-mail basis. Dial 617-552-HELP for assistance or an appointment. Users can sign in on the File-Maker Pro database for Help Desk assistance.

The SLSC instructional lab is available for faculty and departments to use for computer-based courses. For a list of hours and courses, please refer to the SLSC website at http://www.bc.edu/slsc or call 617-552-8567.

Media Technology Services

Media Technology Services provides media-related products and services to the Boston College community in order to enhance research, instruction, and to support BC community events.

These services include access to over thirty types of classroom audiovisual equipment, audio-production services, film and video rentals, television recording and editing, photography, and graphic design and production. In addition, MTS operates BC's Cable Services

which offers educational and commercial programming on its 59 cable TV channels to all student residence halls across campus. Several courses are also taught in MTS's television studio where students use modern post-production editing equipment for their video projects.

Finally, Media Technology Services offers educational technology expertise in order to make the link between modern technologies and teaching/learning.

For more information, visit the Media Technology Services website at http://www.bc.edu/mts.

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

The Boisi Center for Religion and American Public Life was founded to bring together high quality research and scholarship on religion to bear on issues of public policy in America. The Center's goal is not to advance any ideological agenda, whether liberal or conservative. The Center seeks instead to be the sponsor of dialogue and discussion which brings together people whose primary concerns are religious with people whose primary concerns are political, in the belief that they will find common ground. The main goals of the Center include the promotion of scholarship dealing with religion and public life, faculty and student development at Boston College, and outreach activities that contribute to a more robust public discussion of critical issues.

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 participants 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.

Center for Corporate Citizenship

The Center offers research and development on corporate citizenship; publications including an on-line newsletter, research reports, tools and white papers; executive education programs, including on-site and custom programs and a certificate program; convenings to bring together the many stakeholders invested in corporate citizenship, including an annual International Corporate Citizenship Conference, monthly teleconvenings, workshops, roundtables, and regional meetings, a corporate membership program, and a website that provides an on-line meeting place for the corporate citizenship community.

Contact the Center for Corporate Citizenship at 617-552-4545; http://www.bc.edu/corporatecitizenship; 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 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.

Students may also earn a certificate of proficiency from the Center. Certificate requirements and other information on the operation of the Center are available from the Directors, Cynthia Simmons (Slavic and Eastern Languages, Lyons 210) and Roberta Manning (History, Carney 165).

Center for Ignatian Spirituality

The Center for Ignatian Spirituality is a University operation that offers faculty and staff a resource to carry on the needed dialogue between the values that constitute Boston College and the pluralism that characterizes our contemporary culture. The Center initiates its own programs, inviting faculty and staff to pursue a particular topic, sponsors retreats and reflection opportunities for faculty and staff, and has a wide range of national and international commitments to other institutions in their efforts to integrate Ignatian spirituality into their educational endeavors. For more information, please 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. The main focus of the Center is on academic institutions in the Jesuit tradition, but other universities receive its publications and are part of an informal network. 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 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 on its website at http://www.bc.edu/bc_org/avp/soe/cihe/.

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.

Center for Nursing Research

The CNR's central purpose is to serve as an institutional resource for faculty and students in the Connell School of Nursing, the Boston College community, and the greater Boston nursing and health care community. Three interrelated but separate goals support the purpose of the CNR: (1) to strengthen the research productivity of faculty in the Connell School of Nursing, (2) to increase intradisciplinary and interdisciplinary research and scholarship, and (3) to communicate research findings to facilitate research utilization in nursing practice and in educational settings. The Center serves as a repository for the Cathy J. Malek Research Collection as well as books and other materials related to quantitative and qualitative research methods, data analysis, grant-seeking, and grant-writing.

Center for Retirement Research

The Center for Retirement Research at Boston College was established through a five-year 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 researchers and experts explore possible policy changes related to Social Security, private pensions, and other sources of retirement income.

The Center has established a comprehensive training and educational program that provides funding for dissertation fellowships and junior faculty research. The Center also employs undergraduate and graduate research assistants and supports academic courses in retirement-related subjects.

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

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 National Board on Educational Testing and Public Policy. Its Web address is http://nbetpp.bc.edu/.

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

Center for Work and Family

The Boston College Center for Work and Family (CWF) is a research center of the Carroll School of Management. CWF is committed to enhancing the quality of life of today's work force by providing leadership for the integration of work and life, an essential for business and community success. Our vision is that companies and communities will work together to ensure their mutual prosperity and the well being of employees and their families. The Center's initiatives fall into three broad categories: research, workplace partnerships, and professional development.

- Research: The Center focuses attention on applied studies that contribute knowledge building, meet standards of rigorous research, and relate 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.
- Workplace Partnerships: The Center is home to two highly successful employer partnerships: the Work & Family Roundtable, established in 1990, and the New England Work & Family Association (NEWFA), established in 1992.
- Professional Development: The Center offers exciting executive education for people in the Human Resources field. This includes the only certificate program for the work/life field. In addition, the Center recently launched the Standards of Excellence Learning Network, a research-based organizational learning framework that helps companies of all sizes achieve work/life excellence.
- Center Highlights: The Center's latest initiative is *The Standards of Excellence in Work/Life Integration* Project (2002). The Standards help organizations undertake an intensive assessment of their company's progress in creating a supportive work environment where work/life policies and core business strategies are aligned.

International Study Center

The International Study Center at the Lynch School of Education is dedicated to conducting comparative studies in educational achievement. Principally, it serves as the center for international studies in mathematics, science, and reading—Trends in International Mathematics and Science Study (TIMSS) and Progress in International Reading Literacy Study (PIRLS).

"TIMSS-1999 Benchmarking: A Bridge to School Improvement" was the first study comparing students' achievement in math and science at the eighth grade level among 13 states, 14 school districts and consortia, and 37 countries. TIMSS 2003 is underway.

Thirty-five countries participated in PIRLS 2001, the international reading literacy study at the fourth grade (9- and 10-year-olds). With 150,000 students tested, PIRLS 2001 is the first in a planned 5-year cycle of international trend studies in reading literacy.

The International Study Center receives funding from such organizations as the International Association for the Evaluation of Educational Achievement, U.S. National Center for Education Statistics, and U.S. National Science Foundation. Its Web address is http://timss.bc.edu.

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 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.

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 a 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, and interactive scientific software.

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 at Boston College, 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 attempts to solicit, design, and disseminate effective interventions with a pro-active, pragmatic focus. Each year the Institute will address a racial or cultural issue that could benefit from a pragmatic scholarly focus through its Diversity Challenge conference.

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 650 decision-makers from all sectors, including government, business, education, environment, policing, and nonprofits, have participated in over 60 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 reputations for delivering quality programming in an inclusive environment attracts leaders from all communities and across the political spectrum. In recent years, the Institute has applied its programming models, and expertise in addressing the problems of divided societies to embrace participants from the Middle East and North Africa.

The Irish Institute's 2004 programming will be in the areas of local government, nonprofit management and development, community policing, school leadership, integrated education, business management, international business, and teacher education. 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 several other external partnerships. For more information visit our website at http://www.bc.edu/irishinstitute/ or contact Director, Mary O'Herlihy 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, and it also serves as a seminar and meeting room. Boston College sponsors the annual Lonergan Institute, which provides resources, lectures, and workshops for the study of the thought of Bernard Lonergan, S.J. For more information, please 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 school 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.

Small Business Development Center

The Small Business Development Center (SBDC) provides managerial, financial and technical assistance, and training to small business people in the Greater Boston area. Prospective and active small business people can receive one-on-one counseling and consultative assistance in a range of business areas such as finance, marketing, planning, operations, accounting, and controls. The SBDC also offers specially designed small business management training workshops. Topics include writing a business plan, financial planning, marketing, strategic planning, cash flow, and general management as well as other varied topics.

The Massachusetts Small Business Development Center is a partnership of the U.S. Small Business Administration, the

Massachusetts Executive Office of Economic Affairs, and Boston College through the University of Massachusetts/Amherst under a consortium agreement.

Social Welfare Research Institute

The Social Welfare Research Institute (SWRI) is a multidisciplinary research center specializing in the study of spirituality, wealth, philanthropy, and other aspects of cultural life in an age of affluence. Founded in 1970, SWRI is a recognized authority on the relationships between economic wherewithal and philanthropy, the motivations for charitable involvement, the meaning and practice of care, and the forthcoming $41 trillion wealth transfer.

During the past decade SWRI has published on meaning and practice of philanthropy in the U.S., especially among the wealthy. Over the past two years, SWRI published research on high-tech donors; on a new donor-centered approach to fund-raising; on implications of the estate tax for charitable bequests; on the spiritual questions posed by wealth; on survey methodology and the Boston Area Diary Study; and on the division of wealth transfer between family and charity, and on the role of Ignatian discernment for conscientious decision making on wealth and philanthropy.

Among awards and honors received in recent years, Paul G. Schervish, Director of SWRI and Professor of Sociology at Boston College, and John J. Havens, Senior Research Associate, have been named to the Nonprofit Times Power and Influence Top 50. They are widely cited for their work in breaking down many of the stereotypes surrounding charitable involvement and for providing reliable statistics, research, and interpretation to charities, fundraisers, financial planners, and the general public.

Over the past sixteen years, SWRI has received generous support from the T.B. Murphy Foundation Charitable Trust and the Lilly Endowment, Inc.

Research papers and further information can be found on SWRI's website at http://www.bc.edu/swri/.

Weston Observatory

Weston Observatory, formerly Weston College Seismic Station (1928-1949), is a part of the Department of Geology and Geophysics of 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 12-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/.

STUDENT LIFE RESOURCES

AHANA Student Information

AHANA is an acronym for African-American, Hispanic, Asian, and Native American students.

Fostering diversity is an important part of the University's educational mission. Boston College welcomes and encourages applications from students of all backgrounds and cultures.

AHANA Student Programs

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

The overarching aim of the Office of AHANA Student Programs is to promote the academic achievement of AHANA students at Boston College especially those who have been educationally disenfranchised. The services available include the following: tutorial assistance, academic advisement, individual and group counseling, tracking of academic performance, 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.

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 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.

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 a broad-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 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 14 prestigious universities nationwide, the Boston College Internship Program lists on-line 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.

Students are also encouraged to conduct informational interviews with BC alumni. The Career Network contains 9,000+ alumni who have volunteered to share their career experience and to provide job search strategy tips. Students can access the Network through computers at the Career Center, or via the Career Center's home page.

The Career Resource Library offers a wide variety of career exploration and job search resources, graduate and professional school information, and employer literature. Professional assistance and advice is available, along with computer access to the Internet.

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/.

Office of Campus Ministry

The Office of Campus Ministry strives to deepen the faith life of Boston College students by offering opportunities to discover, grow in, express, and celebrate the religious dimensions of their lives. Liturgies, retreats, small faith communities, and service projects are popular programs offered throughout the year. Campus Ministry strives to show the close relationship of the Gospel and the call to the works of justice. The Office of Campus Ministry is located in McElroy 215 and can be reached by calling 617-552-3475 or on the Web at http://www.bc.edu/campus-ministry/.

Office of the Dean for Student Development

The Office of the Dean for Student Development (ODSD) coordinates the planning, implementation, and evaluation of programs and services promoting student development. ODSD oversees student clubs and organizations, programming, the Undergraduate Government of Boston College, the Emerging Leader Program, the Graduate Student Association and the John Courtney Murray, S.J. Graduate Student Center, Alcohol and Drug Education, off-campus and commuting student affairs, international student services, the Global Proficiency Program, the Women's Resource Center, and the Disability Services Office. The Dean and assistants are also responsible for coordinating policies and procedures concerning student conduct and discipline and the judicial process. The Office of the Dean for Student Development is located at 21 Campanella Way, Suite 212, 617-552-3470.

Dining Services

The University offers a varied and nutritionally balanced menu in seven dining areas: Carney's, the Cafe, and the Eagle's Nest at McElroy Commons, Lyons Hall on Middle Campus, Stuart Hall on Newton Campus, the Lower Campus Dining Facility, and the Walsh Hall Dining Room. In addition, students can use their Meal Plan in the concessions at Conte Forum.

The Meal Plan is mandatory for resident students living in Upper Campus, Newton Campus, Walsh Hall, 66 Commonwealth Avenue, Greycliff, Vanderslice Hall, St. Ignatius Gate, and 90 St. Thomas More Drive. The cost of the full Meal Plan for 2004-05 is $1,825.00 per semester or $3,650.00 per year.

Optional meal plans are available to all other students living in off-campus apartments and to commuters. Further information can be obtained by contacting the Office of Student Services, 617-552-3300, Lyons Hall. A dietitian is available to those students with special dietary needs or restrictions by calling 617-552-8040.

Disability Services Office

Services for undergraduate and graduate students with hearing, visual, mobility, medical, and psychiatric 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, books on tape, extended time on exams, 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.

Services for students with learning disabilities and Attention Deficit Hyperactivity Disorder are coordinated through the Academic Development Center (ADC). The ADC, located in O'Neill Library, provides academic support services and accommodations to undergraduate and graduate students. The ADC's services are extensive and vary depending upon the unique needs of the individual student. For more information, contact the ADC at 617-552-8093 or visit their website at http://www.bc.edu/adc/.

Graduate Student Association

The Graduate Student Association (GSA) of Boston College is an autonomous organization that serves the Graduate School of Arts and Sciences, the Lynch School of Education, the Boston College Law School, the Connell School of Nursing, the School of Social Work, the Carroll School of Management, and the academic graduate student organizations within various disciplines.

The GSA exists to provide academic support in the form of conference grants, special group funding, social, cultural, and academic programs for graduate students, and to inform the graduate community of matters of interest to them. The GSA also advocates for graduate student interests within the University.

The GSA Officers, elected each April for a year of service, include the Executive Director, Finance Director, and Programming Director. The GSA Council, which meets monthly, is made up of representatives selected by each of the graduate programs or schools. The GSA Council and executive staff work together to strengthen the collective voice of graduate students. The GSA and other academic graduate student organizations are funded by a student activity fee charged to every graduate student.

The GSA has an office in the John Courtney Murray, S.J. Graduate Student Center located at 292 Hammond Street, across Beacon Street from Middle Campus. Graduate students are encouraged to become involved in the GSA and to communicate their needs through their program/school representatives.

John Courtney Murray, S.J. Graduate Student Center

The John Courtney Murray, S.J. Graduate Center has been established to serve Boston College's graduate and professional students. It is staffed by the Associate Dean for Graduate Student Life, an Administrative/Technology Support Assistant, Graduate Student Resident Managers, and Student Center Assistants. During the academic year the Graduate Center is open seven days a week. Current operating hours can be found on the website listed below.

The mission of the Murray Graduate Center is to serve the graduate student community. The Center is dedicated to the support and enrichment of graduate student life at Boston College. Its primary purpose is to build a sense of community among the entire graduate student population, and cultivate a sense of belonging to the University as a whole.

The Center provides opportunities for graduate students to gather with other students, faculty, and staff for discussion, reflection, socializing, study, and relaxation. The Center staff produces various types of programs of interest to graduate students and provides information about University programs and services that are offered regularly to students. The Graduate Student Association has an office at the Center and the Graduate AHANA and Graduate International Student Associations are supported by the staff.

The Murray Graduate 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, and ping pong.

By setting aside a welcoming space that was created exclusively for and is used by graduate students, the Murray Graduate Center strives to fulfill its mission through academic, social, and spiritual programming as well as serve as a place of hospitality. All graduate students are welcome to take advantage of the Center's programs and services. The Center is located at 292 Hammond Street (just across Beacon Street from McElroy). The website is http://www.bc.edu/gsc/ and staff can be contacted at 617-552-1855.

University Health Services

The primary goal of University Health Services is to provide confidential medical/nursing care and educational programs to safeguard the physical well-being and 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 Center is closed and can be reached at 617-552-3227.

Boston College requires all undergraduate resident students be enrolled with the University Health Services. A mandatory Health/Infirmary 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.

Membership in 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 full-time 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
Arts and Sciences	9
College of Advancing Studies	12
Education	9
Law	12
Management	9
Nursing	9
Social Work	9

The College Immunization Law requires proof of the following immunizations:

- 1 Tetanus-Diphtheria Booster: Within the past 10 years
- 2 Measles Immunizations: Dose 1 must be after the first birthday.
  Dose 2 must be at least one month after the first dose.
- 1 Mumps Immunization: Immunized with vaccine after the first birthday
- 1 Rubella Immunization: Immunized with vaccine after the first birthday
- All full-time undergraduates must show proof of receiving 3 doses of the hepatitis B vaccine.

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 $50.00 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

University Counseling Services (UCS) provides counseling and other psychological services to the students of Boston College. The goal of UCS is to enable students to develop fully and to make the most of their educational experience. Services available include individual counseling and psychotherapy, group counseling, consultation, evaluation, and referral. Counseling offices can be found in the following locations: Gasson 108, Campion 301, and Fulton 254. Students wishing to make an appointment should call 671-552-3310.

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 Agora, Boston College's secured Intranet environment (http://agora.bc.edu). This must be done by the end of the first week of enrollment. Suppression is available by selecting *U-View* and *Privacy Preferences*.

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

DISCLOSURES TO PARENTS OF STUDENTS

When a student reaches the age of 18, or attends a postsecondary institution regardless of age, FERPA rights transfer to the student. Guidelines for the disclosure of information to parents are as follows:

- Parents may obtain directory information at the discretion of the institution.
- Parents may obtain nondirectory information (e.g., grades, GPA) at the discretion of the institution, and after it is determined that the student is legally dependent on either parent.
- Parents may also obtain nondirectory information if they have a signed consent from the student.

Enrollment Statistics and Graduation Rate

During the fall of 2003, Boston College enrolled 8,851 undergraduates, 768 Woods College of Advancing Studies students, and 4,760 graduate students.

Of the freshmen who first enrolled at Boston College in the fall of 1996, eighty-seven percent had completed their degree by 2002 and five percent had chosen to continue their studies elsewhere. The combined retention rate for this entering class is ninety-two percent. Of the graduates, ninety-four 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 this document, 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, please 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 mission and heritage. Committed to having a welcoming environment for all people, it recognizes the important contribution a diverse community of students, faculty, and administrators makes in the advancement of its goals and ideals.

Boston College rejects and condemns all forms of harassment, and has developed specific procedures to redress incidents of harassment against any members of its community, whatever the basis or circumstance. Moreover, in accordance with all applicable state and federal laws, Boston College does not discriminate in employment, housing, or education on the basis of a person's race, sex, age, national and ethnic origin, religion, disabilities, marital or parental status, veteran status, or personal history. In addition, in a manner faithful to the Jesuit Catholic principles and values that sustain its mission and heritage, Boston College is in compliance with applicable state laws providing equal opportunity without regard to sexual orientation.

Boston College has designated the Director of Affirmative Action 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, as well as all students, faculty members, and employees are welcome to raise any questions regarding violation of this policy with the Director of Affirmative Action, More Hall 314, 617-552-2947. In addition, any person who believes that an act of discrimination based on Title IX 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 two-bedroom apartments. Each apartment unit consists of two bedrooms, bathroom, dining area, kitchen, and living room. Laundry and weight rooms are included. 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 bedrooms, two bathrooms, living room, dining area, and kitchen. A laundry room is included. 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 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 is generally restricted to seniors. 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 upperclassman facility houses approximately 150 students in predominantly single room accommodations. Each room is fully furnished and additional lounge areas and a laundry room are 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, 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 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 standard 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 twelve buildings house approximately 1,900 freshmen and sophomore students. 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 850 students. Daily free bus 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, and a chapel.

Special Interest

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

Specific floors have been designated as 24-hour quiet living floors. Upperclassmen are able to reside in apartment and suite-style accommodations with a quiet atmosphere. Students are required to sign a Quiet Living Agreement prior to moving in.

The Greycliff Honors House, located one-half mile from the main campus, houses 45 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 Mosaic Multi-Cultural floor, 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,* located in Gabelli Hall, primarily houses students 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 Substance Free floor allows students to reside on an alcohol, drug, and tobacco free floor. 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 in Rubenstein Hall for the convenience of those seeking referrals for off-campus housing. The office maintains updated listings of apartments and rooms available for rent in areas surrounding the campus. Interested students should visit the office Monday through Friday, 9:00 a.m. to 5:00 a.m. Listings are available on the Residential Life website.

TUITION AND FEES

Tuition and fees for undergraduates are due by August 10 for first semester and by December 15 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 ID Card and Meal Plan, and the ability to drop and add courses, and cash checks at the Cashier's Office. There will be absolutely no registration or confirmation of registration allowed after October 22, 2004, for first semester and April 1, 2005, for second semester. 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 August 13 for the fall and December 15 for the spring. Payment is due on September 15 and January 14 respectively. All students should be registered by August 13 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 15.

There is a $100.00 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.

Undergraduate Tuition

- First semester tuition and fees are due by August 10, 2004.
- Tuition first semester—$14,470.00
- Second semester tuition and fees are due by December 15, 2004.
- Tuition second semester—$14,470.00

*Undergraduate General Fees**

Application Fee (not refundable): 65.00
Acceptance Fee: 250.00

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 first semester. Students who withdraw after completing their first semester are entitled to a refund of this fee (provided they do not have an outstanding student account) if they formally withdraw prior to July 1 for fall semester, or December 1 for spring semester.

Health Fee: 350.00
Identification Card (required for all new students): 20.00
Late Payment Fee: 100.00
Freshman Orientation Fee
(mandatory for all freshman): 315.00

*Undergraduate Special Fees**

Extra Course—per semester hour credit: 965.00
Laboratory Fee—per semester: 145.00-265.00
Massachusetts Medical Insurance: .....994.00 per year
(436.00 first semester, 558.00 second semester)
Nursing Laboratory Fee: 190.00-200.00
NCLEX Assessment Test: 45.00
Exemption Examination: 30.00-60.00
Special Students—per semester hour credit: 965.00
Student Activity Fee: .....106.00 per year
($53.00 per semester)

Resident Student Expenses

Board—per semester: 1,825.00
Room Fee (includes Mail Service) per semester
(varies depending on room): 2,985.00-4,010.00
Room Guarantee Fee**: 250.00

Students accepted as residents are required to pay a $250.00 room guarantee fee. This fee is applied towards the student's first semester housing charges.

*All fees are proposed and subject to change.

****Incoming students** who withdraw from housing by **June 1** will have 100% of their deposit refunded. **Incoming students** who withdraw from housing between **June 1 and July 15** will have 50% of their deposit refunded. **No refunds** will be made to incoming students who withdraw after July 15. Refunds will be determined by the date the written notification of withdrawal is received by the Office of Residential Life.

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 semester hour: 900.00
Auditor's fee***—per semester hour: 450.00

Lynch School of Education, Connell Graduate School of Nursing, and the Institute of Religious Education and Pastoral Ministry**
Tuition per semester hour: 836.00
Auditor's fee***—per semester hour: 418.00

Carroll School of Management, Graduate Division**
Tuition per semester hour: 970.00
Auditor's fee***—per semester hour: 485.00

Graduate School of Social Work**
Tuition per semester hour: 740.00

Law School**
Tuition per semester: 15,760.00

****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: 200.00
Graduate Nursing: 200.00
CGSOM—part-time: 200.00
CGSOM—full-time: 400.00
Law School***: 200.00
Social Work: 200.00

*****Initial deposit due by April 20 with an additional $400.00 due by June 1.

Activity fee—per semester* (Grad A&S, LSOE, CGSON, GSSW)**
7 credits or more per semester: 25.00
Fewer than 7 credits per semester: 15.00

Activity fee—per semester* (CGSOM)**
7 credits or more per semester: 50.00
Fewer than 7 credits per semester: 25.00

Application fee (non-refundable)
Grad A& S: 60.00
LSOE, GSSW, CGSON: 40.00
CGSOM: 85.00
Law School: 65.00

Doctoral Comprehensive/Continuation Fee (Ph.D. candidate) and Master's Thesis Direction (per semester)
Grad A& S: 900.00
CGSON and LSOE: 836.00
CGSOM: 970.00
GSSW: 740.00
Interim Study: 30.00
Laboratory fee (per semester): 200.00-265.00
Late Payment fee: 100.00
Massachusetts Medical Insurance (per year): 994.00
(436.00 first semester, 558.00 second semester)

Microfilm and Binding
Doctoral Dissertation: 125.00
Master's thesis: 90.00
Copyright fee (optional): 45.00
Nursing Laboratory fee: 200.00
Registration fee (per semester, non-refundable): 15.00
Student Identification Card
(mandatory for all new students): 20.00

*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

Commonwealth of Massachusetts Law has mandated that all students, graduate and undergraduate, taking at least 75 percent of full-time credit hours must be covered by medical insurance providing a specified minimum coverage. Determination of whether or not a graduate student is required to enroll in the insurance program is based strictly on the actual number of credits for which the student is registered each semester. Graduate students in Advancing Studies who register for 9 or more credits are considered 75 percent of full-

time. Students in Graduate Arts and Sciences, Education, Nursing, Management, and Social Work who register for 7 or more credits are considered 75 percent of full-time.

Boston College will offer all students—graduate and undergraduate—the option of participating in the plan offered at the University or submitting a waiver. The details of the University's Insurance plan are available on the *U-View* system or on the Web at http://agora.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 at http://www.bc.edu/studentservices/. The waiver must be completed and submitted by October 4, 2004, for the fall semester and by February 7, 2005, for spring semester. Students who do not complete a waiver by the due dates will be enrolled and billed for the BC plan.

Students registering for less than 75 percent of a full-time course load or students who initially register as full-time and then drop below 75 percent who wish to enroll in the insurance plan must be in a degree-granting program. Such students enroll directly with the insurance company using the part-time enrollment form available at the Boston College Health Services Department in Cushing Hall or on the Web at http://www.bc.edu/studentservices/. The coverage becomes effective upon receipt of the application and payment by the insurer if received after the due dates above.

Note: All doctoral students as well as international students at Boston College will automatically be charged for the Boston College Medical Insurance regardless of credit hours unless a waiver is submitted showing comparable insurance.

Check Cashing

Students presenting a valid Boston College ID may cash checks ($50.00 limit) at the Cashier's Office, More Hall, Monday through Friday, 9:00 a.m. to 4:00 p.m. There is a 50 cent service charge. 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. 3, 2004: 100% of tuition charged is cancelled
- by Sept. 17, 2004: 80% of tuition charged is cancelled
- by Sept. 24, 2004: 60% of tuition charged is cancelled
- by Oct. 1, 2004: 40% of tuition charged is cancelled
- by Oct. 8, 2004: 20% of tuition charged is cancelled

Second Semester

- by Jan. 14, 2005: 100% of tuition charged is cancelled
- by Jan. 28, 2005: 80% of tuition charged is cancelled
- by Feb. 4, 2005: 60% of tuition charged is cancelled
- by Feb. 11, 2005: 40% of tuition charged is cancelled
- by Feb. 18, 2005: 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. 13, 2004: 100% of tuition charged is cancelled
- by Sept. 17, 2004: 80% of tuition charged is cancelled
- by Sept. 24, 2004: 60% of tuition charged is cancelled
- by Oct. 1, 2004: 40% of tuition charged is cancelled
- by Oct. 8, 2004: 20% of tuition charged is cancelled

Second Semester

- by Jan. 24, 2005: 100% of tuition charged is cancelled
- by Jan. 28, 2005: 80% of tuition charged is cancelled
- by Feb. 4, 2005: 60% of tuition charged is cancelled
- by Feb. 11, 2005: 40% of tuition charged is cancelled
- by Feb. 18, 2005: 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. 27, 2004: 100% of tuition charged is cancelled
- by Sept. 10, 2004: 80% of tuition charged is cancelled
- by Sept. 17, 2004: 60% of tuition charged is cancelled
- by Sept. 24, 2004: 40% of tuition charged is cancelled
- by Oct. 1, 2004: 20% of tuition charged is cancelled

Second Semester

- by Jan. 7, 2005: 100% of tuition charged is cancelled
- by Jan. 21, 2005: 80% of tuition charged is cancelled
- by Jan. 28, 2005: 60% of tuition charged is cancelled
- by Feb. 4, 2005: 40% of tuition charged is cancelled
- by Feb. 11, 2005: 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 or 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, SLS, 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. Contact the Clearinghouse at 703-742-7791 with questions.

Boston College Degree Programs

Administrative Studies, M.S.
Art History, B.A.
Biblical Studies, M.A.
Biochemistry, B.S.
Biology, B.A., B.S., M.S., M.S.T., M.B.A./M.S., Ph.D.
Business Administration/Management: B.S., M.S., M.B.A, M.B.A./M.S., M.B.A./J.D., M.B.A./M.S.W., M.B.A./M.A., M.B.A./Ph.D., Ph.D.
Business Administration/Management: Accounting, B.S., M.S., M.B.A./M.S.
Business Administration/Management: Accounting and Information Systems, B.S.
Business Administration/Management: Economics, B.S.
Business Administration/Management: Finance, B.S., M.S., M.B.A./M.S., M.B.A./Ph.D., Ph.D.
Business Administration/Management: General Management, B.S.
Business Administration/Management: Computer Science, B.S. Information Systems, B.S.
Business Administration/Management: Marketing, B.S.
Business Administration/Management: Operations, Information, and Strategic Management, B.S.
Business Administration/Management: Organization Studies-Human Resources Management, B.S., Ph.D.
Chemistry,* B.S., M.S., M.S.T., Ph.D.
Classical Studies, B.A., M.A., M.A.T.
Classical Studies: Classics, M.A., M.A.T.
Communication, B.A.
Computer Science, B.A., B.S.
Economics,* B.A., M.A., Ph.D.
Education, B.A., B.A./M.Ed., B.A./M.S.W., M.A., M.Ed., M.A.T, M.S.T., M.A./M.E.D., M.A.T./M.S.T., Ph.D., C.A.E.S., J.D./M.Ed., J.D./M.A., M.B.A./M.A., M.A./M.A., Ed.D.
Education: Applied Developmental and Educational Psychology, B.A./M.Ed., M.A., Ph.D.
Education: Educational Administration, M.Ed., M.Ed./J.D., C.A.E.S., Ed.D., Ph.D.
Education: Educational Administration/Pastoral Theology, M.A./M.Ed., M.A./M.A.
Education: Counseling Psychology, M.A., Ph.D.
Education: Counseling/Pastoral Ministry, M.A./M.A.
Education: Curriculum and Instruction, M.Ed., M.Ed./J.D., C.A.E.S., Ph.D.
Education: Early Childhood, B.A., B.A./M.Ed., M.Ed.
Education: Early Childhood Specialist, M.A.
Education: Educational Research, Measurement and Evaluation, B.A./M.Ed., M.Ed., Ph.D.
Education: Elementary Education, B.A., B.A./M.Ed., M.Ed.
Education: Higher Education, B.A./M.Ed., M.A., M.B.A./M.A., M.A./J.D., Ph.D.
Education: Human Development, B.A., B.A./M.S.W.
Education: Reading/Literacy Teaching, M.Ed., C.A.E.S.
Education: Secondary Education, B.A., B.A./M.Ed., M.Ed., M.A.T., M.S.T.
Education: Special Education, B.A., B.A./M.Ed., M.Ed, C.A.E.S
English, B.A., M.A., M.A.T., Ph.D.
Film Studies, B.A.
Fine Arts, B.A.
French, B.A., M.A., M.A.T., M.B.A./M.A., Ph.D.
Geology and Geophysics: Environmental Geosciences, B.S.
Geology and Geophysics: Geology, B.S., M.S., M.S./M.B.A., M.S.T.
Geology and Geophysics: Geophysics, B.S., M.S., M.S./M.B.A., M.S.T.
Geology and Geophysics: Geology and Geophysics, B.S.
German Studies, B.A.
Greek: Classical Studies, M.A.
Hispanic Literature, Ph.D.
Hispanic Studies, B.A., M.A., M.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.
Irish Studies: History, Ph.D.
Italian, B.A., M.A., M.A.T., M.B.A./M.A.
Latin: Classical Studies, M.A.
Law, J.D., J.D./M.B.A., J.D./M.S.W., J.D./M.Ed., J.D./M.A.
Linguistics, B.A., M.A., M.A.T., M.A./M.B.A.
Mathematics, B.A., M.A., M.A./M.B.A., M.S.T.
Medieval Studies: History, M.A., Ph.D.
Medieval Studies: Romance Languages, Ph.D.
Music, B.A.
Nursing, B.S., M.S., B.S./M.S., M.S./M.B.A., M.S./M.A., MS./Ph.D., Ph.D.
Philosophy, B.A., B.A./M.A., M.A., Ph.D.
Physics,* B.S., M.S., M.S.T., Ph.D.
Political Science, B.A., M.A., M.A./M.B.A., Ph.D.
Psychology, B.A., B.A./M.S.W., Ph.D.
Religious Education: Pastoral Ministry, M.A., M.A./M.S.W., M.A./M.A, M.A./M.S., M.A./M.Ed.
Religious Education: Religious Education, M.Ed.
Religious Education: Theology and Education, C.A.E.S., Ph.D.
Romance Languages and Literatures, B.A., M.A., M.A.T., M.A./M.B.A., Ph.D.
Russian, B.A., M.A., M.A./M.B.A., M.A.T.
Slavic and Eastern Languages, B.A., M.A., M.A./M.B.A., M.A.T.
Slavic Studies, B.A., M.A., M.B.A./M.A., M.A.T.
Social Work, M.S.W., B.A./M.S.W., M.S.W./M.A., M.S.W./M.B.A., M.S.W./J.D., Ph.D.
Sociology, B.A., B.A./M.A., B.A./M.S.W, M.A., M.B.A./Ph.D., M.A./M.B.A., Ph.D.
Spanish, M.A.T.
Studio Art, B.A.
Theater, B.A.
Theology, B.A., B.A./M.A., M.A., Ph.D.

*Ph.D. programs in accordance with departmental policy may grant Master's degrees.

Interdisciplinary Major/Programs

American Studies
American Heritages
Ancient Civilization
Asian Studies
Black Studies
Child in Society
East European Studies
Environmental Studies
Faith, Peace and Justice
Film Studies
General Science
German Studies
Human Development
International Studies
Irish Studies
Latin American Studies
Mathematics/Computer Science
Middle Eastern and Islamic Studies
Perspectives on Spanish America
Scientific Computation
Women Studies

The University: Policies and Procedures

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 three (3) SAT II subject tests (Writing, Mathematics I or IIC, and a third test of the student's choice)
- The American College Test (ACT)

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

Domestic students for whom English is not a first language may elect to take the English Language Proficiency Test (ELPT). 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 $60.00 application fee ($70.00 for students applying from abroad) no later than January 2. Both the Supplemental and the Common Application are available in the Undergraduate Admission Bulletin or on the Undergraduate Admission website at www.bc.edu/ugadmis/. Candidates are notified of action taken on their applications between April 1 and 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. 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.

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 3.3 to 3.7 cumulative grade point average. In 2003, the average cumulative grade point average for admitted transfer students was 3.5. Students are encouraged to finish one full year of studies before seeking admission-in-transfer. Since 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 Common Application, all Boston College Supplemental Application forms, and submit the $60.00 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/. A Boston College Dean's Certification Form 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 April 1 for the fall and November 1 for the spring. Fall candidates will be notified of action taken on their applications between April 15 and June 1. Spring candidates will be notified between November 30 and December 25.

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).

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

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.

Courses taken during the summer prior to enrollment at Boston College must be approved in advance by the Office of Transfer Admission to avoid difficulty in the transfer of credits. After enrollment at Boston College, all summer courses must be approved in advance by the appropriate deans.

College courses taken during high school or the summer just following do not earn college credit but instead are considered for advanced placement.

Date of Graduation

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.

Students 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. 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.

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

Residency Requirements

There is a four-semester residency requirement; students must spend four semesters as full-time students and complete a minimum of 18 one-semester 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, Massachusetts 02467.

Advanced Placement

Boston College participates in the Advanced Placement Program of the College Entrance Examination Board. Applicants interested in advanced placement should make arrangements to take the Advanced Placement examinations given by the CEEB in May of each year. The examinations may be taken during sophomore, junior, or senior year of high school. Official score reports must be sent directly to Boston College from the Educational Testing Service. Advanced Placement is awarded in specific areas as noted below.

NB: Qualifying A.P. scores help students to place out of Core requirements, but students are not granted course credit. However, if a student earns a minimum of 18 A.P. units, he or she may be eligible for Advanced Standing and graduate early. Students wishing to pursue this option should be in touch with their deans at the end of their first semester at Boston College. No decision on Advanced Standing will be made prior to this time.

Arts: Students receiving a score of 3 or more 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. Note: Starting with the class of 2009, the qualifying score will be 4.

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.

English: Students receiving a 3 on the A.P. English Language exam are required to take one semester of the Literature Core requirement. Students receiving a 3 on the A.P. English Literature exam are required to take one semester of the Writing Core requirement. Students who receive a 4 or 5 on either English A.P. exam are considered to have fulfilled both the Literature and Writing Core requirements. Note: Starting with the class of 2009, students will need scores of 4 on individual exams for placement and a score of 5 for exemption from both requirements.

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 European 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.

Human Geography: This new exam is currently under review by the University.

Mathematics: Students receiving a score of 4 or 5 on the AB Calculus exam, or a 3 or more on the BC Calculus exam, are considered to have fulfilled the Core requirement in mathematics.

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.

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.

Qualifying scores on the Psychology A.P. exam do not fulfill any Core requirements at BC. A score of 4 or 5 on the A.P. Psychology examination can be substituted for PS 111 Introductory Psychology II, but students substituting an A.P. exam score for PS 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.

Statistics: Students entering CSOM who have received a score of 4 or 5 on the A.P. Statistics exam are considered to have fulfilled the CSOM Statistics requirement.

Arts and Sciences and CSOM Foreign Language Proficiency Requirement: Students receiving a score of 3 or better on the A.P. French, German, or Spanish exam (4 or 5 on the A.P. Latin or A.P. Greek exams) or a score of 550 or better on the SAT II foreign language exam (600 or better in Latin or Greek) have fulfilled the language proficiency requirement.

Advanced Placement can also be earned for college courses completed at an accredited institution prior to enrollment at Boston College in which the student has earned a grade of C or better. Official college transcripts of these courses should be forwarded to the Undergraduate Admission Office by August 1.

All students must complete a minimum of nine Core courses at Boston College. Thirty-eight (38) courses will still be required for graduation unless exempted by a dean. Should a student earn the equivalent of eighteen or more credits—whether through superior performance on a minimum of three A.P. tests or through acceptance of at least six 3-credit courses or any combination of these two methods—he or she will be eligible for advanced standing and the courses may be used for degree credit.

AHANA Student Information

AHANA is an acronym for African-American, Hispanic, Asian, and Native American students.

Fostering diversity is an important part of the University's educational mission. Boston College welcomes and encourages applications from students of all backgrounds and cultures.

AHANA Student Programs

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

The overarching aim of the Office of AHANA Student Programs is to promote the academic achievement of AHANA students at Boston College especially those who have been educationally disenfranchised. The services available include the following: tutorial assistance, academic advisement, individual and group counseling, tracking of academic performance, 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.

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 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, or 250 on the computer-based test is recommended. Students applying from British systems must be enrolled in an "A" level program to be considered.

International Baccalaureate (I.B.) Credit

Students with Higher Level passing scores of 6 or 7 earn six credits (2 courses) in Boston College's curriculum. Students who have taken both A.P. and I.B. examinations do not receive credit/placement for both. Students who earn credit for I.B. examination scores do not also fulfill Core requirements through A.P. examination scores. Qualifying exam scores will be accepted for course credit and may also fulfill Core and/or major requirements. Official I.B. score reports must be forwarded to the Office of Undergraduate Admission for review.

FINANCIAL AID

Boston College offers a variety of assistance programs to help students finance their education. The Office of Student Services administers federal financial aid programs that include Federal Stafford Loans, Federal Perkins Loans, and Federal Work-Study as well as need-based institutional undergraduate grant and undergraduate scholarship programs, and undergraduate state scholarship and loan programs.

Financial aid application materials generally become available in the Office of Student Services (Lyons Hall) 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 calculated ability of the family 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.

Application Information

In order to be considered for need-based financial assistance, the following forms must be completed:

Undergraduate:

- The Boston College Undergraduate Financial Aid Application Form
- The Free Application for Federal Student Aid (FAFSA)
- A complete, signed copy of student's and parents' most recent Federal Income Tax Return with W-2s
- When requested, a Non-Custodial Parents' Statement and tax return and/or Business/Farm Supplement

Undergraduate students applying for financial aid who are not residents of Massachusetts are expected to contact their individual state programs to determine if additional application materials are required beyond the FAFSA.

Graduate:

- The Boston College Graduate Financial Aid Application
- The Free Application for Federal Student Aid (FAFSA)
- A signed copy of student's (and spouse's, if married and filed separately) most recent Federal Income Tax Return, if selected for the federal verification process

The 2004-2005 Financial Aid applications for continuing graduate students are available at the graduate schools and at the Office of Student Services in Lyons Hall. Completion of this form and a FAFSA on the Web are required to determine your eligibility for federal financial aid awards.

Note: Boston College graduate institutional funds (assistantships, fellowships, grants, scholarships, stipends, and tuition remission) are awarded by the individual graduate schools. Students who wish to be considered for these funds should contact the appropriate graduate school. It is important to note that receipt of these funds can affect eligibility for need-based funds.

Graduate students are not eligible for assistance from state scholarship programs or from the Federal Pell Grant Program. Students are expected to comply with all regulations governing the program(s) from which they receive assistance.

The University's estimate of student's financial need is based on an analysis of the information supplied on the appropriate documents listed above. A financial aid award or package will combine funds from various sources of assistance. These sources can include either institutional, federal, or state (undergraduate only) funds and can be in the form of grant, loan, or work.

Several assumptions are made in determining a student's financial aid award. A primary assumption is that the student and the family have the first responsibility to pay college expenses. All students are expected to borrow a Federal Stafford Loan each year. Students are also expected to work on a limited basis (10 to 20 hours per week) during the academic year.

Financial resources are limited. It is Boston College's intent to use these limited resources in such a way that the greatest number of students will benefit. Total financial assistance received by a student cannot exceed total need. In the event that a student receives other "outside" assistance after Boston College has awarded aid, the student is required to report these awards to the Office of Student Services and the University may be required to adjust the need-based

aid it is offering. However, it is Boston College policy that the student will receive primary benefit from any outside award. Thus, an outside award will be used first, to reduce unmet institutional need and second, to reduce a portion of the self-help component (work or Federal Perkins Loan) of a financial aid award. Only after those considerations would scholarship or grant monies possibly be affected. The Federal Stafford Loan is reduced last. "Outside" assistance is defined as any assistance awarded by any agency, department, etc., other than the Boston College Office of Student Services. Assistance received from other University departments, such as Athletics, Housing, graduate departments, etc., must be incorporated into the need-based package and can in fact reduce that need-based award. State scholarships are not considered outside aid and will generally be used to reduce the Boston College grant or scholarship assistance.

Students participating in the International Study Program or Resident Assistant (RA) programs are encouraged to check with their Financial Services Associate as this program may affect receipt of financial aid funds including Boston College scholarship or grant funds.

Specific information on the various programs, conditions, and procedures, and the various financial aid application deadline dates, can be found in the Boston College Student Guide, the Boston College Financial Aid Application Form, the Boston College Financial Aid Award Letter, and the Financial Aid Award Information booklet. Students are expected to be familiar with the contents of these sources as well as all other materials or documents that may be distributed by the Boston College Office of Student Services.

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 a Federal Perkins Loan and/or a Federal Nursing Student Loan 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 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. The University and the student will be 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 and will not owe a repayment of Federal Title IV grant funds. If the University returns funds to the Title IV aid programs, it could result in the student owing Boston College charges that were originally paid at the time of disbursement. Students may also be required to return funds released to them for personal expenses. Monies will be returned to the Title IV programs and not to recipients. Monies returned to the Title IV aid programs will be applied first to loans to reduce the loan debt of the student and/or parent borrower.

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 Services 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 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 (i.e., 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, 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 challenge afforded them at Boston College. Second, to assist in the inculturation process whereby these new students come to understand, appreciate, and act upon the uniqueness of Boston College as a Jesuit university in the Catholic tradition. The second stage is not seen as an exclusionary mark, but rather as a foundational and guiding philosophy which underpins the efforts of all in the University community. The concept of "magis," for the greater, is seen as a way of understanding personal development and service to others as integral to our pursuit of excellence. This vision we call Ignatian.

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

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 a more interactive format with the assistance of carefully selected and trained Orientation Leaders who are upper class students and peers. 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 seeks to develop themes surrounding the issues of transition and adjustment which families will experience as a member enters college. Likewise, the issues of community standard surrounding alcohol, sex, diversity, and academic performance are addressed.

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. 48HOURS is a retreat program open to all first year students who are interested in finding ways to take advantage of BC's intellectual, social, and spiritual resources. On this two-day retreat, participants will hear senior student leaders speak personally and openly 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 that introduces first year students to college life.

The Leadership Project: An immersion experience occurring over the spring break incorporating 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.

Our service will be primarily urban Boston, and we will be working with area professionals, executives, and alumni from Boston College.

In essence, First Year Experience is attempting to create what Ernest Boyer describes as the scholarship of engagement. It does so uniquely in the Jesuit tradition. It does it 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 Program

The Capstone Program helps students to "cap off" their BC experience by a review of their BC education and a preview of their major life commitments after college. Capstone offers several integrative seminars each semester for seniors and second-semester juniors in all schools. The Capstone seminars address the struggle to integrate four crucial areas of life: work, relationships, society, and spirituality. Capstone seminars are taught by 25 faculty from 20 different schools and departments within Boston College, and are limited to 15 to 20 students. All courses are listed between UN 500 and UN 599 in the University catalog. 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/.

Center for International Partnerships and Programs (CIPP)

Each year more than 700 hundred students spend either all or part of the year studying abroad. Boston College administers programs in Australia, Belgium, Brazil, Canada, the Caribbean, Chile, China, Cuba, Denmark, Ecuador, England, France, Germany, Ghana, India, Ireland, Israel, Italy, Japan, Korea, Mexico, Morocco, the Netherlands, Norway, the Philippines, Poland, Russia, Scotland, South Africa, Spain, and Sweden. Students may also enroll at other approved universities abroad or in programs sponsored by American colleges and universities or independent organizations.

Contact: Marian B. St. Onge, CIPP, marian.stonge @bc.edu, 617-552-3827.

Argentina

Pontificia Universidad Catolica Argentina (Buenos Aires)

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. *Undergraduate and graduate.*

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, and international studies. *Undergraduate and graduate.*

Australia

Monash University

Semester or full-year program. *Undergraduate and graduate.*

Murdoch University

Semester or full-year program in Western Australia with offerings across the disciplines. *Undergraduate.*

Notre Dame University

Semester or full-year program in Fremantle with a wide range of courses. *Undergraduate and graduate.*

University of Melbourne

Semester or full-year program at one of Australia's most distinguished research universities. *Undergraduate and graduate.*

University of New South Wales

Semester or full-year program in Sydney with offerings across the disciplines. *Undergraduate and graduate.*

Brazil

Pontifical Catholic University of Rio de Janeiro

Semester or full-year program with course offerings in all disciplines. *Undergraduate and graduate.*

Canada

Queen's University

Semester or full-year program in Ontario with course offerings in management, economics, humanities, social sciences, physical sciences, and education. *Undergraduate and graduate.*

Chile

Pontificia Universidad Catolica de Chile

Semester or full-year program in Santiago at Chile's premiere Catholic university. *Undergraduate and graduate.*

Universidad Alberto Hurtado (Santiago)

Semester or full-year program at a small, prestigious Jesuit institution. Good for social sciences. *Undergraduate and graduate.*

China

Hong Kong University of Science and Technology

Semester or full-year English-language program for CSOM students. *Undergraduate and graduate.*

Jesuit Universities China Program

Semester or full-year program in Beijing focusing on Chinese language, culture studies, and business courses. *Undergraduate only.*

Denmark

Copenhagen Business School

Semester or full-year programs for CSOM or economics students. *Undergraduate and graduate.*

Copenhagen University

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

Ecuador

Universidad San Francisco de Quito

Semester or full-year programs for students with Spanish-language skills across the disciplines, including Latin American and environmental studies. *Undergraduate.*

El Salvador

Casa de la Solidaridad

Semester program in San Salvador for students with intermediate Spanish proficiency. Combines academic coursework with service projects. *Undergraduate.*

England

Advanced Studies in England

Semester program (with full-year option for LSOE students) for American students based in Bath and run in collaboration with Oxford University. *Undergraduate.*

King's College

Semester or full-year program in London with course offerings across the disciplines including an excellent pre-medical program. Graduate law program examines international and comparative law. *Undergraduate and graduate.*

Lancaster University

Semester or full-year program across the disciplines including excellent courses in the sciences for pre-medical students. *Undergraduate and graduate.*

London School of Economics

Full-year program in social sciences, management, and economic history. *Undergraduate and graduate.*

Oxford University

Full-year program for A&S students at Manchester College, Mansfield College, St. Edmund Hall, and Pembroke College. *Undergraduate and graduate.*

Queen Mary

Semester or full-year program at the University of London's East End campus for A&S students. *Undergraduate and graduate.*

Royal Holloway

Semester or full-year program at one of the largest colleges of the University of London with a wide range of course offerings. *Undergraduate and graduate.*

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

Semester or full-year program in central London with course offerings in regional history, politics, and religion, and an unprecedented number of non-Western languages. *Undergraduate and graduate.*

University College London

Semester or full-year program at the University of London's top-ranked college in central London. *Undergraduate and graduate.*

France

BC in Paris—Beginner Track

Semester or full-year program. Students will take French language and culture courses at the Institut de Langue et de Culture Françaises through the Institut Catholique and courses in American and British studies through the Institut Charles V. Curriculum is half in French and half in English. *Undergraduate and graduate.*

BC in Paris—Advanced Track

Semester or full-year program based in either the University of Paris or the Institut Catholique. Offers a wide range of disciplines. *Undergraduate and graduate.*

Bordeaux School of Business

Semester or full-year program for business students at one of the oldest and largest business schools in France. *Undergraduate or graduate.*

Centre Sevres (Paris)

Semester or full-year program in Paris offering excellent courses particularly in theology, philosophy, ethics, and art. *Undergraduate and graduate.*

Institut Catholique de Paris (ICP)

Semester or full-year program in Paris offering excellent courses particularly in theology and philosophy. *Undergraduate and graduate.*

Institute of Management and Business Administration Paris (MBA Instititute)

Fall or spring semester program for management students. Curriculum in French and in English. *Undergraduate.*

Political Science Institute (Paris)

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

University of Paris

Semester or full-year program with a wide curriculum at more than a dozen campuses. *Undergraduate and graduate.*

University of Strasbourg

Semester or full-year exchanges with the Political Science and Management Institutes at Robert Schuman University as well as with the University Marc Bloch. *Undergraduate and graduate.*

Germany

Dresden University

Spring semester or full-year program with course offerings across the disciplines. *Undergraduate and graduate.*

Eichstatt Catholic University

Spring semester or full-year program with offerings in arts and sciences, business, and education. *Undergraduate and graduate.*

Freie University (Berlin)

Spring semester or full-year program at one of Berlin's most outstanding institutions with course offerings across the disciplines. Intensive pre-semester language program. *Undergraduate and graduate.*

Humboldt University (Berlin)

Spring semester or full-year program at one of the most distinguished universities in Germany with course offerings across disciplines. Intensive pre-semester language program. *Undergraduate and graduate.*

Stuttggart/Heidelberg

Spring semester program for business students. Two-month intensive language program at the University of Heidelberg; students then move to Stuttgart to enroll in business courses at the University of Cooperative Education. *Undergraduate.*

Greece

University of Athens

Semester or full-year program with course offerings in Modern Greek and English in a broad range of disciplines. *Undergraduate and graduate.*

University of Thessaloniki

Semester or full-year program with course offerings in Modern Greek and English in a broad range of disciplines. *Undergraduate and graduate.*

Ireland

National University of Ireland Galway

Semester or full-year program (fall or full year for A&S) with course offerings across the disciplines. *Undergraduate and graduate.*

National University of Ireland Maynooth

Semester or full-year program in a campus environment outside of Dublin. *Undergraduate and graduate.*

Queen's University Belfast

Semester or full-year program across the disciplines in Northern Ireland's most distinguished university. *Undergraduate and graduate.*

Trinity College Dublin

Full-year program in management and the humanities at one of Europe's oldest and most famous institutions. *Undergraduate and graduate.*

University College Cork

Fall semester or full-year program offering humanities, management, science, and law. *Undergraduate and graduate.*

University College Dublin

Semester or full-year program (fall or full-year for A&S) with offerings across the disciplines and at every level. *Undergraduate and graduate.*

University of Ulster

Semester or full-year program offering wide range of disciplines throughout the University's four campuses. *Undergraduate and graduate.*

Israel

Hebrew University

Semester or full-year program with the Rothberg International School in Jerusalem. *Undergraduate and graduate.*

Italy

Bocconi University (Milan)

Semester or full-year program in Milan for students with courses in English. *Undergraduate and graduate.*

Gregorian University (Rome)

Semester or full-year program in Rome for students with courses in English. *Undergraduate and graduate.*

John Cabot University

Semester or full-year program for students with course offerings in English. *Undergraduate.*

Intercollegiate Center for Classical Studies (Rome)

Semester program in Rome for students in classics, history, archaeology, or art history. *Undergraduate.*

Luiss Guido Carli (Rome)

Semester or full-year program in Rome for students with courses in English. *Undergraduate and graduate.*

University of Parma

Semester or full-year program for students with courses in English. *Undergraduate and graduate.*

Japan

Sophia University Tokyo

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

Waseda University Tokyo

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

Korea

Sogang University Seoul

Semester or full-year program offering a wide range of courses in Korean and English. *Undergraduate and graduate.*

Mexico

Iberoamericana University

Semester or full-year program in Mexico City for students with post-intermediate Spanish language skills. *Undergraduate.*

Morocco

Al Akhawayn University

Semester or full-year program in Ifrane at a new private English-language university. *Undergraduate.*

Nepal

Center for Buddhist Studies at Kathmandu University

Fall semester abroad focusing on studies in classic Indian and Tibetan Buddhist text and philosophy, Asian history, cultures and languages. Highly recommended for students interested in comparative religion, theology, and philosophy. *Undergraduate and graduate.*

The Netherlands

Catholic University of Nijmegen

Semester or full-year program in English literature and American Studies. *Undergraduate and graduate.*

Leiden University

Semester or full-year program offering a wide range of courses in English. *Undergraduate and graduate.*

University of Amsterdam

Semester or full-year program with English courses available campus-wide. *Undergraduate and graduate.*

Norway

University of Bergen

Semester or full-year program with wide ranging curriculum in English. *Undergraduate and graduate.*

The Philippines

Anteneo de Manila University

Fall semester program (or full-year by special arrangement) in English which combines coursework with a one-month service project. *Undergraduate.*

Poland

Jagiellonian University

Semester or full-year program in politics, sociology, and Polish language, literature, and culture. *Undergraduate and graduate.*

Russia

BC Study Programs in Sankt-Peterburg

Semester or full-year program focusing on Russian literature and language. *Undergraduate and graduate.*

Scotland

University of Glasgow

Semester or full-year program in business, nursing, humanities, social sciences, fine arts, and law. *Undergraduate and graduate.*

University of Stirling

Semester or full-year program with course offerings across the disciplines, including excellent programs for students in communication and nursing. *Undergraduate and graduate.*

South Africa

Rhodes University

Semester or full-year program of studies in Grahamstown for students across the disciplines. *Undergraduate and graduate.*

University of Cape Town

Semester or full-year program of studies in Cape Town for students across the disciplines. *Undergraduate.*

Spain

BC in Madrid: Autonoma, Compultense, and Carlos III Universities

Spring semester or full-year program in Madrid offering liberal arts, sciences, humanities, business, law, and education. *Undergraduate and graduate.*

ESADE

Semester or full-year program in Barcelona for students of management or law. *Undergraduate and graduate.*

Madrid Business Program: Universidad Pontificia Comillas

Semester or full-year program for students with very strong Spanish language skills. *Undergraduate and graduate.*

Universidad de Deusto

Semester or full-year of study in Spain's Basque country on campuses in San Sebastian and Bilbao. *Undergraduate and graduate.*

Universidad Pompeu Fabra

Semester or full-year program in Barcelona offering courses in all disciplines. *Undergraduate and graduate.*

Sweden

Uppsala University

Semester or full-year program in Sweden's elite university. Wide range of curricula in English. *Undergraduate and graduate.*

Summer Programs

All Summer Programs are open to undergraduate and graduate students.

Brazil

Intensive Portuguese Language in Rio de Janeiro

Five-week summer program introduces students to Brazilian culture with an intensive Brazilian Portuguese language program. Students also have the opportunity of getting involved in social service activities and projects.

Costa Rica

Monteverde Institute

A three-week summer course focusing on the political economy of tropical rain forest conservation.

France

Intensive Intermediate French in Paris

Four-week summer program designed for students to complete a year of intermediate French; it will enable students to fulfill the BC foreign language requirement.

Greece

Tracing the Paths of Ancient and Modern Athens

Three-week program designed to provide students with an in-depth understanding of the sites and museums of ancient Athens and its surroundings.

Ireland

Dublin Summer Internship Program

Six-week business internship program in cooperation with the Center for Irish Management. Students are placed in local businesses, government agencies, law firms, and schools. *Undergraduate and graduate.*

Irish Theatre Summer Program

Six-week summer theatre class in Dublin. Students will attend performances and participate in excursions. *Undergraduate and graduate.*

Italy

Contemporary Catholic Ethics in Rome and Assisi

Four-week program on contemporary Catholic ethics taught by faculty of the Gregorian University, a Jesuit Institution tracing its origins to Ignatius of Loyola.

Florence Summer Program

A three-week program focusing on the Renaissance art and architecture in Italy. *Undergraduate.*

Parma Language Program

Three-week intensive Italian language course designed for students with one year of Italian. *Undergraduate and graduate.*

Portugal

Political Science Symposium

A three-week course in political science taught by faculty of Boston College and the Catholic University of Portugal, joined by leading intellectual figures from both Europe and America. Students will have ample opportunity to meet with speakers and other students in a variety of formal and informal settings including dinner with the Prime Minister. The conference topic varies year to year. *Undergraduate and graduate.*

Russia

Russian Language and Culture Program

An intensive program in Russian language and culture in Sankt Peterburg.

Spain

Madrid Naturalmente: Spanish Language and Culture Program

Intensive month-long language program for students with intermediate level Spanish and above. *Undergraduate and graduate.*

Other Opportunities

M.B.A. Summer Experience

International program for M.B.A. students. Destination varies from year to year. *Graduate.*

Overseas Teaching Program

Students perform elementary or secondary student teaching practicums abroad. *Undergraduate and graduate.*

Presidential Scholars European Program

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

Volunteer Programs

Short-term volunteer opportunities are available during vacation periods in Belize, Jamaica, Mexico, and Nicaragua. Contact: Ted Dziak, S.J. *Undergraduate and graduate.*

Exchange Program

Washington Semester Abroad

This semester-long program is offered in cooperation with American University in Washington, D.C. Students are housed at American University and work in one of a number of government jobs arranged by the program's local directors. They also attend seminars and conduct a lengthy research project. Students completing this program receive one semester of academic credit. Interested students should contact the Center for International Partnerships and Programs.

Visit the Center for International Partnerships and Programs for information about BC's international programs for undergraduates, graduates, and faculty as well as professional opportunities abroad.

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 at 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 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.

Preprofessional Programs

Prelegal Program

Boston College offers prelaw advising through the Career Center and through the Prelaw Advisory Board, which is composed of faculty members and administrators who advise students about careers in law and about the academic and extracurricular programs that will best prepare them for entry into law school. The Board in cooperation with the Bellarmine Law Academy (the student prelaw 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 and members of the prelaw Advisory Board 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 recommended that students include at least 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 prelaw panels and activities by registering online or in the Office of Student Services for the prelaw program. For further information, contact the Career Center at 617-552-3430 and view the graduate school pages of the Career Center website at http://careercenter.bc.edu/.

Premedical/Predental 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
- 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) 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. Introductory Biology (BI 200-202) is the biology course that students should take to fulfill health professions school requirements. General Biology Laboratory (BI 210-211) fulfills the Biology laboratory requirement. Several three- and four-year options appear below (Options A-E), but other sequences are possible.

Option A: Non-Science Majors—Three Year Option

Freshman Year

- Introductory Biology (BI 200-202)*

*General Chemistry (CH 109-110) or its equivalent is a prerequisite or corequisite for Introductory Biology (BI 200-202)

- General Biology Lab (BI 210-211)
- General Chemistry (CH 109-110)**

**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

- General Chemistry Lab (CH 111-112)
- Calculus (MT 100-101)***

***or, if supported by AP exam or Mathematics Department's recommendation, Calculus II/Biostatistics (MT 101 and BI 230)

- English Core Requirement
- Electives/Core Courses

Sophomore Year

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

Junior Year

- Physics (PH 211-212)****

****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).

- Physics Lab (PH 203-204)
- Possible Biology Elective
- Major Requirements
- Electives/Core Courses

Option B: Non-Science Majors—Three Year Option

This option is the same as Option A above, except that mathematics (e.g., 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 Introductory 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

- Introductory Biology (BI 200-202)*

*General Chemistry (CH 109-110) or its equivalent is a prerequisite or corequisite for Introductory Biology (BI 200-202)

- General Chemistry (CH 109-110)**

**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

- General Chemistry Lab (CH 111-112)
- Calculus (MT 100-101)***

***or, if supported by AP exam or Mathematics Department's recommendation, Calculus II/Biostatistics (MT 101 and BI 230)

- English Core Requirement
- Electives/Core Courses

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

- 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 Introductory Biology (BI 200-202) and General Biology Laboratory (BI 210-211) during junior year. 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, please call us at 617-552-4663 or e-mail us at premed@bc.edu.

Presidential Scholars Program

The Presidential Scholars Program is a university-wide, four-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.

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

Reserve Officers Training Program

Air Force Reserve Officer Training Program

Through a cross-enrolled program with Boston University, interested Boston College students may participate in the Air Force Reserve Officer 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 $250.00 to $400.00 per school month stipend depending on year in school. 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 Associate Dean for Student Development, D. Michael Ryan, 617-552-3470, or the Department of Aerospace Studies, Boston University, 617-353-4705.

Army Reserve Officers Training Program

The U.S. Army offers the Reserve Officers Training Corps (ROTC) program in cooperation with Northeastern University. Boston College students take most classes and the majority of training on the Chestnut Hill campus. Basic Course (freshmen/sophomore) classes are one hour per week. Advanced Course (junior/senior) classes are two hours per week and require additional lab work. Upon graduation, ROTC students receive a commission of Second Lieutenant in the U.S. Army.

Scholarship and Financial Support:

Some four-year and a limited number of two- and three-year ROTC scholarships are available for interested, qualified, selected students. A limited number of three- and four-year scholarships are available strictly for students in the Connell School of Nursing through the Partnership in Nursing Education program (617-552-4274). Advanced Course and scholarship students receive stipends of between $250.00 to $400.00 per school month, depending on the year in school. Scholarship students receive 100 percent tuition payment and $600.00 annually for fees, books, supplies, and equipment. Boston College also awards additional incentives for ROTC scholarship students. For more details, contact the Department of Military Science Extension Center at Boston College (Carney Hall 25), 617-552-3230, or refer questions to the Associate Dean for Student Development, D. Michael Ryan, 617-552-3470.

Navy Reserve Officer Training

Qualified BC students may cross enroll in Navy Reserve Officer Training (and the Marine Corps Option) at Boston University. Three- and four-year programs exist with possible scholarships (full tuition, some books/fees expenses, but no room and board, with a $250,00 to $400.00 per school month stipend depending on year in school). All classes and drills are held at Boston University. Scholarship students incur an active duty service obligation. For further information, please contact Associate Dean for Student Development, D. Michael Ryan, 617-552-3470, or the Department of Naval Sciences, Boston University, 617-353-4232.

Marine Corps Platoon Leaders' Class

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.

Student/candidates attend Officer Candidate School (Quantico, VA) training either in two 6-week sessions (male freshmen/sophomores) or one 10-week session (male and female juniors/seniors). Pay and expenses are received during training. No commitment to the USMC is incurred after OCS until a degree is awarded and a Second Lieutenant's commission issued. Service obligations are then three and a half years active duty or longer if avia-

tion 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

The Undergraduate Faculty Research Fellows Program enables students 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. Academic credit is not granted through the program. All full-time undergraduates are eligible, although a limited number of students may be supported each semester. Fellowships are also available for summer terms. Contact your Dean's Office for more information or inquire with faculty directly to express your interest in being involved in their research.

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, 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 qualifying examination and by satisfying all departmental requirements except the dissertation. Doctoral candidates are required to register each semester and to pay a doctoral continuation fee until completion of the dissertation.

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 complete qualifying examinations. Student eligibility for taking the doctoral comprehensive or qualifying examination 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, they should register for Doctoral Comprehensives 998. No course credit is granted for Doctoral Comprehensives registration.

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
- 1 course in the Arts—Fine Arts, Music, Theater
- 1 course in Mathematics—For CSOM students, one semester of Calculus (MT 100 or higher) and one semester of Statistics (EC 151) are required.
- 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

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

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

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

Boston Theological Institute

Students who want to cross register through the Boston Theological Institute (BTI) 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 following colleges and universities participate in the BTI cross registration program.

- Andover Newton School of Theology
- Boston University School of Theology
- Episcopal Divinity School
- Gordon-Conwell School of Theology
- Harvard Divinity School
- Holy Cross College (Greek Theology School)
- St. John's Seminary
- Weston School of Theology

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, Pine Manor College, Regis College, or Tufts University if a similar course is not available at Boston College. A description of cross registration procedures and the authorization form are available in the Office of Student Services, Lyons Hall.

Graduate students, except law students, 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 at Radcliffe 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 take GCWS seminars with department permission and should follow the cross registration procedures described under Consortium.

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 Assistant Dean for Academic and Student Services in the Graduate School of Social Work.

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 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. 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 Agora. 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; magna cum laude, with High Honors, is awarded to the next 9.5 percent; and cum laude to the next 15 percent. 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 the fee 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 requirements for 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 semester and four or five courses each semester for seniors. Carroll School of Management freshmen take Introduction to Ethics, a one-credit, ten-week offering, as a sixth course during one semester of freshman year and Lynch School of Education freshmen take a one-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.

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—12 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 Student Teaching Practica or Internship. Graduate students registered for Interim Study, Thesis Direction, Doctoral Comprehensives, Qualifying Exam (School of Social Work), or Doctoral Continuation are considered full-time.

Courses also flagged as full-time are BI 801, EC 900, EC 901, HS 997, LL 856, NU 901, NU 902, SW 929, SW 939, SW 949, 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. Semester examinations are given in all other courses.

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 achieving a score of 3 or better on the A.P. exam or a score of 500 or better on the SAT II reading exam in French, German, or Spanish. Starting with students entering in the fall of 2005, students must receive a score of 550 or better on the SAT reading exam in French, German, or Spanish.
- By achieving a score of 4 or 5 on the A.P. exam or of 600 or better on the SAT II reading exam in Latin or Greek.
- By passing one of the proficiency tests administered by the departments of Classical Studies and German Studies. Tests may be given in other languages by special arrangement in the Slavic Studies Department.
- By successfully completing course work through the second semester at the intermediate level or one semester above the intermediate level.

Carroll School of Management students may demonstrate proficiency as follows:

- By achieving a score of 3 or better on the A.P. exam or a score of 500 or better on the SAT II reading exam in French, German, or Spanish
- By achieving a score of 4 or 5 on the A.P. exam or of 600 or better on the SAT II reading exam in Latin or Greek.
- By passing one of the proficiency tests administered by the departments of Classical Studies and German Studies. Tests may be given in other languages by special arrangement in the Slavic Studies Department.
- By successfully completing course work through the second semester at the intermediate level or one semester above the intermediate level.
- 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.
- Starting with students entering in the fall of 2005, students must receive a score of 550 or better on the SAT reading exam in French, German or Spanish.

Students wishing to demonstrate proficiency in a language other than those listed above and those for whom English is not their first language, should consult their class dean.

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 complete all nursing courses successfully and have a cumulative grade point average of 2.0 or higher in 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 an average grade of B or better. A grade of C or lower in any course is cause for academic review. Students in the Master's program who enrolled after September 1, 1998, 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. Students admitted prior to September 1, 1998, should see the Connell School of Nursing section for requirements.

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 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, an M.B.A. or M.S. in Finance student 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 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 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.

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 on Agora at the close of each semester. Any student who believes there is a grade discrepancy on a semester grade report 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, 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.

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

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 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 in a non-major or non-Core course on a pass/fail basis anytime during the registration period. Pass/fail choices cannot be made subsequent to the drop/add period.

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.

Any language courses taken before the language proficiency requirement is fulfilled may not be taken on a pass/fail basis.

No student may take Carroll School of Management or Woods College of Advancing Studies courses on a pass/fail basis. No Carroll School of Management student may take a College of Arts and Sciences requirement (including Core or Carroll School of Management curriculum requirements) pass/fail.

Pass/Fail Electives—Graduate

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's Office. A P has no effect on the GPA, but if the student fails the course, the F is calculated into the GPA. Connell Graduate School of Nursing students enroll in NU 901 and NU 902 on a pass/fail basis. Students in the Law School may not take courses pass/fail unless the entire course has been designated a pass/fail course. IREPM students should contact the Institute of Religious Education and Pastoral Ministry. Students in Graduate School of Arts and Sciences, Carroll Graduate School of Management, Woods Graduate College of Advancing Studies, and Lynch School of Education 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.

In order to ensure timely clearance, all students who plan to graduate should confirm their diploma names on-line at http://agora.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 will ordinarily be expected to have a cumulative average of at least 3.0 with no deficiencies. 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. Previous enrollment will not satisfy this requirement.

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 on-line at http://www.bc.edu/studentservices 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 Director of Social Work Admissions 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, Child in Society (LSOE), Classics, Communication, Computer Science, Corporate Systems, Criminal and Social Justice (WCAS), Early Childhood Education (LSOE), Elementary Education (LSOE), Economics, English, Environmental Geosciences, Film Studies, French, Hispanic Studies, Perspectives on Spanish America (LSOE), Human Development (LSOE), Information Technology (WCAS), Geology, Geophysics, Geology/Geophysics, German Studies, History, International Studies, Italian, Linguistics, Mathematics, Math/Computer Science (LSOE), Music, Nursing (CSON), Philosophy, Physics, Political Science, Psychology, Russian, Secondary Education (LSOE), Slavic Studies, Social Sciences, Sociology (WCAS), Studio Art, Theater, 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.

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, 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.

Lynch School of Education

Lynch School majors and students in the College of Arts and Sciences may minor in Special Education or Health Science. Some Lynch School Elementary and Secondary Education majors are eligible to minor in Middle School Mathematics Teaching.

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

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 Organization Studies-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, Accounting and Information Technology, Computer Science, Economics, Finance, General Management, Human Resources Management, Information Systems, Marketing, or Operations and Technology Management. Students declare a concentration second semester sophomore year or during the junior year.

Graduate

Concentrations are offered in selected graduate programs. See the individual school sections for further information.

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 on-line for the sixth course during the first week of class and must notify the Associate Dean by the sixth week of classes whether 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. One course may also be taken during May-June and one during Summer Session. Authorization for one additional course will be given only if a student has completed three courses in the previous semester, each with a grade of B- or above. 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 Director of Social Work Admissions 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—Center for International Programs and Partnerships (CIPP)

Boston College 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 CIPP, Deans, and ODSD. Many programs have additional requirements and applicants are selected competitively to most. Students should consult the CIPP 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 on that country's culture, or for a course (taken in a western country) whose principal focus is on 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 CIPP.

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. Please consult the specific school section for further information.

Transcripts

All current students submit requests for academic transcripts at http://agora.bc.edu/. Requests for academic and financial aid 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.

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 to avoid difficulty in the transfer of credits. 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. 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, students who earned a B.S.W. degree from an accredited Council of Social Work Education program within the previous four years may apply for advanced standing equal to a maximum of 24 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.

Transfer of Credit Forms should be submitted, together with an official transcript, directly to the student's chairperson and forwarded to the Associate Dean for approval. If approved, the transfer course and credit, but not a grade, will be recorded on the student's academic record.

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 master's 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 ten 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.

Withdrawal from a Course

Students who withdraw from a course after the first five class days of the semester will have a "W" recorded in the grade column of their academic record. To withdraw from a course after the registration period, students should go to the Forms page of the Student Services website (http://www.bc.edu/studentservices/), 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.

In the Graduate School of Social Work, the student's faculty advisor will write a summary evaluation of the student indicating both an evaluation of the student's performance and reason for withdrawal or dismissal.

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.

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) for excellence in fine or performing arts.

Andres Bello Award: An award for excellence in Spanish.

George F. and Jean W. Bemis Award: An award for distinguished service to others.

Albert A. Bennett Award: An award for high level of mathematical achievement and interest in or a desire for a career in teaching.

Wendy Berson Language Award: An award for excellence in the area of Romance Languages.

Laetitia M. Blain Award for Excellence in Musical Performance: An award for significant contribution to the musical life on campus.

Alice E. Bourneuf Award: An award given excellence in Economics.

Francis A. Brick Award: An award for outstanding character, loyalty, leadership, and scholarship during four years at Boston College.

Donald S. Carlisle Award: An award for outstanding achievement in political science.

Normand Cartier Award: An award for leadership in promoting French and francophone literature and culture in the Boston College community.

Brendan Connolly, S.J., Award: An award for outstanding love of books and learning.

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 M.I.T.

Cardinal Cushing Award: An award for the best writing in fiction published in a Boston College undergraduate publication.

Joseph G. and Margaret M. Dever Fellowship: A cash grant given to a graduating senior who shows promise of a career in writing.

John D. Donovan Award: An award for the best paper written for a sociology course.

Patrick Durcan Award: A gold medal for outstanding performance in history.

Maeve O'Reilly Finley Fellowship: A fellowship awarded for outstanding achievement in Irish Studies and who will be entering a an Irish university graduate program.

Edward H. Finnegan, S.J., Award (Given by President): An award for the student who 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 for 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 for outstanding academic achievement in sociology.

Thomas I. Gasson, S.J., Award: An award for distinguished academic record over a four-year period.

General Excellence Medal: An award for general excellence in all branches of studies during the four years at Boston College.

Giffuni Prize: An award for an outstanding thesis in economics.

Janet Wilson James Essay Prize: An award for outstanding senior essay in the area of Women's Studies.

Stephen S. Johnson Award: An award for an outstanding AHANA senior who has been most consistent in providing leadership, guidance, and direction to AHANA organizations.

William A. Kean Memorial Award: An award for an outstanding English major.

Bishop Kelleher Award: An award for the best writing in poetry published in a Boston College undergraduate publication.

William J. Kenealy, S. J., Award: 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 for excellence in music.

Joseph M. Larkin, S.J., Award: An award for 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 Joseph M. Larkin, S.J.

John Henry Lawton Award: An award for outstanding scholarship in the Communication.

Allison R. Macomber, Jr., Award in the Fine Arts: An award for outstanding work in the study of art.

J. Paul Marcoux Award: An award presented annually to a senior Theater major for excellence and growth, both academically and artistically, over their four years at Boston College.

Richard and Marianne Martin Awards: An award for excellence in Art History and Studio Art.

Denis A. McCarthy Award: An award for outstanding work in creative writing.

John McCarthy, S.J., Award: An award for a distinguished Scholar of the College project in Humanities, Social Sciences, and Natural Sciences.

Albert McGuinn, S.J., Award: An award for excellence in a science or mathematics major combined with achievement—either academic, extracurricular, or a combination of both—in the social sciences or humanities.

Henry J. McMahon Award: An award for the graduating senior 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 for the student who best personifies the tradition of humanistic scholarship.

Cardinal O'Connell Theology Medal: An award for overall outstanding performance in theology courses.

Princess Grace of Monaco Award: An award for excellence in French.

John H. Randall, III Award: An award for the best essay on some aspect of American literature or culture during the academic year.

Mary Werner Roberts Award for Art: An award for the best art work published in the Stylus each year.

Paul J. Sally, Jr. Award: A cash award bestowed on a senior Mathematics majors who demonstrate excellence in particularly demanding mathematics coursework.

Secondary Education Award: An award for a student in the College of Arts and Sciences who has completed the Secondary Education Program within the Lynch School of Education and has achieved distinguished success as a student teacher.

David Silvia Award: An award for the graduating senior of the AHANA Program who has kept the tradition of continued service and inspiration to all mankind.

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 S. Stanton Award: A cash award for a graduating senior who has been accepted to a medical school and who has been outstanding in character, loyalty, leadership, and scholarship at Boston College.

Dr. Joseph R. Stanton Award: An award 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.

Stotsky Holocaust Essay Prize: An award for the best essay written on the Holocaust.

Tully Theology Award: An award for the best paper on a theological subject.

Max Wainer Award: A gold medal for 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.

Council for Exceptional Children Award: Presented to a member of the Boston College Chapter of the Council for Exceptional Children for demonstration of unusual service to the care and education of children with disabilities.

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 Emeritus Professor Kinnane, is given for both academic excellence and the embodiment of the Jesuit ideal of service to 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 prepracticum at the Campus School as part of an academic program of study in the Lynch School.

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.

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 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 Computer Science.

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, by decision of a faculty committee of the Finance Department, to an outstanding senior majoring in Finance.

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

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 completed Applied Marketing Management and 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: Presented annually 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.

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 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.

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.

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 field and prepares its graduates for careers in a broad range of fields as well as graduate training in both professional and academic fields.

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 thirty-one 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 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 four-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.

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 reader, must be submitted to the Office of the Dean by April 15. All nominated projects 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 Art History, Chemistry, Computer Science, Economics, Film Studies, French, Geology and Geophysics, German Studies, Hispanic Studies, History, Italian, Mathematics, Music, Philosophy, Physics, Russian, 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 grade point average. 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.

American Studies

American Studies is an interdisciplinary program run by faculty from several departments to expose students to a wide range of approaches to American culture.

The general focus of this interdisciplinary minor is on American culture past and present, specifically analyzing how American culture has been shaped by the interaction of race, class, ethnicity, gender and other issues. 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 around a common theme. Thematic clusters in the past have included: race in American culture, gender in American culture, ethnicity in American culture, media and race, media and gender, colonialism and American culture, poverty and gender, diversity in urban culture, and other topics. In the fall of the senior year, each student must (as his or her sixth course for the minor) 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, English Department (617-552-1655). Also consult the American Studies website at http://www.bc.edu/amstudies/.

Ancient Civilization

The minor in Ancient Civilization aims at providing students from various majors the opportunity to study those aspects of the ancient Greek and Roman world that relate to their fields and their other interests without the requirement of learning the Latin and Greek languages. Each student will design his/her own program in consultation with the faculty. A program will consist of a coherent blend of 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 Hall 120 (617-552-3661). Also consult the Classics website at www.bc.edu/classics/.

Asian Studies

The Asian Studies minor enables a student to study the language, history, and culture of the Far East from a number of disciplinary perspectives. Requirements are as follows: (1) an introductory course, usually SL 263 Far Eastern Civilizations, (2) one course in Asian history or political structure or diplomacy, (3) two courses in an Asian language beyond the elementary level, and (4) 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).

Black Studies

Black Studies at Boston College is an interdisciplinary program that offers or cosponsors courses in several disciplines. Through courses in history, literature, sociology, philosophy, theology, and the arts, students may pursue a variety of approaches to understanding the Black experience. In addition, the Black Studies Program sponsors a 4-week summer study program in the Caribbean for undergraduates who have completed at least one Black Studies course. The minor in Black Studies requires six courses to be distributed over three departments. Students interested in the minor should enroll in BK 104-BK 105 (HS 189-HS 190) Afro-American History I/II, in their sophomore year. They will choose three electives at least one of which must deal with Africa or the Caribbean in the following areas: humanities (language, literature, music, philosophy, theater, theology); social sciences (communications). For further information on the

Caribbean summer study program or the Black Studies minor, please contact Dr. Frank Taylor, Lyons 301, (617-552-3238). Also consult the program website at http://www.bc.edu/blackstudies/.

East European Studies

The East European Studies minor requires six approved courses, distributed as follows:

- one introductory course (either SL 284 Russian Civilization or SL 231 Slavic Civilizations)
- 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.

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

Environmental Studies

Environmental Studies provides an interdisciplinary approach to understanding the science and policy of the earth's environmental challenges, designed to complement any undergraduate major. The goals of the minor are three-fold: (1) to help undergraduates develop an awareness of the scientific, cultural, and political aspects of the world's environmental problems, (2) to better prepare students for careers in the expanding field of the environmental professions, and (3) 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 that is conducted with and funded by the Urban Ecology Institute at Boston College.

For further information or to register for this program, see the Director, Dr. Eric Strauss, or the program assistant, Dean-Lorenz Szumylo, in Higgins Hall (617-552-0735), or visit the program website at http://www.bc.edu/schools/cas/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 (1) empirical, social scientific analysis of concrete issues for justice and peace, (2) gaining a solid grasp of the ethical and justice principles which arise from these issues, (3) learning how to formulate public policy or to initiate social change that would help to solve these problems, and (4) 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 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 themselves 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, Carney 429. Visit the program website at http://www.bc.edu/fpj/.

Film Studies

The Film Studies minor, a joint undertaking of the Fine Arts and Communication Departments, assists students in developing critical and technical abilities in the area of film.

The minor consists of two required courses and four electives. Normally, a student begins with either FM 283 History of European Cinema or FM 202 Introduction to Film Art. The other required course is FM 171 Film Making. The four electives may be chosen from the areas of film history and criticism, film or video production, communications or photography. At least one of these electives must be taken in the Communication Department.

Students interested in the Film Studies Minor may contact one of the Co-Directors, Prof. John Michalczyk in Devlin 424 or Prof. Richard Blake, S.J., in Devlin 416, (617-552-4295) or consult the website at http://www.bc.edu/schools/cas/finearts/filmstudies/.

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: Germany Divided and Reunited (GM 242), 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/minor/.

International Studies

The minor in International Studies is designed to prepare students to become aware and effective citizens in an increasingly interdependent international environment. The six required courses focus on cultural, political and economic relations among states, international organizations, multinational corporations and social movements. Working with an advisor, students select a cluster of courses from a thematic focus (Development Studies, International Political Economy, Causes of International Peace and War, Ethics of International Relations) as well as from their region of emphasis. They must complete two introductory courses, a senior seminar, and a senior paper.

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 application are available at the International Studies Program Office located in Hovey House, Room 108, 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, Hovey House 108 (617-552-0740).

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, drama and theater, medieval art, sociology, and the Irish language. In addition, there are several courses that are jointly taught by faculty from various disciplines. These include a three-semester sequence of courses integrating the history and literature of Ireland from the eighteenth to the twentieth centuries.

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 Programs and Partnerships and see Professor Kevin O'Neill, History Department, or Professor Robert Savage, Irish Studies Program.

The Abbey Theatre Summer Workshop consists of an intensive five weeks of classes, lectures, and demonstrations by members of the Abbey Theatre Company in acting, directing, production, and management, culminating in the staging of an Irish play. There will also be lectures in the history of Irish theater. Interested students should apply to Professor Philip O'Leary, English Department, before March 1. Registration for this program takes place in the fall semester only.

Students minoring in Irish Studies are eligible for the Maeve O'Reilly Finley Fellowship to be used for graduate study in Ireland. This fellowship will be awarded annually to an Irish Studies minor.

Students interested in the Irish Studies Program should contact Professor Robert Savage, Irish Studies Program (617-552-3966) or Professor Marjorie Howes, English Department (617-552-3723). Students may also consult the Irish Studies website at http://www.bc.edu/irish/.

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 Sergio Serulnikov, Department of History, 21 Campanella Way (617-552-2267). Also see the Latin American Studies website at http://www.bc.edu/schools/cas/latinam/.

Middle Eastern and Islamic Studies

This program emphasizes the interdisciplinary study of the Middle East and Moslem 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 Ali Banuazizi, Psychology Department, McGuinn 324 (617-552-4124) or Professor Benjamin Braude, History Department, 21 Campanella Way (617-552-3787) or consult the program website at http://www.bc.edu/meis/.

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* (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 Depart-ment (617-552-3865); also see the program website: http://www.bc.edu/schools/cas/psychoan/minor/.

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 (PH 330, cross listed), one course in numerical methods and scientific computation (PH 430, cross listed), one elective course, and a capstone course in advanced scientific computation. Attendance at a senior seminar is also required.

For further information on the Scientific Computation minor, see Prof. Jan Engelbrecht, Physics (jan@physics.bc.edu), or Professor Christopher Baum, Economics (baum@bc.edu), codirectors of the minor, or see the website at 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, 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 Kalpana Seshadri-Crooks, English Department (617-552-0598), and the Women's Studies website at http://www.bc.edu/schools/cas/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 to **two** the number of courses 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 on completion of undergraduate requirements. The Master's degree will be conferred on completion of degree requirements specified by the department.

Bachelor of Arts-Master of Social Work Program

The College of Arts and Sciences and the Graduate School of Social Work offer a dual degree program for a limited number of undergraduate psychology and sociology majors. During the sophomore year interested students take two prerequisites (Statistics and Introduction to Social Work) and apply for formal acceptance in the Program. They must meet all standard requirements for admission to the Graduate School of Social Work and complete all its foundation courses by the end of the senior year; at which time they receive the B.A. degree. They then enroll as Second Year M.S.W. candidates for their fifth and final year. Further information may be obtained from the Graduate School of Social Work Admissions Office, McGuinn Hall, the Departments of Psychology and Sociology (McGuinn), and the Arts and Sciences Dean's Office (Gasson 109).

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, History, Mathematics, Geology, 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 Office of the Assistant Dean for Students and Outreach 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 Program

The aim of the International Study Program 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 (1) have a 3.2 average in the major and approximately the same in general average, (2) have completed a significant number of courses in the major and have made substantial progress on Core requirements, (3) have the approval of the Chairperson of the major department, and (4) 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 Center for International Studies early in their sophomore year. Final approval will be given by the Deans on the basis of a student's academic record at the end of 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 an Appeals Board appointed by the Educational Policy Committee.

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 her or his 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. 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.

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.). The Graduate School also may admit as Special Students those not seeking a degree who are interested in pursuing course work for personal enrichment.

General Information

The Graduate Admissions Office, McGuinn Hall 221, is open from 8:45 A.M. to 4:45 P.M., Monday through Friday, to assist persons making preliminary inquiries. Application materials for U.S. citizens or for those who have official permanent U.S. resident status are included in the *Graduate School Bulletin.* The *Bulletin* may be obtained either from the department in which students hope to study or from the Graduate Admissions Office. All non-U.S. citizens should obtain their application materials from the Graduate Admissions Office as additional documents are required of them and additional information is provided for them.

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 generally be graduates of an accredited college with 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 6 credits.

Course Credits

A minimum of 30 graduate credits is required for each Master's degree. 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 6 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.

In cooperation with the College of Arts and Sciences, the Graduate School of Arts and Sciences offers a 5-year B.A./M.A. program in some disciplines. 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 conspicuous for its 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.

Special Students (Non-Degree)

Students not seeking a degree, but 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. 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, religion, age, sex, marital or parental status, national origin or handicap. 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, one 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, official transcripts, and references. All of these documents will be found in the *Graduate School of Arts and Sciences Bulletin,* along with complete instructions for their submission. For possible additional required credentials, e.g., GRE scores, 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 should consult the *Graduate Arts and Sciences Bulletin* regarding required application documents. *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 Assistant Dean. Admission should not be presumed without receipt of official notification from the Assistant Dean.

Degree-seeking applicants should consult the department of specialization regarding the specific requirements for the various departmental master's, C.A.G.S., and doctoral programs.

For the necessary application forms and information, domestic students (U.S. citizens and permanent resident non-U.S. citizens) should address their requests to the department of interest or to the Graduate Admissions Office.

Foreign students (non-U.S. citizens who are not permanent U.S. residents) should address their requests to the Graduate School of Arts and Sciences, Admissions Office, McGuinn Hall 221.

Information on the GRE tests also 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 on or about 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 Assistant Dean.

Financial Aid

Academic Awards

Stipends and scholarships are available to aid promising students in the pursuit of their studies, 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.

Fellowships for American Minority Group Students

The Graduate School sponsors several fellowships specifically for American minority group students. These fellowships carry tuition scholarships and stipends of $17,500 for the 2004-05 academic year and do not require specific services. Interested students should write directly to the Director of Admissions and Financial Aid, Attention: Minority Student Fellowship Program for further particulars. All applicants, of course, are routinely considered for the various types of financial aid that are available in the Graduate School.

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 at 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.*

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.

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
- Two semesters of Molecular Cell Biology and Genetics
  BI 304 Molecular Cell Biology lecture
  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 454 Introduction to the Literature of Biochemistry, BI 474 Principles of Metabolism, BI 506 Recombinant DNA Technology, BI 509 Vertebrate Cell Biology, BI 535 Structural Biochemistry of Neurological Diseases, BI 541 Molecular Immunobiology, BI 556 Developmental Biology, BI 558 Neurogenetics, 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, and 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 499 Advanced Independent 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 and 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 401A).

Biology

Faculty

Joseph Orlando, *Associate Professor Emeritus;* B.S., Merrimack College; M.S., North Carolina State College; Ph.D., University of California, Berkeley

Yu-Chen Ting, *Professor Emeritus;* A.B., National Honan University; M.S., University of Kentucky; M.S.A., Cornell University; Ph.D., Louisiana State University

Anthony T. Annunziato, *Professor;* B.S., Boston College; M.S., Ph.D., University of Massachusetts, Amherst

David Burgess, *Professor;* B.S., M.S., California State Polytechnic University; Ph.D., University of California, Davis

Thomas Chiles, *Professor;* B.S., Ph.D., University of Florida

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

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;* Chairperson of the Department; 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

Grant W. Balkema, *Associate Professor;* B.S., Ph.D., Purdue 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

William H. Petri, *Associate Professor;* A.B., Ph.D., University of California, Berkeley

Donald J. Plocke, S.J., *Associate Professor;* B.S., Yale University; A.M., Boston College; Ph.D., Massachusetts Institute of Technology

Eric G. Strauss, *Research Professor;* B.S., Emerson College; Ph.D., Tufts University

Janet Paluh, *Assistant Professor;* B.S./M.S., Ph.D., Purdue University; Ph.D., Stanford University; Post-Doc, University of California at Berkeley
Gabor T. Marth, *Assistant Professor;* D.Sc., Washington University, St. Louis
Mohammed Shahabuddin, *Assistant Professor;* B.S., M.S., University of Dhaka, (Bangladesh); Ph.D., Edinburgh (Scotland)
Stephen Wicks, *Assistant Professor;* B.Sc., B.Sc., McMaster University; Ph.D., University of British Columbia
Robert J. Wolff, *Senior Lecturer;* B.A., Lafayette College; Ph.D. Tufts University

Contacts

- Graduate Program Director: Professor Daniel Kirschner, kirschnd@bc.edu
- Undergraduate Program Director: Professor William Petri, petri@bc.edu
- Department Administrator: Dr. Richard Monheimer, monheimr@bc.edu
- Director of Laboratories: Dr. Mariana Tran, mariana@bc.edu
- Assistant Director of Laboratories: Melanie Kutschke, kutschke@bc.edu
- Technology Coordinator: Noel Gillis, tc.biology@bc.edu
- Office Coordinator: Jenny Williamson
- Department Telephone: 617-552-3540
- Web Site: http://www.bc.edu/biology/

Undergraduate Program Description—B.A. and B.S. Degrees

The department offers both Bachelor of Science and Bachelor of Arts degree programs in biology. 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 as part of their Biology major. Normally, those interested in areas like molecular biology, biochemistry, biophysics, physiology, neurobiology, or cellular biology should pursue this degree.

The B.A. degree program also has a solid foundation in biology as its base, but allows more room in a student's schedule for additional biology and relevant non-biology electives by removing the specific requirement for organic chemistry and calculus-based physics that characterizes the B.S. program. Under the B.A. rubric, majors have more flexibility in choosing both additional science and mathematics courses, as well as more opportunity to broaden their educational experience. The B.A. program can better serve Biology majors interested in integrating their study of biology with other related 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 automatically fulfill medical school admission requirements without additional course work in chemistry, physics, and mathematics. Contact the Premedical Office for details.

The study of biology under either program offers students an exciting opportunity to study life from many viewpoints: from the molecular biology and biochemistry of cells to genetic, developmental, and neurological aspects of organisms; from the structure, function, and physiology of cells, organs, and individuals to the interaction of organisms with each other and the environment. The goal of the program is for students to attain knowledge and understanding of the underlying principles of biological science and to be able to make what is learned practical through laboratory experience. For this reason, the major requires participation in several laboratory courses and the Department strongly encourages its students to participate in a wide variety of advanced research experiences. Students with standard high school preparation in biology (a single, year-long general biology course with lab) should follow the regular programs for Biology majors described below. Students with stronger preparation (AP biology courses with lab) and who have achieved a score of 5 on the AP Exam should consider following the Advanced Placement Program. Students in doubt concerning the most appropriate program are encouraged to seek advice from a Biology Department advisor during freshman orientation or at other times which can be arranged through the Biology office.

Biology encompasses a huge field of inquiry that contains many sub-disciplines. At Boston College, Biology majors may concentrate their study in one primary area by choosing their bio-electives and research courses to follow one of several focuses including, for example, molecular biology and biochemistry, cellular and developmental biology, neuroscience, or environmental and population biology. More information on these areas may be obtained from the Biology website. Those interested in specifically emphasizing the field of biochemistry in their studies can do so either as a concentration within the Biology B.S. major or consider the alternative interdepartmental Biochemistry major.

Requirements for Majors in the Bachelor of Science (B.S.) Program

- Introductory Biology (BI 200 and BI 202)
- Molecular Cell Biology (BI 304) and Genetics (BI 305)
- Molecular Cell Biology Laboratory (BI 310) and Genetics Laboratory (BI 311)
- Five upper division electives in biology (level 400 and 500 taken from at least two of the three categories of bio-elective courses)
- Two additional laboratory credits (level 300 or higher)
- Eight co-requisite courses in math, chemistry, and physics (listed below)

Biology majors are advised to enroll in BI 200-202 in their freshman year, and in BI 304-305 and BI 310-311 in their sophomore year. This schedule allows majors to take maximum advantage of the opportunities for undergraduate research that are available to juniors and seniors, and to have maximum flexibility in choosing upper-division electives. For these reasons, majors are given preference in enrollment in the foundation courses if seating becomes limited.

The five upper-division elective courses in biology must be exclusive of seminars and tutorials and they must be chosen from at least two of the three categories of biology electives. Categories are listed below. Typically, undergraduate research courses (BI 461-467, BI 399, and BI 490), and graduate courses at the 600 level or higher do not count as upper division bio-electives. However, in certain limited cases—with the recommendation of the faculty advisor and the approval of the Chairperson—two or more semesters of undergraduate research may be allowed to substitute for one upper-division elective. The requirement for two additional laboratory credits (level 300 or higher) may be satisfied by taking two one-credit laboratory courses (or equivalents) or by taking one laboratory course worth two or more credits. With departmental permission, one semester of undergraduate research in biology (BI 461-467) can be substituted for two lab credits. Also, some combined lecture-lab courses count as the equivalent of a one-credit lab for the purposes of this requirement. Courses that satisfy one or two credits of this requirement have this fact noted in their catalog descriptions. Students are cautioned to note that courses are not allowed to be co-counted for both elective and lab requirements. Note that students must take at least three semesters of undergraduate research in biology (BI 461-467) to use these courses to satisfy both the two addi-

tional lab credit requirement and as a substitute for one bio-elective. Students should consult the biology website for more information on this point. An updated list of courses satisfying the lab requirement is also available on the Biology website.

Requirements for Majors in the Advanced Placement Bachelor of Science (B.S.) Program

Students with strong high school preparation in biology (AP biology courses with lab) and who have achieved a score of 5 on the AP Exam are encouraged to follow the advanced placement program. This program allows students to enroll as freshmen in BI 304-305 Molecular Cell Biology and Genetics and BI 310-311 Laboratory, and replaces BI 200-202 Introductory Biology credits with two additional upper division bio-electives. Advantages of the program are that students more quickly advance to a level where they can select from the more focused upper division biology courses. In order to ensure a reasonable breadth in biology training for students who choose the advanced placement program, they are required to take at least one of their seven bio-electives from each of the three categories of bio-elective courses. The categories are listed below. Generally, with regard to other aspects of the Biology majors' program, advanced placement students follow the same rules as students in the B.S. program (see details above).

Summary of specific course requirements for advanced placement students:

- Molecular Cell Biology (BI 304) and Genetics (BI 305)
- Molecular Cell Biology Laboratory (BI 310) and Genetics Laboratory (BI 311)
- Seven upper division biology electives (level 400 and 500) (at least one course taken from all three bio-elective course categories)
- Two additional laboratory credits (level 300 or higher)
- Eight corequisite courses in mathematics, chemistry, and physics (listed below)

Corequisites for the Bachelor of Science

One year each of the following:

- General Chemistry and lab (CH 109-110, 111-112)*
- Organic Chemistry and lab (CH 231-232, 233-234)*
- Physics (calculus based) and lab (PH 211-212, 203-204)*
- Calculus (MT 100-101) or, if supported by AP exam or Math Department recommendation, Calculus/Biostatistics (MT 101 and BI 230)*

*Courses routinely used to fulfill these co-requisites 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.

Requirements for Majors in the Bachelor of Arts (B.A.) Program

- Introductory Biology (BI 200 and BI 202)
- Molecular Cell Biology (BI 304) and Genetics (BI 305)
- Molecular Cell Biology Laboratory (BI 310) and Genetics Laboratory (BI 311)
- Three upper division biology electives (level 400 and 500) (taken from at least two of the three categories of bio-elective courses)
- Three B.A. electives (from the list of approved courses on the website)
- Two additional laboratory credits (level 300 or higher)
- Three co-requisite courses and labs in math and chemistry (see list below)

Requirements for Majors in the Advanced Placement Bachelor of Arts (B.A.) Program

- Molecular Cell Biology (BI 304) and Genetics (BI 305)
- Molecular Cell Biology Laboratory (BI 310) and Genetics Laboratory (BI 311)
- Five upper division biology electives (level 400 & 500) (at least one course taken from all three bio-elective course categories)
- Three B.A. electives (from list of approved courses on website)
- Two additional laboratory credits (level 300 or higher)
- Three co-requisite courses and labs in math and chemistry (see list below)

Corequisites for the Bachelor of Arts

One year of chemistry and at least one semester of math.

- General Chemistry and lab (CH 109-110, 111-112)*
- Calculus (MT 100 or 101) or Biostatistics (BI 230)*

*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.

Students who are interested in majoring in biology and who have a need for alternatives in course scheduling or sequencing should consult a Biology Department advisor as early in their studies as possible. For freshmen, this consultation should preferably take place at summer orientation before registration. Students needing special help in replacing discontinued courses should contact the Department office at 617-552-3540.

Those interested in emphasizing the field of biochemistry in their studies can do so within the Biology major or in addition, consider the alternative interdepartmental Biochemistry major.

Biology Upper Division Elective Course Categories

B.S. program majors need five courses with at least one from each of two different categories. Advanced Placement B.S. majors need seven courses with at least one from each of all three categories. B.A. Program majors need three courses from at least two categories. Advanced Placement B.A. Program majors need five courses from all three categories. Consult the biology website for additions and changes to this list.

Category One: Molecular Biology, Genetics, and Biochemistry

BI 435 Biochemistry (Biological Chemistry), BI 440 Molecular Biology, BI 454 Literature of Biochemistry, BI 480 Biochemistry Lab, BI 506 Recombinant DNA Technology, BI 507 Computational Biology, BI 515 Biophysical Chemistry, BI 533 Cellular Transport and Disease, BI 535 Structural Biochemistry, BI 541 Molecular Immunobiology, BI 557 Neurochemical Genetics, BI 570 Biology of the Nucleus, BI 580 Molecular Biology Lab

Category Two: Cellular, Developmental, and Organismal Biology

BI 409 Virology, BI 412 Bacteriology, BI 425 Stem Cells, Cloning and Human Development, BI 430 Functional Histology, BI 509 Vertebrate Cell Biology, BI 510 General Endocrinology, BI 538 The Cell Cycle, BI 540 Immunology, BI 548 Comparative Animal Physiology, BI 554 Mammalian Physiology, BI 556 Developmental Biology, BI 562 Neurophysiology, BI 581 Neuroscience

Category Three: Population and Environmental Biology

BI 401 Environmental Biology, BI 442 Principles of Ecology, BI 443 Coastal Field Ecology, BI 445 Animal Behavior, BI 446 Marine Biology, BI 449 Methods in Environmental Field Research, BI 458 Evolution

Information for First Year Majors

The normal course load for first term Biology B.S. and B.A. majors is BI 200 Introductory Biology, CH 109 General Chemistry with laboratory, and MT 100. With appropriate Advanced Placement Exam scores, B.S. students can begin with MT 101

instead and B.A. students can be considered to have completed their math requirement. See the biology website for details. BI 200 is an introduction to living systems at the molecular, cellular, organismal, and population levels. It is required for regular program Biology and Biochemistry majors, and open to others.

First term Advanced Placement Biology B.S. and B.A. majors should enroll directly into BI 304 Molecular Cell Biology and the co-requisite BI 310 laboratory as well as in CH 109 General Chemistry with laboratory or CH 117 Principles of Modern Chemistry with laboratory, and MT 100 or MT 101 Calculus or equivalent courses depending on their mathematics background. For details, consult the Biology website.

Information for Non-Majors

Non-majors seeking a year-long course in general biology should normally enroll in BI 100-102 Survey of Biology. Prehealth (premedical, predental, preveterinary) students should take BI 200-202 Introductory Biology. Those students needing a year-long biology laboratory can enroll in BI 210-211 General Biology Laboratory. In addition, pre-health students who are not majoring in biology should obtain a Premedical Advising Packet from the Premedical Office.

Information for Study Abroad

Students in the B.S. program, requiring five upper division bio-electives, apply for approval to take the following major courses abroad: One upper division bio-elective equivalent (Note: No other substitutions for the remaining four required bio-elective courses will be allowed.); Physics with laboratory—calculus based (equivalent to PH 211/203 and/or PH 212/204 or higher); Calculus (equivalent to MT 100 and/or MT 101 or higher). Students should consult the biology FAQ pages in the Undergraduate section of the biology website (http://www.bc.edu/biology/) for general information and updates about studying abroad for biology majors.

Students in the advanced placement B.S. program, requiring seven upper division bio-electives, may apply for approval to take the following major courses abroad: two bio-elective substitutions (Note: No other substitutions for the remaining five required bio-elective courses will be allowed.); Physics with laboratory—calculus based (equivalent to PH 211/203 and/or PH 212/204 or higher); Calculus (equivalent to MT 100 and/or MT 101 or higher).

Students in the standard Biology B.A. program may apply for approval to take the following major courses abroad: one B.A.-elective equivalent; Calculus equivalent (MT 100 and/or MT 101 or higher), or Biostatistics.

Students in the advanced placement Biology B.A. program, may apply for approval to take the following major courses abroad: one B.A.-elective equivalent course or one bio-elective equivalent during the first semester abroad; Calculus equivalent (MT 100 and/or MT 101 or higher), or Biostatistics. Students studying abroad for two semesters, may obtain approval to take one B.A.-elective equivalent and one bio-elective equivalent course abroad.

Specifically approved Boston College courses for the purpose of satisfying the upper division bio-elective requirement are those numbered BI 400 through BI 599, excluding Undergraduate Research (BI 461-467), Tutorials (BI 490), and Advanced Independent Research (BI 399). In order to be considered as a possible substitute for a bio-elective, a course must be a second level course; that is, it must have published biology prerequisites and not be at an introductory level or appropriate for students with no prior college level courses in biology. Students applying to take only one semester of physics abroad must present evidence that the semester abroad will properly complement the semester taken at Boston College to form a comprehensive year long calculus-based physics course with a lab.

Students interested in study abroad should consult the undergraduate FAQ page on the Biology website. Students must meet with William Petri, Associate Chairperson, or another designated advisor for study abroad advising and course approval. In order to obtain the required prior approval for international courses as bio-elective substitutes or to fulfill corequisite requirements, students need to fill out a Course Approval Form and submit it to the Biology Department along with a copy of the catalog description for each proposed international course. The description should indicate the course level, intended audience and prerequisites. Such application should be made well in advance and no later than the semester before leaving to study abroad to insure that the course can be reviewed, its course category determined, and adjustments made if needed. The approval process can take several days to weeks (even longer over the summer), so students should plan ahead.

Research Opportunities for Undergraduates

Research is a fundamental aspect of university science study and the Biology Department encourages interested majors to take advantage of the many undergraduate research programs that are available. There are a variety of research programs that can begin as early as the freshman year. Opportunities with a range of commitment levels are available, from single-semester courses to projects involving four semesters or more. Usually, students are advised to spend at least two (2) semesters on a research project.

Undergraduate Research: BI 461-462 is typically a six-credit, two-semester commitment where students work on ongoing research projects in laboratories with other students under faculty guidance. Projects can be extended for a second year under Advanced Undergraduate Research (BI 465-467) and enriched by the addition of the Tutorial in Biology (BI 490).

Advanced Independent Research: BI 399 is a 9- to 12-credit commitment over two semesters. This highly competitive program, which requires the Dean's approval, is designed for ambitious and talented undergraduates who are interested in devoting a major portion of their senior year to scholarly, state-of-the-art research of a quality that can lead to publication. Students design, develop, and research their own projects with close faculty supervision. Completion of a written research thesis is required. Applicants are expected to have some prior research experience before applying to the program. In most instances, applicants will have taken BI 461 and/or BI 462 or an equivalent in their junior year.

Undergraduate research projects may involve almost any area of biology. Currently, major faculty research work centers in the fields of cellular and molecular biology, neurobiology and physiology, developmental biology and gene expression, biochemistry, and immunology. For a description of specific areas of faculty research, see the faculty section of the department website. For information on the above research courses, contact your faculty advisor or the department office.

Biochemistry Major

Refer to the Biochemistry section for a description of this interdisciplinary major. Students with questions should contact Dr. Annunziato or the Biology Department office.

Graduate Program Description

The Biology Department offers courses leading to the degrees of Doctor of Philosophy and Master of Science. 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; however, the Residence Requirements, as defined by the Graduate School of Arts and Sciences, must be met. The minimum curriculum for Ph.D. students consists of four core courses in genetics, biochemistry, molecular biology, and cell biology (BI 611, BI 612, BI 614, BI 615); two additional graduate level (500 or higher) biology courses; three graduate seminars (800 or higher); and a course in the responsible conduct of research. 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.

For the Master's degree, a minimum of 30 graduate credits is required. This must include the four core courses (see above); two additional graduate level biology courses (500 or higher); one seminar course (BI 800 or higher); and a course in the responsible conduct of research. Two 10-week research rotations are also required.

Both M.S. and Ph.D. students are expected to attend departmental colloquia (usually Tuesday afternoons). Both degrees require the presentation and oral defense of a thesis based on original research conducted under the guidance of a Biology Department faculty member.

M.S. and 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 World Wide Web at http://www.bc.edu/courses/.

BI 100 Survey of Biology I (Fall: 3)
Satisfies Natural Science Core Requirement

Offered without a laboratory, this course is intended to investigate fundamental issues in biology and is targeted at the non-biology major. The course is offered in two parts, although they may be taken in reverse order, if necessary. The fall semester focuses on the nature of scientific investigation, the origins of life, biomolecules, cell structure, and molecular genetics. Evolutionary processes and the effects of environmental change on living systems are stressed throughout the course.
Silvard Kool
Eric Strauss

BI 102 Survey of Biology II (Spring: 3)
Satisfies Natural Science Core Requirement

This course is a continuation of BI 100. The spring semester topics focus on biology at the organismal and population level. Topics include population genetics, evolution of new species, extinction, neurophysiology, behavior, conservation biology, and human evolution.
Eric Strauss
David Krauss

BI 130 Anatomy and Physiology I (Fall: 3)
Corequisite: BI 131
Does not satisfy the Natural Sciences Core requirement. This course is restricted to School of Nursing students. Other students may be admitted only during the course drop/add period on a seat-available basis.

This course is an intensive introductory course designed to bring out the correlations between the structures and functions of the various body systems. Each system discussed is treated from microscopic to macroscopic levels of organization. This course is primarily intended to prepare nursing students for their clinical career. Students outside the Connell School of Nursing should consult with the Biology Department.
Carol Halpern

BI 131 Anatomy and Physiology Laboratory I (Fall: 1)
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 course drop/add period on a seat-available basis.

Laboratory exercises intended to familiarize students with the various structures and principles discussed in BI 130 through the use of anatomical models, physiological experiments and limited dissection. One two-hour laboratory period per week.
Carol Halpern

BI 132 Anatomy and Physiology II (Spring: 3)
Corequisite: BI 133
Does not satisfy the Natural Sciences Core requirement.This course is restricted to School of Nursing students. Other students may be admitted only during the course drop/add period on a seat-available basis.

A continuation of BI 130.
Carol Halpern

BI 133 Anatomy and Physiology Laboratory II (Spring: 1)
Lab fee required.This course is restricted to School of Nursing students. Other students may be admitted only during the course drop/add period on a seat-available basis.

A continuation of BI 131.
Carol Halpern

BI 134 Human Physiology I (Fall: 3)
Does not satisfy the Natural Sciences Core requirement

A lecture course that focuses on the correlations between the structure and functions of the various systems of the human body. Each system is treated from the microscopic to the macroscopic levels of organization. This course is not intended for students in the Connell School of Nursing.
Carol Halpern

BI 135 Human Physiology II (Spring: 3)

A continuation of BI 134.
Carol Halpern

BI 161 Nature in American Culture (Fall: 3)
Does not satisfy the Natural Sciences Core requirement

Explores cultural attitudes toward the natural world throughout American history. Critical review of a range of texts across a variety of disciplines, from the religious to the political, from the scientific to the poetic, from the legal to the personal, and from the historic to the philosophic.
Charles Lord
Maxwell Kennedy

BI 163 Understanding Urban Ecosystems: Environmental Law, Policy, and Science (Fall: 3)
Does not satisfy the Natural Sciences Core requirement

This course will explore the scientific and legal elements of the protection and restoration of urban environmental resources, with a focus on Massachusetts. Specifically, the course will cover the basic ecology, legal and social history, and legal and political frameworks for the following topics: urban habitat and wildlife, toxic pollution in cities, urban watersheds, urban air quality and public health, and the city as a biological habitat: human behavior and the urban setting.
Charles Lord
Eric Strauss

BI 200 Introductory Biology I (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

An introduction to living systems at the molecular, cellular, organismal and population levels of organization. Required for standard program biology and biochemistry majors who are normally expected to take CH 109 concurrently. Biology and biochemistry majors are advised to enroll in the required BI 310-BI 311 Molecular Cell Biology and Genetics lab series in their sophomore year. Other majors desiring a general biology lab course are advised to enroll in the BI 210-211 lab series, which is not required for majors. Variations from this scheduling pattern are possible, but require departmental approval.
Donald Plocke,S.J.
Karen Muskavitch
Marc Muskavitch

BI 202 Introductory Biology II (Spring: 3)
Prerequisites: CH 110 or equivalent and permission of department
Corequisites: CH 110 or equivalent and permission of department
Satisfies Natural Science Core Requirement

A continuation of BI 200.
Eric Strauss
Robert R. Wolff

BI 210 General Biology Laboratory I (Fall: 1)
Prerequisite: One semester of college-level biology
This course does not satisfy departmental requirements for biology majors. Lab fee required

The first semester of a two-semester introductory biology laboratory for non-biology majors. This course emphasizes constructing hypotheses, designing experiments, interpreting data, and presenting experimental results. Students will receive a practical introduction to the experimental approaches used in three foundation areas of biology: biochemistry and cell biology, physiology and organ systems, and ecology and field biology.
Michael Piatelli

BI 211 General Biology Laboratory II (Spring: 1)
Lab fee required

The continuation of BI 210.
Michael Piatelli

BI 214 Capstone Science and Religion: Contemporary Issues (Spring: 3)
Cross Listed with UN 521
Restricted to seniors and second semester juniors.

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. Some knowledge of science, particularly familiarity with some basic concepts of physics, will be assumed.
Donald J. Plocke, S.J.

BI 220 Microbiology (Fall: 3)
Prerequisite: BI 130-132
Does not satisfy the Natural Sciences Core requirement

This course is a study of the basic physiological and biochemical activities of microorganisms, effective methods of destruction, mechanisms of drug action on microorganisms, and the application of serological and immunological principles. Intended for nursing students only.
Carol Halpern

BI 221 Microbiology Laboratory (Fall: 1)
Corequisite: BI 220
Lab fee required

One two-hour laboratory period per week.
Alex Gleason

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 230 Biostatistics (Spring: 3)
Does not satisfy the Natural Sciences Core requirement

This course will introduce biology students to the basic statistical techniques that are used in conducting biological and medical research. The course is divided into four parts: (1) descriptive statistics (averages, variability); (2) probability and probability distributions (basic probability theory and the binomial, poisson, and normal distributions); (3) statistical inference (parametric and nonparametric tests); and (4) relationships between variables (simple and multiple regression).
Richard A. McGowen, S.J.

BI 304 Molecular Cell Biology (Fall: 3)
Prerequisites: BI 200-202 or permission of department
Corequisite: BI 310
Required for majors and recommended for premedical students

This course, focusing on molecular cell biology, is designed to give students a foundation in the molecular biology of the cell and in genetics beyond the level offered in first year courses in biology. It serves as excellent preparation for more advanced courses in cell biology, molecular biology and genetics.
Anthony Annunziato
Thomas Chiles
Junona Moroianu
Janet Paluh

BI 305 Genetics (Spring: 3)
Prerequisite: BI 304
Corequisite: BI 311

This course focuses on genetics as a continuation of BI 304.
Charles S. Hoffman
Clare O'Connor

BI 310 Molecular Cell Biology Laboratory (Fall: 2)
Corequisite: BI 304
Lab meets once a week. Lab fee required.

A laboratory course designed to accompany BI 304 and to introduce students to basic techniques in cell biology, molecular biology, and genetics. Included are exercises in sterile technique, bacterial culture, bacterial transformation, DNA isolation and analysis, restriction enzyme mapping, DNA amplification, protein characterization, and genetic analysis.
Michael Piatelli

BI 311 Genetics Laboratory (Spring: 2)
Prerequisite: BI 310
Corequisite: BI 305
Lab meets once a week. Lab fee required.

A laboratory course designed to accompany BI 305. The course is the continuation of BI 310 and includes basic techniques in molecular biology and genetics.
Michael Piatelli

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 Watershed 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. The Scholars also participate in monthly Scholars Workshops and weekly team meetings.
Eric Strauss

BI 401 Environmental Biology (Fall: 3)
Prerequisite: BI 200-202

This course focuses on the science behind the major environmental issues facing our society. The course begins with a basic grounding in ecology, but then shifts its focus to human oriented problems. How does the environment affect our society? How do we impact the environment? These are the fundamental questions this course strives to answer. Built around student interests, student presentations are an essential element of this course.
David Krauss

BI 403 Introduction to Clinical Medical Science (Fall: 1)
Prerequisite: BI 304 and BI 305, or permission of Instructor
This course does not count as a bio-elective nor as an additional lab credit.

Particular emphasis will be placed on establishing the essential link between new insights in cellular and molecular biology and their translation into new and novel medical therapies to treat human disease. The course is organized around several thematic areas: neoplastic, infectious, neurologic, vascular and pulmonary diseases. This is a collaborative effort between Boston College faculty and staff members from the clinical and research faculty of Caritas St. Elizabeth's Medical Center of Boston.
Thomas Chiles

BI 409 Virology (Fall: 3)
Prerequisite: BI 304 or permission of the instructor

This course will consider viruses that are important in human infectious disease. Viruses to be examined include Influenza, cancer related viruses such as the Epstein Barr Virus and the human papilloma virus, HIV, and the emerging viruses such as Ebola and the Hantaviruses. The role of vaccination in eliminating smallpox and its implication in human infections with a related monkey pox virus will also be discussed. The molecular biology of virus life cycles and issues related to epidemiology and etiology will be considered in the context of infectious disease.
Kathleen Dunn

BI 410 Cell Culture Laboratory (Spring: 1)
Prerequisites: BI 304-305, BI 308 or BI 310-311
Lab fee required. This course can satisfy one credit of the major requirement for additional laboratory credits.

This course will focus on teaching basic tissue culture and immunohistochemical techniques for growing and identifying cells from mammalian tissue. Students will dissociate and culture cortical neurons using sterile techniques. Growth of the neurons and their newly formed processes will be observed and documented. Antibody labeling and various other techniques will be used to distinguish different classes of growing cells, for example, inhibitory neurons or glial cells.
Ann Yee

BI 412 Bacteriology (Spring: 3)
Prerequisite: BI 304

A study of microorganisms as examples of independent cellular life forms, as agents of disease, and as contributors to our environment. Topics covered will include the following: microbial growth, the control of microorganisms, antimicrobial chemotherapy, the nature of viruses, recombination and plasmids, the immune response, and microbial diseases of humans.
Kathleen Dunn

BI 413 Bacteriology Laboratory (Spring: 1)
Prerequisite: BI 310
Corequisite: BI 412
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.
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 math substitute. It cannot count for both.

This introductory course requires that students have a basic understanding of molecular biology, genetics, and the Internet, but does not require extensive background in mathematics or programming. Students will learn how to use bioinformatic tools from the public domain, including sequence alignment, protein structure prediction, and other algorithms used in biomedical and biopharmaceutical laboratories, to mine and analyze public domain databases, including GenBank, PDB, and OMIM.
Peter Clote
Stephen Wicks

BI 424 Computational Foundations of Bioinformatics (Spring: 3)
Prerequisites: Calculus 100, 101
This course is not open to students who have taken MC 140 and MC 141, or equivalent. This course will normally count as an upper division bio-elective. With departmental approval, it can instead count as a math substitute. It cannot count for both.

Bioinformatics concerns an array of problems including proteomics (e.g., prediction of protein structure, function and evolu-

tion), metabolomics (e.g. inference of metabolic pathways from protein interaction experiments), functional genomics (e.g. inference of putative gene function from microarray data), transcriptomics (e.g. finding genes for transcribed, noncoding RNA involved in posttranscriptional modification events), etc. In this course, you will learn to design and implement computer programs in a scripting language in order to parse biological data, perform simulations, create web engines, and develop new algorithms in bioinformatics. Additionally you will learn fundamental concepts of probability and statistics as applied to bioinformatics.
Peter Clote

BI 430 Functional Histology (Fall: 3)
Prerequisites: BI 200, BI 202, and BI 304
This course can satisfy the major requirement for either an upper division biology elective or one laboratory credit, but not both.

This course investigates the microscopic structure of all the tissues and organs of the body as discernible through the light microscope. Special emphasis will be placed on learning how the structure of a tissue or organ reflects its function and its possible clinical significance. There will be two one-hour lectures and one three-hour lab each week.
Ann G. Yee

BI 435 Biological Chemistry (Fall: 3)
Prerequisite: BI 200, CH 231 or permission of the instructor

This course is designed to introduce biology and biochemistry majors to the subject with an emphasis on understanding how a knowledge of biochemical principals is useful to those engaged in biological research at the molecular, cellular, and organismal levels. The material includes the following: (1) the properties, synthesis, and metabolic activities of carbohydrates, amino acids, proteins, lipids, and nucleic acids, and (2) how the biochemical processes meet the energy, biosynthetic, and nutritional requirements of the cell. Reference will be made to alterations in these processes in specific diseases. Students interested in enrolling in a biochemistry laboratory course should see BI 480.
Arlene Wyman

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 442 Principles of Ecology (Fall: 3)
Prerequisites: BI 200-202 or equivalent, or permission of instructor

Ecological relationships will be studied at the individual, population, community, and ecosystem levels. Evolution will be a common theme throughout the course. Past topics have included mathematical models of population growth, behavioral ecology, predator-prey interactions, energy and productivity, and nutrient cycling. If time permits, environmental aspects of ecology will be covered at the end of the course. There will be two required field trips. A limited number of places will be reserved for non-biology majors who have appropriate background experience.
David Krauss

BI 443 Coastal Field Ecology (Fall: 3)
Prerequisites: BI 100-102 or BI 110-112 or BI 200-202 or permission of instructor

This course discusses the ontogeny and natural history of barrier beach systems in New England. Course topics include abiotic factors such as tides and climate, floral and faunal biodiversity and ecology, as well as the conservation of rare ecosystems. Much of the course focuses on projects at the Sandy Neck barrier beach study site on Cape Cod. This course is a suggested prerequisite for students wishing to take Methods in Environmental Research (BI 449). Students interested in participating in field investigation at Sandy Neck should enroll in the one credit course BI 448 Ecological Field Laboratory after speaking with the instructor.
Peter Auger

BI 445 Animal Behavior (Spring: 3)
Prerequisite: One year of an introductory Biology 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. The class meets twice per week, once each for a 2.5 hour lecture section and a one hour mandatory discussion group. One weekend field trip to the Cape Cod fieldstation is planned and optional field activities are available for interested students.
Eric Strauss

BI 446 Marine Biology (Fall: 3)
Prerequisite: BI 200-BI 202 or permission of instructor
Course requirements include three field trips.

After a brief consideration of the history of oceanography, students are familiarized with the various subdivisions of the marine systems. Subsequently, the different phyla of marine organisms are discussed in a systematic fashion, starting with unicellular life forms and ending with the marine mammals. Physical factors of the world's oceans, such as tides, global current patterns, and horizontal stratification are related to the marine trophic structure in its totality. Other topics include seafloor spreading and hydrothermal vents while special attention is given to ecologically important marine habitats, such as estuaries, mangrove and sea grass communities, and coral reefs.
Silvard Kool

BI 448 Ecological Field Laboratory (Fall: 1)
Prerequisite: Permission of the instructor

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. A minimum of 15 hours will be spent in the field with a professional ecologist examining various components and conditions of the environment that make up natural coastal ecosystems.
Peter Auger

BI 449 Methods in Environmental Field Research (Spring: 3)
Prerequisites: At least one course in Ecology, Coastal Science, or Animal Behavior and instructor's consent
Enrollment limited to 10 students. One (1) credit lab fee required

Intended for juniors potentially interested in pursuing some type of organismal independent science project during their senior year. Methods used in environmental field ecology encompass areas

associated with animal behavior, field biology and public health. This course will satisfy two credits of the biology major laboratory requirement.
Peter Auger

BI 454 The Literature of Biochemistry (Spring: 3)
Prerequisite: Biochemistry, BI 435, or CH 561

This seminar-type course focuses on current topics in biochemistry and medical research. Topics include aging and telomerase, prions (the infective agent of Mad Cow Disease), nitric oxide (a tiny molecule with an astonishing variety of hormone-like effects), mammalian cloning, cancer and cell cycle regulation, the biochemistry of anthrax, and others. The course provides depth in specific areas, enabling students to gain a refined understanding of the means and methods of experimental science as well as an appreciation for some of its latest products.
Arlene Wyman

BI 458 Evolution (Fall/Spring: 3)
Prerequisite: BI 200-202

This course examines the processes of evolution and the sequence of events that lead to the introduction of new forms of life, as corroborated by the fossil record. Specific topics include: the history of the development of evolutionary theory, the development of methods for reconstructing evolutionary patterns, speciation, adaptive radiation, population genetics, evolutionary convergence, mass extinction, biogeography, possible relationships between past and present-day organismal diversity, and the three major methods used for determining phylogenetic relationships among organisms. Course requirements include one field trip.
Silvard Kool
David Krauss

BI 459 Internship in Environmental Studies (Spring: 1)
Prerequisite: Departmental permission required
Eric Strauss

BI 461 Undergraduate Research (Fall: 3)
Prerequisite: Permission of the chairperson
Lab fee per semester required

Students completing two semesters of undergraduate research within courses BI 461, 462, 465, and 466 can, with departmental approval, substitute these two semesters for one bio-elective. Alternatively, majors can use one of these undergraduate research courses to fulfill two credits of the additional lab requirement. Three semesters of undergraduate research is needed for both a bio-elective substitution and the lab credits. Undergraduate students of advanced standing may participate in research projects in the laboratory of a faculty member.
The Department

BI 462 Undergraduate Research (Spring: 3)
Prerequisite: Permission of the chairperson
Lab fee per semester required

Undergraduate students of advanced standing may participate in research projects in the laboratory of a faculty member.
The Department

BI 463-464 Research in Biochemistry (Fall/Spring: 3)
Prerequisite: Permission of the chairperson
Lab fee per semester required

Undergraduate students of advanced standing may participate in research projects in the laboratory of a faculty member.
The Department

BI 465-466 Advanced Undergraduate Research I and II (Fall/Spring: 3)
Prerequisite: Permission of the chairperson
Lab fee per semester required

Designed for students who have completed two semesters of undergraduate research under course numbers BI 461 through BI 464 and who desire to continue independent research projects under the guidance of department faculty.
The Department

BI 480 Biological Chemistry Laboratory (Fall: 3)
Prerequisite: BI 435 or equivalent
Corequisite: BI 435 or equivalent
Lab fee required This course can satisfy the major requirement for either an upper division biology elective or for two laboratory credits, but not both.

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 482 Cell Biology Laboratory (Fall: 3)
Prerequisites: BI 310, BI 311

This advanced project-based laboratory course is designed for students interested in conducting independent research investigations in cell biology. Student projects will consist of open-ended investigations into cellular stress responses, using fission yeast as a model system. Students will gain experience with eukaryotic cell culture, optical and fluorescent microscopy and the biochemical characterization of cellular macromolecules. In addition to formal lab training and discussion sessions, students will have access to the lab outside of hours to work on their projects, with the goal of generating publishable data.
Clare O'Connor

BI 489 Internships in Biology (Fall/Spring: 1)

This course provides an undergraduate biology major, who has the permission of both the dean and the Biology Department, to gain one elective credit for working in association with Biology faculty as an off-campus intern.
The Department

BI 490 Tutorial in Biology (Fall/Spring: 3)
Prerequisite: Permission of the instructor and chairperson

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

BI 499 Advanced Independent Research (Fall/Spring: 6)
Permission of chairperson required

See the College of Arts and Sciences section of this Catalog. 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

Undergraduate and Graduate Course Offerings

BI 506 Recombinant DNA Technology (Spring: 3)
Prerequisite: BI 304-305 (or equivalent) or permission of the instructor
Offered Biennially

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. There are two lectures per week.
Charles S. Hoffman

BI 509 Vertebrate Cell Biology (Spring: 3)
Prerequisite: BI 304

This is an advanced cell biology course focusing on the integration of gene activity, subcellular structure, extracellular signals, and specialized function in vertebrate cells. The course will involve an in-depth study of differentiated cell types, including erythrocytes, nerve and muscle cells, epithelia, and cells of the immune system. The molecular and genetic bases for diseases affecting these cell types will be discussed. The course will also include recent developments in the area of cell cycle control and the transformation of normal cells into cancerous cells.
Debra Mullikin-Kilpatrick

BI 510 General Endocrinology (Spring: 3)
Prerequisite: Introductory Biology or permission of instructor
Offered Biennially

Suggested: Organic Chemistry, Physiology, 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 Halpern

BI 538 The Cell Cycle (Spring: 3)
Prerequisites: BI 304, BI 305

The cell cycle ensures successful cell division and multicellular development. Its importance is evident by the recent Nobel Prizes awarded in Medicine. Mutations in cell cycle and checkpoint genes are found in many cancers and basic research is expected to provide novel therapies. While the concept of cell cycle genes emerged from genetic approaches in yeast, it is applicable to all eukaryotes. Topics covered include: cell division cycle (cdc) genes, cyclin dependent kinases as universal regulators, phosphorylation and irreversible degradation as means to control cell cycle progression, checkpoint pathways and the role of nuclear import and export in checkpoint control.
Janet Paluh

BI 541 Molecular Immunobiology (Spring: 3)
Prerequisites: BI 304-305, BI 435 or CH 561, or consent of instructor

This course will focus on the regulation of the immune response at the molecular level. Topics include: the regulation of B and T cell development, function of B and T lymphocytes in the immune response, the molecular basis underlying the generation of antibody and T cell receptor diversity, and antigen processing via MHC I and MHC II pathways. The course will place a heavy emphasis on experimental approaches to study immune regulation and will make extensive use of the research literature in order to cover recent advances in areas such as lymphocyte activation, tolerance, and clonal deletion.
Thomas Chiles

BI 554 Physiology (Fall: 3)
Prerequisites: BI 200-202

This is a study of the fundamental principles and physicochemical mechanisms underlying cellular and organismal function. Mammalian organ-systems will be studied, with an emphasis on neurophysiology, cardiovascular function, respiratory function, renal function, and gastro-intestinal function.
Grant W. Balkema

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

This laboratory course investigates the five major organ systems: respiratory, cardiovascular, renal, gastrointestinal, and neurophysiology. The majority of the course consists of real time data acquisition such as spirometry, exercise physiology (running on treadmills), electo cardiograms (EKG), nerve muscle recordings and stimulations, and SDS PAGE on urine samples. Other portions of the lab investigate the visual system as far as information processing and optical illusions and the auditory system with tonotopic mapping and tonograms. One two-hour lab meeting per week is required.
Marilee Ogren

BI 556 Developmental Biology (Fall: 3)
Prerequisites: BI 304 and 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.
Laura Hake

BI 557 Neurochemical Genetics (Fall: 3)
Prerequisites: BI 305 and BI 435

The course will cover such current topics as gene expansion, genomic imprinting, and multifactorial inheritance. These topics are presented in relationship to Huntington's disease, Tay-Sachs disease, Alzheimer's disease, multiple sclerosis, autism, and complex multifactorial diseases including brain tumors and epilepsy. Also presented are strategies for gene and dietary based therapies for neurological diseases.
Thomas N. Seyfried

BI 580 Molecular Biology Laboratory (Spring: 3)
Prerequisite: BI 304, BI 305, BI 310, BI 311
Lab fee required. This course can satisfy the major requirement for either an upper division biology elective or for two laboratory credits, but not both. This course is not open to students who have taken BI480 Biochemistry Laboratory.

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 discussion sections, 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.
Arlene Wyman

BI 581 Neuroscience (Spring: 3)
Prerequisite: BI 304 and BI 305 or equivalents

Topics include historical foundations of neuroscience, synaptic and neurotransmitter systems, neurocellular anatomy, fundamentals of the nervous system organization, neural development, sensory and motor systems, motivation, and learning and memory.
Thomas Seyfried
Marilee Ogren

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 include the principles of DNA replication and repair, transmission genetics, microbial genetics, transposition, epistasis and complementation, and gene mapping.
The Department

BI 612 Graduate Biochemistry (Fall: 2)

This course is designed for graduate students who have successfully completed an undergraduate biochemistry course. The course concentrates on the biochemistry of biologically significant macromolecules and macromolecular assemblies. Topics 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 Department

BI 614 Graduate Molecular Biology (Spring: 2)

See course description under BI 612.
The Department

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, interactions between cells and cellular signaling pathways.
The Department

BI 799 Readings and Research (Fall/Spring: 3)

Intended for M.S. students who are acquiring a knowledge of the literature and experimental methods associated with their research projects under the guidance of a faculty research advisor. Participation in research group meetings, journal clubs, data clubs, etc., may be required. A maximum of six credits may be earned from this course.
The Department

BI 801 Thesis Seminar (Fall/Spring: 3)

A research problem of an original nature will be addressed. This course is designed for M.S. candidates under the direction of a faculty member. A maximum of six credits may be earned from this course.
The Department

BI 805 Departmental Seminar (Fall: 1)

This is a series of research seminars conducted by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.
Marc Muskavitch

BI 806 Departmental Seminar (Spring: 1)

This is a series of research seminars conducted by leading scientists, both from within the department and from other institutions, that are presented on a regular (usually weekly) basis.
William H. Petri

BI 880 Responsible Conduct of Research/Professional Development (Spring: 2)
For graduate students in the life sciences.

Readings, presentations, and discussion centered around issues in the responsible conduct of research and professional development, for graduate students in the life sciences. Topics to be covered include data collection and management; authorship and priority; preparation, review, and publication of peer-reviewed manuscripts; sharing of research materiel; grant writing, review, and funding; collegial relationships; human subjects; animals in research; learning styles and undergraduate teaching; mentoring; and career progression.
Marc Muskavitch

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: 0)

Required for Doctoral students who have completed all course requirements, but are preparing for comprehensive examinations.
The Department

BI 999 Doctoral Continuation (Fall/Spring: 0)

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

Black Studies

Contacts

- Director: Frank F. Taylor, 617-552-3239
- Program Assistant: Sandra Sandiford, 617-552-3238
- World Wide Web: http://www.bc.edu/blackstudies/

Undergraduate Program Description

Black Studies at Boston College is an interdisciplinary program that offers or cosponsors courses in several disciplines. Through courses in history, literature, sociology, philosophy, theology, and the arts, students may pursue a variety of approaches to understanding the Black experience. To further this goal the Program also offers a minor. In addition, Black Studies sponsors a four (4) week summer study program in the Caribbean for undergraduates who have completed at least one Black Studies course.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at http://www.bc.edu/courses/.

BK 104-105 Afro-American History I and II (Fall/Spring: 3)
Cross Listed with HS 189-190
Satisfies Cultural Diversity Core Requirement

See course description in the History department.
Karen Miller

BK 106 Introduction to Afro-American Literature (Fall: 3)
Cross Listed with EN 418

This course is a survey of African-American literature from its oral beginnings to the present. Emphasis is on major authors and works that exemplify key elements of language, style, subject, and theme. The course explores the literary treatment of the historical and social experiences of Blacks in the United States.
Joyce Hope Scott

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
See course description in the Theology department.
Aloysius Lugira

BK 151 Race Relations (Fall/Spring: 3)
Cross Listed with SC 041
See course description in the Sociology department.
Seymour Leventman

BK 155 Introduction to African-American Society (Fall: 3)
Cross Listed with SC 043
Satisfies Cultural Diversity Core Requirement
See course description in the Sociology department.
Kerry Rockquemore

BK 200 Introduction to Black Aesthetic, Music and Empowerment (Spring: 3)
The Black Aesthetic is a critical concept in understanding the various political, social, economic and cultural struggles waged by African descent people and their struggles in the Americas. We will focus on Black music as one of the principal vehicles Africans in Diaspora used to empower and galvanize their people to embrace an ancestral racial memory that was not erased by slavery, colonialism, institutional racism and European hegemony.
Lawrence Watson

BK 210 Survey of the African-American Societies (Spring: 3)
Malcolm X defined African-Americans as all people of African descent living in the Western Hemisphere. Given this as true, what then accounts for the differences between African-Americans who are Brazilians, Jamaicans, Haitians and North Americans? Did the Africans who were brought to the New World just adopt the customs and mores of their captors or did they bring African traditions with them? How much impact did these settlers have on the shaping of these new societies? This course will show the ways in which Africans adjusted to and overcame the conditions and circumstances in which they found themselves in the New World and survey the Africans adaptation to European domination and the effects of their encounters with European settlers and their descendants in the U.S.A., Africa, the Caribbean and Latin America.
Sandra Sandiford

BK 234 Blacks in the Electronic Media (Fall: 3)
Cross Listed with CO 120
Media shape and reflect perceptions of reality. This course examines the roles and images of African-Americans and other peoples of color in radio and television. It also examines the history and nature of African-American participation in the radio and television industries in front of and behind the cameras and the microphones. The course examines the nature of the world presented by the broadcast media—who inhabits that world, and what do they do in it.
Lawrence Watson

BK 253 Eyes On The Prize: Issues in Civil Rights (Spring: 3)
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.
Derrick C. Evans

BK 268 The History and Development of Racism (Fall/Spring: 3)
Cross Listed with PL 268/SC 268
See course description in the Philosophy department.
Horace Seldon

BK 281 American Labor and Civil Rights Issues (Spring: 3)
Cross Listed with SC 279
A comprehensive analysis of the effects of government policy and employer and labor union practices on the status of Black workers. The consequences of automation and technological change for Black labor, the changing judicial perception of employment discrimination, the role of federal contract compliance, and the effects of anti-poverty programs among the urban Black population will be studied.
Christopher Nteta

BK 285 Jazz in America (Spring: 3)
Cross Listed with MU 322
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 288 Eastern Africa (Fall: 3)
Cross Listed with HS 276
Offered Biennially
See description in the History department.
David Northrup

BK 290 Gospel Workshop (Fall/Spring: 1)
Cross Listed with MU 096
This course is a study and performance of the religious music of the Black Experience known as Spirituals and Gospels. One major performance is given each semester. Concerts and performances at local Black churches are also presented with the Voice of Imani Gospel Choir. The Gospel Workshop will provide the lab experience for 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 299 Readings and Research (Fall/Spring: 3)
The Department

BK 305 Terrorism in the New Millennium (Fall: 3)
This course examines the causes of Terrorism from the standpoint of modern industrialized nations as well as from the standpoint of developing and marginalized states. The history of modern terrorism as a methodology of conventional war as well as a form of asymmetric warfare will be thoroughly examined. The course will review the literature concerning traditional ideologies as well as religious fundamentalism. It will explore the thoughts of military strategists, scholars and laypersons. A major focus will be the role culture plays in the conflict among nations.
James Woodard

BK 318 Post Slavery History of Caribbean (Spring: 3)
Cross Listed with HS 318
Satisfies Cultural Diversity Core Requirement
See course description in the History department.
Frank F. Taylor

BK 325 Revolutionary Cuba: History and Politics (Spring: 3)
Prerequisite: Any two semesters of HS 001 through HS 094
Cross Listed with HS 325
Satisfies Cultural Diversity Core Requirement
See course description in the History department.
Frank F. Taylor

BK 410 African-American Writers (Fall: 3)
Cross Listed with EN 482
Satisfies Cultural Diversity Core Requirement
Henry Blackwell

BK 592 Black Studies Minor: Thesis Preparation (Fall/Spring: 3)
Prerequisite: Must be a Black Studies Minor
This is the final requirement for students pursuing the minor in Black Studies. The thesis provides the opportunity to research, analyze intensively, and to write critically about an issue relevant to the African, African-American, or Caribbean experience.
Frank Taylor

Undergraduate and Graduate Course Offerings

BK 266 Rhythm and Blues in American Music (Fall: 3)
Cross Listed with MU 321
This course examines the elements of rhythm and blues in the Afro-American sense and traces the influence of these elements on American popular and classical music from the early 1900s to the present. Records, tapes, and audio-visual material that include music from the early New Orleans period to present day Jazz/Rock and music videos will be used throughout the course.
Hubert Walters

BK 345 Contemporary Praxis and Ideology (Spring: 3)
Cross Listed with PL 304
This course reviews the literature to discern why victims of oppression revolt and what methodologies they employ to remedy their situations. It examines human activities and ideas that shape contemporary societies from a Third World perspective and considers their implication for international peace and justice. Black consciousness in southern Africa will be compared to revolutionary consciousness in Central America. Other revolutionary movements in Africa, Asia, and Latin America will also be explored. Analysis of these movements will include a focus on gender discrimination.
James Woodard

BK 350 Racism and American Law (Spring: 3)
This is a survey course designed to examine some of the legal underpinnings of racism in American law. Specifically, it will examine the legislation and case law beginning when race was introduced to the United States through the institution of slavery to the present debates on Affirmative Action. As such it will focus on the following: the origins of slavery to Emancipation (1619-1863), Emancipation to legalized racial segregation (1863-1896), segregation to desegregation (1896-1954), and desegregation to integration (1954-present). Finally, it will examine the influences of race on the criminal justice system and civil rights legislation.
Charles Walker, Jr.

BK 365 U.S. Foreign Policy and South Africa (Fall: 3)
Cross Listed with HS 213
This course examines the United States policy toward South Africa from 1948 to the present. The first half of the course compares the history and nation-building processes of the two countries. The second half of the course evaluates the ethics, morality, and geopolitical consequences of that policy, including its economic, political and social significance. There will also be an analysis of the role of the United States Free South Africa Movement as influences of U.S. policy towards South Africa.
James Woodard

BK 373 Slave Societies in Caribbean and Latin America (Fall: 3)
Cross Listed with HS 373
Satisfies Cultural Diversity Core Requirement
See course description in the History Department.
Frank Taylor

BK 493 Racism, Oppression and Cultural Diversity (Fall/Spring: 3)
Prerequisite: Permission of Graduate School of Social Work
Cross Listed with SW 723
See course description in the Graduate School of Social Work.
The Department

BK 500 Caribbean Summer Study (Spring: 3)
Prerequisite: Department permission required. Interested students should apply to Dr. Frank Taylor, Director of the Black Studies Program, by April 1.
The program will entail a 3-week stay in the Caribbean and visits to two island states, Barbados and Antigua. In Barbados, students will stay in the dormitories at the University of the West Indies and in Antigua, at the Methodist Conference Center. Students participate in an intensive program of lectures and discussions covering: Caribbean history and politics, literature and anthropology, and economic problems. Students have the opportunity of visiting places of historical interest—museums, old sugar plantations, fortifications and the like—and are able to participate in popular festivals like the Crop Over Festival in Barbados and the Antigua carnival.
Frank Taylor

Graduate Course Offerings

BK 799 Readings and Research (Fall/Spring: 3)
Prerequisite: Departmental permission
Frank Taylor

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
Robert F. O'Malley, *Professor Emeritus;* B.S., M.S., Boston College; Ph.D., Massachusetts Institute of Technology
Michael J. Clarke, *Professor;* A.B., Catholic University; M.S., Ph.D., Stanford University
Paul Davidovits, *Professor;* B.S., M.S., Ph.D., Columbia University
John Fourkas, *Professor;* B.A., M.A., California Institute of Technology; Ph.D., Stanford University
Amir H. Hoveyda, *Joseph T. and Patricia Vanderslice Millennuim Professor;* 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;* Chairperson of the Department; 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
Scott J. Miller, *Professor;* B.A., Ph.D., Harvard University

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, *Professor;* A.B., Princeton University; Ph.D., Harvard University
Marc Snapper, *Professor;* B.S., Union College; Ph.D., Stanford University
William H. Armstrong, *Associate Professor;* B.S., Bucknell University; Ph.D., Stanford University
E. Joseph Billo, Jr., *Associate Professor;* B.S., M.S., Ph.D., McMaster University
Udayan Mohanty, *Associate Professor;* B.Sc., Cornell University; Ph.D., Brown University
Martha M. Teeter, *Associate Professor;* B.A., Wellesley College; Ph.D., Pennsylvania State University
Torsten Fiebig, *Assistant Professor;* Ph.D., University of Gottingen
Shana O. Kelley, *Assistant Professor;* B.A., Seton Hall University; Ph.D., California Institute of Technology

Contacts

- Undergraduate Program Information: Joseph Billo, 617-552-3619
- Graduate Program Information: Marc L. Snapper, 617-552-8096
- Chemistry Department Main Office: 617-552-3606
- Office Administrator: Dale Mahoney, 617-552-2830, dale.mahoney@bc.edu
- Graduate Program Administrator: Anne Riordan, 617-552-1735, anne.riordan@bc.edu
- Receptionist: Cathy Fenton, 617-552-3605, catherine.fenton@bc.edu
- Web Site: http://chemserv.bc.edu/

Undergraduate Program Description

The Chemistry Department offers a flexible curriculum for those who wish to acquire a knowledge of chemistry within the environment of a liberal arts college. The Chemistry Department is approved by the ACS Committee on Professional Training.

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 233-234), 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 566), and one semester of biochemistry (CH 561). In addition, the following are required: two semesters of physics with laboratory (PH 211-212 and PH 203-204), and three semesters of calculus (MT 102-103 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); two semesters of Calculus (MT 102-103); 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 556 Advanced Chemistry Laboratory; six elective or Core courses.

Fourth year: CH 561 Biochemistry I (CH 562 in second semester is recommended); 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 are required as the introductory courses for the minor. Four additional chemistry courses chosen in consultation with a faculty advisor and approved by the Director of the departmental minor, Professor E. Joseph Billo (Merkert 317, ext. 2-3619) are required to complete the minor. 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.

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 211-212 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: Professor E. Joseph Billo and/or Professor David McFadden.

Fulfilling the Core Science Requirement

The requirement of two courses in natural science may be fulfilled by any of the following courses: CH 105, CH 106, CH 109 with CH 111, or CH 110 with CH 112. The courses specifically intended for students who are not science majors are CH 105 and CH 106.

Biochemistry Major

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

Graduate Program Description

The Department of Chemistry offers programs leading to the degrees of Doctor of Philosophy and Master of Science in inorganic chemistry, organic chemistry, physical chemistry, and biochemistry. The Master of Science in Teaching (M.S.T.) program is administered through the Lynch School of Education in cooperation with the Department of Chemistry. It requires admission to both the Lynch School of Education Graduate Programs and to the Department of Chemistry. Course requirements vary depending upon the candidate's prior teaching experience; however, all master's programs lead-

ing 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. For further information on the M.S.T., please refer to the Lynch School of Education Graduate Programs section, Master's Programs in Secondary Teaching, or call the Office of Graduate Admissions, LGSOE, at 617-552-4214.

All entering graduate students take placement examinations in inorganic, organic, biochemistry, and physical chemistry. The results of these examinations will be used to determine which courses each student should take.

Degree Requirements

Every student is expected to attain a grade point average 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 credits requirement for the Ph.D. degree; 30 credits are required for the M.S. 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 placed in the M.S. degree program.

The Master's program requires that the student complete a minimum of 30 graduate credits of course work. Students typically accumulate 12 to 15 credits during the first year. In the second year, the course credits usually include three credits for graduate seminar (CH 821-822, 831-832, 861-862 or 871-872, depending on the area of study) and six credits for thesis research (CH 801 Thesis Seminar). Students who have completed six credits of Thesis Seminar, but who have not finished their thesis must register for CH 802 Thesis Direction. Students should register for CH 997 Master's Comprehensive during the semester in which they intend to submit and defend their M.S. thesis.

The Comprehensive Examination for the M.S. degree is a public, oral defense of the student's research thesis. The Ph.D. Comprehensive Examination consists of a series of cumulative examinations that test the student's development in his or her major field of interest, and critical awareness and understanding of the current literature.

Both the M.S. and Ph.D. degrees require a thesis based upon original research, either experimental or theoretical. During the second year, research will be the major effort of the student seeking a Master's degree. For the Ph.D. candidate, a research project requiring four to four and one-half years of sustained effort will begin usually after 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 Chairperson.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at http://www.bc.edu/courses/.

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 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.
E. Joseph Billo
Michael J. Clarke
Paul Davidovits
Udayan Mohanty
Dennis J. Sardella
Martha M. Teeter

CH 111-112 General Chemistry Laboratory I and II (Fall/Spring: 3)
Lab fee required

Laboratory required of all students enrolled in CH 109-110. One three-hour period per week.
The Department

CH 113-114 General Chemistry Discussion I and II (Fall/Spring: 0)

Required of all students in CH 109-110. Discussion of lecture topics and problem-solving methods, in small groups.
The Department

CH 117 Principles of Modern Chemistry I (Fall: 3)
Prerequisite: Permission of instructor
Corequisite: CH 119, 121

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 kinetics are studied to understand why chemical reactions occur at all, why it is that once reactions start they can't go all the way to completion, and how molecules act as catalysts to speed up reactions without being consumed themselves.
David L. McFadden

CH 118 Principles of Modern Chemistry II (Spring: 3)
Prerequisite: CH 117
Corequisites: CH 120, CH 122

This is the second part of a one-year course that serves as the Honors alternative to the two-semester General Chemistry CH 109-110. This course will build upon the chemical fundamentals that were covered in the first semester to introduce organic chemistry as

well as its physical basis. Topics to be covered include the structure and reactivity of organic compounds. An emphasis on biologically relevant structures will highlight an interdisciplinary presentation.
Scott J. Miller

CH 119-120 Modern Chemistry Laboratory I and II (Fall/Spring: 1)
Lab fee required

Laboratory required for all students enrolled in CH 117-118. This laboratory course stresses discovery-based experiments. It uses state-of-the-art instrumentation to illustrate the principles discussed in CH 117-118, and introduces students to techniques used in modern chemical research. One three-hour period per week.
David L. McFadden
Scott J. Miller

CH 121-122 Modern Chemistry Discussion I and II (Fall/Spring: 0)

Required of all students in CH 117-118. Discussion of lecture topics and problem-solving methods in small groups.
The Department

CH 161 Life Science Chemistry (Fall: 3)
Corequisite: CH 163

This course first introduces basic chemical principles, in preparation for a discussion of the chemistry of living systems that forms the major part of the course. Organic chemical concepts will be introduced as necessary, and applications will be made wherever possible to physiological processes and disease states that can be understood in terms of their underlying chemistry.
Martha M. Teeter

CH 163 Life Science Chemistry Laboratory (Fall: 1)
Lab fee required

A laboratory course that includes experiments illustrating chemical principles and the properties of compounds consistent with CH 161.
The Department

CH 222 Introduction to Inorganic Chemistry (Spring: 3)
Prerequisite: CH 109-110
Corequisite: 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.
E. Joseph Billo

CH 224 Inorganic Chemistry Laboratory (Spring: 1)
Lab fee required

Laboratory required of all students enrolled in CH 222. One four-hour period per week.
E. Joseph Billo

CH 231-232 Organic Chemistry I and II (Fall/Spring: 3)
Prerequisites: CH 109-110, CH 233, CH 235
Corequisites: CH 231, CH 233, CH 234, 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.
Lawrence T. Scott

CH 233-234 Organic Chemistry Laboratory I and II (Fall/Spring: 1)
Lab fee required

Laboratory required of all students enrolled in CH 231-232. One four-hour period per week.
The Department

CH 235-236 Organic Chemistry Discussion I and II (Fall/Spring: 0)

Required of all students in CH 231-232. Discussion of organic synthesis design, spectroscopic analysis, reaction mechanisms and other lecture topics in small groups.
The Department

CH 241-242 Honors Organic Chemistry I and II (Fall/Spring: 3)
Prerequisites: CH 117-118, CH 233, 241
Corequisites: CH 233, CH 245, CH 117-118
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.
T. Ross Kelly
Lawrence T. Scott

CH 245-246 Honors Organic Chemistry Discussion I and II (Fall/Spring: 0)

Required of all students in CH 241-242. Discussion of organic synthesis design, spectroscopic analysis, reaction mechanisms, and other lecture topics in small groups.
The Department

CH 351 Analytical Chemistry (Fall: 4)
Prerequisite: CH 109-110
Corequisite: CH 353, CH 355

This course is an introduction to the principles and practice of analytical chemistry, including wet chemical methods and instrumental methods. In the laboratory, the aim is the acquisition of precise analytical techniques.
E. Joseph Billo

CH 353 Analytical Chemistry Laboratory (Fall: 0)
Lab fee required

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

CH 355 Analytical Chemistry Discussion (Fall: 0)

Required of all students in CH 351. Discussion of lecture topics and problem-solving methods, in small groups.
E. Joseph Billo

CH 391-392 Undergraduate Research I and II (Fall/Spring: 3)
Prerequisite: CH 109-110
Arrangement with an individual faculty member and departmental permission are required. CH 591-592 or CH 593-594 cannot be taken concurrently.

Sophomores or juniors who show exceptional ability may engage in an independent research project under the supervision of a faculty member. The experimental work will be preceded by library research on the project and training in essential laboratory techniques.
The Department

CH 473 Physical Chemistry (Biochemistry Majors) (Spring: 3)
Prerequisite: CH 231-232, MT 100-101, PH 211-212 (or equivalent)

This course is an introduction to physical chemistry. Topics covered are the following: thermodynamics, phase behavior, chemical kinetics, quantum mechanics and spectroscopy. Applications to biochemical systems are emphasized.
David L. McFadden

CH 495-496 Advanced Research in Chemistry 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. This is a two-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. This is a two-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 575-576 Physical Chemistry I and II (Fall/Spring: 3)
Prerequisite: CH 231-232, MT 202, PH 211-212 (or equivalent)

This course deals with the foundations and applications of thermodynamics. Topics include first and second laws of thermodynamics, phase diagrams, phase stability, phase transitions, properties of simple mixtures, chemical equilibrium, and properties of ions in solutions.
John T. Fourkas
Udayan Mohanty

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

The essential feature of this course is an independent research project performed under the supervision of a faculty member. The individual work will be preceded by a series of lectures and demonstrations on the use of the library and several essential laboratory techniques.
The Department

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

Independent research in biochemistry to be carried out under the supervision of a faculty member. A written report and an oral presentation are required at the end of the second semester.
The Department

Undergraduate and Graduate Course Offerings

CH 511-512 Electronics Seminar I and II (Fall/Spring: 3)
Prerequisite: Permission of instructor

This is an introductory course in practical electronics. The student will gain hands-on experience by constructing a selected electronics project. Electronic components will be introduced and fundamental theory related to the project will be presented.
Richard Pijar

CH 515-516 Biochemistry Discussion I and II (Fall/Spring: 0)
Corequisite: CH 561-562

Discussion of lecture topics and problem-solving methods, in small groups.
The Department

CH 520 Principles of Inorganic Chemistry (Spring: 3)

An introduction to the principles of inorganic chemistry, with emphasis on structural and thermodynamic aspects. Topics to be covered include atomic structure, group theory, ionic and covalent bonding, weak chemical forces, transition metal coordination chemistry, and organometallic and bioinorganic chemistry.
Michael J. Clarke

CH 531 Modern Methods in Organic Synthesis I (Spring: 3)

Survey and analysis of reactions employed in the synthesis of medicinally significant compounds. An in-depth understanding of the physical basis for these transformations is 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.
Marc L. Snapper

CH 533 Intermediate Organic Chemistry (Fall: 3)

This course will extend understanding of structure, bonding and reactivity in organic systems. Particular emphasis will be placed on stereochemistry, conformational analysis, reaction mechanisms, principles of organic synthesis, and relevance to biological systems.
Marc L. Snapper

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.
Scott J. Miller

CH 539 Principles and Applications of NMR Spectroscopy (Fall: 3)

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 (Fall: 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. Topics will include novel strategies toward synthetic problems, landmark total syntheses, as well as, issues in the current chemical literature.
Amir H. Hoveyda

CH 556 Advanced Chemistry Laboratory (Spring: 3)
Lab fee required

This is a one semester chemistry laboratory course designed primarily for juniors and seniors. Emphasis will be placed on developing the skills and techniques required to perform modern chemical experiments. Interpretation and presentation of data will also be stressed. The laboratories will include experiments from thermodynamic, kinetic, spectroscopic, electrochemical, and chromatographic areas. In addition, basic experimental techniques, experimental design, safe laboratory practices, and identification and estimation of sources of error in measurements will be included in each experiment. Two four-hour laboratory periods per week.
Kenneth Metz

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 D. Bruner
Larry W. McLaughlin

CH 561-562 Biochemistry I and II (Fall/Spring: 3)
Prerequisite: CH 231-232 or equivalent
Corequisite: CH 515-516

This course is a two-semester introductory-level course in biochemistry. Topics in the first semester concentrate on protein structure and function; bioenergetics; kinetics and mechanisms of enzyme reactions; intermediary metabolism; control of metabolic pathways; and photosynthesis. Topics in the second semester concentrate on the structure of nucleic acids; recombinant DNA technology; mechanisms of gene rearrangements; DNA replication; RNA synthesis and splicing; protein synthesis; control of gene expression; membrane transport; and hormone action. Experimental methods will also be discussed as they relate to course topics.
Evan R. Kantrowitz
Shana O. Kelley

CH 565 Chemical Biology: Nucleic Acids (Fall: 3)

This course will survey the chemical properties and biological functions of DNA and RNA, with special attention to recent developments that have offered insight into the roles of nucleic acids as substrates and catalysts in transcription, translation, and RNA processing. There are no formal prerequisites, but an introductory level course in biological chemistry is suggested.
Shana O. Kelley
Larry W. McLaughlin

CH 567 Chemical Biology: Structure and Function (Spring: 3)
Prerequisites: CH 231-232, CH 561-562 or BI 435-440, CH 473 or CH 475-476, or permission of the instructor

An introduction to methods of structural analysis of proteins and peptides from an experimental and theoretical viewpoint, and the relationship of structure to protein function. Topics will include X-ray diffraction, molecular modeling methods and illustrative protein structures.
Evan R. Kantrowitz

CH 569 Chemical Biology: Enzyme Mechanisms (Spring: 3)

An analysis of the specificity and catalysis involved by enzymes for various biochemical transformations. Enzyme structure will be discussed only with respect to substrate binding and functional group transformation. Both general and specific mechanisms involving nucleophilic, electrophilic and redox reactions, as well as the role of coenzymes and various cofactors will be considered.
Steven D. Bruner

CH 570 Introduction to Biological Membranes (Fall: 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 587 Applied Computational Chemistry (Spring: 3)

This class provides a practical guide for applying some of the most important computational methods (e.g. molecular mechanics, electronic structure calculations, Monte Carlo simulations) in chemistry available today.
Torsten Fiebig

Graduate Course Offerings

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.
John Boylan

CH 672 Quantum Mechanics and Spectroscopy (Spring: 3)
Prerequisite: Permission of instructor

A graduate-level introduction to quantum mechanics and its applications in chemistry, and atomic and molecular spectroscopy.
John T. Fourkas

CH 675 Topics in Physical Chemistry (Fall: 3)
Torsten Fiebig

CH 765 Chemical Biology: Literature Workshop (Fall: 0)

This course focuses on developing oral presentation skills and increasing knowledge of the the chemical literature. Each participant is required to make at least two presentations during the semester, either on broad topics and or focused on a single high-impact paper appearing in the recent literature. Feedback on each presentation is collected via email from all participants after every meeting and is distributed to the presenter.
Steven D. Bruner
Shana O. Kelley

CH 770 Advanced Physical Chemistry—Dynamics (Fall: 3)
Offered Periodically

The main topics in this course will be molecular reaction dynamics and physical chemistry of surfaces. The topics covered will be: mechanisms of reactive collisions and energy transfer, experimental probes of collision dynamics, thermodynamics of liquid surfaces, surface tension phenomena, surface films, dynamics on surfaces, chaos and pattern formation. The aims of the course are to provide a basic understanding of the subject both from a theoretical and experimental point of view and to develop an intuitive understanding of the subject.
Paul Davidovits

CH 799-800 Reading and Research (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: 0)

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 Departmental Seminar I (Fall: 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 806 Departmental Seminar II (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 course consists of discussions of topics of current interest in inorganic chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on recent literature in inorganic chemistry. Discussions of research in progress in the department will be included. Occasionally, visiting lecturers will participate.
The Department

CH 831-832 Organic Chemistry Seminar I and II (Fall/Spring: 3)

This course consists of discussions of topics of current interest in organic chemistry, with participation by students and faculty members. Students will submit papers and/or give oral presentations about topics from the recent literature in organic chemistry. Discussions of research in progress in the department will be included. Occasional visiting lecturers will participate.
Lawrence T. Scott

CH 861-862 Biochemistry Seminar I and II (Fall/Spring: 3)

This course consists of discussions of topics of current interest in organic chemistry with participation by students and faculty members. Students will submit papers and/or give oral presentations about topics from the recent literature in organic chemistry. Discussions of research in progress in the department will be included. Occasional visiting lecturers will participate.
Shana O. Kelley
Larry W. McLaughlin

CH 871-872 Physical Chemistry Seminar I and II (Fall/Spring: 3)

This course consists of discussions of topics of current interest in physical chemistry with participation by students and faculty members. Students will submit papers and give oral presentations of topics based on recent literature in physical chemistry. Discussions of research in progress in the department will be included. Occasionally, visiting lecturers will participate.
John T. Fourkas

CH 888 Interim Study (Fall: 0)
The Department

CH 997 Master's Comprehensive (Fall/Spring: 0)

This course consists of a public, oral defense of the student's thesis research.
The Department

CH 998 Doctoral Cumulative Examinations (Fall/Spring: 0)

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: 0)

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

Eugene Bushala, *Associate Professor Emeritus;* B.A, Wayne State University; M.A., Ph.D., Ohio State University
Dia M.L. Philippides, *Professor;* B.A., Radcliffe College; M.A., Boston College; M.A., Ph.D., Princeton University
Charles F. Ahern, Jr., *Associate Professor;* Chairperson of the Department; B.A., Wesleyan University; M.Phil., Ph.D., Yale University
David H. Gill, S.J., *Associate Professor;* B.A., M.A., Boston College; Ph.D., Harvard University; Lic. Theology, St. Georgen, Frankfurt-am-Main
Meredith E. Monaghan, *Assistant Professor;* A.B., Bowdoin College; M.A., University of Wisconsin-Madison; Ph.D., Stanford University
Gail L. Hoffman, *Visiting Professor;* A.B., Yale University; M.A., Ph.D., University of Michigan

Contacts

- Secretary: Lillian Reisman, 617-552-3661, gill@bc.edu
- Web Site: http://fmwww.bc.edu/CL/

Undergraduate Program Description

Classical Studies approaches a liberal education through the study, both in the original language and in English, of two literatures, ancient Greek and Latin, which have exercised a profound influence on the formation of Western culture.

The department offers courses under four headings, including (1) courses in elementary and intermediate Latin and Greek,

designed to teach a student to read the languages, (2) courses in Greek and Roman literature and culture, including Core Literature courses, taught in English and designed to acquaint a student with the world of classical antiquity, (3) advanced reading courses in ancient authors taught in the original languages, and (4) courses in Modern Greek language, literature, and culture. Through cooperation with other departments, courses are also available in ancient history, art, philosophy, and religion.

Major Requirements

The major aims at teaching careful reading and understanding of the Greek and Roman authors in the original languages. It requires a minimum of ten courses, of which eight must be in Latin and/or Greek above the elementary level; if a student so chooses, the other two may be in English, preferably in Greek and Roman civilization. There are not separate Greek and Latin majors. Each student works out his/her individual program of study in consultation with the Classics faculty. There is, of course, no upper limit on the number of courses in the original and/or in translation that a student may take, as long as he/she has the essential eight language courses.

The Minor in Ancient Civilization

The minor 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 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 count for the minor will be published at registration time.

Information for First Year Majors and Non-Majors

Classical Studies encompasses all the social, material, and intellectual culture of the ancient Greek and Roman world. It includes the study of language and creative literature of political and social history, philosophy, religion, and art. 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, Greek, and Modern Greek.

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

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/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. Each student is examined individually, and based on their academic records and the specific program, he/she is advised accordingly. Students should arrange to meet with Charles F. Ahern, Jr., Chairperson, when planning to study abroad.

Core Offerings

The department offers several courses that satisfy the Core requirement in Literature. In 2004-05, for example, Heroic Poetry: Homer, Virgil and Beyond (CL 217) and Currents in Modern Greek Literature (CL 280) will be offered.

Certification for Teachers

The Undergraduate Provisional Certification 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 thirty (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 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.

Requirements vary according to a candidate's preparation in both classics and education. The normal expectation in Classics is that a candidate will complete fifteen 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 Chairperson of the Department of Classical Studies, and refer to the Master's Programs in Secondary Teaching in the Lynch School of Education section of the Catalog, or call the Office of Graduate Admissions, LSOE, at 617-552-4214.

The department also offers courses in Modern Greek language, literature, and culture. These courses, listed in full in the undergraduate section, do not regularly qualify as credits for an M.A. or an M.A.T. degree.

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, 5th century dramatists (Aeschylus, Sophocles, Euripides, Aristophanes), the historians Herodotus and Thucydides, Plato, and 4th 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. The Departments of Philosophy, Theology, and Slavic and Eastern Languages also offer courses in relevant areas of the ancient world.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at http://www.bc.edu/courses/.

CL 010-011 Elementary Latin (Fall/Spring: 3)

This course will introduce the fundamentals of Latin grammar and vocabulary to prepare students to read simple Latin prose.
Charles Ahern, Jr.
David Gill, SJ
Meredith Monaghan

CL 020-021 Elementary Ancient Greek (Fall/Spring: 3)

This course will introduce the fundamentals of ancient Greek grammar and vocabulary. The aim is to prepare students to read something like Plato's *Apology* after a year of study.
John Shea

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, often Xenophon's *Anabasis,* Plato's *Apology* and/or *Crito,* or a play such as Euripides's *Medea.*
Dia M.L. Philippides

CL 056-057 Intermediate Latin (Fall/Spring: 3)

This course 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
John Shea

CL 208 Art and Myth in Ancient Greece (Spring: 3)
Cross Listed with FA 206

See course description in the Fine Arts Department.
Gail Hoffman

CL 216 Art and Archaeology of Homer and Troy (Fall: 03)
Cross Listed with FA 216

Homer's *Iliad* describes a "Trojan War." Until Schliemann's excavations of a fortified site in Turkey 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, 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 now reinvented by Hollywood.
Gail Hoffman

CL 217 Heroic Poetry: Homer, Virgil and Beyond (Fall: 3)
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.
David Gill. S.J.

CL 230 Classical Mythology (Fall: 3)
Cross Listed with EN 220

This course introduces 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. Work load includes readings in Hesiod, the Homeric Hymns, Greek tragedy, and Ovid's *Metamorphoses.*
Meredith Monaghan

CL 390-391 Reading and Research I and II (Fall/Spring: 3)
Charles F. Ahern, Jr.
David Gill, S.J.
Maria Kakavas
Dia M.L. Philippides

Undergraduate and Graduate Course Offerings

CL 070-071 Intermediate Modern Greek (Fall/Spring: 3)
Prerequisite: CL 060-061 or equivalent

This second-year course in Modern Greek will provide a review of the grammar and introduce the students to the reading of selected literary excerpts from prose and poetry.
Maria Kakavas

CL 186 Greek Civilization (Fall: 3)

An introduction to the many-sided contribution of the Ancient Greeks to the literature, art, and thought of what has come to be known as Western Civilization. Topics will include a historical overview (3000 B.C.- 323 A.D.), heroic epic (*Iliad* and *Odyssey*), drama (tragedy and comedy), mythology, historiography, political theory and practice (especially Athenian Democracy), philosophy, sculpture, and architecture.
Gail Hoffman

CL 190 Ancient Tyranny (Spring: 3)

This course addresses the relationship between madness and political power in the ancient world. It will focus on the ways in which, and the reasons why, monarchical rulers are regularly depicted as insane in genres as widely disparate as ancient historiography, tragedy, philosophy and biography. This course will examine the political underpinnings of such depictions, and will consider why similar conceptions of the corrupting force of absolute power permeate the literature both of democratic Athens and of Imperial Rome.
Meredith Monaghan

CL 219 Greek Art and Archaeology (Fall: 3)
Cross Listed with FA 311

See course description in the Fine Arts department.
Kenneth Craig

CL 254 The Culture of Athenian Democracy (Spring: 3)
Cross Listed with HS 476

See course description in the History department.
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 280 Currents in Modern Greek Literature (Fall: 3)
Cross Listed with EN 084
Satisfies Literature Core Requirement

This course will focus on a selection of highlights from Modern Greek literature that examines, for all authors and works presented, the following: their "Greekness," their debt to the Ancient (pagan) and Byzantine (Christian) tradition, the crosscurrents arriving from East and West, and the influence of contemporary, political, artistic, and societal conditions.
Dia M.L. Philippides

CL 312 Roman Love Poets (Fall: 3)

This course will be a study of several poets who profess to describe their own experience of erotic attraction. Readings will include, Catullus and Horace, Propertius and Tibullus, with major emphasis on the elegiac and didactic poetry of Ovid.
Meredith Monaghan

CL 336 Horace: *The Odes* (Spring: 3)
Open to undergraduate and graduate students; graduate students can expect extra readings in background texts and in modern scholarship

Close reading of selected *Odes* against the dual background of Greek and Hellenistic literature and of Roman culture in the early years of the Augustan principate.
Charles Ahern

CL 384 Christian Latin (Spring: 3)
Prerequisite: Rudiments of Latin grammar
Cross Listed with SL 384
Offered Periodically

See course description in the Slavic and Eastern Languages department.
M.J. Connolly

CL 386 Studies in Words (Spring: 3)
Cross Listed with EN 476, SL 376

See course description in the Slavic and Eastern Languages department.
M.J. Connolly

CL 401 Greek Historians: Herodotus and Thucydides (Spring: 3)

Reading and discussion of selections from the Greek Historians: Herodotus and Thucydides.
David Gill, S.J.

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 (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

Communication

Faculty

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Dale A. Herbeck, *Professor;* Chairperson of the Department; B.A., Augustana College; M.A., Ph.D., University of Iowa

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Contacts

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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 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 104 Interpersonal Communication, CO 249 Communication Law, CO 250 Mass Communication Ethics, CO 251 Gender and Media, CO 255 Media Aesthetics, CO 260 American Public Address, CO 263 Media, Law and Society, CO 268 Business of Electronic Media
- 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 429 Globalization and the Media, CO 440 Communication and Theology, CO 441 Men, Women and Popular Culture, 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 460 Seminar: Fiction, Film and Video, CO 465 Health Communication, 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 three-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 Lyons 215B. 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 both Rhetorical Tradition and Survey of Mass Communication.

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, and CO 030 Public Speaking. The seven 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, or 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 520 Communication Internship, a one credit pass/fail course, is open to Communication majors who have junior or senior standing and a minimum 2.5 grade point average.

CO 590 Media Workshop, a three credit course, is open to Communication majors who have senior standing and a 3.0 grade point average (or a 2.8 overall with 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 (3.5 or higher for the class of 2004 and 2005; 3.6 or higher for the class of 2006 and 2007) 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.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide 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 during 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

CO 104 Interpersonal Communication (Fall/Spring: 3)

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. Students in the course are encouraged to evaluate their own communication practices and practice effective communication skills.

Pamela Lannutti

CO 105 Elements of Debate (Fall/Spring: 3)

This course introduces the student to the theory and practice of debate. It is designed for students without any formal training in debate. Assignments include participation in three class debates, preparation of affirmative and negative arguments, and compilation of an evidence file and annotated bibliography on the debate topic.

The Department

CO 120 Blacks in Electronic Media (Fall: 3)

Cross Listed with BK 234

See course description in the Black Studies department.

Lawrence Watson

CO 204 Art and Digital Technology (Fall/Spring: 3)

Prerequisite: Permission of instructor

Cross Listed with FS 276

See course description in the Fine Arts department.

Karl Baden

CO 222 Studio Television Production (Fall/Spring: 3)

Prerequisite: CO 227

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.

William Stanwood

The Department

CO 223 TV Field Production (Fall/Spring: 3)

Prerequisite: CO 222

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. Working in groups, students will produce their own video programs.

William Stanwood

The Department

CO 224 Digital Nonlinear Editing (Fall/Spring: 3)

Prerequisite: Permission of instructor

Cross Listed with FM 274

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 the system, students will learn the basics of pacing, continuity and electronic storytelling by producing and editing their own material. They will also master the latest techniques in digitizing, organizing bins and clips, building a time-line, saving sequences, and output to tape. Students will leave the course armed with both a new visual vocabulary as well as a marketable technical skill set.

Adam Bush

CO 225 Broadcast Management and Sales (Fall/Spring: 3)

This course will examine and evaluate the various management styles and time sales practices found in the radio, television, and cable industries. The responsibilities and duties of the broadcast manager and the marketing strategies and techniques employed by the station sales department will be surveyed and considered within the context of the rapidly emerging information superhighway and the projected 500 channel universe, which shall further intensify the competition prevalent in the electronic media field.

The Department

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 print media, this course examines (1) techniques of interviewing and observation, (2) the news value of events, and (3) the organizational forms and writing styles used by newspapers. Students will be expected to read a newspaper daily.

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 course's emphasis is on writing stories editors will want to print and readers will want to read. Students will learn to apply the techniques of drama and fiction to writing objective factual stories that entertain as well as inform. The course focuses on newspaper features and magazine articles, but the techniques are applicable to writing nonfiction books.

The Department

CO 233 Advanced Journalism: Presenting the News (Fall/Spring: 3)

Prerequisite: Permission of the the instructor and CO 227, CO 230, or CO 231

This course will examine how an editorial staff produces a newspaper. The focus will be on the roles of reporters, columnists, editorial writers, editors, photographers, and graphic designers in the daily process as decisions are made as to what stories to cover, what stories and photographs to publish (and not to publish), and on what page to display them. The function of the various sub-sections in the newsroom structure—Business, Arts, Sports, Lifestyle, and Magazine—will be discussed as will the role of the business office where it intersects with the management of the newsroom.

The Department

CO 235 Introduction to Advertising (Fall/Spring: 3)

Satisfies one of the four cluster course requirements within the Communication major.

This course explores advertising as an institution in society, both as a marketing tool and as a communication process. Designed as a comprehensive view of the subject, the course includes such topics as advertising history, regulation, communication theory and practice, the role of advertising in the marketing mix, the organization of the advertising agency, marketing/advertising research, and the creative uses of various advertising media. Students will monitor advertising in various media, assess strategy, and participate in the formulation of an advertising campaign plan.

The Department

CO 238 Marketing the Arts (Spring: 3)
Cross Listed with CT 238

See course description in the Theater Department.
Howard Enoch

CO 240 Introduction to 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.
Donald Fishman

CO 245 Advanced Public Relations (Fall/Spring: 3)
Prerequisite: CO 240

This course is designed for students who have completed CO 240 and are considering public relations as a profession. Emphasis will be on writing.
John Dunn

CO 250 Mass Communication Ethics (Spring: 3)
Satisfies one of the four cluster course requirements within the Communication major.

This course gives students a greater awareness of the ethical dimension of mass communication. It helps them learn to spot, evaluate, and deal with moral conflicts in our media environment, in the media industry, and between the industry and the media consuming public. It uses norms like truth, social justice, and human dignity to reveal the moral consequence of decisions and performance by practitioners in the news, entertainment, and advertising industries.
Kevin Kersten, S.J.

CO 255 Media Aesthetics (Spring: 3)
Satisfies one of the four cluster course requirements within the Communication major.

Media producers and consumers have one common interest—good productions—meaningful, well made, and deserving an attentive audience. Critics, practitioners, and families at home all have a stake in being able to explain why one production is strikingly fine and satisfying, while another is trite and shallow. This course addresses such interests using audio and visual aesthetics based on production values, entertainment values, and human values.
Kevin Kersten, S.J.

CO 260 American Public Address (Spring: 3)
Prerequisite: CO 010
Satisfies one of the four cluster course requirements within the Communication major.

American Public Address is a course that studies important contemporary speakers, issues, and movements. Speeches and speakers from World War II to the present will be studied in this course. We will examine the material from a historical as well as a critical perspective, using the methodologies of rhetorical criticism. Areas to be covered in the course 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 (Fall/Spring: 3)
Prerequisite: CO 010, CO 020
Satisfies one of the four cluster course requirements 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. Among the topics explored in the course are intellectual property, selling and licensing digital property, the emergence of a digital economy, and the changing legal rules necessary to govern the Information Society.
Donald Fishman

CO 265 Children and Media (Fall/Spring: 3)

This course will introduce students to theory and research on children's electronic media use and the influence of media on children. First, we will evaluate the quality and quantity of content available to children. Second, we will discuss regulatory efforts to control potential harmful effects of these media. Third, we will take a developmental approach to understanding how children make sense of media messages. The class will operate from the perspective that media are always teaching, and we will focus on efforts to increase the positive impact and decrease the negative impact of media content.
Susannah Stern

CO 268 The Business of Electronic Media (Fall: 3)
Satisfies 1 of the 4 cluster course requirements within the Communication major.

This course looks at the electronic media from a financial perspective. Students investigate how media industries work and why they work the way they do. This class explores cable and home video, as well as corporate and organizational video, and the internet. Further, students in this course learn how the broadcast industry is controlled and how programs are measured for success. Throughout the course, issues of how the electronic media operate will be examined through the lens of the marketplace, governmental, and other forces that influence and shape these vital engines of our economy.
William Stanwood

CO 285 Cultural Diversity in Media (Spring: 3)
Satisfies Cultural Diversity Core Requirement

In an age where the world's political borders are changing rapidly, cultural artifacts found in mass communication become increasingly important. This course examines the relationship of culture and the mass media in creating a new concept of America, based on race, ethnicity and gender. From this exploration, students will be able to critique the impact of television, radio, film, cartoons, newspapers, magazines, books and the music industry on cultural perception.
Marilyn Matelski

CO 293 Advanced Public Speaking (Fall: 3)

This course is an extension of the basic public speaking course. Emphasis will be placed on writing and delivering speeches in a variety of presentational settings. Students will research, organize, develop, and deliver a variety of presentations with emphasis upon the strategic delivery of messages. For this course students will be asked to adapt their speeches to out of classroom situations.
Rita Rosenthal

CO 298 World Wide Web and Digital Media (Fall/Spring: 3)

The world wide web, 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 browse web pages, search any necessary information on the Internet, set up web pages, and analyze web pages for certain purposes. Theoretical and philosophical issues regarding the web will also be explored.
The Department

CO 350 Communication Research Methods (Spring: 3)
Required course for all Communication majors starting with class of 2006

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. We will look at how researchers have answered such questions as: How are people affected by mass media? What/who appears most frequently in the mass media? How do people make sense of the media messages they consume? Both quantitative (content analysis, surveys, experiments) and qualitative (interviews, focus groups, textual analysis) methods will be explored.
Ashley Duggan
Susannah Stern

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.
Kenneth Lachlan
Marilyn Matelski

CO 375 Argumentation Theory (Fall/Spring: 3)
Satisfies the required theory course in the Communication major

This course considers the theory of argumentation, in contrast to "Elements of Debate" which teaches students how to argue. Argumentation Theory begins by considering the nature of argumentation, proceeds to discuss the qualities of good argument, and concludes with a discussion of fields or communities or argumentation.
Ekaterina Haskins

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 378 Rhetorical Theory (Fall/Spring: 3)
Satisfies the required theory course in the Communication major

This course applies the concepts of critical rhetorical theory to the analysis of news media. Students select a contemporary event or problem in the news and develop a five-stage project culminating in a 20-25 page research paper.
Roger Woolsey

CO 400 Advanced Video Production (Spring: 3)
Prerequisite: Permission of instructor and CO 227, CO 222, and CO 223

This course will enable students to hone the skills they learned in Broadcast Writing, Studio Television Production, and Television Field Production. They will produce a real television program for a real 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 401 Visual Design (Spring: 3)
Prerequisite: CO377 or permission of the instructor

This course is meant to be a practical application of study in visual communication theory and replaces and expands on materials previously included under Ad Copy and Layout. Content focuses on basic communication principles of visual design from winning ad campaigns to Feng Shui, with an emphasis on effective construction of images, the impact of color, line vectors, space, and balance.
Ann Marie Barry

CO 402 Digital Audio Production (Fall/Spring: 3)
Prerequisite: CO 220 or permission of instructor

This course is designed to introduce students to digital audio production. The course will include recording, editing, and post-production work, all using a computer-based audio system. Students will produce digital audio recordings of various lengths and master a work on compact disc.
The Department

CO 404 Advanced World Wide Web and Digital Media (Fall/Spring: 3)
Prerequisite: CO 298 or equivalent experience and knowledge

Today, most industries and organizations are not only managing their websites, but more and more heavily relying on the web and digital communications. This course is designed for students to get prepared for careers in this new digital media environment by equipping them with advanced skills and knowledge in the world wide web and digital communications.
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 (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 429 Globalization and the Media (Fall/Spring: 3)
Satisfies one of two writing intensive courses required within the Communication major

The course will question the cultural impact of globalization on both the traditional centers (Hollywood, New York, London, Paris, Hong Kong, Tokyo) and peripheries of media production (Central America, the Arctic, the Australian outback, Africa, India, Eastern Europe, the Middle East and China). The course will touch on topics such as the shifting definitions of cultural imperialism, the role of the United Nations in regulating cultural programming, the debate over national and cultural protectionism, the globalization of news and information services, the globalization and commercialization of sports programming, and the proliferation of satellite and Internet technologies.
Elfriede Fursich

CO 440 Communication and Theology (Spring: 3)
Satisfies one of two writing intensive courses required within the Communication major
Cross listed with TH 340

Students will study mass communication in light of major insights from faith and tradition of the Christian community.

Applying these insights to our media environment, we will develop a set of values suitable for media practitioners and media industry that will foster greater good for the media consuming public. These values will be applied critically to actual news and entertainment as it appears in the media of print journalism, advertising, film, and television — providing a basis for constructing a set of principles useful for the media consuming public, helping it to become wiser, more critical, and demanding.
Kevin Kersten, S.J.

CO 442 Intercultural and International Communication (Fall/Spring: 3)
Satisfies Cultural Diversity Core Requirement
Satisfies one of two writing intensive courses required within the Communication major

This course studies communication as it relates to 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.
Kevin Kersten, S.J.
Marilyn Matelski
The Department

CO 447 Communication Criticism (Fall/Spring: 3)
Satisfies one of two writing intensive courses required within the Communication major

This course examines a wide range of critical methodologies that can be used to reach a greater understanding of public communication. In addition to speech events, the impact of other communication media such as film, television, advertising, political cartoons, and music will be examined from a critical perspective. A greater understanding of the critical choices available allows us to better evaluate the impact of public communication.
Ekaterina Haskins
Bonnie Jefferson

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.
Elfriede Fursich
The Department

CO 449 Crisis Communication (Fall/Spring: 3)
Prerequisite: It is recommended that students have completed CO 240 Public Relations before enrolling in Crisis Communication.
Satisfies one of two writing intensive courses required within the Communication major

This course is designed to examine events and situations that potentially threaten the viability of an organization. Attention is devoted to developing an effective crisis communication plan, speaking to multiple stakeholders, decision-making under pressure, and resolving—rather than litigating—organizational problems. Among the studies examined are the Tylenol product tampering incident, the Exxon Valdez accident, the Union Carbide gas leak, the Challenger Space Shuttle disaster, the Three Mile Island accident, and the Pepsi syringe hoax.
Donald Fishman

CO 451 Gender Roles and Communication (Fall/Spring: 3)
Satisfies one of two writing intensive course requirements within the Communication major.

This course is both a writing-intensive seminar and a women's 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. Students are encouraged to develop a sense of themselves as active participants in the social construction of gender rather than as passive consumers and receivers of mass-mediated communication.
Lisa Cuklanz

CO 458 Radio in Culture and Society (Fall/Spring: 3)
Satisfies one of two writing intensive courses required within the Communication major

This course will seek to examine and analyze the role of broadcast radio in non-mainstream segments (minority, counterculture, extremist, and alternative-lifestyle clusters) of the population. In the last quarter century, so-called "outerculture" or "fringe" groups have asserted their rights to a fair and equal access to the airwaves as a means for mollifying the negative perceptions and stereotypes that have prevented them from fully benefiting from citizenship in the world's largest democracy. Students will gather research data for an extensive paper designed to probe and evaluate the effects and implications of American Radio Broadcasting.
Michael C. Keith

CO 465 Health Communication (Fall/Spring: 3)
Satisfies one of two writing intensive courses required within the Communication major

We will address ways in which research in health communication relates to patients' health and well-being or to the health and well-being of society at large, how research in health communication advances our understanding of the process of human communication, and how contemporary societal developments such as managed care impacts research and health care delivery. The class addresses the social construction of health and illness and theoretical perspectives used within the field of health communication in four areas: interpersonal communication, community health, organizational issues, and health messages in the media.
Ashley Duggan

CO 470 Capstone: Conflict, Decision, and Communication (Fall: 3)
Cross Listed with UN 510
Satisfies one of two writing intensive courses required within the Communication major. For Seniors only.

This course focuses on inevitable questions underlying undergraduate study as well as critical decision-making throughout our lives. As conflicts result from varying priorities within a society, people make critical decisions about justice, freedom, social responsibility, and spiritual activities. This course underscores communication as a dynamic reflection of our most cherished values and hopes. It invites students to review their education in order to reflect on the lifelong task of integrating their commitments to work, relationships, citizenship, and spiritual development. This Capstone course features the shared viewing of several contemporary films relevant to course topics.
Ann Marie Barry

CO 478 Producing Documentaries (Fall: 3)

This course is advanced for learning and practicing the role of producer in planning, making, and transmitting television/video documentaries. In addition to studying the role of producer, students will develop skills to handle practical requirements of the production process.

Each student will co-produce one or more documentaries, working with a production crew made up of class members and Channel 46 staff. Student crew assignments will be decided after consulting Channel 46 staff and based on the teacher's assessment of student's background, experience, progress during the semester, and personal interest.
Kevin F. Kersten,S.J.

CO 485 Advanced Intercultural: studyabroad.com (Fall/Spring: 3)
Prerequisites: CO 442 or equivalent, enrolled in BC-sponsored international program, permission of instructor
For a complete description of the course and its assignments, check http://www2.bc.edu/~matelski

This is a web-based, advanced intercultural communication course intended for those studying abroad. Offered by "permission only," students allowed into this class are strongly recommended to have taken CO 442 or its equivalent as a prerequisite, and 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 one-credit pass/fail internship available for sophomore, junior, and senior Communication majors. See Internship Director for details.
Roger Woolsey

CO 520 Media Workshop (Fall/Spring: 3)
Prerequisite: Senior standing, 3.0 GPA or 2.8 overall and 3.2 in major, completion of six courses in communication at BC, including those required for the major, and permission of instructor
This course may not be repeated. By arrangement

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.
Roger Woolsey

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 598 Teaching Assistantship (Fall/Spring: 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 seniors and enrollment is limited to one student per professor.
The Department

CO 599 Advanced Independent Research (Fall/Spring: 6)
The Department

Computer Science

Faculty

Peter G. Clote, *Professor;* B.Sc., Massachusetts Institute of Technology; M.A., Ph.D., Duke University; These d'Etat, University of Paris
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- Computer Science Home Page: http://www.cs.bc.edu/

Undergraduate Program Description

The Computer Science department administers Bachelor of Arts and Bachelor of Science programs in Computer Science in the College of Arts and Sciences as well as a concentration in Computer Science in the Carroll School of Management. The department also administers a minor in Computer Science in the College of Arts and Sciences and co-administers a minor in Scientific Computation. Consult the Operations and Strategic Management listing under the Carroll School of Management for a description of the management concentration in Information Systems. For further information, contact the department in Fulton Hall 460, at 617-552-3975.

College of Arts and Sciences

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.

Students complete a ten-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

(Ten courses minimum in Computer Science)

The ten computer science courses required for completion of the Bachelor of Arts major are grouped into two categories, six required core courses and four electives. The six required core courses are the following:

- CS 101 Computer Science I
- CS 102 Computer Science II
- CS 271 Computer Systems
- CS 272 Computer Organization
- CS 383 Algorithms
- CS 385 Theory of Computation

Of the four electives, at least three must be numbered CS 300 or above and two must be chosen from the computer systems cluster: CS 360-CS 369. 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 will ordinarily complete the calculus requirement with any one of the following courses: MT 101, MT 103, MT 200, MT 201, or MT 202. Realistically, most students will need to complete a prerequisite calculus course (e.g., MT 100 before MT 101, or MT 102 before MT 103), so this calculus requirement will usually be met by enrolling in a two-semester sequence.

Students must complete the Discrete Mathematics requirement with the one semester course CS/MT 245 Discrete Mathematics. Double majors in mathematics may satisfy the Discrete Mathematics requirement by taking MT 445. It is especially important that Discrete Mathematics be completed no later than the end of junior year, since this material is 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 twelve-course computer science component, supplemented by a mathematics component and a natural science component.

Computer Science Component

(Twelve courses minimum in Computer Science)

The twelve computer science courses required for completion of the Bachelor of Science major are grouped into two categories, seven required core courses and five electives. The seven required core courses are the following:

- CS 101 Computer Science I
- CS 102 Computer Science II
- CS 271 Computer Systems
- CS 272 Computer Organization
- CS 372 Computer Architecture
- CS 383 Algorithms
- CS 385 Theory of Computation

Of the five electives, at least four must be numbered CS 300 or above, two must be from the computer systems cluster: CS 360-CS 369 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)
- 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, this calculus requirement will often be met by enrolling in a two-semester sequence.

Science Component

Students are required to complete twelve semester hours of science courses for science majors. Course work must include one two-semester sequence in a laboratory science for science majors. Students may complete this requirement in several ways. Eligible introductory sequences are:

- Biology (BI 200/210, BI 202/211 or BI 304, BI 305, BI 310/311)
- Chemistry (CH 109/111/113, CH 110/112/114 or CH 117/119/121, CH 118/120/122)
- Geology/Geophysics (GE 132/133, GE 134/135, GE 157/158, GE 160/161)
- Physics (PH 209/203, PH 210/204, PH 211/213, 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 geology/geophysics sequence is an 8-credit sequence so another four credits are required. The physics sequences are 10-credit sequences so one additional 3-credit course is required.

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 Computer Organization, 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 Architecture.

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 first year year. Most will enroll in MT 100 in fall semester and continue to 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 about proper course placement (e.g., directly taking CS 102).

First Year Non-Majors

The department offers five introductory courses in computer science: CS 021, CS 074, CS 101, CS 127 and CS 157. CS 021 is designed to teach students how to use computers effectively in a business setting. Students learn to use a variety of application packages including spreadsheets, database systems, and the Internet. This course is required for all students in the Carroll School of Management but it is also a popular elective with College of Arts and Sciences students who want business computer skills.

CS 074 is a gentle survey of computer science, intended for Arts and Sciences students who know little to nothing about computing. It is an excellent course both for becoming more computer literate and as a preparation for the CS 101 course.

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 sometime. 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.

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
- One elective course numbered 200 or above
- Two elective courses numbered 300 or above

Departmental Honors

Computer Science majors of junior or senior standing with at least a 3.3 grade point average in CS courses are eligible to join the Departmental Honors Program. In order to graduate with the Departmental Honors designation, the student must maintain at least a 3.3 grade point average in CS courses, and they must complete a senior thesis. In order to complete a senior thesis, an eligible student must 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 of end their senior year.

Bachelor of Arts students participating in the Honors Program are required to take both sections of CS 397 Honors Thesis in addition to the ten required courses. Thus, they are required to take twelve computer science courses. Bachelor of Science students may count one section of CS 397 Honors Thesis as a departmental elective. Thus they are required to take thirteen computer science courses in all.

Course Availability

Most introductory courses (e.g., CS 021, 074, 101, 102, and 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, Information, and Strategic Management Department in the Carroll School of Management. CS 260 is also cross-listed with the Operations, Information, and Strategic Management Department but it is not primarily management-oriented.

Carroll School of Management Concentrations

The Computer Science Department offers a concentration in Computer Science for students in the Carroll School of Management. The requirements for this program are described below. Students in the Carroll School of Management can also complete a concentration in Information Systems through the department of Operations, Information, and Strategic Management. For a description of the Information Systems concentration, see the section on the Department of Operations, Information, and Strategic Management.

Students in the Carroll School of Management are also able to fulfill either a Bachelor of Arts or a Bachelor of Science in Computer Science through the College of Arts and Sciences. For information on these programs and for a description of the Computer Science faculty, refer to the College of Arts and Sciences program description listed above. The College of Arts and Sciences also offers a minor in Scientific Computation. Information about this program can be found under Minors in the Arts and Sciences section.

Computer Science Concentration

The Computer Science (CS) concentration 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. Students interest-

ed in pursuing graduate study in computer science should consider one of the Computer Science major programs offered in the College of Arts and Sciences.

The CS concentration consists of five courses beyond CS 021, including three required courses and two electives:

- CS 101 Computer Science I
- CS 102 Computer Science II
- Either CS 271 Computer Systems or CS 272 Computer Organization
- One elective course CS 200 or higher
- One elective course CS 300 or higher

Information Systems Concentration

Four courses are required in addition to the CSOM core requirement CS 021 Computers in Management. The four courses are:

- MD/CS 157 Introduction to Programming for Management (formerly MC 201)
- MD/CS 257 Database Systems and Applications (formerly MC 254 Business Systems)
- MD/CS 258 Systems Analysis and Design (formerly MC 252 Systems Analysis)
- Any one of the following: MD 240, MD 253, MD 254, MD 274 or MA 320

The Information Systems Concentration is administered by the Computer Science Department. Note that the MC prefix used in Computer Science course titles has been replaced by a new CS prefix. In addition, many Computer Science courses have been renumbered and given new titles. Several of the IS-related Computer Science courses are now cross-listed with offerings in the Department of Operations, Information, and Strategic Management.

For the purposes of fulfilling the requirements for the Information Systems concentration, it does not matter whether a student enrolls in the MD or the CS version of the required course, both will fulfill the requirement. Students who have completed some parts of the requirements with the old numbering system can simply continue to take the appropriate courses to complete the requirements under the new system (see below).

Note that students enrolled in the Carroll School of Management cannot receive A&S elective credit for Computer Science courses taken to fulfill the requirements of either the Information Systems or Computer Science concentrations.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at http://www.bc.edu/courses/.

CS 021 Computers in Management (Fall/Spring: 3)
This course is required for students in the Carroll School of Management. Students in the College of Arts and Sciences should consider taking CS 074. Credit will not be given for both CS 021 and CS 074.

The purpose of this course is to teach students how to use computers effectively in their work, whether it is in management or in other areas. Students will learn to use spreadsheets, databases, and Internet-browsing applications. They will also learn how computers work, how they are used in organizations, and about the social and philosophical implications of such use. The course is currently taught using Microsoft Office on Windows-based machines.
The Department

CS 031 Computers in Management—Honors (Fall: 3)

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 074 Introductory Topics in Computer Science (Fall: 3)
Credit will not be given for both CS 021 and CS 074.

This is a gentle survey of computer science intended for those students who know little to nothing about computing. Topics are chosen from the following: common computer applications, an introduction to programming, the World Wide Web, and a look at some state-of-the-art trends in computer science. This is a hands-on course with weekly exercises on a computer.
Robert Muller
Howard Straubing

CS 101 Computer Science I (Fall/Spring: 3)
Prerequisite: No formal prerequisite, but some experience with computers is helpful.
This course cannot be taken for credit by anyone who has taken CS 127 or CS 157.

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. Students will learn the C programming language in a UNIX or GNU/Linux environment. 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.
The Department

CS 157 Introduction to Programming for Management (Fall/Spring: 3)
Prerequisite: CS 021
Cross Listed with MD 157
This course is required for Information Systems concentrators.

An introductory programming course for students interested in management applications. Students will learn to design and implement software in the Visual Basic programming language.
Craig Brown
James Gips
Ed Sciore

CS 199 Internship (Fall: 1)
Robert Muller

CS 245 Discrete Mathematics (Fall/Spring: 3)
Prerequisite: One year of college mathematics.
Cross Listed with MT 245

This course, intended 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/Spring: 3)
Prerequisite: CS 021, CS 157
Cross Listed with MD 257
This course is required for Information Systems concentrators.

An in-depth coverage of database systems and their use. Topics include database design strategies, SQL queries, the use of Visual Basic to build sophisticated forms and applications, and accessing database servers from the web. The goal of the course is to turn users into power users, people who have the knowledge and skills to use databases to their advantage in any business situation.
The Department

CS 258 Systems Analysis and Design (Fall/Spring: 3)
Prerequisite: CS 021, CS 157. CS 257 is recommended.
Cross Listed with MD 258
This course is required for Information Systems concentrators.

The course deals with the systems analysis phase of computer system development in which systems analysts serve as intermediaries between users, managers, and implementors, helping each to understand the needs and problems of others. The student will learn about the major methods and tools used in the systems development process.
The Department

CS 260 Social and Ethical Issues in Information Technology (Spring: 3)
Cross Listed with MD 260

This course seeks to provide students with the conceptual tools to understand the social, political, and legal environment affecting telecommunications and information processing. Among the questions considered will be the following: what is a sensible telecommunications policy for the information age? What are the key policy and ethical issues in a networked world? Who governs and who should govern the Net? Specific topics include copyright protection, free speech, privacy rights, and public policies governing the use of encryption.
Richard Spinello

CS 266 Technology and Society (Fall/Spring: 3)
Cross Listed with SC 046
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

CS 267 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 the Western cultural development with a special emphasis on scientific and technological metaphors and narratives from the Greeks to the present. We will then focus on the contemporary world, examining the impact of our various technological creations on cultural directions, democratic process, quality of the lifeworld and on the emergent meanings for the terms "citizen" and "ethics" in our so-called post-modern society.
William Griffith

CS 271 Computer Systems (Fall/Spring: 3)
Prerequisite: CS 102

This course is concerned with machine-level program and data representation on modern computer systems and on some of the trade-offs that must be considered when selecting one representation (or programming paradigm) over another. We consider how various representations can affect the efficiency, reliability, and security of computing systems. This is a hands-on course; programming will be completed in the procedural language C with comparisons to object-oriented languages such as Java.
The Department

CS 272 Computer Organization (Fall/Spring: 3)
Prerequisite: CS 101

This course is a study of the internal organization of computers and the processing of machine instructions. Topics include the organization of the central processing unit and memory; computer representation of numbers; the instruction execution cycle; traps and interrupts; the low-level implementation of arithmetic operations; complex data structures and subroutine linkage; and the functioning of assemblers and linkers.
The Department

CS 290 Multi-Media Programming (Spring: 3)
Prerequisite: Some programming experience

This course focuses on the design and implementation of a significant multimedia project, using Macromedia Director, mTropolis, or similar software packages. Students will be exposed to the interactive interface design process, the integration of a wide variety of digital media, and the systems design process.
Peter Olivieri

CS 306 Simulation and Modeling (Fall: 3)
Prerequisite: CS 021 or CS 101 or permission of instructor

Computer simulation is the discipline of designing a model of an actual or theoretical system, executing the model on a computer, and analyzing the results. This course explores the methods for systems model design and execution for computer simulation.
Robert Signorile

CS 333 Computer Graphics (Fall: 3)
Prerequisite: CS 102

An introduction to the algorithms and techniques involved in representing and animating two- and three-dimensional objects on a computer screen. The course will involve significant programming in Java.
William Ames

CS 341 Artificial Intelligence (Spring: 3)
Prerequisite: CS 101

This course is an introduction to the basic ideas and techniques used in Artificial Intelligence. Topics include game playing (like chess or checkers), problem solving, natural language understanding, and vision.
Peter Kugel

CS 343 Computer Vision (Fall: 3)
Prerequisite: CS 102

This course will introduce the mathematical foundations and algorithmic techniques of 2-D and 3-D computer vision. Topics

include: cameras and image formation; linear filtering; feature extraction; shape from stereopsis and motion; texture; clustering and image segmentation; and object recognition. The course will also cover those aspects of human vision relevant to machine vision, as well as the philosophical roots of vision science.
David Martin

CS 345 Machine Learning (: 3)
Prerequisite: CS 101 and either CS 245 or MT 202 or permission of instructor

This course provides an introduction to the field of machine learning. Specific learning paradigms to be covered include decision trees, neural networks, genetic algorithms, probabilistic models, and instance-based learning. General concepts include supervised and unsupervised adaptation, inductive bias, generalization, and fundamental tradeoffs. Applications to areas such as human-machine interaction, machine vision, bioinformatics, and computational science will be discussed.
Sergio Alvarez

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 355 Software Engineering (Spring: 3)
Prerequisite: CS 102

This course covers industrial system development using object-oriented techniques. You will learn how to use object-orientation throughout the software life cycle to design, implement, test and evolve Java applications. We will work in teams to develop applications, experiencing the different roles that are required on projects in industry.
Brian Bernier
Ed Sciore

CS 357 Database Systems Implementation (Spring: 3)
Prerequisite: CS 102
This course will not cover the use of commercial database systems; students interested in that topic should consider taking CS 257

An introduction to the internals of client-server database systems. A database system is large and sophisticated; by studying its components, one also learns techniques that apply to numerous other large systems. Topics include JDBC drivers, disk and memory management, transaction processing, and efficient query execution. This course will involve substantial programming in Java.
Ed Sciore

CS 359 Distributed Systems (Fall: 3)
Prerequisite: CS 271 or permission of instructor

Students will learn the major paradigms of distributed computing including client-server and peer-to-peer models. Topics studied in these models include communication, synchronization, performance, fault-tolerance and security. Students will learn how to analyze the correctness of distributed protocols and will be required to build distributed applications.
Elizabeth Borowsky

CS 362 Operating Systems (Fall: 3)
Prerequisite: CS 271

This course will provide a broad introduction to software systems with emphasis on operating system design and implementation. Its objective is to introduce students to operating system, with main focus on resource management and interfacing issues with hardware layers. Particular emphasis will be given to process management (processes, threads, CPU scheduling, synchronization, and deadlock), (virtual) memory management (segmentation, paging, swapping, caching) with focus on the interplay between architectural components and software layers. If there is time, we will investigate and discuss these same issues for distributed systems. The course programming assignments will be in Java/C.
Robert Signorile

CS 363 Computer Networks (Spring: 3)
Prerequisite: CS 271

This course studies problems encountered in designing data communication networks and techniques for solving them. Topics include computer communication network structure, resource sharing, computer traffic characteristics, network delay and analysis, network design methodologies, routing and flow control, network measurements, capacity assignments, and network simulation. Coursework involves a significant amount of Java/C programming.
Robert Signorile

CS 366 Principles of Programming Languages (Spring: 3)
Prerequisite: CS 245 and CS 271
Strong programming skills are required.

Starting with a simple language of expressions, the course develops a sequence of progressively more expressive programming languages keeping in mind the conflicting constraints between the expressiveness of the language and the requirement that it be reliably and efficiently implemented. The course focuses on these essential concepts and the run-time behavior of programs. Type systems play an essential role. By understanding the concepts the student will be able to evaluate the advantages and disadvantages of a language for a given application.
Robert Muller

CS 367 Compilers (Fall: 3)
Prerequisite: CS 271 and CS 272. CS 366 is recommended.

Compilers are programs that implement high level programming languages by translating programs in such languages into machine code or some other easy to process representation. This course deals with the principles and techniques used in the design of compilers. Topics include static analysis, translation, memory management and code optimization.
Robert Muller

CS 372 Computer Architecture (Fall: 3)
Prerequisite: CS 272

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, memory structures, and input/output.
Kate Lowrie

CS 381 Cryptography (Spring: 3)
Prerequisite: CS 102 and CS 245

How can Alice ensure that the message she sends to Bob can be read only by Bob, even if the message is intercepted by an eavesdropper? How can Bob ensure that the message he receives really did come from Alice? How can a server verify a client's password without storing sensitive password information? This course studies both the theoretical foundations and implementation of algorithms for private- and public-key cryptography, digital signatures, cryptographic hash-codes and authentication schemes. We will consider real-world protocols and practices (e.g., SSL and public key certificates)as well as more speculative protocols and methods (electronic elections, quantum cryptography).
Howard Straubing

CS 383 Algorithms (Fall: 3)
Prerequisite: CS 271 and either CS 245 or MT 445

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 (Spring: 3)
Prerequisite: 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.
The Department

CS 397 Honors Thesis (Fall/Spring: 3)
Arrangements with a faculty supervisor and the permission of the department are required for registration.

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

CS 507 Computational Biology (Spring: 3)
Prerequisite: Programming in C/C++ or Java, some probability theory, some background in biology.
Cross Listed with BI 507

Introduction to computational molecular biology with focus on the development and implementation of efficient algorithms for problems generally related to genomics. Sample topics include sequence homology and alignment, phylogenetic tree construction methods ("All About Eve"), hidden Markov models and their applications (e.g., multiple sequence alignment, recognition of genes and promotor sequences), RNA secondary structure prediction, protein structure determination on lattice models, and the determination of DNA strand separation sites in duplication and replication events. The course will present all necessary concepts from molecular biology and probability theory, but requires good algorithm development and programming skills.
Peter Clote

Economics

Faculty

James E. Anderson, *Professor;* A.B., Oberlin College; Ph.D., University of Wisconsin
Richard J. Arnott, *Professor;* B.S., Massachusetts Institute of Technology; M.A., M.Phil., Ph.D., Yale University
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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, economic development, capital theory, labor economics, industrial organization, health economics, 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 teachers, as researchers for government agencies, businesses, and consulting firms, and as administrators and managers in a wide range of fields.

The Core

Principles of Economics-Micro and Macro (EC 131 and EC 132, respectively) satisfy the Core requirements in the social sciences. These are distinct one-semester courses that should be 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 three-credit courses are required for the major: Principles of Economics (EC 131-132), Economic Statistics (EC 151, 155 or 157), 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, those with a theory and/or statistics prerequisite.

The Economics major is meant to be structured. Students should take both EC 131 and EC 132 before taking any other economics courses. The one exception is Statistics. Students normally take EC 131 before EC 132, although EC 132 may be taken first. Students taking Principles freshman year would usually take Micro Theory, Macro Theory, and one elective sophomore year. Students taking Principles sophomore year would generally take Micro Theory, Macro Theory, and two electives junior year. Statistics should be taken as soon as possible, certainly no later than sophomore year. Students should complete at least one Theory course before beginning the electives, although we recognize that late starters 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.

Knowledge of the basic elements of Calculus is required of all Economics majors. No specific calculus courses are required for the major, but all majors should know how to take derivatives of simple functions and to solve maximum and minimum problems. MT 100, and many high school calculus courses provide the basic elements of calculus needed for the Economics major. The Micro and Macro Theory courses and the 300-level electives may use some basic elements of calculus. Any student with a serious interest in economics should take at least one full year of Calculus, MT 100-101, or the equivalent; 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 157) as soon as possible and then Econometric Methods (EC 228). MT 100-101 or their equivalents are prerequisites for both Econometrics and the Honors Program generally. The honors candidate must complete a six-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.

Minor Requirements

The following courses are required for the minor in Economics: Principles of Economics (EC 131-132), Economic Statistics (EC 151, 155 or 157), Microeconomic Theory (EC 201 or 203), Macroeconomic Theory (EC 202 or 204), and two electives. At least one elective must be an upper-level course.

Finally, students should know the basics of calculus for the theory courses (EC 201-202) and for some electives. MT 100 would meet this prerequisite, as would a high school calculus course.

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 which 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 Professor Francis McLaughlin, Carney 130. 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 Professor McLaughlin. 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.

CSOM-Economics Concentration

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, students from the Carroll School of Management 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.

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 particularly strong reputations in economics include the London School of Economics, University College London, Queen Mary and Oxford in the United Kingdom; Trinity College Dublin

in Ireland; Pompeu Fabra, Madrid Autonoma, and Madrid Computense in Spain; University of Amsterdam in the Netherlands; University of Parma 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. At a minimum, students must complete Micro and Macro Principles and one of the Theory courses.

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- 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

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 and research by providing strong backgrounds in economic theory, quantitative research methods, and applied fields. Requirements include course work, comprehensive examinations, a thesis, and a one-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 microtheory (EC 740, 741), macrotheory (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 microtheory, macrotheory, and in two of the following fields: econometric theory, applied econometrics, monetary economics, international trade and finance, international trade and development, industrial organization, public sector economics, labor economics, urban economics, and finance. Each exam is based on a two-course sequence on the subject matter. The micro and macro comprehensives are offered twice a 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 the department's webpage http://www.bc.edu/economics/.

Ph.D. Program

The Ph.D. program is designed to train economists for careers in teaching and research by providing strong backgrounds in economic theory, quantitative research methods, and applied fields. Requirements include course work, comprehensive examinations, a thesis, and a one-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 microtheory (EC 740, 741), macrotheory (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 microtheory, macrotheory, and in two of the following fields: econometric theory, applied econometrics, monetary economics, international trade and finance, international trade and development, industrial organization, public sector economics, labor economics, urban economics, and finance. Each exam is based on a two-course sequence on the subject matter. The micro and macro comprehensives are offered twice a 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.

M.A. Program

The Department's course offerings are geared to the Ph.D. program, but qualified M.A. applicants are admitted. The requirements for the M.A. degree are the entire core curriculum of the Ph.D. program, two elective courses, and a written comprehensive examination.

Admission Information

An on-line application for your convenience is located at http://www.bc.edu/schools/gsas/. If the on-line application is not convenient, 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 e-mail 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 e-mail to sullidde@bc.edu.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at http://www.bc.edu/courses/.

EC 131 Principles of Economics I—Micro (Fall/Spring: 3)

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)

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)

This course is focused on probability, random variables, sampling distributions, estimation of parameters, tests of hypotheses, regression and forecasting.

The Department

EC 155 Statistics—CSOM Honors (Spring: 3)

Prerequisite: Calculus

This course is a more intensive analytical treatment of the topics covered in EC 151 and it is designed for Carroll School of Management students.

Richard McGowan, S.J.

EC 199 Economics Internship (Fall/Spring: 1)

Catherine Schneider

EC 201 Microeconomic Theory (Fall/Spring: 3)

Prerequisites: EC 131 and Calculus

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

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

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.
Ingela Alger

EC 204 Macroeconomic Theory—Honors Level (Spring: 3)
Prerequisites: EC 132 and Calculus

A more intensive treatment of the same material presented in EC 202. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.
Robert Murphy

EC 228 Econometric Methods (Fall/Spring: 3)
Prerequisites: Calculus, and EC 151, 155, or 157
Enrollment limited. Significant writing/research component.

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
Raffaella Giacomini

EC 229 Economic and Business Forecasting (Fall: 3)
Prerequisites: Calculus and EC 151, 155, or 157

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 232 American Economic History (Spring: 3)
Prerequisite: EC 131-132
Enrollment limited. Significant writing/research component.

Study of the causes and social and institutional changes of American economic growth from colonial times to the twentieth century. Economic models will suggest primary causes and alternative viewpoints will also be considered.
James Anderson

EC 233 History of Economic Thought (Fall/Spring: 3)
Prerequisite: EC 131-132

This course will survey the history of economic thinking from the ancient Greeks through the modern period. The emphasis of the course will be on classical and neoclassical economics from Adam Smith through John Maynard Keynes and the neoclassical synthesis of Paul Samuelson. Attention will also be given to contemporary developments.
Francis McLaughlin

EC 271 International Economic Relations (Fall: 3)
Prerequisites: EC 131-132
Enrollment limited. Significant writing/research component.

EC 271 is an introduction to international economic relations. The course is intended for international studies majors and requires permission of the instructor. Expectations are high in international studies, so the work load is ambitious. Topics include elements of game theory, the theory of international trade and trade policy, and the theory of open economy macroeconomic policy.
James Anderson

EC 278 Environmental Economics (Fall/Spring: 3)
Prerequisites: EC 131-132

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.
Frank Gollop

EC 299 Independent Study (Fall/Spring: 3)

The student works under the direction of an individual professor.
Catherine Schneider

EC 304 Macroeconomic Policymaking (Fall: 3)
Prerequisite: 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. A major component of the course will be frequent written assignments in which students assess macroeconomic conditions and provide policy guidance.
Robert Murphy

EC 309 Introduction to Scientific Computation (Fall/Spring: 3)
This course is required for students minoring in Scientific Computation.

This is an introductory course in computer programming for students interested in numerical and scientific computation. Students will learn the C programming language in a UNIX or GNU/Linux environment. 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.
Howard Straubing

EC 311 Mathematics for Economists (Spring: 3)
Prerequisites: Introductory Calculus, EC 201-202 (EC 203-204)

The course is an introduction to the uses of calculus and other mathematical tools in economic analysis.
Catherine Schneider

EC 316 Advanced Scientific Computation (Fall: 4)
Prerequisites: One of PH 330, CH 330, MT 330 or EC 314, and one of PH 430 or EC 315, or permission of instructors.

Cross Listed with PH 530

See course description in the Physics department.

Howard Straubing

EC 338 Law and Economics (Fall/Spring: 3)

Prerequisite: EC 201 or EC 203

In this course, we utilize microeconomic analysis to evaluate the performance of legal institutions with particular attention to the issue of economic efficiency. We will focus on questions in the common law fields of property, torts, and contracts (and in the theory and practice of criminal law if time permits).

James Dalton
Mary Oates

EC 340 Labor Economics (Fall/Spring: 3)

Prerequisites: EC 201-202

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 353 Industrial Organization—Competition and Antitrust (Fall/Spring: 3)

Prerequisite: EC 201 or EC 203

Enrollment limited. Significant writing/research component.

An economic analysis of market outcomes when firms are imperfectly competitive. We will analyze such issues as oligopoly behavior, collusion, mergers and takeovers, advertising, product differentiation, price discrimination, entry and entry deterrence, innovation and patents, and antitrust law.

James Dalton

EC 355 Topics and Case Studies in Antitrust Law and Economics (Fall/Spring: 3)

Prerequisite: EC 201 or EC 203

Enrollment limited. Significant writing/research component.

The course focuses on some of the principle issues in current antitrust law and public policy. Students will read articles and leading antitrust cases. The issues and cases will be discussed in class. Areas to be covered include market definition for assessing market power; a framework for analyzing price fixing; predatory pricing; merger policy (DOJ/FTC versus FERC); antitrust damages (causation and measurement); and determinants of executive compensation.

James Dalton

EC 361 Monetary Theory and Policy (Fall/Spring: 3)

Prerequisite: 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 364 Monetary and Fiscal Policy (Fall: 3)

Prerequisite: EC 202 or EC 204

Enrollment limited. Significant writing/research component.

This course will examine both the theoretical and practical aspects of monetary and fiscal policy. On the monetary side, it will look at the mechanism through which monetary policy impacts the real economy and the price level. The fiscal side will explore the theoretical arguments about the effectiveness of fiscal policy and the practical developments that have precluded fiscal policy initiatives in recent years.

Alicia Munnell

EC 365 Public Finance (Fall/Spring: 3)

Prerequisite: EC 201 or EC 203

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
Mark Kazarosian

EC 371 International Trade (Fall/Spring: 3)

Prerequisite: EC 201 or EC 203

This course is an analysis of the foundations of trade and the principle of comparative advantage leading to a sophisticated study of protectionism. Current U.S. protectionist issues will be illuminated, as well as economic warfare, control of international factor movements, and interaction of trade and economic development.

Istvan Konya

EC 372 International Finance (Fall/Spring: 3)

Prerequisite: EC 202 or EC 204

Macroeconomic aspects of international trade and the balance of payments will be studied by using analytical models of the open economy. Particular emphasis will be placed on current policy issues related to the world debt crisis, the international monetary system, and exchange rates.

Hossein Kazemi
Luisa Lambertini

EC 380 Capital Markets (Fall: 3)

Prerequisites: EC 201 or EC 203 and EC 151 or EC 157

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 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.

Catherine Schneider

Graduate Course Offerings

EC 720 Math for Economists (Fall: 3)

This course consists of two modules: one on linear algebra and the other 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.
David Belsley
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)

This course comprises three modules. The first treats pure and applied aspects of general equilibrium theory. The second is an introduction to non-cooperative game theory. The third covers topics in information economics.
Hideo Konishi

EC 750 Macroeconomic Theory I (Fall: 3)

The first half of the course presents Keynesian and classical models, rational expectations and its implications for aggregate supply, and economic policy. The second half covers the Solow growth model, infinite horizon and overlapping generation models, the new growth theory, real business cycle theory, and traditional Keynesian theories of fluctuations.
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.
Fabio Ghironi
Matteo Iacoviello

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.
The Department

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 799 Readings and Research (Fall/Spring: 3)
Permission of the Director of Graduate Studies is required.

A student and professor may propose a course involving readings and research designed to study an issue not covered in the standard course offerings.
Frank Gollop

EC 803 Advanced Macroeconomic Theory (Fall: 3)

This course covers optimizing models of inter-temporal consumption and saving behavior under various assumptions on capital markets structure, life horizon, income dynamics and uncertainty faced by households. We analyze the basic analytical structure of these models along with some extensions, deriving their empirical implications and studying some policy applications.
Marina Pavan

EC 820 Fundamental Elements of Econometrics (Fall: 3)

Topics will be chosen from among the linear model, the geometry of regression, hypothesis testing, non-spherical disturbances, general projections and their geometry, conditioning analysis, asymptotics, structural modeling and simultaneous equations.
David Belsley

EC 821 Time Series Econometrics (Spring: 3)
Prerequisite: EC 761 (or equivalent) and 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.
Raffaella Giacomini

EC 822 Cross Section and Panel Econometrics (Fall: 3)
Prerequisite: EC 771

This course covers major advances in microeconometrics. The course will present developments in estimating models with limited dependent variables, random and fixed effects models, and duration models.
Peter Gottschalk

EC 827 Econometric Theory I (Spring: 3)

This course provides an introduction to the basic tools and theory of econometrics. Relevant matrix algebra and multivariate distribution theory are developed and applied to the traditional linear regression model and its extensions. Autocorrelation, errors in variables, and other single equation problems will be discussed in this context.
Arthur Lewbel

EC 853 Industrial Organization I (Fall: 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.
Hideo Konishi

EC 854 Industrial Organization II (Spring: 3)

This course includes an economic analysis of antitrust and regulatory policies: a review of modern antitrust policy, including a study of major cases and the economics literature commenting on antitrust policy, analysis of the genesis of regulation, peak-load pricing, optimal departures from marginal cost pricing, automatic adjustment clauses, the empirical evidence regarding regulation-induced inefficiencies, and an investigation of the special problems of regulatory reform and deregulation in particular industries.
Frank Gollop

EC 855 Industrial Organization III: Contract Theory (Spring: 3)

EC 855 focuses on contract theory (i.e., the branch of microeconomic theory that deals with information asymmetries) and its applications to different topics in IO. Applications will include regulation, price discrimination, and the theory of the firm.
Ingela Alger

EC 861 Monetary Economics I (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

EC 862 Monetary Economics II (Fall: 3)

This course considers various topics in monetary theory and policy with a particular emphasis on empirical applications. Included among the topics covered are money demand, the term structure of interest rates, asset pricing models, macroeconomic aspects of public finance, and models of unemployment and inflation.
Fabio Schiantarelli

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.
Istvan Konya

EC 872 International Finance (Fall: 3)

Analysis of macroeconomic adjustment in open economies with attention to foreign exchange markets, balance of payments, and the international monetary system.
Luisa Lambertini

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 885 Analysis of Labor Markets (Fall: 3)
It is strongly advised that EC 822 be taken concurrently

A comprehensive approach to the analysis of labor markets focusing on job market search, matching of firms and workers, minimum wage, discrimination, centralized wage setting (as in some European countries and transitional economies), migration and demographic decisions (such as marriage and child bearing), labor supply, household production, and program evaluation. Heavy emphasis is placed on specification and estimation of empirical models.
Peter Gottschalk

EC 888 Interim Study (Fall/Spring: 0)

Required for Master's candidates who have completed all course requirements, but have not taken comprehensive examinations.
Frank Gollop

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.
Ingela Alger
Luisa Lambertini

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.
Ingela Alger
Luisa Lambertini

EC 998 Doctoral Comprehensives (Fall/Spring: 0)

Required for Doctoral students who have completed all course requirements and are preparing for comprehensive examinations.
Frank Gollop

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.
Frank Gollop

English

Faculty

J. Robert Barth, S.J., *McIntyre Professor;* B.A., Ph.L., Bellarmine College; M.A., Fordham University; S.T.B., S.T.L., Woodstock College; Ph.D., Harvard University
Rosemarie Bodenheimer, *Professor;* A.B., Radcliffe College; Ed.M., Harvard University; Ph.D., Boston College
Mary Thomas Crane, *Professor;* A.B., Harvard College; A.M., Ph.D., Harvard University
Dayton W. Haskin, *Professor;* A.B., University of Detroit; A.M., Northwestern University; B.D., University of London; Ph.D., Yale University
Paul Lewis, *Professor;* Chairperson of the Department; 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
John L. Mahoney, *Rattigan Professor;* A.B., A.M., Boston College; Ph.D., Harvard University
Suzanne M. Matson, *Professor;* B.A., Portland State University; M.A., Ph.D., University of Washington
Frances L. Restuccia, *Professor;* B.A., M.A., Occidental College; Ph.D., University of California at Berkeley
Alan Richardson, *Professor;* A.B., Princeton University; A.M., Ph.D., Harvard University
Richard J. Schrader, *Professor;* A.B., Notre Dame University; A.M., Ph.D., Ohio State University
E. Dennis Taylor, *Professor;* A.B., College of the Holy Cross; A.M., Ph.D., Yale University
Christopher P. Wilson, *Professor;* A.B., Princeton University; Ph.D., Yale University

Judith Wilt, *Professor;* A.B., Duquesne University; Ph.D., Indiana University
Henry A. Blackwell, *Associate Professor;* A.B., Morgan State College; M.A., Ph.D., University of Chicago
Amy Boesky, *Associate Professor;* B.A., Harvard College; M.Phil., University of Oxford; Ph.D., Harvard University
Robert L. Chibka, *Associate Professor;* B.A., Yale University; M.F.A., University of Iowa; M.A., Ph.D., Cornell University
Paul C. Doherty, *Associate Professor;* A.B., College of the Holy Cross; A.M., Boston University; Ph.D., University of Missouri
Elizabeth Graver, *Associate Professor;* B.A., Wesleyan University; M.F.A., Washington University
Carol Hurd Green, *Adjunct Associate Professor;* B.A., Regis College; M.A., Georgetown University; Ph.D., George Washington University
Marjorie Howes, *Associate Professor;* B.A., University of Michigan; Ph.D., Princeton University
Robert Kern, *Associate Professor;* A.B., City College of New York; A.M., Ph.D., Harvard University
Elizabeth Kowaleski-Wallace, *Associate Professor;* B.A., Trinity College; M.A., M.Phil., Ph.D., Columbia University
Paul Mariani, *Associate Professor;* B.A., Manhattan College; M.A., Colgate; Ph.D., CUNY
James Najarian, *Associate Professor;* B.A., M.A., M.Phil., Ph.D, Yale University
Philip T. O'Leary, *Associate Professor;* A.B., College of the Holy Cross; Ph.D., Harvard University
Carlo Rotella, *Associate Professor;* B.A., Wesleyan University; M.A., Ph.D., Yale University
Kalpana Seshandri-Crooks, *Associate Professor;* B.A., St. Francis College; M.A., M.Phil., University of Hyderabad; Ph.D., Tufts University
Robert Stanton, *Associate Professor;* B.A., M.A., Ph.D., University of Toronto
Laura Tanner, *Associate Professor;* B.A., Colgate University; Ph.D., University of Pennsylvania
Laurence Tobin, *Associate Professor;* B.A., Earlham College; M.A., University of Chicago; Ph.D., University of New Hampshire
Andrew J. Von Hendy, *Associate Professor;* A.B., Niagara University; A.M., Ph.D., Cornell University
James D. Wallace, *Associate Professor;* B.A., Earlham College; M.A., Bread Loaf School of English; Ph.D., Columbia University
Rhonda Frederick, *Assistant Professor;* B.A., M.A., Ph.D., University of Pennsylvania
Paula Mathieu, *Assistant Professor;* B.S., University of Illinois at Urbana-Champaign; M.S., Ph.D., University of Illinois at Chicago
Kevin Ohi, *Assistant Professor;* B.A., Williams College; Ph.D., Cornell University
Andrew Sofer, *Assistant Professor;* B.A., University of Jerusalem, Israel; M.F.A., Boston University of Theater Arts; M.A., Ph.D, University of Michigan at Ann Arbor
Min Song, *Assistant Professor;* A.B., University of Michigan at Ann Arbor; Ph.D., Tufts University
James Smith, *Assistant Professor;* B.A., M.A. University College, Dublin; M.A., Clark University; Ph.D., Boston College
John Anderson, *Lecturer;* B.S., University of Colorado; M.A., Ph.D., Boston College
Ellen Donovan-Kranz, *Lecturer;* B.A., Boston College; M.A., Northeastern University; M.F. A., University of Massachusetts, Amherst
George O'Har, *Lecturer;* B.A., University of Massachusetts; M.A., Boston College; Ph.D., Massachusetts Institute of Technology
Susan Roberts, *Lecturer;* B.A., St. Michael's College; M.A., Boston College
Bonnie K. Rudner, *Lecturer;* B.A., Rutgers University; M.A., Boston College

Contacts

- Undergraduate Advisor: Treseanne Ainsworth, 617-552-8485, ainswor@bc.edu
- Department Secretary: Jackie Skolnik, 617-552-3708, skolnik@bc.edu
- Department Secretary: Judith Plank, 617-552-8281, judith.plank@bc.edu
- Web Site: 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 abilities.

The English major at Boston College is designed to introduce students to a wide range of expression in the literary traditions of the past and present. It aims to help undergraduate students develop a strengthened ability to work critically and sensitively with texts in poetry and prose, to write with clarity and grace, and to articulate judgments about literature with an awareness of various critical approaches. English majors will become familiar with some of the major developments in the history of British and American literature, and will have the opportunity to choose from an array of courses covering topics from the medieval period to contemporary cultural studies.

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.

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 discuss the writing process, the relationship between reading and writing, conventional and innovative ways of doing research, and the evolving drafts of class members.

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 four 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 a number of elective and Core-level courses of English language and literature for foreign students enrolled at Boston College (SL 117-120).

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

The minor is committed to interdisciplinarity, meaning that it requires one to think beyond assumptions of any single department. The over-arching subjects an American Studies minor investigates are race, class, ethnicity, and gender. But within these broadly defined categories, minors are exposed to a number of more explicit, and contentious, debates within the field of American Studies. By the end of the six-course sequence, minors can expect to have a working knowledge of these topics, and their significance to an understanding of American culture. Minors can elect to enroll in a special concentration in Asian American Studies. This concentration requires minors to take the requisite course in the minor, as well as five other pre-defined courses that specifically address Asian American identity, culture, history, gender, and literary production within a larger discussion on race. Students interested in the American Studies program should contact Professor Carlo Rotella.

Irish Studies

Irish Studies, an integral part of Boston College's distinguished Irish Programs, offers an interdisciplinary approach to the culture and society of Ireland. Individual courses cover the areas of social, political, and economic history, literature, medieval art, sociology, folk music, and the Irish language. In addition, there are several courses that are jointly taught by faculty from various disciplines. These include a three-semester sequence of courses integrating the history and literature of Ireland, from the eighteenth to the twentieth centuries.

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

Please contact Professor Judith Wilt in the English Department.

Creative Writing Concentration

The English Department offers a Creative Writing concentration that allows certain students to intensify and focus their English majors by taking a series of practice-based writing courses along with their literature courses. The creative writing concentrator undertakes a twelve-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. Applicants must have received a grade of B+ or better in the First Year Writing Seminar or have placed out of it. They must submit an eight-page creative writing manuscript in order to be considered. Applications, due at the end of the fall semester sophomore year, are available in the English office. Interested sophomores are strongly

encouraged to register for fall sections of Introduction to Creative Writing or Writing Workshop: Creative Nonfiction to help generate a stronger writing sample for the application. Some seats in these courses will be held for prospective concentrators.

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.

Minor in Secondary Education

Students in the College of Arts and Sciences majoring in English may apply to minor in Education, in order to gain certification for teaching. The program begins in the junior year. Interested students should contact the Coordinator of Secondary Education or the Associate Dean in the Lynch School of Education during the first semester in sophomore year.

The department recommends that English majors completing a secondary education minor follow the guidelines listed above for course selection as well.

Linguistics

The Program in Linguistics, housed in the Department of Slavic and Eastern Languages, offers courses for English majors who want to study English from a linguistic perspective or to examine the nature of language.

Information for Study Abroad

While the department is flexible as to the number of courses that majors need to complete before studying abroad, English majors wishing to study abroad should complete (at minimum) the required Studies in Poetry and 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: Mansfield and Manchester Colleges, Oxford University, King's College, Cambridge University, University College London (UCL), Queen Mary & Westfield (QMW), University of London, Advanced Studies in England, Bath, Lancaster University, University of Glasgow, University College Dublin (UCD), Trinity College Dublin, NUI Galway, 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. Students who are contemplating a senior thesis are encouraged to take one of the department's seminars during their junior year. A description of this program is available in the department office.

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 thirty 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 thirty 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 twelve-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 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

Usually, no more than four students will be admitted to the doctoral program each year. 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 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. Most students will have taken eight to ten courses by the end of the second year. An informal pedagogy colloquium accompanies student teaching, and an advanced research 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.

Examinations

Beginning with the class entering in the fall of 2004,* 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, finally, a dissertation field exam.

A minor field examination normally runs one and one-half hours. Students are encouraged to design minor examinations that approach the material with a particular pedagogical or scholarly end in view. Minor exams may focus on an author, historical period, theoretical field, or genre.

A major examination is broader in scope, and consists of a two-hour oral examination usually on a period or genre.

A dissertation field exam, also two 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. The Chairperson of the examining board submits the grade immediately and prepares, as soon as possible, a written evaluation of the examination for the student and the departmental records. Other members of the board may also submit individual reports.

*Candidates entering the program in the fall of 2003 may elect to work within the current examination structure, which consists of four oral exams—three minor exams and one major field exam—or to follow the examination structure outlined above.

Prospectus and Dissertation

After completing the dissertation field exam, the student will write a prospectus in consultation with his or her Dissertation Director describing the thesis topic and including a working bibliography. This prospectus will be then submitted to two additional faculty members who will also approve the dissertation. All dissertation boards will have at least three faculty readers. Submission of the dissertation will culminate in an oral defense.

Students are responsible for acquainting themselves with all University requirements, fees, and deadlines pertinent to thesis submission and graduation. This information can be obtained from the English Department office or from the Graduate 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 will 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 Freshman English, a course in the student's major field or subject area, 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 organizes and schedules graduate colloquia, at which faculty members, outside speakers, or doctoral students lead discussions on literary topics. Graduate students and faculty are invited.

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.

English for Foreign Students

The Department offers a number of specialized courses of English language and literature for foreign students enrolled at Boston College (SL 117-120).

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at http://www.bc.edu/courses/.

EN 010 First Year Writing Seminar (Fall/Spring: 3)
A 15-student course designed to engage students with 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. Students read a wide range of texts, including various forms of non-fiction prose.
The Department

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 Countertraditions (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

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 Introduction to Modern Irish I (Fall: 3)
This course continues in second semester as EN 094.

This is course for beginners in standard modern Irish, with attention to regional variants. The course is intended to develop both conversational and compositional skills and the ability to read Irish prose.
Philip T. O'Leary

EN 094 Introduction to Modern Irish II (Spring: 3)
Prerequisite: SL 027/EN 093 Introduction to Modern Irish I or equivalent

This is a continuation of a course for beginners in standard modern Irish that pays attention attention to regional variants. The course is intended to develop both conversational and compositional skills and the ability to read Irish prose.
The Department

EN 119 The Craft of Writing (for Foreign Students) (Fall/Spring: 3)
Satisfies Writing Core Requirement
Exclusively for students whose native language is not English.
Enrollment by placement test only

Further practice in the writing of academic essays and exposure to English rhetoric, with emphasis on written analysis and the logical support of ideas. Attention to skills such as paraphrase, summary, critical synthesis, and documentation. Practical experience in the writing of examination essays. Students will read and respond to selected literary essays and complete a short research paper.
Robert Maguire

EN 120 The Study of Literature (for Foreign Students) (Spring: 3)
Satisfies Literature Core Requirement
Exclusively for students whose native language is not English. Enrollment by placement test only.

The close and critical reading of key works of English literature with special attention to the richness of English language expression contained in them. Training in the rapid reading of more difficult literary texts, in writing a *précis* of a literary passage, and in becoming alert to the expressive devices that characterize English prose and poetry.
Pamela Couch

EN 123 Language and Ethnicity (Spring: 3)
Cross Listed with SL 279/SC 275
Satisfies Cultural Diversity Core Requirement

See course description in the Slavic and Eastern Languages department.
Margaret Thomas

EN 125 Introduction to Feminisms (Fall: 3)
Cross Listed with HS 148/PS 125/SC 225

This course is taught by Women's Studies faculty and undergraduate student teams under faculty direction to acquaint students with a large range of academic and life experience topics that have been affected by Women's Studies scholarship. After a preliminary meeting the class divides into 12-14 person seminars that meet once a week to discuss and study such issues as women's history, feminist

theory, sex roles, socialization, gender and health, religion, work, and literature and essays by and about women. The course emphasizes participation and collective work on projects, and usually includes a continuing personal and readings-oriented journal.
Ellen Friedman

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. As part of the process of reading, students will be introduced to common critical terms, the narrative genres, conventions, and discourses, the construction of character and the ways of representing consciousness, and the ordering of narrative time. The course will also expose the student to the implications of taking critical positions.
The Department

EN 141-142-143 American Literary History I, II, and II (Fall/Spring: 3)
Students need not take these courses in chronological order.
Fulfills the pre-1900 requirement.

American Literary History I, II, and III follow the development of American literature from 1620 to the present. American Literary History I deals with American literature up to 1865; American Literary History II with American literature from 1865 to 1914; American Literary History III with American literature from 1914 to the present.
Alisa Marko Ianucci
Min Song

EN 152 Women in Russian Literature (Fall: 3)
Cross listed with SL 239

See course description in the Slavic and Eastern Languages department.
Cynthia Simmons

EN 165 Nineteenth Century Irish Literature Survey (Spring: 3)

This course will survey nineteenth century Irish literature written in English, including fiction (Edgeworth, Owenson, Carleton, Lawless, Somerville, and Ross), poetry (Ferguson, Mangan, Allingham, and Davis), and drama (Boucicault, Wilde, Shaw, and Yeats). In the process we will consider the social, political, and historical contexts represented by this body of literature, e.g., the Union between Great Britain and Ireland, the Young Ireland Movement, the Great Famine, the Fenian, Land War and Home Rule Movements, the Anglo-Irish Ascendancy, and the origins of the Irish Literary Revival.
James Smith

EN 170 Introduction to British Literature and Culture I (Fall: 3)
Fulfills the pre-1700 requirement

An introduction to major literary works from the medieval period through the Restoration. We will explore important texts from each period, including epic (*Beowulf;* excerpts from *The Fairie Queene* and *Paradise Lost*); romance (*Gawain and the Green Knight; The Tempest;* Aphra Behn's *Oroonoko*); and a variety of prose forms and lyric poems. What were the most important changes from the Middle Ages to the early modern period? What crucial themes persist in literature despite these changes?
Amy Boesky

EN 171 Introduction to British Literature and Culture II (Spring: 3)
Fulfills the pre-1900 requirement

This lecture course reads canonical literary excerpts in the context of larger historical and cultural movements in the three hundred years from 1700 to the present. This course traces Britain's political and Imperial ascent, its setbacks, re-ascent, and eventual decline and the ways that literature represents these changes.
James Najarian

EN 182 Irish Literature Survey: Beginning to 1800 (Fall: 3)

An overview of Irish literature, in both English and Irish, in the eighteenth century. Irish texts will be read in translation. Among the issues to be discussed will be the growing sense of their Irishness on the part of some members of the colonial Ascendancy in Ireland, their awareness of parallels with other colonial societies, in particular the U.S. and India, and the very different definition of Irishness and general worldview of the native Irish-speaking population at the time. Among writers to be studied are Swift, Farquhar, Sheridan, Goldsmith, Burke, Merriman, O Rathile, and Ni Chonaill.
Philip O'Leary

EN 220 Classical Mythology (Fall: 3)
Cross Listed with CL 230

See course description in the Classical Studies Department.
Christopher McDonough

EN 221 Introduction to Creative Writing (Fall/Spring: 3)

An introductory course in which students will write both poetry and short fiction, and read published examples of each. We will experiment with the formal possibilities of the two genres and look at what links and separates them. The course is workshop-based, with an emphasis on steady production and revision. Through exercises and/or open and directed writing assignments, students will produce a portfolio of short fiction and poetry.
The Department

EN 226 Nabokov (Spring: 3)
Cross Listed with SL 275
Conducted entirely in English

See course description in the Slavic and Eastern Languages department.
Maxim D. Shrayer

EN 227 Classics of Russian Literature (in translation) (Fall: 3)
Cross Listed with SL 222
Conducted entirely in English

See course description in the Slavic and Eastern Languages department.
Olga Partan
Maxim D. Shrayer
Cynthia Simmons

EN 229 Literature of the Other Europe (in translation) (Spring: 3)
Cross Listed with SL 232
All readings in English translation

See course description in the Slavic and Eastern Languages department.
Cynthia Simmons

EN 230 Literature and Social Change (Spring: 3)

This course will examine the possibility of using literature as a force of social change in the twentieth century. This semester, we will explore the way in which literary worlds reflect, transform or revise contemporary attitudes towards racial violence, poverty, violence against women and AIDS. We will examine works that self-consciously assume the task of depicting specific social conditions, but our focus

will not be limited to those works. We will also explore the idea of representation in general as a means of thinking about how all literature enters into dialogue with the larger world in which it originates.
Laura Tanner

EN 236 Nature in American Culture (Fall: 3)
Charles P. Lord

EN 238 Medieval Women Writers (Fall: 3)

This course examines a wide range of female-authored texts from the Middle Ages, ranging in date from the eighth to the fifteenth centuries. Much of our time will be spent on how women viewed themselves and their own bodies. Female (and male) bodies were constrained by a complicated network of social, economic, and political forces, and these intersected with activities that we think of as historical.
Robert Stanton

EN 240 Modern Theater and Drama (Spring: 3)
Scott Cummings

EN 241 Playwriting (Fall: 3)
Cross Listed with CT 384
Scott T. Cummings

EN 246 Introduction to Asian American Literature (Fall: 3)

This course examines literary works by and about Asian Americans dating back to the early stages of Asian immigration to the United States (1850-1965) to present preoccupations with nationalism, gender and sexuality, and whiteness. This course defines the term Asian American broadly and will discuss at length why this term has been adopted by so many different peoples. This course will take an explicitly interdisciplinary approach to this topic, incorporating historical and sociological insights into discussions of literary texts.
Min Song

EN 248 Playwriting II (Spring: 3)
Cross Listed with CT 385
Scott T. Cummings

EN 254 Literature and Revolution (Spring: 3)
Cross Listed with SL 288
All readings will be in English translation

See course description in the Slavic and Eastern Languages department.
Maxim Shrayer

EN 270 Reading and Teaching Young Adult and Adolescent Literature (Fall: 3)

An introduction to the interpretation and teaching of fiction for young adults. After considering the emergence of the young adult market, we will explore four major categories of fiction written for young adults: realism, fantasy, historical fiction, and nature writing. Selected readings will include works regularly taught in the high school classroom.
Bonnie Rudner

EN 282 Knights, Castles, and Dragons (Spring: 3)
Cross Listed with GM 239
Offered Biennially
Conducted in English. No knowledge of German is required. All readings are in English translation.

See course description in the German Studies department.
Michael Resler

EN 302 Literature As Metamorphosis (Spring: 3)

Working from the hypothesis that metamorphosis may be an exemplary form of narrative, this course will explore literary works that use metamorphosis as a central device. Readings include selections from the following categories: classical metamorphosis (Ovid's *Metamorphoses,* Apuleius' *The Golden Ass,* Shakespeare's *Midsummer Night's Dream*); political metamorphosis (Bulgakov's *Master and Margarita,* Ionesco's *The Rhinoceros*); psychological and philosophical metamorphosis (Kafka's *Metamorphosis*, Lispector's *The Passion According to G.H.*); avant-garde, surrealist, and postmodern metamorphosis (Lautreamont, Carrington, Carter).
Robin Lydenberg

EN 306 Contemporary Drama (Spring: 3)

This course will examine post-1945 European, North American, and South African drama. Topics will include sexual politics and feminism; racial identity and the divided self; colonialism and the "Other"; and the American family in the age of AIDS. Our plays will range from Miller's *Death of a Salesman* to Kushner's *Angels in America*.
Andrew Sofer

EN 307 History of the English Language (Spring: 3)

This course will look at issues of language use, such as the notion of linguistic correctness, the construction of standard and non-standard English, literary language, simplified or plain language, spelling reform, pidgins and creoles, the increasing hegemony of English on a world scale, and the important variations of English around the world. We will also take a historical approach to topics within the language itself, such as semantics (meanings), syntax (sentence structure), phonology (sounds), orthography (spellings), and word formation.
Robert Stanton

EN 309 James Joyce (Fall: 3)

The central text is *Ulysses*. We will also read *Dubliners*, *A Portrait of the Artist as a Young Man*, and selections from *Finnegan's Wake*.
Paul Doherty

EN 310 Shakespeare (Fall/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.
Paul Doherty
Andrew Sofer

EN 312 Utopian Impulse (Fall: 3)

This course considers the idea of utopia, by studying representations of the good society, and by examining actual attempts at bringing such ideal societies into existence—the converting of the imaginary into the real. The focus is primarily on America, which has proven to be fertile ground for utopian endeavor that includes: the Digger Movement, Brook Farm, the Shakers, the Harmonists, the Amana Society, the Amish, to name but a few. The (often millenarian) dark side of the utopian impulse—the Manson Group, The People's Temple, Branch Davidians, and Heaven's Gate—will also be scrutinized.
George O'Har

EN 316 Chaucer (Fall: 3)
Fulfills pre-1700 requirement.

The course will survey the poetry of Geoffrey Chaucer in the original Middle English, including a majority of the *Canterbury Tales* and *Troilus and Criseyde*. Among the ancillary readings are Boethius' *Consolation of Philosophy*, which is fundamental to an understanding of Chaucer, and C. S. Lewis' *Discarded Image*, which is a study of the medieval world view.
Richard Schrader

EN 320 Indian Fiction and Film (Fall: 3)

This course introduces students to Indian writing in English, which emerges from the vibrant popular and high cultures of India and a consciousness about English literature. We'll set these texts in relation to the longer, more enduring vernacular literary traditions in India and the canon of English literature to see how English functions as a "national" language and an avenue to international markets and audiences. We'll familiarize ourselves with the local culture: myth and folklore, Hindi popular cinema, "art" cinema, religious traditions and the media, English departments in India, and the influence of Western popular culture and TV.
Kalpana Seshadri-Crooks

EN 333 British Modernism (Spring: 3)

This course explores the dramatic transformations in literary practice during the first half of the twentieth century that are generally grouped under the rubric "Modernism." We'll focus on several different kinds of literary modernisms produced in the Isles during this period. The reading will include texts by Conrad, Yeats, Joyce, Eliot, Woolf, Lawrence, Mansfield, West, Forster, Beckett and others.
Andrew Von Hendy

EN 334 Eroticism in Nineteenth Century Literature (Spring: 3)

This course will explore some of the attractions and dangers of erotic love imagined by some British poets and fiction writers throughout the nineteenth century. We will begin by considering a few modern attempts to define, categorize, and distinguish eroticism from other modes of love. Then we look at some variations of chivalric romance and the vampire tale, versions that complicate familiar tales of knights and distressed maidens, bad vampires who long to whisk away female purity.
Heather Braun

EN 349 The Renaissance (Fall: 3)

This course will explore the literary forms of devotion in early modern England, primarily in the shape of the religious lyric and the spiritual autobiography. How does the lyric "I" become repositioned in a poem addressed to God? How do the politics and poetics of devotion overlap during the turbulent years of the seventeenth century? What traditions and counter traditions were these writers drawing upon? Writers whose works we will be examining will most likely include John Donne, George Herbert, Henry Vaughan, Richard Crashaw, Aemilia Lanyer, John Bunyan, Anna Trapnel, and John Milton.
Sara Choi

EN 351 British Romantic Poetry (Spring: 3)
Fulfills the pre-1900 requirement.

In this course we will read and discuss the poetry of Blake, Barbauld, Wordsworth, Coleridge, Byron, Shelley, Hemans, Keats, Clare, and Landon. In addition to reading a few essays in literary criticism and theory by the poets themselves, we will consider a variety of critical perspectives, including formalism (the study of poetic and other literary devices and structures) and other approaches, such as feminism and the New Historicism, that bring out the cultural, social, and historical contexts of the poems.
Alan Richardson

EN 353 Elizabethan and Jacobean Courtship Poetry (Spring: 3)

This course will introduce students to the major authors and aspects of Elizabethan and Jacobean court literature. Major themes covered will include court culture and entertainments, manuscript and print traditions, patronage, gender politics, and the relationship between courtship and romance. Major authors studied will include Shakespeare, Spenser, Sidney, Jonson, and Donne. We will also cover works by Marlowe, Mary Herbert, Drayton, Elizabeth I, Aemilia Lanyer, Raleigh, Campion, and Mary Wroth.
Jaime Goodrich

EN 356 Nineteenth Century Literary Protest (Fall: 3)

Emphasizes ways in which late eighteenth and early nineteenth-century political and social ideals connected with literary ones, and then goes on to see how these ideal were accepted, adjusted, argued with, borrowed, or revised later in the nineteenth century. The early or romantic part of the course looks at the debates about rights in the 1790s, and explores Romantic ideals of poetic and social reform in Wordsworth, Barbauld, Robinson, and Shelley. Later, we ask how these early social and literary ideals are put to use.
James Najarian

EN 357 The Romantic Imagination (Spring: 3)
Fulfills the pre-1900 requirement.

This course will investigate the various forms of the Romantic imagination as the primary force disclosing individual ontological attunements and defining Romantic aesthetics (as creative center and energy, as well as receptive and judging faculty). We will explore various imaginative orientations: William Wordsworth (as inheritor of eighteenth-century currents and as an original innovator); Samuel Taylor Coleridge (the high priest of the imagination); William Blake (the apocalyptic imagination); Felicia Hemans and Laetitia Elizabeth Landon (the feminine imagination); William Hazlitt (the sympathetic imagination); Percy Bysshe Shelley and Lord Byron (the Promethean imagination); and John Keats (the questioning imagination).
Thomas Simons

EN 358 Poets, Poems and Poetics (Spring: 3)

An upper-division course for students interested in a rigorous and engaging encounter with the fine art of poetry. The class will study poems by major poets of the tradition like Shakespeare, Donne, Milton, Pope, Wordsworth, Keats, Arnold, Dickinson, Yeats, and Eliot as well as more recent poets like Frost, Stevens, Bishop, Heaney, Gluck, and Mariani. A special feature of the course will be regular reading and considerations of major theories of poetry from as early as Aristotle to twentieth century developments like the New Criticism and historicist, deconstructionist, feminist, and other approaches.
John Mahoney

EN 364 Nineteenth-Century British Fiction (Spring: 3)
Fulfills the pre-1900 requirement.

A course reading the classic novels in the English realist tradition, with some new ways of approach. We will follow the traditional struggle within and between characters around the themes of "romantic" energy and "victorian" social realism, and also look at the way novels debate ideas about gender and power, about nation making and empire, education and progress, and the meaning of reading/writing itself. Novels include Walter Scott's *Ivanhoe,* Jane Austen's *Emma*, Charlotte Brontë's *Villette*, Charles Dickens's *A Tale of Two Cities*, George Eliot's *Middlemarch*, Olive Schreiner's *Story of an African Farm*, and Rudyard Kipling's *Kim*.
Judith Wilt

EN 380 American Neon (Spring: 3)

This course will examine the experimental narrative forms early twentieth century American writers designed to meet this challenge from new media. In addition to this historical work, a series of theoretical questions will be addressed. What does it mean to "read" the popular? To understand its power over audiences? To emulate the new technologies of narrative? To contest their connections to forms of authority and power?
Christopher Wilson

EN 382 Varieties of Shorter Fiction (Spring: 3)

This course is designed as an exploration of the appeals, rewards, dangers, and logistics of narrative fiction generally, using

the short story as a manageable focus that allows us to encounter a significant number of diverse examples in a limited time. Studying a wide range of nineteenth- and twentieth-century short fiction, we will both examine in detail how specific texts work and approach larger formal and theoretical questions about how stories function for tellers and audiences.
Robert Chibka

EN 389 Twentieth-Century American Fiction: American Dreams (Fall: 3)

This course will focus on the way in which twentieth-century American fiction exposes the social and economic bases of the American dream. How do literal and metaphorical notions of buying and selling relate to the construction of individual and collective American identities? What is the relationship between images and objects in the texts we will study? How do women and people of color buy into America's cultural mythology?
Laura Tanner

EN 393 Jane Austen and Her Contemporaries (Fall: 3)
Satisfies the pre-1900 requirement.

A new historical analysis of Jane Austen's six major novels. Thinking about literature as social process, we will discuss the cultural work done by Austen and her contemporaries such as Maria Edgeworth, Hannah More, and Mary Wollstonecraft.
Beth Kowaleski Wallace

EN 397 The Whitman Tradition (Fall: 3)

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. Writers to be considered (other than Whitman himself) will include Emerson, Dickinson, Stevens, Williams, Ginsberg, Snyder, and others.
Robert Kern

EN 399 The City and American Literature (Fall: 3)

This course examines depictions of cities and narratives about urban life throughout the American literary tradition. Readings will begin with the conceptions of the city that are central to the ideas of seminal American thinkers and artists, including Franklin, Jefferson, Thoreau, and Douglass. We will then look at examples of the major literary genres that are built around urban representation: nineteenth-century novels of urban migration, the realism of the industrial city, New York City modernisms, literature of the ethnic neighborhood, post-WWII narratives of industrial decline and urban crisis, Los Angeles fiction, and poetry from Walt Whitman to Gwendolyn Brooks.
Eoin Cannon

EN 410 American Fiction to 1860 (Spring: 3)
Fulfills the pre-1900 requirement.

The origin and development of the American tradition in the novel, from its local beginnings in sentimental fiction to its international triumph. We will read novels by such authors as Charles Brockden Brown, Lydia Maria Child, James Fenimore Cooper, William Wells Brown, Nathaniel Hawthorne, Herman Melville, Harriet Beecher Stowe and Henry James. The contributions of such subgenres as the epistolary novel, bildungsroman, the historical novel, Gothic romance, and "woman's fiction" will be considered. The aim of the course is to understand the work American novels have done in the development of American political and cultural life.
James Wallace

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 415 Postmodern American Poetry (Spring: 3)

A study of American poetry in the context of the waning of modernism, starting in the middle decades of the twentieth century when the later work of Wallace Stevens and W.C. Williams already seemed to be pulling away from the assumptions and ambitions of such early twentieth-century masters as T.S. Eliot and Ezra Pound. The bind for the new generation of writers (Robert Lowell, Richard Wilbur, Elizabeth Bishop, Adrienne Rich, Allen Ginsberg, Frank O'Hara, and others) was how to distinguish themselves from their predecessors without (ironically) repeating the modernist call to "make it new."
Robert Kern

EN 418 Introduction to African-American Literature (Fall: 3)
Cross Listed with BK 106

See course description in the Black Studies department.
Joyce H. Scott

EN 420 Victorian Encounters with Religion (Spring: 3)

The first half of the course explores the roles of Evangelical Protestantism, High-Church Anglicanism, Roman Catholicism, Unitarianism and Quakerism, and investigates how believers were thrown into different kinds of disarray with the advent of biblical criticism, the writings of Huxley and Darwin, and increasing exposure to non-Christian religions. The second half of the course focuses on those exposures including, Victorian encounters with Judaism, Hinduism, Islam, Buddhism, and African beliefs.
James Najarian

EN 422 The Self and the City: A Personal Response (Spring: 3)
Cross Listed with PL 222

See course description in the Philosophy department.
Kathleen Hirsch

EN 432 Literature and Society in the 1920s (Spring: 3)

The course takes many of its themes from the literary and social criticism of H. L. Mencken, examining the "carnival of buncombe" in which he lived. Among his interests were the literature of realism, the changing South, the emancipated woman, and the American language. Our other authors include F. Scott Fitzgerald (*Flappers and Philosophers*), Willa Cather (*The Professor's House*), Ernest Hemingway (*The Sun Also Rises*), Theodore Dreiser (*Jennie Gerhardt*), Anita Loos (*Gentlemen Prefer Blondes*), Elmer Rice (*plays*), Sinclair Lewis (*Babbitt*), and William Faulkner (*Flags in the Dust*).
Richard Schrader

EN 433 Late Victorian Writers (Fall: 3)

This course will examine some of the major writers, literary movements, and forms of the period 1880-1901. We will read some of the new genres that arose, like the detective stories of Conan Doyle and the science fiction of H. G. Wells. We well also examine some older genres that flourished and took on new significance during this period, such as the gothic: possible texts include Stoker's *Dracula* and Stevenson's *Dr. Jekyll and Mr. Hyde*.
Marjorie Howes

EN 442 The English Bible in the Renaissance (Spring: 3)

This will be an intensive course designed principally (but not exclusively) for juniors thinking of going on to graduate studies or writing a senior thesis. In addition to the two fifty-minute meetings per week, there will be work in small groups and individual tutorials with the instructor. Students will receive training in research methods and will be expected to present their independent work to one another.
Dayton Haskin

EN 448 Literature of Spiritual Quest (Fall: 3)

A course designed to explore literary works in connection with the theme of the spiritual quest. The purpose of the course is a) to enrich the reading of literary works by exploring their spiritual dimensions, b) to promote spiritual exploration by means of literary works. Likely readings include stories, journals, poems, or films, by Flannery O'Connor, Etty Hillesum, Isak Dinesen, Raymond Carver, T. S. Eliot, Wallace Stevens, Philip Larkin, Andre Gregory, Ingmar Berman, and others.
Dennis Taylor

EN 449 Reading and Teaching Migration and Immigration (Fall: 3)
Fulfills the Anglophone/ Ethnic American Literature requirement for EN/LSOE majors.

Readings from experiences of immigration into the United States in the nineteenth and twentieth centuries and of migrations within and across the continent, especially the African-American Great Migration. Selected readings will include texts regularly taught in the secondary school classroom.
Carol Hurd Green

EN 450 The Contemporary Novel (Fall: 3)

Discussions will take place under the rubrics of psychoanalysis, post-colonialism, and postmodernism. Most novels will be paired loosely with theory. Some possible matches are Sebald's *Austerlitz* with Barthes' *Camera Lucida*, McEwan's *Enduring Love* and Kundera's *Unbearable Lightness of Being* with Lacan's *Encore*, Cha's *Dictee* with Cheng's *The Melancholy of Race*, Coetzee's *Disgrace* with essays by Homi Bhabha, and Duras' *The Lover* with Kristeva's *Black Sun*.
Frances Restuccia

EN 463 Religious Dimensions of the Modern Novel (Fall: 3)
Cross listed with TH 421

This course will study novelists writing from different religious and national traditions: American Protestantism (Faulkner), Continental Judaism (Kafka), English Roman Catholicism (Greene), and Russian Orthodoxy (Dostoevsky). It will consider how the nature of an artist's work is influenced by his or her religious background, with some attention to the issue of the relationship between the religious imagination and the artistic imagination.
J. Robert Barth, S.J.

EN 471 The American Passion Play (Fall: 3)

This course examines how American playwrights have adapted the medieval Passion Play, which depicts the suffering and death of Jesus, in order to explore the intersection of violence, sexuality and spirituality in modern-day America. In addition to literary analysis, we will explore why such plays have proved so controversial on-stage. Our plays will include several by Tennessee Williams, Edward Albee's *Zoo Story*, Arthur Miller's *Millennium Blues*, Tony Kushner's *Angels in America*, Margaret Edson's *Wit*, and Terrence McNally's *Corpus Christi*.
Andrew Sofer

EN 474 Black Women Writers (Fall: 3)
Cross Listed with BK 216
Satisfies Cultural Diversity Core Requirement

The phrase "African American Women's Writing" implies that such writing is a fixed, if not homogeneous, thing that can be neatly defined and represented. This course constitutes itself against this idea. In other words, rather than experiencing writing by African American women as an easily definable body of work, "Black Women Writers" seeks to represent this literature as diverse, complicated, and sometimes contradictory.
Rhonda Frederick

EN 476 Studies in Words (Spring: 3)
Cross Listed with CL 386, SL 376

See course description in the Slavic and Eastern Languages department.
M.J. Connolly

EN 480 Convents, Covens, and Crusaders: Reading Groups of Women (Spring: 3)

From the legendary Amazons to the witches of *Macbeth*, groups of women raise particular issues and can pose particular problems to mainstream cultural beliefs. At their worst, they cast spells, kill men, and spread drunken gossip; at their best, they instruct and heal, bless and create. In this class, we will read a variety of literary and non-literary texts from the medieval and early modern periods, asking how different types of all-female groups are represented and what larger issues are at work in their construction.
Caroline Bicks

EN 482 African-American Writers (Fall: 3)
Cross Listed with BK 410
Satisfies Cultural Diversity Core Requirement
Henry Blackwell

EN 501 Wordsworth and the Religious Tradition (Spring: 3)

A seminar which will explore the collected works of William Wordsworth, trace his principles of spiritual development, and explore his connections with religious traditions.
Dennis Taylor

EN 502 Abbey Theatre Summer Workshop
(Fall/Spring/Summer: 3)

The Abbey Theatre Program, a six-week Summer Workshop in Dublin, consists of an intensive five weeks of classes, lectures, and demonstrations by members of the Abbey Theatre Company in acting, directing, production, and management, culminating in the staging of an Irish play. There will also be lectures in the history of Irish theatre. A week of travel, at will, in Ireland will be provided at the end of the workshop. Interested students should apply to Professor Philip O'Leary, English Department before March 1.
Philip T. O'Leary

EN 510 Contemporary American Women Writers (Spring: 3)

Focusing on poetry and fiction written by American women since World War II, this course will explore issues of race, ethnicity, power, violence, space and embodiment, as well as gender. In approaching each literary text, we will aim to situate it within the context of contemporary American cultural tensions and to explore in detail its construction as a work of art that manipulates language and literary form.
Laura Tanner

EN 517 Seminar: Coleridge (Spring: 3)

Samuel Taylor Coleridge was a multi-faceted person: poet, literary critic and theorist, philosopher, theologian, political thinker, journalist, amateur scientist. This seminar will explore some of the many aspects of Coleridge's intellectual life, attempting to discern its unifying elements. It will also study some of the important influences that shaped Coleridge's career, and in turn how his work influenced—and continues to influence—poets, critics and other thinkers who came after him.
Robert Barth, S.J.

EN 519 Advanced Creative Non-Fiction Workshop: Humor (Fall: 3)

An intensive writing class that will focus on the serious business of humorous writing. In the first third of the course, we will examine the work of writers such as Calvin Trillin, Nora Ephron, George Saunders, Anthony Lane and others in the hopes of discovering how to make readers laugh and think. Topics covered include: satire, self-deprecation, and confessional risk-taking. The rest of the course will be devoted to workshop.

Steve Almond

EN 529 Shakespeare: Later Plays (Spring: 3)
Fulfills the pre-1700 requirement

This course will cover plays written by Shakespeare between 1600 and the end of his writing career and will include one comedy (*Twelfth Night*), the major tragedies (*Hamlet, Othello, King Lear, Macbeth,* and *Antony and Cleopatra*) and two romances (*Winter's Tale* and *The Tempest*).

Mary Crane

EN 546 Irish Culture in the New Century (Spring: 3)

This course will consider how today's Irish artists, looking both inward to a national past and outward to influences from America and Europe, are rapidly transforming a traditional society into a center of cultural innovation.

Marjorie Howes

EN 554 Form and Theory of Nonfiction (Fall: 3)

The reading, writing, and class discussions in this course will focus on four forms of nonfiction—memoir, the literary essay, travel writing, and immersion journalism. We will spend some time trying to identify the characteristics, criteria, tacit traditions, and boundaries that define each of these forms. We will also try to figure out what distinguishes creative nonfiction from both fiction and conventional journalism.

Lad Tobin

EN 557 Seminar: The Rise of Modern American Poetry 1914-1930 (Fall: 3)

The focus will be on the development of a distinctively Modern American poetry in the early twentieth century, linking it to contemporaneous developments in Ireland, England and continental Europe, as well as developments in the modern novel. Yeats, Pound, Imagism and Vorticism, Gertrude Stein and Picasso, Braque and Juan Gris, the Great War and Modern Memory, the Dadaists, Eliot's Waste Land, the American poetics of Frost, Williams, Stevens, Marianne Moore, Hart Crane, Langston Hughes and the Harlem Renaissance, etc.

Paul Mariani

EN 576 Advanced CNF: Writing about Journeys (Fall: 3)

Connie Griffin

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.

Suzanne Matson

EN 579 Writing Workshop: Fiction (Fall: 3)
Enrollment limited to 15.

This course provides encouragement, practice, and criticism for students seriously interested in writing short fiction. The workshop format demands self-motivation and universal participation. Since students' stories are texts for class discussion, a generous willingness to respond to others' writing and to expose one's own work to such reactions is an essential prerequisite. Individual conferences with the instructor supplement the workshop discussions. Students are expected to produce a steady stream of new and revised fiction throughout the semester. Narrative preferences from the traditional to the experimental are welcome.

Robert Chibka
Elizabeth Graver
Michael Lownethal
Suzanne Matson

EN 590 Advanced Nonfiction Workshop: Writing About Music, Sport, and Landscape (Spring: 3)
A variety of writing assignments, workshopping of student prose, and discussion of assigned reading will all be regular features of the course's workload

This course will address three subjects that have challenged writers' imaginations because they are so profoundly nonverbal in their appeal. We will write essays (not reviews or memoirs) that try to get at why and how music, sport, and landscape matter. Mindful of the tendency toward cliché that our subjects' resistance to words tends to encourage, we will try to find original ways to articulate their essence. We will also consider models provided by writers who have engaged our subjects.

Carlo Rotella

EN 592 Advanced Non-Fiction Workshop: Childhood (Spring: 3)

In this section we'll explore a variety of areas that deal with the theme of childhood. We'll also look at how memory functions in the writing and analyzing of childhood events, and how other writers have dealt with this. Readings will include excerpts from memoirs and essays by Dorothy Allison, Michael Ondaatje, James Baldwin, Lorene Cary, Tobias Wolff, and John Updike.

Susan Roberts

EN 599 Undergraduate Reading and Research (Fall/Spring: 3)

The Department

EN 600 Honors Thesis (Fall/Spring: 3)

Department

EN 601 Internship (Fall:1)

Treseanne Ainsworth

EN 603 Seminar in College Teaching: Women's Studies (Spring: 3)
Cross Listed with HS 665

See course description in the History department.

The Department

EN 604 Seminar: Emily Dickinson (Fall: 3)
Fulfills the pre-1900 requirement.

Emily Dickinson's vast and brilliant output of poems and letters has attracted a great deal of critical debate in the last forty years. Students in this seminar will read all the poems, many of the letters, a biography of the poet, and a considerable amount of that criticism. They will write several essays developing close readings of individual poems and at the end of the semester will write a longer work involving original research.

John Anderson

EN 617 Advanced Poetry Workshop (Spring: 3)

A workshop designed for those with experience in writing poetry, and who want to work more intensively on revision and craft. Students will produce about one poem a week, and critique each other's drafts in weekly group discussions.

Paul Mariani

EN 625 Seminar: Toni Morrison (Spring: 3)

Through Toni Morrison's oeuvre, readers can explore a variety of North American cultural and historical preoccupations, particularly as interpreted through an African American purview. In this course we will explore thematic and artistic concerns that arise in Morrison's fiction and nonfiction and thus gain insight into the cul-

ture of the United States. The following themes shape this course: dominant cultural mores and their impact (*The Bluest Eye*); legacies of slavery *(Beloved);* culture as a sustaining force (*Song of Solomon*); women's responses to patriarchy (*Sula*); homogenizing impulses in dominant culture (*Tar Baby*); creation and use of culture (*Jazz*).
Rhonda Frederick

EN 626 Seminar: Studies in American Culture (Fall: 3)
Permission of instructor only

This course, combining elements of a seminar in cultural studies and a writing workshop, examines selected recent developments in American culture. We will draw upon the examples of scholars, journalists, and cultural critics in formulating our own interpretive approaches. Major themes include the urban-suburban split, deindustrialization, globalization, public life in a privatizing society, the potential and limits of corporate mass culture, manhood and womanhood in transition, and the uses of nature as idea and fact. Authors on the syllabus may well include Barbara Ehrenreich, William Finnegan, Henry Louis Gates, Jr., Carl Hiaasen, Naomi Klein, Jennifer Price, Eric Schlosser, Tom Wolfe.
Carlo Rotella

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 628 Capstone: Five Heroic Americans (Spring: 3)
Cross Listed with UN 531

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. Students will discuss their observations in light of the four concerns of the Capstone program: relationships, work, civic responsibility and spirituality.
Robert Farrell, S.J.

EN 630 Capstone: Passages (Fall: 3)
Cross Listed with UN 538

In our passages through this enigmatic world we reflect on the vision of St. Theresa of Avila, "All things pass; only God remains." Life embraces us in paradox. Through novel, short story, poetry and essay the many writers considered in this Capstone, including Virginia Woolf, Marcus Aurelius, John Cheever, Alice Walker, Anne Bradstreet, Gerard Manley Hopkins, will share their insights with us and help us to appreciate the Capstone ideals: wholesome relationships, generous citizenship, spiritual development and joy in work.
Robert Farrell, S.J.

EN 637 Capstone: The Vision Quest: A Multicultural Approach to Self-Discovery (Spring: 3)
Cross listed with UN 544

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*, *Go Tell It On the Mountain*, *The Bonesetter's Daughter*, and *How the Garcia Girls Lost their Accents*, and films *Thunderheart* and *The Whale Rider*.
Dorothy Miller

EN 645 American Nature Writing (Spring: 3)
Robert Kern

EN 646 Capstone: Journeys Mapping the Interior (Spring: 3)
Cross Listed with UN 546

Coming at a time when you find yourself at a crossroads in your life, a significant juncture where the challenge of choosing your future direction faces you with a steady stare, if not glare, this Capstone course offers a brief pause in the midst of life-shaping choices, a calm, still space where you may sort through the complex and often contradictory aspects of your life.
Connie Griffin

EN 654 Junior Honors Seminar (Spring: 3)
Permission of the instructor required for registration.

In this seminar, we will focus on how to generate critical questions leading to large research projects. We will begin by reading a series of well-known essays by authors such as Freud, Althusser, Barthes, Derrida, Foucault, and Greenblatt. An accompanying set of exercises will enhance critical inquiry skills and will help with the formulation of research topics. We will also discuss how to generate an appropriate bibliography for a long research project. Though this seminar is geared toward those considering the thesis option, it is also designed to be helpful toward all those interested in other kinds of advanced work in English and cultural studies.
Elizabeth Kowaleski-Wallace

EN 657 British Literature and Empire 1688-1832 (Fall: 3)
Fulfills the pre-1900 requirement.

This course looks at British literature in a period of imperial expansion and crisis. We will read literary texts from the late seventeenth century through the early nineteenth century with a range of questions regarding the relations of literature to empire, colonialism, and slavery in mind. Authors and texts to be studied will most likely include: Behn, *Oroonoko;* Swift, *Gulliver's Travels;* selected "Oriental" tales (including Byron's verse tale *The Giaour*); slave narratives by Equiano and Prince and other examples of early Black British writing; antislavery poems by Blake, More, and others; Austen's *Mansfield Park*; and Shelley's *Frankenstein*.
Alan Richardson

EN 670 Capstone: Into the Woods (Spring: 3)
Cross listed with UN 541

All readers, young and old, share the wonder in fairy tales. This serves a deeper purpose: to experiment and learn our boundaries and responsibilities. There are dangers in woods, but Red Riding Hood learns a lot, frees herself, and embarks upon life. The symbolic journey into the woods allows seniors to leaves the "woods of BC" with optimism and commitment. How will you negotiate transitions into society with the wisdom from your journey here?
Bonnie Rudner

EN 671 Seminar: Literature and Beliefs (Spring: 3)
Henry A. Blackwell

EN 672 Nineteenth Century British Poetry (Spring: 3)

This course will discuss poetry of the Romantic and Victorian eras, considering both continuities and changes throughout the century. Beginning with the Wordsworthian revolution in poetry, the course will study major Romantic poets, as well as one or two more

recently canonized poets of the period; several high Victorian poets such as Tennyson and Browning; and later Victorian poets, including the Pre-Raphaelites and Gerard Manley Hopkins.
Robert Barth, S.J.

EN 673 Capstone: Coming of Age (Spring: 3)
Cross Listed with UN 545

This seminar, designed for seniors, will integrate reading and writing (both creative and analytical) through the study of coming-of-age narratives. We will explore the ways in which stories intersect with the complex procedures of making choices as we read narratives in which young adults struggle for self-determination and expression.
Amy Boesky

Undergraduate and Graduate Course Offerings

EN 118 Essentials of English Composition (for foreign students) (Fall: 3)
Exclusively for students whose native language is not English. Enrollment by placement test only

Extensive practice in the writing and editing of academic prose. Emphasis on sentence structure and paragraph development as well as on the rhetorical strategies used in academic essays. Review of selected topics in English grammar.
The Department

EN 121 The Linguistic Structure of English (Fall: 3)
Prerequisite: Previous or simultaneous coursework in Linguistics or in the history of the English language.
Cross Listed with SL 323

See course description in the Slavic and Eastern Language department.
Margaret Thomas

EN 392 Syntax and Semantics (Spring: 3)
Cross Listed with SL 344

See course description in the Slavic and Eastern Language department.
Victor Manfredi

EN 458 Rhetoric As Cultural Studies (Spring: 3)

This course will combine exploration of texts in cultural studies and rhetoric in order to examine the modes of persuasion found in everyday life. Through our exploration of the rhetoric of everydayness, we will articulate a toolkit of terms for studying culture as well as better understanding our own acts of writing.
Paula Mathieu

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 Language department.
M.J. Connolly

EN 527 General Linguistics (Fall: 3)
Cross Listed with SL 311

See course description in the Slavic and Eastern Language department.
M.J. Connolly

EN 675 Art and Craft of Literary Translation (Spring: 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 Language department.
Maxim D. Shrayer

Graduate Course Offerings

EN 705 Caribbean Intellectual History (Fall: 3)

This course maps traditions in Caribbean Studies through the works of scholars and creative writers from throughout the region. The most recurrent themes of class, colonialism/neo-colonialism, ethnicity, history, identity formation, sexuality, and slavery organize our readings. This course is also concerned with intersections between Caribbean and European/North American intellectual traditions. Students will read texts by Edward Kamau Brathwaite, Erna Brodber, Antonio Benítez-Rojo, Aimé Césaire, Maryse Condé, Wilson Harris, George Lamming, Walter Rodney, and Olive Senior among others.
Rhonda Frederick

EN 708 Introduction to Contemporary Theory (Spring: 3)

This course is designed to help graduate students in literature become familiar with some major trends in contemporary critical theory. Readings will include some classic theoretical essays most often cited by current critics, and more recent practical applications of theory to literary or other cultural artifacts. Particular attention will be given to the challenges of interdisciplinary research and analysis.
Robin Lydenberg

EN 717 Theory and Pedagogy in the Language Arts Classroom (Fall: 3)
Cross Listed with ED 472

See course description in the Lynch School of Education.
Audrey Friedman

EN 719 Reading and Teaching American Poetry (Spring: 3)

A course designed to prepare graduate students to teach American poetry by focusing on poems and their formal effects, literary traditions spanning Anne Bradstreet to Billy Collins, and the range of reading and interpretive strategies open to us as students and as teachers. As the last point suggests, all of our work with poems will be twofold: investigating our own responses, interpretive behaviors, and theoretical assumptions as readers, as well as inventing models for bringing poems to the classroom with the richest possible results.
Suzanne Matson

EN 732 Contemporary Irish Fiction (Fall: 3)

This seminar examines the confluence of stories representing Irish society since the mid-1980s. We will discuss significant cultural shifts and attempt answers to ongoing cultural questions. These include issues of national identity in an era of globalization, the relationship between tradition and innovation in Celtic Tiger Ireland, the challenges and contradictions posed by the Northern Ireland Peace Process, as well as issues of gender, sexuality and ethnicity in the "new Ireland." Novelists include Roddy Doyle, Dermot Bolger, Colm Tóibín, Edna O'Brien, Patrick McCabe, Emma Donoghue, Mary Morrissy, Anne Enright, Eoin McNamee, Eilis Ní Dhuibhne and Deirdre Madden.
James Smith

EN 734 African American Literature (Spring: 3)

Deals with fiction, poetry, autobiography and critical theory in African American Literature from Lucy Terry (1746) to Toni Morrison (the present). Concentrates on conflicts reflected in the field's foundational texts and the culture's contemporary debates. Accordingly, we will discuss the very idea of race (i.e., the racialization of subjectivity), identity and origin, race and nation, black

male-female gender strife, black and white feminism, contemporary slave narratives, and recurring forms of individualism, violence and healing, as well as ways that the idea of the African American subject is reshaped by postructuralism, critical whiteness studies, transnationalism and the British Cultural Studies school.
Henry Blackwell

EN 743 Elizabethan and Jacobean Drama (Spring: 3)

This course will cover a number of plays written in England during the sixteenth and seventeenth centuries, including works by Kyd, Marlowe, Shakespeare, Jonson, Middleton, Tourneur, Webster, and others. We will also consider aspects of genre and staging as well as the political and social implications of theater in the period. In addition, we will read critical works representing a range of approaches to these plays.
Andrew Sofer

EN 747 Sex, Gender, and the Body in Early Modern England (Spring: 3)

In this seminar we will explore the often contradictory notions of sex, gender and the body that circulated in early modern England. Through readings of medical, literary, and sensationalist 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. Sample topics: publishing anatomy; homoeroticism; cross-dressing; married and unmarried women; representations of birth and nursing. Sample texts: Lyly's *Gallathea;* Cavendish's *Convent of Pleasure;* Middleton and Dekker's *Roaring Girl;* Marlowe's *Edward II;* Jane Sharp, *The Midwives Book*
Caroline Bicks

EN 748 Early American Fiction and Nonfiction (Spring: 3)

This course reads early American fiction by such writers as Rowson (*Charlotte Temple* and *Lucy Temple*), Murray (*The Story of Margaretta*), Foster (*The Coquette*), Brown *(Ormond),* Sedgwick (*A New-England Tale*), Poe *(The Ligeia),* Hawthorne (*Rappaccini's Daughter*), Melville (*Benito Cereno*), Douglass (*The Heroic Slave*) and Stowe (*Uncle Tom's Cabin*) in relation to contemporaneous nonfiction. Such conjunctions lead to an awareness not only of the expanding canon of antebellum fiction but also of the cultural contexts within which it evolved.
Paul Lewis

EN 773 English Heroic Literature (Fall: 3)

The course will examine some representative works of English literature in the heroic mode from the beginnings to the eighteenth Century. Medieval texts include *Beowulf* (facing-page translation) and other Anglo-Saxon poems, *Sir Gawain and the Green Knight*, Chaucer's *Troilus and Criseyde,* Henryson's *Testament of Cresseid,* and excerpts from Malory. From the Renaissance and later: *Faerie Queene III; Paradise Lost I-II;* Dryden's *Absalom and Achtophel*, *Mac Flecknoe*, and *The Conquest of Grenada;* and Pope's *Rape of the Lock* and *Dunciad IV*.
Richard Schrader

EN 788 Irish Heroic Literature in Modern Adaptation (Spring: 3)

Beginning with a study of the ethos of Irish heroic literature in its historical and cultural context, this course will then examine the uses, ideological, aesthetic, and personal, to which that material has been put by Irish writers of the past two centuries. Particular attention will be paid to shifting concepts of authenticity and the degree to which various creative artists have either retained, reinterpreted, or reinvented what they perceived to be the essence of their originals. Among writers to be studied will be O'Grady, Yeats, Gregory, Synge, Pearse, Joyce, Stephens, O'Duffy, O'Brien, Clarke, and Heaney.
Philip T. O'Leary

EN 789 Eighteenth-Century Comedies: Dramatic and Narrative (Fall: 3)

Taking as its texts a variety of dramatic comedies and comic novels written from the Restoration through the eighteenth century, this course will explore questions about how generic constraints, expectations, and innovations shaped representations of social life and consider ways in which framing a "world" as comic could display, challenge, and/or occlude social, cultural, and/or literary complacencies and/or anxieties. Along with short readings in history of the novel and the theater and theory of comedy, we will discuss plays and novels by such authors as Wycherley, Etherege, Behn, Congreve, Gay, Steele, Fielding, Sterne, Goldsmith, Burney, Sheridan.
Robert Chibka

EN 801 Thesis Seminar (Fall/Spring: 3)
The Department

EN 802 Joyce's Ulysses (Fall: 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. Much of our time will be devoted to an intensive reading of the novel itself. Such an intensive reading will necessarily generate a series of questions about how to read *Ulysses*, about what strategies, approaches, and secondary materials are most useful and rewarding.
Marjorie Howes

EN 805 Scott, History, Nation (Spring: 3)

Beginning in 1814 the unprecedented popularity of the novels of Walter Scott put history into fiction, and the novel decisively into the history business. The urgency of this project reflects the nineteenth century's attempts to define, resist, and control modernity in its successively new understandings of the engulfments of time, the mutual making of the spaces of nation and empire, and the potential of the private self to engage these new times and spaces.
Judith Wilt

EN 809 Seminar: Invention of the Renaissance in the Nineteenth Century (Fall: 3)

This course will entail archival research (at Harvard and other U.S. universities) to learn how early modern literature came to be made into an academic subject; and it will explore how certain writers (including Coleridge, Browning, George Eliot, and Pater) engaged the work of sixteenth- and seventeenth-century authors and helped to create the idea of the Renaissance.
Dayton Haskin

EN 811 The World According to Wallace Stevens (Fall: 3)

An examination of Stevens' poetry from "Sunday Morning" (1915) through the late lyrics (1955), with attention paid to his long poems, lyrics, letters, and critical and philosophical writings. An examination too of his literary predecessors, contemporaries (Williams, Eliot, Marianne Moore, Yeats, Frost, Valery, Cézanne, Matisse, Duchamps, and Picasso), and heirs.
Paul Mariani

EN 812 New England Literary Culture (Fall: 3)

For 250 years, New England was arguably the most vital and influential region of British North America. The purpose of this course is to explore the development of a regional literary culture, beginning with its origins in the Puritan migrations of the 1620s and '30s and ending with the diminishing of New England's influence on American culture in general after the Civil War.
James Wallace

EN 818 Yeats (Spring: 3)

W. B. Yeats has often been called the most important poet of the twentieth century, and his career was enormously long, complex,

and varied. This class will be primarily devoted to an intensive reading of Yeats's poetry, but we will examine some of his plays and prose as well. We will discuss Yeats's changing forms and techniques, his relation to his literary predecessors and to movements like symbolism and modernism, his revisions of his own work, and his poetic responses to the pressure of biographical and historical events. We will also examine some aspects of the critical tradition on Yeats and read some selections from contemporary criticism.
Marjorie Howes

EN 819 British Romanticism and Imperial Culture (Fall: 3)

Topics will include antislavery poetry, early slave narratives, anti- and pro-slavery polemics; literary Orientalism and other forms of exoticism; anti-imperialist poetry and polemics; Ireland and Scotland as sites for colonial appropriation (including literary appropriation) and emergent nationalist cultures. Attention will be given as well to literary constructions of the Americas in this era and to the beginnings of Creole literary traditions. Texts may include poems by Chatterton, Rushton, More, Yearsley, Blake, Barbauld, Williams, Wordsworth, Coleridge, Shelley, and Byron; novels by Austen *(Mansfield Park),* Morgan *(Wild Irish Girl),* Scott *(Waverley),* Edgeworth *(Castle Rackrent);* and slave narratives by Equiano and Prince.
Alan Richardson

EN 821 Medieval English Romance (Spring: 3)

This course reads romances in English from 1240 to 1400 as nostalgic expressions of many desires: for a readable national past, an authorizing foundation myth, and a satisfying fantasy of gender relations, among other things.
Robert Stanton

EN 831 Theories of Narrative (Spring: 3)

The course will commence by examining the wider category, theories of narrative (including a section on theories of the originally oral genres—myth, legend and tale). We will then move into a more extensive consideration of twentieth-century theories of the novel. The principal texts for the course will be Mieke Bal's *Narratology: Introduction to the Theory of Narrative*, and Michael McKeon's excellent critical anthology *Theory of the Novel.*
Andrew Von Hendy

EN 857 American Nature Writing (Fall: 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 858 Debates and Issues in Post-Colonial Studies (Fall: 3)

The course will be divided into three segments: (1) the discourses of colonialism and anticolonialism—writers such as Fanon, Senghor, Cesaire, and Gandhi who dealt with issues such as negritude, revolution, and soul force; (2) the critiques of postcoloniality—writers such as Edward Said, Gayatri Spivak, Homi Bhabba, and CLR James who have raised the issues of Orientalism, cultural translation, hybridity and authenticity, and the problem of identity politics; and (3) the contemporary debates within postcolonial studies, pertaining to Marxism, psychoanalysis, postmodern, third world literature, and film.
Kalpana Seshadri-Crooks

EN 878 Reading and Teaching the Short Story (Fall: 3)

The central text is *The Best American Short Stories of the Century*. "I tried not to select stories because they illustrated a theme or portion of the national experience," writes John Updike, editor of the collection, "but because they struck me as lively, beautiful, believable, and, in the human news they brought, important." The central emphases will be on the content (what is said) and form (how it is said) of the stories, a dichotomy (a "durable riddle" Brad Leithauser has called it) more apparent than real.
Paul Doherty

EN 887 Introduction to Advanced Research (Fall/Spring: 3)

This course is intended to present the methods and materials of literary scholarship to graduate students. This course will study the ways in which texts are produced, made, distributed, and preserved. The first section of the course introduces the students to the basic forms of literary production and scholarship, both print and electronic. The course goes on to ask larger questions about how material production affects our readings and receptions of texts, with selections from *The Book History Reader* and historical-bibliographical case studies of individual texts.
James Najarian

EN 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

EN 899 Readings and Research (Fall/Spring: 3)
The Department

EN 921 The Body in Early Modern Culture (Fall: 3)
Amy Boesky

EN 934 Ph.D. Advanced Research Colloquium (Fall: 3)

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.
Laura Tanner

EN 998 Doctoral Comprehensive (Fall/Spring: 0)

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.
Amy Boesky

EN 999 Doctoral Continuation (Fall/Spring: 0)

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.
Amy Boesky

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

Richard Blake, S.J., *Professor;* A.B., M.A., Ph.L., Fordham University; M.Div., Woodstock 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
Sheila S. Blair, *Norma Jean Calderwood Professor of Islamic and Asian Art;* A.B., Tufts University; M.A., Ph.D., Harvard 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
Jeffery W. Howe, *Professor;* A.B., Carleton College; Ph.D., Northwestern University
Claude R. Cernuschi, *Associate Professor;* B.A., University of Vermont; M.A., Ph.D., Institute of Fine Arts, New York University
Kenneth M. Craig, *Associate Professor;* B.A., M.A., Ohio State University; Ph.D., Bryn Mawr College
Michael W. Mulhern, *Associate Professor;* B.F.A., University of Dayton; M.F.A., Columbia University
Stephanie Leone, *Assistant Professor;* B.A., George Washington University; M.A., Syracuse University; Ph.D., Rutgers University
Andrew Tavarelli, *Adjunct Associate Professor;* B.A., Queens College
Mark Cooper, *Adjunct Assistant Professor;* B.S., Indiana University; M.F.A., Tufts University
Charles Meyer, *Adjunct Assistant Professor;* B.A., Goddard College
Katherine Nahum, *Adjunct Assistant Professor;* B.A., Sarah Lawrence; M.A., Ph.D., Boston University
Alston Conley, *Lecturer;* B.F.A., Tufts University

Contacts

- Administrative Secretary: Joanne Elliott, 617-552-4295, joanne.elliott.1@bc.edu
- Web Site: 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 Art from Prehistoric Times to the High Middle Ages (three credits)
- FA 102 Art from the Renaissance to Modern Times (three credits)
- FA 103-104 Art History Workshop (two courses) ordinarily completed by the end of the sophomore year (six credits total).
- Seven additional courses: Three must have FA numbers at or above the 200-level; four must have the number 300 or above, including FA 401. (The student can consult with a professor about making a 200-level course into a 300-level course by writing a more extensive research paper.)
  At least one course must be chosen from each of the following periods: Ancient Art, Medieval Art, Renaissance through Eighteenth Century Art, Nineteenth and Twentieth Century Art
- FA 401 Seminar in Art Historical Research (three credits) is required and must be taken during the junior or senior year. This course may be counted as one of the seven courses listed above.

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 of the great films and filmmakers provides a basis for understanding the relationship between contemporary artists and industrial society. Each student will have an opportunity to apply this theoretical knowledge to the experience of film making and exhibition both through programs in scripting, photography, production, and digital editing and through an extensive internship program in the Boston area.

Students are encouraged to widen and deepen their understanding of the medium through additional courses in Art History, Studio Art, Theater, and Communication. While this Film Studies major provides a solid foundation for further studies and professional involvement in the industry, it also offers the liberal arts student a broad-based preparation for other career options.

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.
- Five (5) electives, at least two of which must be above the 300 level
- Junior/Senior year: Either FM 382 Documentary Film or FM 384 History and Art History into Film, as preparation for the Senior Project
- Senior Project: A film, historical critical essay or combination of both. 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.

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 work-

ing 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 thirty-six credits, to be distributed as indicated below. The program is to be worked out in consultation with the department advisor.

- FS 100 Ceramics, FS 103 Drawing: Approaches and Issues, FS 102 Foundations of Painting, FS 161 Photography, select two courses (six credits)
  These courses offer an introduction to the four areas of the studio program. Students are strongly advised to make choices (in conjunction with their departmental advisor) that provide a foundation for a concentration in one of these studio areas.
- FA 101 Art: Prehistoric to the High Middle Ages, FA 102 Art from the Renaissance to Modern Times, FA 257-258 Modern Art: Nineteenth and Twentieth Centuries, FA 285 History of Photography, choose one (three credits)
- FS 498 Senior Project Part I (Fall) and Senior Project Part II (Spring) (six credits)
- A minimum of seven (7) additional courses 100-level and/or above (21 credits)

Students must have taken at least four semesters of work relating to their Senior Project prior to their senior year. Portfolio reviews are required in the second semester of the sophomore and junior years.

In addition to the required courses, FA 257-258 Modern Art and FA 361 Issues in Contemporary Art are recommended.

Summer travel and summer courses are also 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. It is designed to encourage an in-depth investigation of one medium, rather than a generalized sampling of many. There are features of the minor program that resemble aspects of our majors' studio program which we have found to be successful. The required Advanced Studio Seminar class, for example, will function analogous to our Senior Project.

The minor comprises six classes to be selected as follows:

- Two introductory level classes to be selected from: FS 103 Drawing: Approaches and Issues, FS 102 Painting I, FS 141 Ceramics I, FS 161 Photography I
- The concentration of classes that follow must be related to (only) one of the above listed areas and must be selected as follows:
  Two classes at the 200 level or above
  One class at the 300 level
  One Advanced Studio Seminar (during which students will be expected to complete a significant thesis project), FS 325

Therefore if a student takes Painting I and Photography I as his/her introductory classes, he/she must select the additional three classes from either painting or photography, but not both, i.e., 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 add additional classes from the offerings in their chosen area of specialty. The department also encourages students to take: FA 101 and 102 Introduction to Art History, FA 356 Art Since 1945, and FA 285 History of Photography

Film Studies Minor

The Film Studies minor, a joint undertaking of the Fine Arts and Communication Departments, assists students in developing critical and technical abilities in the area of film.

The minor consists of two required courses and four electives. Normally, a student begins with either FM 283 History of European Cinema or FM 202 Introduction to Film Art. The other required course is FM 171 Filmmaking I. The four electives may be chosen from the areas of film history and criticism, film or video production, communications or photography. At least one of these electives must be taken in the Communication Department.

Students interested in the Film Studies minor may contact one of the Co-Directors, Professor John Michalczyk in Devlin 424 or Professor Richard Blake, S.J., in Devlin 416, 617-552-4295.

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. Students are limited to one or two semesters abroad but prior to senior year.

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 no more than three 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 100 Ceramics, FS 100 Drawing I, FS 102 Painting I, FS 161 Photography I
- 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. Study abroad 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 World Wide Web at http://www.bc.edu/courses/.

FA 101 Art from Prehistoric Times to the High Middle Ages (Fall: 3)
Satisfies Arts Core Requirement

A fundamental course for understanding the visual arts in the Western World: painting, sculpture and architecture. Major monuments in the history of art will be discussed in historical and cultural context beginning with Paleolithic cave art through the art of the medieval period. This course will examine some of the ancient material from an archaeological perspective, but its main emphasis will be on style and meaning in art. Assignments will include museum visits and the study of significant works of art in greater Boston.
Pamela Berger
Kenneth Craig

FA 102 Art from the Renaissance to Modern Times (Spring: 3)
Satisfies Arts Core Requirement

This is the fundamental course for understanding the visual arts: painting, sculpture and architecture. The major monuments in the history of art will be discussed in their historical and cultural context beginning with the Renaissance in Europe down to the art of our own time. The emphasis will be on style and meaning in art. The class meets for two slide lectures and one small discussion group per week. Assignments will include museum visits and study of significant works of art in greater Boston.
Stephanie Leone
Claude Cernuschi

FA 103-104 Art History Workshop (Fall/Spring: 3)
Required for art history majors.

The primary objective of this two-semester course is to expose the student to a series of problems in order that he or she may understand more fully the formal and technical aspects of works of art studied in the general survey of art history (FA 101-102). Critiques and discussions also try to develop greater aesthetic sensitivity.
Aileen Callahan

FA 107 History of Architecture (Fall: 3)
Satisfies Arts Core Requirement

The evolution from pre-history to contemporary times of select examples of Western architecture is considered against the background of history, religion, societies, politics, psychology and technology.
Katherine Nahum

FA 108 Great Art Capitals of Europe (Spring: 3)
Satisfies Arts Core Requirement

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 174 Islamic Art and Civilization (Fall: 3)
Satisfies Cultural Diversity Core Requirement

Islam, the religion revealed to the Prophet Muhammad in seventh-century Arabia, is the fastest growing religion in the world today, practiced by some one-fifth of the population around the globe. This course surveys the civilization that accompanied the spread of that religion over the past 1,400 years, with particular emphasis on art, architecture, literature, and society.
Sheila Blair

FA 176 Jerusalem (Fall: 3)
Jonathan Bloom

FA 203 Great Cities of the Islamic Lands (Spring: 3)
Satisfies Arts 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

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

FA 214 The Art of the Silk Road (Spring: 3)
Satisfies Cultural Diversity Core Requirement

The Silk Road is the term coined in the nineteenth century for the overland trade route that connected China to the Mediterranean via Central Asia and Iran. This course surveys the arts and ideas that traveled and developed along this trans-continental route over several millennia.
Sheila Blair

FA 216 Art and Archaeology of Homer and Troy (Fall: 03)
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 AD to around the year 1000 AD. 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 Art: Imagination and Imagery (Spring: 3)

This course will look at the symbolism and the multiplicity of meanings in works of art from the Romanesque and Gothic world. We will study the various artistic styles of architecture, sculpture, and painting of the period, all the while treating the art in its intellectual and social context. We will pay particular attention to the new ways medieval men and women envisioned space and time, as well as God and nature.
Pamela Berger

FA 231 Early Renaissance Art in Italy (Fall: 3)
Satisfies Arts Core Requirement

Why was art made in the Renaissance? What did it mean to its original audience? Answering these questions, this course studies connections between art, society and culture in Italian centers Florence, Siena, Rome and Venice during this period of fertile artistic innovation. Introducing students to great artists of the fourteenth and fifteenth centuries like Giotto, Duccio, Brunelleschi, Donatello and Masaccio, attention will focus on patrons, people or institutions who hired artists, understanding how their goals influenced production of art. Motives and meanings of Renaissance art, will show art played a vital role in Renaissance society.
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 256 Impressionism and Neo-Impressionism (Spring: 3)

After an examination of the intellectual and artistic bases of Impressionism, we consider each of the eight Impressionist exhibitions against the social, political and economic background. We follow these artistic currents into Neo-Impressionism on other, sometimes distant countries.
Katherine Nahum

FA 257 Modern Art: Nineteenth Century (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 Early Twentieth Century Art (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 Nineteenth Century American Art (Fall: 3)

The nineteenth century was a time of turmoil and change as some Americans moved westward and others considered their connections to their European roots. American artists constructed Federalist portraits, Romantic landscapes, Neoclassical sculptures, Realist genre scenes, Luminist seascapes, and Documentary photographs to express who they were as individuals and as members of a new national community. This course traces the evolution of American painting, sculpture, and photography throughout the nineteenth century as American artists responded and contributed to the larger social, political, and cultural forces shaping the nation.
Judith Bookbinder

FA 264 Twentieth Century American Art (Spring: 3)

American artists began the twentieth century by looking to avant-garde European art as a source of inspiration. By mid-century, America had become the center of the avant-garde art world. This course traces the transformation of two and three-dimensional American art in the context of the changing political, social, and cultural environment of the twentieth century. Beginning with Precisionist and Expressionist interpretations of the modern world, the course will include Abstract Expressionism, Color Field and Hard Edge Abstraction, Pop and Op Art, Earthworks and Environmental Sculpture, Conceptual Art, and Neo-Expressionist Figuration among other developments.
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 as a website on the Boston College BCInfo web page.
Jeffery Howe

FA 285 Nineteenth and Twentieth Century Photographic History (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 United States. 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. We will also carefully explore our relationship with the proliferation of mass media imagery today.
The Department

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 311 Greek Art and Archaeology (Fall: 3)
Cross Listed with CL 219

The art of the ancient Greeks is the visible testimony of one of the great ages of Western civilization. We will study architecture, sculpture and painting. This class will consider the art of Minoan, Crete, and Mycenae on the mainland of Greece as precursors to Greek art. Then we will study Greek art proper from its earliest appearance to the end of the Hellenistic period. Archaeological material will be covered primarily in relation to the major artistic monuments.
Kenneth Craig

FA 314 The Art and Archaeology of Egypt and the Ancient Near East (Spring: 3)
Satisfies Cultural Diversity Core Requirement

This course will examine two of the world's oldest civilizations. We will concentrate on the architecture, sculpture, and painting of Egypt and on the early cultures of Mesopotamia with frequent refer-

ence 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)
Judith A. Bookbinder

FA 327 Early Medieval Art in Ireland and Britain (Fall: 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 (Fall: 3)
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. Among the artists we will study are Rembrandt, Jan Vermeer, Frans Hals.
Kenneth Craig

FA 356 Art Since 1945 (Fall/Spring: 3)

An analysis of artistic movements from 1945 to the present: Abstract Expressionism, Color Field, Neo-Dada, Pop Art, Minimalism, Post-Minimalism, Performance Art, Conceptual Art, Photo-Realism, Earthworks, Neo-Expressionism, and the more recent manifestations of appropriation associated with the Postmodern.
Claude Cernuschi

FA 401 Seminar in Art Historical Research (Fall: 3)

The seminar acquaints the student with the bibliography and research methods necessary for scholarly work in art history. The student prepares a substantial research paper under the direction of the professor and presents it to the class.
Claude Cernuschi

FA 403 Independent Work (Fall: 3)

This course may be given on an as needed basis to allow students to study a particular topic that is not included in the courses that are offered.
The Department

FA 406 Independent Study III (Fall: 3)
Aileen Callahan

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 Psychoanalytic Approaches to Art (Fall: 3)

How can art be approached pyschoanalytically? The focus of this seminar is on late nineteenth century artists such as Manet, Gauguin, Cezanne, and Van Gogh, and on those psychoanalytic ides that have been, and have yet to be applied to art. 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. We will explore how the formal means of the artist might be used toward a 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

FA 461 Frank Lloyd Wright (Spring: 3)

A seminar investigating the architecture of Frank Lloyd Wright. Arguably America's greatest architect, his career spanned eight decades, from the 1880s to the 1950s. We will explore his roots in the Shingle style and his experience as a young architect in Chicago, where he forged the Prairie Style. His evolving conception of architecture and urbanism in his later career will also be studied.
Jeffery Howe

FA 480 History, Literature, and Art of Early Modern Rome (Spring: 3)
Cross listed with HS 480 and RL 370

See course description in the Romance Languages and Literatures department.
Franco Mormando

FA 499 Advanced Independent Research (Fall/Spring: 6)

Arts and Sciences students who want the challenge of working intensively on a scholarly or creative project of their own design during their senior year should consider applying for this program. The application deadline is usually in the late fall of a student's junior year. See the Arts and Sciences section of this Catalog or contact the Dean's Office for a full description of the requirements.
The Department

FA 598 Teaching Assistantship (Spring: 3)
Burleigh Smith

Film Studies

Undergraduate Course Offerings

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. Critical reading and historical research lead to active viewing and to precise written and oral evaluations of individual films.
Richard Blake, S.J.

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

See course description in the Communication department.
Adam Bush
Chris Schmidt
Michael Civille

FM 280 American Film History I: Early Years (Fall: 3)

A survey of the social, artistic, cultural, technological and economic foundations of the American motion picture industry serves as the background for the study of several of the most important directors of the silent era, like Chaplin, Griffith, Keaton and Flaherty, their audiences and the social impact of their work. The introduction of sound will include some early films of Frank Capra.
Richard Blake, S.J.

FM 281 American Film History II: Studio Years (Spring: 3)
Satisfies Arts Core Requirement

During the period from the introduction of sound until the 1950s, eight large corporations controlled Hollywood film production and national distribution. A study of the films of Ford, Hawks, Welles, Hitchcock and Huston investigates the emergence of these key individual artists within the corporate structure of the industry. Their films are viewed in their social context, as reflections of changing mores, the Depression, and World War I.
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 297 Irish Political Film (Fall: 3)

The recent "Troubles," or the socio-political unrest in Northern Ireland from the civil rights movement of the Sixties to the promising Good Friday Accords of 1998, have been graphically captured in film. This course will offer a study of social, religious, and political issues with a focus on conflict resolution. From the post-World War I struggles of Michael Collins to the current return of the paramilitary prisoners into society, it will trace Ireland's evolving socio-political history.
John Michalczyk

FM 301 Screenwriter (Fall/Spring: 3)

This course explores the role of the screenwriter in the film making process, from original story idea to the finished screenplay and film. Students learn about each of the elements of screenwriting including: structure, creating character, the role of dialogue in film, theme and message, genre, and rule breaking. Both individually and as a classroom project, students will read screenplays and analyze films to gain a better understanding of how those elements work in combination and contribute to the final project.
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. Students will apply the knowledge gained in FM 301 to write their own screenplays. Film Studies majors and minors will be given preference in enrolling. Students will select an idea for a film and transform that idea into a story suitable for the screen. Students will examine critically each other's ideas/stories and move on to outline their script.
Drew Yanno

FM 312 World Cinema (Spring: 3)

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 382 Documentary Film (Fall: 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 film-

maker 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 383 Film Criticism (Spring: 3)

In essence, we become film critics when we explore our opinions about a film in light of the plot, characterization, dramatic tension, etc. As an art form, film criticism emerged on a large scale following release of the controversial film *Birth of a Nation* (1915). Today film critiques are found in our daily newspapers and weekly journals. This course will continue the process through the screening and discussion of primarily independent films. Students will read extensive critiques and theory, while developing sharp critical and writing skills.
John Michalczyk

FM 384 History and Art History into Film (Fall: 3)

This course will provide an introduction to the creation of authentic historical films. We will start with an exploration of the kinds of historical and art-historical sources that could be inspirational for scripting, and go on to look at the scripting process itself. Then students will be introduced to script breakdown, location scouting, production design and the making of production boards. Each student will undertake a research project related to the props, costumes, or architectural settings that are needed for the creation of a specific historical film.
Pamela Berger

FM 389 American Directors Series (Spring: 3)

This series will concentrate on several directors who have chosen to work on the East Coast rather than in the Hollywood mainstream, such as Martin Scorsese, Spike Lee, Sidney Lumet, Elia Kazan and Woody Allen. Many have roots in New York and use the City not only as a setting for their narratives but as a metaphor for the human condition they explore. This school of Urban Realism has enriched American film with a gritty documentary strain that stands in strong contrast to the polished Hollywood style.
Richard A. Blake, S.J.

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 395 Teaching Assistantship (Fall: 3)
John Michalczyk

FM 440 Independent Study (Fall/Spring: 3)
John Michalczyk

FM 598 Teaching Assistantship (Spring: 3)
J. Drew Yanno

Studio Arts

Undergraduate Course Offerings

FS 101 Drawing I: Foundations (Fall/Spring: 3)
Satisfies Fine Arts core requirement
Lab fee required

The use of line, plane, and volume is explored to develop the student's comprehension of pictorial space and understanding of the formal properties inherent in picture making. Class work, critiques, and discussions will be used to expand the student's preconceived ideas about art.
Sheila Gallagher
Khalid Kodi
Michael Mulhern
Mary Sherman
John Steczynski
Andrew Tavarelli

FS 102 Painting I: Foundations (Fall/Spring: 3)
Satisfies Fine 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 abstraction as well as representation. The emphasis is on making the painting come alive rather than on copying. Students are expected to paint in class as well as at home. Critiques, slide lectures, and museum visits are integral parts of the course.
Mary Armstrong
Alston Conley
Sheila Gallagher
Khalid Kodi
Mary Sherman

FS 103 Drawing: Approaches and Issues (Fall: 3)

This course enables students to develop skills and ideas by exploring objective, subjective, and conceptual approaches to a variety of materials, tools and methods. Practical exercises include working from the live model, scenarios, memory and the imagination. Students develop skills and confidence by exploring a variety of ideas and techniques in preparation for a more individually directed approach in subsequent courses. Discussion and group or individual critiques develop students' critical and analytical skills and provide an open forum for students to bring questions and problems for exploration.
Michael W. Mulhern

FS 105 Principles and Concepts in the Arts (Spring: 3)
Limited to 15 students from the Lynch School of Education only. A foundations level Fine Arts Studio Course designed to introduce student teachers to visual art and its importance in the Elementary School curriculum.

Art should be at the heart of the young child's learning experience. To enable this to happen, the teacher must have confidence in his/her ability to handle basic art materials and concepts. We begin with basic skills with drawing and painting. As the semester progresses, the emphasis shifts to the elementary school classroom. At this point the students are introduced to art projects, with a strong multicultural, interdisciplinary component, that they can use in their classrooms. These art projects are designed to promote a spirit of inquiry and community.
Mary Armstrong

FS 141-142 Ceramics I and II (Fall/Spring: 3)
Lab fee required

This course will deal with all phases of ceramics from slab construction to bowl making and a good deal of effort will go into considering a variety of sculptural possibilities at a foundation level. This course covers the broadest range of ceramic techniques and information. The emphasis in the second semester will be on combining the various techniques and concepts acquired previously into a working order, as well as an exposure to additional technical and conceptual information. Those students starting ceramics in second semester will be given individual assistance in beginning techniques.
Mark Cooper

FS 146 Sculpture Projects (Fall: 3)

In the last twenty-five years artists have turned to every type of material imaginable in their efforts to produce sculpture and installa-

tion. 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 161 Photography I (Fall/Spring: 3)
Lab fee required

This class will introduce students to the use of the 35mm film camera and traditional black and white photography. Particular emphasis is placed 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 exhibition, Class time will be devoted to slide lectures on the work of historical and contemporary visual artists, critiques of student work, and darkroom demonstrations.
Karl Baden
Charles Meyer
Sharon Sabin

FS 201 Drawing in Another Dimension (Spring: 3)

Artist's materials such as paper have been used as flat, blank surfaces to be marked or obscured by the use of other media. This course will encourage students to investigate basic properties of a material such as paper, its flexibility and rigidity, its flatness which can easily be transformed into three-dimensionality, its fragility and its durability. Utilizing processes such as collage, origami, laminating, layering, students will explore a wide range of materials and other drawing dimensions. Student pieces are intended to function as independent works or piece of larger conceptual possibilities, such as combines or installations.
Michael W. Mulhern

FS 203 Drawing II: Perspective and Tone (Fall: 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 III: Introduction to the Figure (Spring: 3)
Prerequisite: FS 203 or permission of the instructor
Lab fee required

The course uses a sequence of observation and analytical problems focusing on elements and aspects of the human body to lead to working from the live model. Expressive and experimental approaches are encouraged.
John Steczynski

FS 223-224 Painting II and III (Fall/Spring: 3)
Prerequisite: FS 101-102 or permission of the instructor

The course focuses on the acquisition of basic painting skills and on the attitudes, awareness, and satisfactions that accompany this experience. Students will explore still life, figure painting, landscape and abstraction. Although class time is primarily spent painting, there are frequent discussions, critiques, and slide presentations of paintings. It is suggested that students have some familiarity with and interest in painting or drawing before electing the course.
Mary Armstrong

FS 225 Watercolor I (Fall: 3)
Lab fee required

Students are introduced to the painting materials and techniques of watercolor. Assignments in class are designed to expand the student's visual thinking. Class time includes painting from still life, the figure and landscape, critiques and slide presentations. Previous drawing experience is recommended.
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.
Andrew Tavarelli
Khalid Kodi

FS 246 Scene Painting I (Fall: 3)
Crystal Tiala

FS 261 Photography II (Fall: 3)
Prerequisite: FS 161 or permission of the instructor
Lab fee required

This course is for students with a strong commitment to photography as a creative discipline. The class will emphasize understanding and mastering the aesthetic and technical relationships among light, film, and camera, as well as the development of a personal photographic vision. The class will serve as a forum for critiquing work, for presenting historical and contemporary movements in photography and the development of a visual literacy, and for demonstrating photographic processes and equipment. Students are expected to produce work in a series and to present a final portfolio.
Charles Meyer

FS 267 Experimental Photography (Spring: 3)
Prerequisite: FS 161 or permission of the instructor
Lab fee required

This will be a one-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. Significant work outside class will be expected.
Karl Baden

FS 276 Art and Digital Technology (Fall/Spring: 3)
Cross Listed with CO 204

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 301-302 Drawing IV and V: Figure (Fall/Spring: 3)
Prerequisite: FS 204 or permission of the instructor
Lab fee required

The course uses the human figure to expand the student's abilities in the direction of more expressive and more individualized drawing skills. In addition to working from the live model in class,

the first semester includes anatomical studies, and the second semester stresses stylistic and spatial experimentation—seeing the figure as a component within a total composition.
John Steczynski

FS 303 Drawing and New Media (Fall: 3)
Sheila Gallagher

FS 323 Painting IV: Landscape (Fall: 3)
Prerequisite: FS 223 and FS 224
Lab fee required

Designed for advanced level student who is familiar with the fundamentals of painting, this course will encourage students to strengthen their technical and conceptual skills to achieve an increasingly sophisticated level of mastery. Landscape, still life and photographic source material, students will work to achieve a clear and unique representations of their ideas. Through slide lectures, readings and field trips, students will become acquainted with ideologies and practices important to contemporary artists. Emphasis will be placed on the development of personal imagery.
Elizabeth Awalt

FS 324 Painting V: Figure (Spring: 3)
Prerequisite: FS 223-224 or permission of the instructor
Lab fee required

This advanced painting course introduces the student to the concept of extracting and abstracting images from life most notably from the figure. Students will strengthen their observational and technical skills by painting directly from the model. As the semester advances students may incorporate additional imagery, culled from photographs and media imagery, into their paintings. It is assumed that students are working towards developing a personal vision upon entering this class and they will be free to work either representationally or abstractly.
Andrew Tavarelli

FS 325 Studio/Contemporary 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. Students are expected to work in a medium of their choice with which they are familiar. Studio assignments will be developed out of the issues explored in the readings.
Michael Mulhern

FS 352 Stage Design I (Spring: 3)
Cross Listed with CT 352

Supplies fee required for this course This course will concentrate on set design for the stage. We will study communicating with image and creating three dimensional spaces appropriate to dramatic action on stage. This will include some basic work at script analysis from the perspective of a designer. The student will learn techniques of drafting, rendering and model-making skills that are then used to create a final design project.
Crystal Tiala

FS 357 Costume Design (Spring: 3)
Cross Listed with CT 357

See course description in the Theatre department.
Jacqueline Dalley

FS 361 Photography III (Fall: 3)
Charles A. Meyer

FS 385-386 Independent Work I and II (Fall/Spring: 3)
Prerequisite: Department permission

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department.
The Department

FS 473 Senior Project II (Spring: 3)

This course is required of all Studio Art majors. Students must have taken at least four semesters of work relating to their project prior to the senior year. It is directed by a member of the department and evaluated by departmental review.
Andrew Tavarelli

FS 485-486 Independent Work III-IV (Fall/Spring: 3)
Prerequisite: Department permission

A course allowing students who have sufficient background to progress to a higher level or in a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department.
The Department

FS 498 Senior Project (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)
Michael F. Civille

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 G. Bombolakis, *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
David C. Roy, *Professor;* B.S., Iowa State University; Ph.D., Massachusetts Institute of Technology
Rudolph Hon, *Associate Professor;* M.Sc., Charles University; Ph.D., Massachusetts Institute of Technology
Alan L. Kafka, *Associate Professor;* Chairperson of the Department; B.A., New York University; M.S., Ph.D., State University of New York at Stony Brook
Gail C. Kineke, *Associate Professor;* B.A., Princeton University; M.A., Ph.D., University of Washington
Kevin G. Harrison, *Assistant Professor;* B.A., Brown University; M.S., Scripps Institute; M.Phil., Ph.D., Columbia University
Noah P. Snyder, *Assistant Professor;* B.S., Bates College; Ph.D., Massachusetts Institute of Technology

Contacts

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- Department Chairperson: Dr. Alan L. Kafka, kafka@bc.edu
- Web Site: http://www.bc.edu/geology/

Undergraduate Program Description

An undergraduate in the Department of Geology and Geophysics may 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 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 natural resources in the twenty-first century, and at the same time, 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 problems. Today's earth scientist can choose to work in the field in almost any area of the world, or 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 in relation to city or emergency planning, or working with governmental agencies or industry to analyze pollution, the earth sciences provide exciting possibilities.

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 the following: (1) successful completion of a thesis based upon the proposed research project as evaluated by the faculty advisor, and (2) 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 Kevin G. Harrison, departmental advisor for this program, as early in their undergraduate careers as possible.

A minor in the Department of Geology and Geophysics consists of a minimum of six (6) courses in the department structured as follows:

(A) Two required courses:
- Exploring the Earth I: Origin and Systems (GE 132) and lab
- Earth Materials (GE 220) and lab

(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 the 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 the Boston College Catalog or the 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: Origin and Systems with laboratory (GE 132-133*)
- Earth Materials with laboratory (GE 220-221)
- Environmental Geology with laboratory (GE 250-251)

*GE 115 or GE 197 plus laboratory (GE 133) may substitute for GE 132-133 upon petition to, and approval by, the departmental Undergraduate Program Committee.

(B) Two courses from among the following:
- Exploring the Earth II: Structure and Internal Processes (GE 134)
- Geologic Hazards of Volcanoes, Landslides, and Earthquakes (GE 143)
- Oceanography I and/or II (GE 157 and/or GE 160)
- Environmental Geosciences II (GE 168)
- Weather, Climate, and Environment (GE 172)
- Global Warming (GE 175)
- Geoscience and Public Policy (GE 187)
- Stratigraphy and Sedimentation (GE 264)

(C) At least two courses from among the following:
- Environmental Hydrology (GE 297)
- Geochemistry (GE 302)
- Petrology I (GE 372)
- Petrology II (GE 374)

- Environmental Geochemistry (GE 392)
- Statistical Analysis of Scientific Data (GE 398)
- River and Lake Environments (GE 400)
- Site Characterization, Remediation, and Long Term Monitoring for Hazardous Waste Sites (GE 410)
- Biogeochemistry of the Habitable Planet (GE 465)
- Geographical Information Systems (GIS) (GE 480)
- Coastal Processes (GE 535)

(D) These electives may include courses in the department numbered 300 or above to be chosen by the student with his or her advisor, or they may include courses from outside the department, approved by the departmental Undergraduate Program Committee, such as the following:

- Environmental Biology (BI 209)
- Coastal Field Ecology (BI 443)
- Environmental Economics (EC 378)
- Environmental Law (PO 307)

(E) A full year (two semesters) of another laboratory science in chemistry, physics, or biology from among the following: Chemistry (CH 109-110 with laboratory CH 111-112) or (CH 117-118 with laboratory CH 119-120); Physics (PH 183-184 with laboratory PH 101-102) or (PH 209-210 with laboratory PH 203-204) or (PH 211-212 with laboratory PH 203-204); or Biology (BI 200-202 with laboratory 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 (E) above, or Calculus (MT 101 or MT 103), may be counted as one of the electives in (D) 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.

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: Origins and Systems (GE 132) be taken during the second year. Environmental Geosciences I and II will satisfy the Core requirement in Natural Sciences.

For example, Environmental Geosciences majors should take the following courses:

Environmental Geosciences I: Resources and Pollution (GE 167), fall semester, first year. Exploring the Earth I: Origins and Systems (GE 132), may be taken either freshmen or sophomore year. The laboratory science requirement (E above) may be taken in either freshman or sophomore year.

Major Requirements: Geology

Students majoring in Geology need to complete the following courses, with a total of ten (10) courses in the department:

(A) Students majoring in Geology must take the following seven (7) courses:

- Exploring the Earth I and II (GE 132-134) with laboratories (GE 133-135)
- Earth Materials (GE 220)
- Stratigraphy and Sedimentation (GE 264)
- Petrology I and II (GE 372 and GE 374)
- Structural Geology I (GE 285)

(B) At least three (3) additional electives (with a minimum of two numbered 300 or above) in the department to bring the total number of departmental courses to ten (10).

(C) Also required is a minimum of:

- Two semesters of Calculus (MT 102 and MT 103) or their near equivalent (MT 100, MT 101)
- Two semesters of Physics using Calculus (PH 209-210 or PH 211-212)
- Two semesters of Chemistry with laboratory (CH 109-110 or CH 117-118)

(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 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 Geology Majors

The following courses are recommended for first year majors, if their schedules permit:

- Exploring the Earth I and II with laboratories (GE 132 and GE 134)
- General Chemistry with laboratories (CH 109-110 or CH 117-118)
- Calculus (MT 102-103)

Major Requirements: Geophysics

Students majoring in Geophysics need to fulfill the following course requirements:

(A) Students must take the following four (4) courses:

- Exploring the Earth I and II with laboratories (GE 132 and GE 134)
- Earth Materials (GE 220)
- Structural Geology I (GE 285)

(B) Four (4) courses from the following list, with at least two (2) in Geophysics*:

- Petrology I (GE 372)
- Petrology II (GE 374)
- Structural Geology II (GE 385)
- Introduction to Geophysics (GE 391)
- Hydrogeology (GE 418)
- Environmental Geophysics (GE 424)
- Exploration Seismology (GE 655)
- Engineering Geology (GE 470)
- Geophysical Data Processing (GE 572)
- Physics of the Earth (GE 672)

*A geology or geophysics summer field camp may be substituted for one of the courses in (B) above.

(C) Two (2) additional electives approved in advance by the student's advisor.

- The two (2) 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 (1) advanced departmental course and one (1) advanced physics course.

In addition to the required courses listed above, the outside science requirements for the Geophysics major are as follows:

- One year of Chemistry with laboratory (CH 109-110 or CH 117-118)

- Calculus through MT 305 (usually MT 102, 103, 202 and 305)
- Introduction to Physics with Calculus (PH 209-210 or PH 211-212)

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 and GE 134) with labs, General Chemistry (CH 109-110 or CH 117-118) with labs, and 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
- Earth Materials (GE 220 with GE 221)
- Stratigraphy and Sedimentation (GE 264)
- Structural Geology I (GE 285)
- Hydrogeology (GE 418)
- Environmental Geophysics (GE 424)

(B) Three (3) courses from the following list, with at least one in geophysics, approved by the student's advisor:

- Petrology I (GE 372)
- Petrology II (GE 374)
- Structural Geology II (GE 385)
- Introduction to Geophysics (GE 391)
- Exploration Seismology (GE 655)
- Biogeochemistry of the Habitable Planet (GE 465)
- Engineering Geology (GE 470)
- Geographical Information Systems GIS (GE 480)
- Geophysical Data Processing (GE 572)
- Physics of the Earth (GE 672)

(C) Each of the following:

- Two semesters of Chemistry with laboratories (CH 109-110 or CH 117-118)
- Calculus through MT 305 (usually MT 102, 103, 202, and 305)
- Introduction to Physics with Calculus (PH 209-210 or 211-212)

Courses in computer science and a summer field geology course are highly recommended in the elective program, as is a senior year research project.

The student should plan a 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 and GE 134) with laboratories, General Chemistry (CH 109-110) with laboratories, 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 courses presume no prior knowledge of the 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 115, 125, 132, 134, 180 and 197 are courses that provide insight into the wide scope of geological subjects; the other Core offerings cover more specific sub-fields, like Oceanography, Planetary Geology, Astronomy, Evolution, etc. Students wishing to find out more about Geology and Geophysics Core courses should call the department at 617-552-3640 (Devlin Hall 213) or see Professor Kevin Harrison (Devlin Hall 318).

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. Since 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. Professor Kevin G. Harrison is the current head of this committee.

There are no departmental prerequisites for studying abroad. However, students should try to complete the basic courses for their major before travelling 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 (Prof. J. Christopher Hepburn) or the department Chairperson. 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 to not only 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 Harrison 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 geol-

ogy, geophysics, and environmental areas and the other sciences and mathematics. Multidisciplinary preparation is particularly useful for students seeking future employment in industry.

The Department, with approximately twenty-five 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 industry, oil exploration or government service, or 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, 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, and we strongly encourage a subject GRE in the applicant's undergraduate area of concentration. Applications may be made at any time, however, to be assured of consideration for September admission, they must be received by May 1. Applications from those applying for financial aid and assistantships for September need to be completed by February 1. 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 two-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 February 1, the same as the deadline for M.S. candidates. The deadline for application to the Carroll Graduate School of Management is April 1.

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. For those candidates without prior teaching experience, a thirty-six credit minimum M.S.T. degree program is required, in which at least five courses are in

earth sciences, five courses in education, and six credits are for supervised internship teaching. For experienced teachers, a thirty credit minimum M.S.T. degree program is required (since the internship is not necessary) of which at least five courses are in the earth sciences. The application procedures for the M.S.T. degree programs are the same as those for the M.S. degree program. 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 Master's Programs in Secondary Teaching section in the Lynch School of Education or call the Office of Graduate Admissions, Lynch School of Education, at 617-552-4214.

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 Geology 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

See description in the "About Boston College" chapter in this catalog.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at http://www.bc.edu/courses/.

GE 125 Exploring Earth History (Spring: 3)
Corequisite: GE 126
Satisfies Natural Science Core Requirement

The Earth is not finished, but is now being and will forever be remade," C.R. Van Hise (1898). The objective of this course is to describe the history of the Earth and the development of life on Earth during the last 4.6 billion years, especially within North America. Major biological and physical events will be revealed by interpretation of the rock record. Field trips to New York and Cape Cod/Plum Island.
Kenneth G. Galli

GE 132 Exploring the Earth I: Origin and Systems (Fall: 3)
Corequisite: GE 133
Satisfies Natural Science Core Requirement

Unravel Earth's mysteries as you learn about its geological processes, including climate change, minerals. rocks and the processes that form them, plate tectonics, volcanoes, methods for determining geological history and origins of Earth. Field trips to caves, Boston Harbor, and upstate New York will help you interpret and explain geology and show how geological discoveries influence public policy.
Kevin G. Harrison
J. Christopher Hepburn

GE 134 Exploring the Earth II: Structure and Internal Processes (Spring: 4)
Corequisite: GE 135
Satisfies Natural Science Core Requirement
May be taken without GE 132

In this course, we will explore the structure and internal processes of Planet Earth. The course is designed for majors and minors in the Department of Geology and Geophysics, as well as for other science majors or for anyone interested in a thorough coverage of topics in the geological sciences. Topics include the following: seismology and the earth's interior, the earth's magnetic field, the earth's gravitational field, earthquakes, and plate tectonics. A laboratory (GE 135) gives students hands-on experience with the concepts covered in the course.
Alan Kafka

GE 146 Origin and Evolution of Life on Earth (Fall: 4)
Corequisite: GE 147
Satisfies Natural Science Core Requirement
The course makes extensive use of the Internet as a learning resource.

This course explores current theories about the origins of life, beginning with the original hypothesis of the Russian biochemist, A.I. Oparin. Darwin's theory of evolution is emphasized, but many different components of the Natural Sciences touch upon this topic. The course lectures include the study of the oldest fossils, life in extreme habitats, cellular biology, prebiotic molecules and the search for life on other planets. The lab/discussion section (GE 147) emphasizes both basic paleontology and environmental evolution including the study of fossils as a record of how life has evolved on Earth.
Paul K. Strother

GE 148 Dinosaurs: An Exploration of Pre-historic Earth (Fall: 3)
Satisfies Natural Science Core Requirement

The course will deal with our understanding of how dinosaurs fit into the world. Although we will spend time discussing different cultural perspectives on dinosaurs and the roles they've played in both social and scientific thought, the main emphasis will be on how we know what we know about dinosaurs. We will examine how different fields of study have increased our knowledge about how dinosaurs lived and we will spend some time every day learning how to interpret the information preserved in fossils. Students will have opportunities to handle and work with actual dinosaur fossils from the lab.
David A. Krauss

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.
The Department

GE 157 Oceanography (Fall: 4)
Corequisite: GE 158
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.
The Department

GE 160 Oceanography II (Fall: 4)
Corequisite: GE 161 Oceanography Lab II

This is the second semester of GE 157. It may be taken without the first semester

GE 167 Environmental Geosciences I: Resources and Pollution (Fall/Spring: 3)
Satisfies Natural Science Core Requirement

Technology and population growth are causing us to alter our planet at rates much faster than the geologic time it commonly needs to recover from our use and abuse. We will explore areas in which the human species is affecting the Earth's long-term physical-chemical system by consuming and polluting its vital resources. The focus will be on geological issues critical to planning for a sustainable future. Topics, geared for the non-science major, include: population, future water supplies, urban/industrial pollution, acid rain, ozone depletion, and meeting our energy needs.
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 emphasizes the ways in which humans interact with natural processes operating on and within the Earth that create hazards for us. Subject matter will include volcanoes and earthquakes and the geologic processes that create them, river and coastal processes and their flooding landslides, long and short-term climate changes and events that might cause the extinction of life itself. Emphasis will also be on risk assessment and mitigation on human alterations to natural systems that increase the likelihood and cost of natural hazard events.
Judith Hepburn

GE 172 Weather, Climate and the Environment (Fall: 4)
Corequisite: GE 173
Satisfies Natural Science Core Requirement

The earth's atmosphere is a dynamic system, causing weather changes daily, seasonal variations on an annual basis, and climate changes on time scales from centuries to millennia and even longer. This course examines the earth's weather system at all these time scales. The latest methods in local weather forecasting are explored from the point of view of computer models and internet websites. The effects of ocean temperatures, El Nino, the extent of the earth's ice caps, and volcanic eruptions on the long-term weather patterns are described, and man-made environmental effects such as the greenhouse effect and ozone holes are explored.
John E. Ebel

GE 177 Cosmos (Spring: 3)
Satisfies Natural Science Core Requirement

We are in the process of exploring the solar system, our galaxy and the universe. The results from recent manned and unmanned space programs will be used to help develop models for the formation and evolution of our solar system and each of its planets. We will effectively build the solar system from scratch. The question of life on other planets, particularly Mars, will also be discussed. Throughout the course, the fundamentals of how science works will be emphasized.
J. Christopher Hepburn

GE 180 The Living Earth I: Probing the Depths of our Restless Planet (Fall: 3)
Corequisite: GE 181
Satisfies Natural Science Core Requirement

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 volcanos, 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.
Alan L. Kafka

GE 182 The Living Earth II: From Outer Space to Life on Earth (Spring: 3)
Corequisite: GE 183
Satisfies Natural Science Core Requirement

This is the second semester of GE 180. It may be taken without the first semester.
Michael Barnett

GE 187 Geoscience and Public Policy (Spring: 3)
Corequisite: GE 188
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.
Alan Kafka

GE 192 Earth Under Siege (Fall: 3)
Prerequisite: High school chemistry
Satisfies Natural Science Core Requirement

The course offers an introduction to the understanding of the atmosphere that surrounds us and the human activities that are affecting it. The fundamental concepts of the nature and scope of atmospheric environmental problems are introduced, including the behavior of common gases, simple chemical processes in the environment, and the properties of light and heat. Key pollution issues are addressed in terms of their local, regional, and global implications. Physical and chemical principles are placed in the perspective of real world events, and everyday experiences are used to illustrate some of these principles.
Rudolph Hon

GE 197 The Dynamic Earth (Spring: 3)
Satisfies Natural Science Core Requirement

This course explores the geological dynamics of the Earth and its surface and subsurface processes. These processes produce short-term changes such as landslides and fault displacements and long-term processes that move the tectonic plates. Over billions of years these processes have made Earth as we know it. They have produced the natural resources that we now exploit but they have also presented us with hazards. Understanding the processes of Earth is important to our long-term inhabitation of the planet.
David Krauss

GE 250 Environmental Geology: Environmental Characterization and Assessment—Regulatory and Statutory Approach (Spring: 4)
Prerequisites: GE 132-133, or equivalent
Corequisite: GE 251

The course focus is on quality of ground and surface waters within the watershed boundaries. Concepts of chemical aqueous equilibria, chemical weathering, changing chemical and mineralogical composition inside the watershed systems will be introduced and

discussed. Contaminations of natural waters will be assessed in the context of toxicity and risk, regulatory requirements and statutory limits. Practical field and laboratory exercises will introduce methods for environmental characterizations and protection of water resources. Laboratory exercises (GE 251) will follow an established protocol of field investigation, drilling, surveying, material characterization, computer applications and technical report preparation.
The Department

GE 297 Environmental Hydrology (Fall: 3)
Prerequisites: GE 132-133 or equivalent

Course presents principles of hydrogeology and contaminant behavior, illustrating their applications to environmental problems. Topics include natural ground water systems, their interaction with surface waters, aquifer parameters, ground water occurrence, physics of flow, basic ground water chemistry, ground water contamination, Darcy's Law, steady-state and transient flow conditions, unconfined and confined flow systems, flow nets, aquifer testing and geologic controls on local and regional ground water movement, contaminant behavior, ground water pollution, ground water remediation and regulatory issues. Course includes use of 2-D ground water modeling software and aquifer test analysis software.
Dale Weiss

GE 596 Reading and Research in Environmental Geology (Fall/Spring: 3)
Permission of a faculty member is required in advance of enrollment.

For undergraduates wishing to pursue independent study in the area of environmental geology under the direction of a faculty member. Study can be in an area of knowledgeable interest or on a particular problem. The possibility exists to work with actual problems in Massachusetts using data from state agencies. This course is also intended for undergraduate students working on departmental theses.
The Department

GE 597 Reading and Research in Geology (Fall/Spring: 3)
Permission of a faculty member is required in advance of enrollment.

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 theses.
The Department

GE 598 Reading and Research in Geophysics (Fall/Spring: 3)
Permission of a faculty member is required in advance of enrollment.

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 theses.
The Department

GE 599 Advanced Independent Research (Fall/Spring: 6)

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 220 Earth Materials (Spring: 4)
Prerequisite: GE 132, or equivalent
Corequisite: GE 221

Designed to acquaint majors and minors in the department or in the Environmental Sciences minor with the basic materials present in the Earth and on the Earth's surface. The common rock-forming silicate minerals are discussed first. Then igneous, metamorphic, and sedimentary processes are investigated to develop the classifications of these groups of rocks. Lastly, the weathering of rocks at the Earth's surface and the formation and classification of soils will be discussed. Laboratory (GE 221), where students get hands-on experience classifying the various rocks and minerals, is required.
J. Christopher Hepburn

GE 330 Paleontology (Fall: 4)
Prerequisite: 1 year of introductory geology, or 1 year of introductory biology, or permission of the instructor
Corequisite: GE 331

Methods in paleontology will be considered. We will look at some practical applications of paleontology in science and industry. The history and evolution of life on Earth will be the primary theme. This course will concentrate on fossil animals, but will also consider plants and environmental analyses. The study of invertebrates will occupy a large portion of the course. A significant amount of time will be spent discussing the evolution of dinosaurs, birds, and other vertebrates. The goal of this course is to give students a better understanding of modern environmental systems through the study of the fossil record.
David Krauss

GE 372 Petrology I (Fall: 4)
Prerequisites: First year chemistry, GE 132, GE 220, or equivalent
Corequisite: GE 373
Offered Biennially

The first part of this course is a review of rock forming minerals, and an introduction to crystal chemistry and crystallography. The second part covers the basic principles of polarized light 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 and in separates in oil immersions.
Rudolph Hon

GE 374 Petrology II (Spring: 4)
Prerequisite: GE 372, or equivalent, a course in Chemistry
Corequisite: GE 375
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 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 380 Environmental Oceanography (Spring: 3)
Prerequisite: GE 132

In this course, fundamental physical, chemical, geological, and biological processes occurring in ocean environments are examined in the context of how they impact humans, and how humans have impacted the ocean. Emphasis is placed on understanding the challenges involved with the development of environments and resources through actual case studies and problem solving. Topics include coastal oceanography and shore processes, water chemistry, biogeochemical cycles and circulation, and air/sea interactions as related to pollution and climate change.
Gail C. Kineke

GE 410 Site Characterization, Remediation, and Long Term Monitoring for Hazardous Waste Sites (Fall: 3)
Prerequisite: GE 132, or equivalent, or permission of instructor

A survey of techniques available for environmental assessment of contaminated sites will be presented. The characterization of contaminated sites will be defined and quantified. The remediation techniques used for cleaning-up contaminated soils and bedrock will be discussed. Technologies currently used for remediation will be evaluated. In many cases, valid techniques for clean-up exist but are cost prohibitive. Long term monitoring of remediated sites and criteria for assessing the completeness of remediation will be presented.
Randolph Martin, III

GE 418 Hydrogeology (Spring: 4)
Corequisite: GE 419

This is an introductory course in groundwater hydrogeology for advanced undergraduate and beginning graduate students. The course covers the following topics: the hydrologic cycle, porosity, permeability and hydraulic conductivity of geologic materials, principles of groundwater flow, well hydraulics and aquifer testing, geologic control on groundwater flow, an introduction to contaminant hydrogeology and field methods of site characterization.
Alfredo Urzua

GE 424 Environmental Geophysics (Fall: 4)
Prerequisites: MT 102-103, PH 209-210, or PH 211-212, or permission of instructor
Corequisite: GE 425

This is an applied course in 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 and ground penetrating radar. Lectures will be given on field methodology, instrumentation, theory, and interpretation.
John E. Ebel

GE 480 Applications of GIS (Geographical Information Systems) (Spring: 4)
Corequisite: GE 481

The course covers fundamental concepts and practical applications of GIS in the geosciences, environmental sciences, land use, and other related fields. Students will learn the basics and principles of spatial database management, database query, and preparation of printed maps. Formal presentations and practical laboratory assignments (GE 581) 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 580 Environmental Seminar (Spring: 3)
Prerequisite: Undergraduates need permission from the Director of Environmental Studies, or the instructor
Corequisite: GE 581

Environmental studies minors and students at all levels will answer the question: Are humans performing a massive experiment on the Earth? We'll explore natural biogeochemical cycles and the ways society perturbs those cycles. As we uncover the reasons for anthropogenic disturbances, we'll also pair each problem with potential technological solutions and the political strategies essential to sustain both change and development. For example, we'll look at air and water pollution and global warming, and consider options such as using materials more effectively, "green engineering," and switching to a hydrogen based economy.
Kevin G. Harrison

Graduate Course Offerings

GE 520 Sedimentary Petrology (Spring: 3)
Prerequisite: GE 132, 134, 264, 272

The petrography and origin of major sedimentary rock types will be emphasized.
The Department

GE 572 Geophysical Data Processing (Spring: 3)
Prerequisite: MT 201 or 202, PH 211-212, and background in computer programming, or permission of instructor
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.
John E. Ebel

GE 692 Earth Systems Seminar (Spring: 3)
Upper level undergraduates may enroll by permission of the instructors.

This is a graduate level multidisciplinary course offered annually by the Department on a variety of topics related to research interests of the faculty. The Earth Systems Seminar is primarily intended for beginning graduate students, but upper level undergraduate students may enroll by permission of the instructors.
The Department

GE 794 Seminar in Geology (Fall: 3)

This course is an analysis and discussion of topics of current interest in geology.
The Department

GE 795 Seminar in Geophysics (Fall: 3)

This course is an analysis and discussion of topics of current interest in geophysics.
The Department

GE 796 Seminar in Geology (Spring: 3)

This course is an analysis and discussion of topics of current interest in geology.
The Department

GE 797 Seminar in Geophysics (Spring: 3)

This course is an analysis and discussion of topics of current interest in geophysics.
The Department

GE 798 Reading and Research in Geophysics (Fall/Spring: 3)
Permission of a faculty member is required in advance of enrollment.

A research study of a topic in geophysics under the supervision of a faculty member.
The Department

GE 799 Reading and Research in Geology (Fall/Spring: 3)
Permission of a faculty member is required in advance of enrollment.

A 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)

Required for master's candidates who have completed all their course requirements but have not taken comprehensive examinations. Also for master's students who have taken up to six credits of Thesis Seminar but have not yet finished writing their thesis.

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., M.A., Wayne State University; Ph.D., Harvard University

Contacts

- Department Secretary: Agnes Farkas, 617-552-3740, farkasag@bc.edu
- Web Site: 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 201and 202) Composition and Conversation
- Two (GM 210 and 211) History of German Literature
- Six semester courses in German literature or culture

Note 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.

Information for First Year Majors

A prospective German major should select an initial language course, e.g., GM 001, GM 050, or GM 201, according to his/her high school language preparation. The student can supplement this choice with an elective. He/she can select a course in German literature, culture, philosophy, history, art history, music, or a German course offered in English translation. In all, ten one-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 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, Dresden, Berlin, Heidelberg, Tübingen, Freiburg, and Munich 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.

GM 061 Intensive Reading in German (Summer:1)

This course is intended to prepare the student for either a graduate language reading examination or the standardized Princeton type of test, and provides him or her with the ability to read general or specialized material in his or her own major field as well as in related areas. No previous knowledge of German required.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide 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 an interactive CD-ROM. Intended for those with no prior knowledge of German as well as those with some high school background. Graduate students must either take this course for credit or register as auditors.

Rachel Freudenburg
Ursula Mangoubi

GM 002 German A (Elementary II) (Spring: 3)

Prerequisite: GM 001

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 videos. Intended for those with one semester of college-level German or at least 3 years of high school German.

The Department

GM 050-051 Intermediate German I and II (Fall/Spring: 3)

Prerequisite: GM 001-002 or their equivalent

Conducted primarily in German

Further training in active use of the language, with emphasis on reading and conversation. The course includes readings in twentieth-century German prose, fiction and non-fiction, German culture and society, grammar review, and discussion and composition. Auditors must register.

Notburga Connolly
Christoph Eykman
Michael Resler

GM 063 Triumphs and Failings of Modern Man (Spring: 3)
Cross Listed with EN 084
Satisfies Literature Core Requirement
Conducted in English with all texts in English translation. Counts toward German major and minors.

This course focuses on a number of themes which characterize human existence in our time but are at the same time perennial themes: death, life, illness, suffering, war, and the role of the scientist in the modern world. Twentieth century German, Swiss and Austrian writers will be discussed. The following works will be discussed in class: Thomas Mann, *The Magic Mountain* (novel); Sigmund Freud, *An Outline of Psychoanalysis* (essay); Erich Maria

Remarque, *All Quiet on the Western Front* (novel); Wolfgang Borchert, *The Man Outside* (play and stories); Heinrich Böll, *Stories;* Friedrich Dürrenmatt, *The Physicists* (play).
Christoph Eykman

GM 175 Business German (Spring: 3)
Prerequisite: GM 051 or the equivalent
Conducted in German.

An introduction to the language and structure of business in the German-speaking countries, this course will focus on daily business practices, on texts related to business in German, and on cultural differences in the German-speaking business world. A semester's work includes the practice of skills necessary to understand and perform basic business transactions (role-playing); the exploration of business in German in different media, such as television and the Internet; and the praxis-oriented expansion of applying the German language in a professional context.
Ruth Sondermann

GM 201-202 German Composition and Conversation I and II (Fall/Spring: 3)
Prerequisite: GM 050-051 or their equivalent
Required for German majors. 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 210-211 History of German Literature I and II (Fall/Spring: 3)
Prerequisite: GM 050-051 (with a B- or better) or the equivalent
Offered Biennially
Conducted in German. Required for German majors.

An introduction to the study of German literature, including field trips and a special unit on Goethe's *Faust.* Selected texts from the Middle Ages to 1800 will be analyzed against the background of historical events, European literary movements, philosophy, music, art and architecture. In addition, various language learning activities, such as a review of advanced grammar points, vocabulary building exercises, short writing assignments and oral reports help students improve their overall proficiency in German.
Rachel Freudenburg

GM 214 The Poetic Mind of Germany (Spring: 3)
Prerequisite: GM051 or equivalent
Offered Periodically
Conducted in German

This course will analyze and discuss selected German poems from the age of the Baroque (seventeenth century) to the present. The poems will be read in the context of German political, social, and cultural/intellectual history. The course will cover literary movements such as the Enlightenment (eighteenth century), Classicism (Goethe and Schiller), Romanticism, Realism, and Expressionism (early twentieth century). Modern and contemporary poets such as Rilke, George, von Hofmannsthal, Brecht, Benn and others will be included.
Christoph Eykman

GM 222 Music and Word: The German Musical Heritage (Fall: 3)
Prerequisites: GM 050-051 or the equivalent
Offered Biennially
Conducted in German. No formal knowledge of music required.

Beginning in the Middle Ages and running through to the middle of the twentieth century, this course will examine the fusion of German-language texts with musical expression in the context of their social and cultural environment. A central focus of the course will be the great age of German music during the eighteenth and nineteenth centuries—including among others the works of Bach, Haydn, Mozart and Beethoven.
Michael Resler

GM 239 Knights, Castles, and Dragons (Spring: 3)
Cross Listed with EN 282
Offered Biennially
Conducted in English. No knowledge of German is required. All readings are in English translation.

A study of the masterpieces of the first great blossoming in German literature including *The Niebelungenlied, Tristan,*and Hartmann von Aue's *Erec.* Central to the works of this age are (1) the rise of knighthood and (2) the spreading to Germany of the legend of King Arthur and the knights of the Round Table. In addition, older Germanic-heroic influences will be examined in certain of the works. The literature will be discussed in the larger context of its sociological and historical background. The literary traditions of France will be systematically linked to contemporary developments in Germany.
Michael Resler

GM 290 Advanced Reading in German (Spring: 3)
Prerequisite: GM 050-051 or the equivalent
Conducted in German. Counts toward German Major and German Studies Minor. Required for German Minor.

This course will sharpen students' skills in reading advanced texts in German. It serves as a bridge between the department's language courses and the various practical and academic settings in which a strong reading knowledge of German is required. Texts will be taken from a wide spectrum of sources: the German press, university life, the Internet, scholarly writing and literature. It is recommended for students planning to study abroad and is also open to graduate students planning to conduct research in the German language, whether in this country or abroad. Auditors must register.

GM 299 Reading and Research (Fall/Spring: 3)
By arrangement
May be taken only with permission of the Chairperson

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 699 Honors Thesis (Fall/Spring: 3)
May be taken only with permission of the Chairperson

By arrangement.
Christoph Eykman
Rachel Freudenburg
Michael Resler

History

Faculty

Radu R. Florescu, *Professor Emeritus;* A.B., A.M., B.Litt., Oxford University; Ph.D., Indiana University
Thomas H. O'Connor, *Professor Emeritus;* A.B., A.M., Boston College; Ph.D., Boston University
Andrew Bunie, *Professor;* A.B., A.M., University of New Hampshire; Ph.D., University of Virginia
James E. Cronin, *Professor;* B.A., Boston College; M.A., Northeastern University; Ph.D., Brandeis University

Robin Fleming, *Professor;* B.A., M.A., Ph.D., University of California at Santa Barbara
Thomas Hachey, *Professor;* Ph.D., St. John's University
John L. Heineman, *Professor;* A.B., University of Notre Dame; Ph.D., Cornell University
Kevin Kenny, *Professor;* M.A., University of Edinburgh; M.A., M.Phil., Ph.D., Columbia University
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 Reinerman, *Professor;* B.S., A.M., Xavier University; Ph.D., Loyola University of Chicago
Peter H. Weiler, *Professor;* Chairperson of the Department; A.B., Stanford University; A.M., Ph.D., Harvard University
Lawrence Wolff, *Professor;* A.B., Harvard College; M.A., Ph.D., Stanford University
Benjamin Braude, *Associate Professor;* A.B., A.M., Ph.D., Harvard University
Paul Breines, *Associate Professor;* A.B., A.M., Ph.D., University of Wisconsin
Mark I. Gelfand, *Associate Professor;* A.B., City College of New York; A.M., Harvard University; Ph.D., Columbia University
Marilynn S. Johnson, *Associate Professor;* B.A., Stanford University; M.A., Ph.D., New York 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 Lylerly, *Associate Professor;* B.A., University of North Carolina at Chapel Hill; Ph.D., Rice University
Francis J. Murphy, S.J., *Associate Professor;* A.B., Holy Cross; A.M., Ph.D., Catholic University
Kevin O'Neill, *Associate Professor;* A.B., Marquette University; A.M., Loyola University of Chicago; Ph.D., Brown University
Prasannan Parthasarathi, *Associate Professor;* B.A., Williams College; M.A., Boston University; Ph.D., Harvard University
Virginia Reinburg, *Associate Professor;* A.B., Georgetown University; M.A., Ph.D., Princeton University
Alan Rogers, *Associate Professor;* A.B., M.A., Ph.D., University of California, Santa Barbara
John H. Rosser, *Associate Professor;* A.B., University of Maryland; A.M., Ph.D., Rutgers 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
Davarian Baldwin, *Assistant Professor;* B.A., Marquette; M.A., Ph.D., New York University
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Franziska Seraphim, *Assistant Professor;* A.B., University of California at Berkeley; M.A., M.Phil., Ph.D., Columbia University
Sergio Serulnikov, *Assistant Professor;* A.B., Universidad de Buenos Aires; M.A., Ph.D., State University of New York

Contacts

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- Undergraduate Program Assistant: Karen Potterton, Lower Campus Office Building, 412D, 617-552-2265, karen.potterton@bc.edu
- Graduate Program Assistant: Molly O'Connor, Lower Campus Office Building, 412F, 617-552-3781, oconnoas@bc.edu
- Web Site: http://www.bc.edu/history/

Undergraduate Program Description

The Department of History offers the undergraduate student a variety of courses in Medieval European, Early Modern and Modern European, Russian, East European, American, Latin American, Asian, Middle Eastern, and African 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 two-semester University Core sequence in modern history (selected from courses numbered HS 001 through HS 094), a History major is required to take a two-semester sequence in American Civilization (HS 181-182). Students planning to major in history are strongly encouraged to take the History Core in their freshman year and American Civilization in their sophomore year. Note that a score of 4 or 5 on the Advanced Placement test in European history fulfills the two-semester University Core requirement in history, and a similar score on the A.P. test in American history fulfills the two-semester American Civilization 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 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 thirty-eight courses required for the degree.)

In order to facilitate the introduction of research techniques, the Department offers a variety of Readings and Research opportu-

nities. These projects must be arranged between the individual student and professor, and then receive the permission of the Director of Undergraduate Studies. No more than two courses completed in this fashion will count toward the History major requirements.

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 the Core courses emphasize Europe, students minoring in history are encouraged to take at least one course in non-Western history. For classes prior to 2006, no more than six of the eighteen required credits can be satisfied through advanced placement. For classes of 2006 and later, advanced placement credit cannot be used to satisfy minor requirements. A maximum of two independent study courses (HS 699 Readings and Research) can count toward minor requirements.

Information for First Year Majors and Non-Majors

The **University Core** requirement is a two-semester sequence in modern history covering the period between the late Middle Ages and the present. All history courses numbered between HS 001-002 and HS 093-094 fulfill this requirement, but students must take one course on the first half of the modern period (late Middle Ages to the French Revolution) and one on the second (French Revolution to the present).

All History Core courses cover a broad sweep of time. 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, courses focus particular attention on Europe. Nonetheless, each course also traces the changing patterns of interaction and domination that have characterized the relationship between Europe and the non-European world. As a result, the European history taught in the Core necessarily covers the startling economic, intellectual, political, and social changes that have come to shape not only the West but also the world as a whole. Each History Core course, although covering common themes and a common period of time, emphasizes the special interests and expertise of the professor. Since specialists in European, American, Latin American, African, and South and East Asian history teach in the Core, courses vary considerably in the material they cover. Students are urged to read the descriptions of each of the Department's Core offerings and predicate their choice based on the particular emphasis of each class.

The following shared topics are covered in each History Core course:

First semester: The Italian and Northern Renaissances; the Reformation and Counter-Reformation; exploration, trade, and slavery; the development of the bureaucratic state; international relations and warfare; the Scientific Revolution and the Enlightenment; the development of capitalism; political revolutions; and social structures and gender.

Second semester: The legacy of the French Revolution; modern political ideologies; nationalism; modern thought and culture; the development of modern industry; imperialism, colonialism, and racism; the Russian Revolution and the World Wars; the Depression and Fascism; the Cold War and Decolonization; and social structures and gender.

Because all of these courses are designed as thematic units, students should continue in the same class for the entire year, but upon completion of the first half of one course, students may enroll in another second-half course. In no case, however, will students be permitted to take the courses out of order. The first half must be completed before enrolling in the second. Students are strongly urged to fulfill the History Core requirement in their freshman year, or at the latest, during their sophomore year. Students planning to study abroad during their junior year are strongly advised to complete their History Core before embarking on such studies.

All the Core history courses numbered HS 001-002 through HS 079-080 consist of large classes taught by a team of professors (either jointly or by splitting the year between them). All Core classes meet twice each week for lectures, and a third time in groups of 15 to 20 students for discussion of selected topics. These weekly discussion sections are an integral part of each Core course.

All Core history courses assign between 100 and 200 pages of reading weekly, and require at least one paper and map assignment in addition to examinations.

The Core history program is also offered in three other slightly different formats: HS 063-064 is an intensive small class designed for Honors students and HS 081-082 is taught in small classes (35 students). Finally, HS 093 (spring term) covers the topics of the first-half of the Core; HS 094 (fall term) covers the topics of the second half of the Core; and these reverse sequence courses are intended solely for students who need to begin or complete their History Core courses out of the usual semester pattern.

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 American Civilization 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 e-mail 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/.

For more on the application of these guidelines to the history minor, visit http://www.bc.edu/schools/cas/history/undergrad/minor/.

If you have further questions about your study abroad, please contact Professor Paul Spagnoli, Director of Undergraduate Studies, at 617-552-3878 or by e-mail at paul.spagnoli@bc.edu.

Graduate Program Description

The M.A. and Ph.D. degrees are offered with concentrations in Medieval history, Early Modern European history, Modern European history, American history, and Latin American history. The department also offers course work in African history, Middle Eastern history, and Asian history.

The Department sponsors interdisciplinary work leading to Master's degrees in European National Studies and in Medieval Studies. The Master's of Art in Teaching (M.A.T.) program is administered by the Lynch School of Education. It requires admission to both the Lynch Graduate School of Education and to the Department of History. Course requirements vary depending upon the candidate's prior teaching experience, however, 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. 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.

Doctor of Philosophy in History

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.

Faculty Advisor: During the first year 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.

Course Requirements: Students entering into the Ph.D. program without M.A. degrees are required to complete fourteen courses (forty-two credits); twelve of these must be taken prior to comprehensive exams. Students entering with M.A. degrees may transfer in three courses (nine credits) if they wish. All students must complete at least one research seminar (although we strongly urge students to complete two) and all must complete the two-semester Core Colloquium in their first year. All students must also take the Dissertation Seminar within twelve months of passing their comprehensive exams. Finally, all students concentrating in American history must take the year-long American Colloquium.

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. Changes must be approved by the faculty advisor and the Director of Graduate Studies.

Language Requirements: Ph.D. candidates, with the exception of medievalists, must pass two language exams before taking their comprehensive examinations. Students concentrating in American 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 Examination: The student's oral comprehensive examination will be conducted by an examining board composed of four faculty members with whom the student has done fields. 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 two courses (six credits) earned for the degree, taken after the comprehensive exams, will be focused explicitly on the dissertation. These should include the Dissertation Seminar and an independent study with the faculty advisor. Dissertation proposals, written in the Dissertation Seminar, must be approved by the professor teaching the Seminar and three faculty members, one of whom is designated as dissertation advisor. Approved proposals must be filed with the Department. Students in residence while writing their dissertation are required to attend the Department's bi-monthly Dissertation Workshop. When finished, 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

Requirements: The M.A. degree in history requires thirty graduate credits, a distribution requirement for each particular program, and an oral comprehensive examination. The one exception to this is the European National Studies Program, which requires thirty-six credits.

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 (twelve 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 (twenty-one hours) can be taken in the major field. Major fields for the M.A. are the following:

- American History
- Medieval History
- Early Modern European History
- Modern European History (encompassing English, Irish, Continental European, Eastern European, and Russian)
- Latin American 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 Study.

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 two additional faculty members, one from the major and one from the minor area.

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.

European National Studies

The M.A. in History is also offered in a program on the history and language of a single European nation. At present programs are offered in British, French, German, Irish, and Russian Studies. Except as noted below, students in European National Studies must complete thirty-six credits of approved courses and pass an oral comprehensive examination.

At least eighteen credits must be in history, of which at least six credits should be general European surveys, including one colloquium, and at least nine credits in the history of one European nationality, including a seminar in which that national language is used for research. Except for those in British and Irish Studies, students must complete at least twelve credits in appropriate foreign language and literature courses, and receive a high pass on a written examination in that language. Students with sufficient background to enter language courses at the intermediate level or above may be permitted to take only six credits in language and literature courses and then be exempted from six credits of work toward the degree.

Students in Irish Studies, in addition to thirty credits in history, Irish literature and other relevant disciplines, must take six credits in beginning Irish Gaelic. Students in British Studies must take a total of 30 credits in history, English literature, and other appropriate courses, as well as fulfill the department's usual foreign language requirement.

Medieval Studies

Students interested in a 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 February 1. 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 e-mail: oconnoas@bc.edu

Ph.D. Fields of Study

American History
- U.S. to 1877
- U.S. since 1860
- Intellectual and Cultural
- Social and Economic
- Urban
- Race and Ethnicity
- Religion
- Diplomatic
- Gender and Women

Medieval
- Social and Economic
- Religious and Cultural
- Anglo-Saxon and Carolingian
- Anglo-Norman and Angevin
- Byzantine
- Medieval Archeology

Early Modern European History
- Religion
- Intellectual and Cultural
- Social and Economic
- Gender and Women
- Early Modern Britain
- Early Modern France

European History
- European History 1789-1914
- European History 1870-1945
- Contemporary Europe
- Intellectual and Cultural
- Social and Economic
- Diplomatic
- Imperialism
- Modern Britain
- Modern France
- Modern Germany
- Modern Ireland
- Modern Italy

Russian and Eastern European History
- Eastern Europe
- Pre-Revolutionary Russian History
- Soviet
- Polish

Latin American History
- Colonial Latin America
- Modern Latin America
- Central American/Caribbean

Other Areas—(*minor only*)
- China
- Africa
- Middle East
- East Asia
- Japan
- South Asia
- India
- World

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at http://www.bc.edu/courses/.

HS 001-002 Modern History I and II: Cultural and Institutional History (Fall/Spring: 3)
Corequisite: HS 003-004
Satisfies History Core Requirement
Followed in spring semester by HS 002

This course surveys the historical development of Europe from the Renaissance to the French Revolution with the intention of explaining how the unique western society in which we live today came into being. This course will also trace the evolution of western society from the French Revolution to the present day. Special emphasis will be paid to the social, political and institutional stresses and changes, with attention also to the relation of the factors with the world of ideas and the arts. Special topics will also include the rise of absolute states, warfare and diplomacy in the old regime, and the search for new authorities as represented by the ideologies of conservatism, liberalism, communism and fascism.
Devin Pendas
John Rosser

HS 005-006 Modern History I and II: Social and Economic Development of Europe (Fall/Spring: 3)
Corequisite: HS 007-008
Satisfies History Core Requirement
Followed in spring semester by HS 006

This course will examine the move from a unified Christendom to a divided Europe and study the growth of a bureaucratized and controlling state and a capitalist market economy. We will also analyze the changing social structure of Europe, the interactions between Europe and the wider world, the struggles between the proponents and critics of Protestantism, constitutionalism, and capitalism. This course also 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.
Robin Fleming
Paul Spagnoli

HS 011-012 Modern History I and II: Political and Social History of Europe (Fall/Spring: 3)
Corequisite: HS 013-014
Satisfies History Core Requirement
Followed in spring semester by HS 012

This course will survey the major developments in modern history from the French Revolution to the present. Particular emphasis will be placed on the progress of the industrial and democratic revolutions and the major responses to each—liberalism, socialism, and fascism — and the wars, conflicts and transformations to which they led.
James Cronin
Lawrence Wolff

HS 019-020 Modern History I and II: Political and Intellectual History of Europe (Fall/Spring: 3)
Corequisite: HS 021-022
Satisfies History Core Requirement
Followed in spring semester by HS 020

This course treats the history of the European world since 1500, emphasizing religious, intellectual, and political developments. Topics covered in-depth include the search for new intellectual and religious authorities in the Renaissance and Reformation; state building and constitutional conflicts in England and France; the scientific revolution; the Enlightenment; and 18th century revolutions. Throughout the course, ideas and institutions will be explored within clearly defined social contexts. Attention will also be devoted to women's lives and questions of gender within the religious and political debates of the era.
The Department

HS 023-024 Modern History I and II: Social and Cultural History of Europe (Fall/Spring: 3)
Corequisite: HS 025-026
Satisfies History Core Requirement
Followed in spring semester by HS 024

This course surveys the evolution of Western Europe from the end of the Middle Ages through the 1989 collapse of the Soviet Empire. Special attention is given to the following issues: the triumph of liberal capitalism, the rise of the bourgeoisie, the development of the modern state, the emergence of new forms of conquest and domination over the natural and non-European worlds. We will examine these aspects of the West's development with particular emphasis on gender, race, class, and other forms of difference. The first semester will cover the period from the Renaissance through the French Revolution.
The Department

HS 027-028 Modern History I and II: Political and Cultural History of Modern Europe (Fall/Spring: 3)
Corequisite: HS 029-030
Satisfies History Core Requirement
Followed in spring semester by HS 028

This course surveys the historical development of Europe from the Renaissance to the present with the intention of explaining how the unique Western society in which we live today came into being. The great expansion of European power and culture since 1500 has made the development of Europe a key to understanding the modern world as a whole. The first semester will cover the period from the Renaissance through the French Revolution.
Alan Reinerman

HS 031-032 Modern History I and II: Europe and the Atlantic Community (Fall/Spring: 3)
Corequisite: HS 033-034
Satisfies History Core Requirement
Followed in spring semester by HS 032

Topics to receive primary consideration include the structure of traditional European and American societies, the impact of European expansion on European and American society and economy, the emergence of colonial America, and the age of revolution. This course will also explore the emergence of the modern world from the era of the French Revolution to the end of the twentieth century. We will

pay particular attention to the the interrelated histories of the societies bordering the Atlantic. Topics addressed include the transnational evolution of political ideologies; the impact of slave emancipation in the nineteenth century; the recurring importance of nationalism; imperialism and its discontents; the Cold War and its legacies.
Kevin O'Neill
Alan Rogers

HS 041 Modern History I: A Cultural History of Europe from Pestilence to Enlightenment, 1346-1786 (Fall/Spring: 3)
Corequisite: HS 043
Satisfies History Core Requirement

This course explores a set of crucial problems that have preoccupied modern thinkers and artists; how class and gender shape human life; cross-cultural encounters and shifts in knowledge; construction of group identities; the impact of technology; ways in which we construct use, and eclipse wonder; competing claims of freedom and equality, individual and community, universal and particular. First semester includes the following: plagues, scholasticism, nominalism, cannibals, exoticism, que sais-je?; wars of religion and reformation; Calvin and Hobbes; cogito ergo sum; Copernican Revolution, empiricism and skepticism; Chinese rites and Persian harems; fugue versus sonata; *Candide*, Rousseaus' *New Man*, *1776*; and *The Marriage of Figaro*.
Stephen Schloesser, S. J.

HS 042 Modern History II: A Cultural History of Europe from Bastille to Berlin, 1789-1989 (Spring: 3)
Corequisite: HS 044
Satisfies History Core Requirement

This course explores a set of crucial problems that have preoccupied modern thinkers and artists. It includes: the French Revolution, Napoleon, Romanticism, industrialization, Frankenstein, socialism; 1848, Communist Manifesto and Socialist International; Liberalism, nationalism, imperialism; Darwin, race, orientalism, urbanism, consumerism, kleptomania, positivism and Decadence, prostitution, hysteria, eugenics; 1917; Lenin, Hitler, Guernica, Bauhaus, surrealism, dissonance, *Nausea;* decolonization, the Bomb, the Berlin Wall; and Beethoven's *Ninth.*
Stephen Schloesser, S. J.

HS 051-052 Modern History I and II: The Rise of Europe in the World (Fall/Spring: 3)
Corequisite: HS 053-054
Satisfies History Core Requirement

This course provides an introduction to the history of Europe between the Renaissance and the French Revolution. Many of the momentous changes that transformed Europe during this time arose from how European monarchs, philosophers, scientists, artists, clergymen, merchants, farmers, and even peasants responded to their increasing contact with the peoples, products, cultures, and ideas from Asia, the Middle East, Africa, and the New World.
The Department

HS 063-064 Honors Survey I and II (Fall/Spring: 4)
The Department

HS 067-068 Modern History I and II: Europe and the Americas (Fall/Spring: 3)
Corequisite: HS 069-070
Satisfies History Core Requirement

The fall 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 colonies. The period is viewed as a prolonged revolution in ideas—religious, political, intellectual, scientific, economic, and cultural—and their representation in attitudes, institutions, and events. The continuation of these ideas in the modern period is examined by the spring course, which covers the 1790s to the 1990s, emphasizing the growth of nation-states in Europe, Latin America, and the Caribbean; emancipation and immigration; the continued expansion of the capitalist world system and Europe's empires; the rise of fascism and socialism; and the impact of the Cold War upon Europe, Latin America, and the Caribbean.
Deborah Levenson
Sergio Serulnikov

HS 081-082 Modern History I and II: Europe and the World (Fall/Spring: 3)
Satisfies History Core Requirement

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. Thus it covers the startling economic, intellectual, political, and social changes that have come to shape not only the West but also the world as a whole. The first semester examines the period c. 1500-1800. The second semester examines the period c.1800-present.
The Department

HS 093-094 Modern History I and II: Europe and the World (Fall/Spring: 3)
Satisfies History Core Requirement
This is a reverse sequence section of the Core. HS 093 is the first half of the history Core and is offered second semester. HS 094 is the second half of the history Core and is offered first semester.

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. Thus it covers the startling economic, intellectual, political, and social changes that have come to shape not only the West but also the world as a whole. The first semester examines the period c. 1500-1800. The second semester examines the period c. 1800-present.
The Department

HS 100 Major Political Rivalries in American History (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Biennially

Beginning with the contest between Alexander Hamilton and Thomas Jefferson for control of national policy in the first years of the new republic, conflicting ambitions and beliefs among major political figures have both shaped and reflected major developments in the history of the United States. This course will examine several of these rivalries, including the Hamilton-Jefferson clash; Andrew Jackson versus John C. Calhoun, Henry Clay and Daniel Webster; Stephen Douglas and Abraham Lincoln; Theodore Roosevelt versus Woodrow Wilson; Franklin Roosevelt and Huey Long; and John Kennedy and Richard Nixon.
Mark Gelfand

HS 102 Introduction to Cultural History/Cultural Studies (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Biennially

This course engages culture as a method, a tool by which to engage, analyze and critique history and historical narratives. But what

is culture? In this course, street life, riots, parades and clothing are engaged in as arenas of social interaction, acts of personal pleasures and sites of struggle. We will also explore what happens when a diversity of forces converge at the intersection of commerce and culture. Present day notions of popular culture, and common topics of authenticity, and selling out will be interrogated both socially and historically.
Davarian Baldwin

HS 104 American Presidency (Fall: 3)
Offered Biennially

This course examines the single most important position of power in our political system, the men who shaped it, and the elections that placed them in that office. Although the course begins with the drafting of the Constitution, the focus is on the twentieth century.
Mark Gelfand

HS 107 Internship (Fall/Spring: 1)
Prerequisites: Any two semesters of HS 001 through HS 093
The Department

HS 111 America's War in Vietnam (Fall: 3)
Prerequisites: 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 130 History of Boston (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Biennially

A survey of Boston from the 1820s to the present as it has changed from a town to a city to a metropolitan center. A full range of topics will be covered (aided by guest lecturers) including the city's physical growth, political conflicts, social structure (immigrant and Brahmin), literary achievements, architectural splendor, economic growth, social turmoil, and contemporary problems. The course will emphasize the traditions and changes that have made Boston the influential and exciting place it is and how and why the diverse population has responded.
Andrew Bunie

HS 148 Introduction to Feminisms (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with EN 125/PS 125/SC 225

See course description in the English department.
Crystal Feimster

HS 155 Lesbian/Gay/Bi/Straight (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Not open to students who have taken HS 215

The course has several aims: first, to examine aspects of the history of gay and lesbian people, movements, consciousnesses, sensibilities, and styles over the past century, focusing on experiences in France, Germany, England and the U. S.; second, to examine ways in which studying homosexuality historically makes it possible to approach what has been called History (as if sexuality were not involved) as, in part, the history of heterosexuality; and third, to examine some of the features and functions of fears about homosexuality and homosexual people.
Paul Breines

HS 161 Biographies of Power in Latin America (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with RL 609
Satisfies Cultural Diversity Core Requirement
Offered Biennially
This course is taught in Spanish.

This course will explore the role of major historical personalities in the political, social, and cultural history of Latin America from the colonial regime to the twentieth century. Our goal will be to analyze the ideas and deeds of Latin American men and women who had a significant impact in shaping politics, gender relations, ethnic identities, and social movements.
Sergio Serulnikov

HS 164 Historical Archeology (Spring: 3)
Prerequisite: Any two semesters of HS 001 through HS 094
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 175 The History of Civil Rights and Women's Lib (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Satisfies Cultural Diversity Core Requirement

African American freedom struggles and campaigns for civil rights have often moved in parallel lines and even intersected with the women's liberation movement. This course looks at the origins, development, politics, culture and exuberance of both the African American struggle for civil rights and the radical women's liberation movement, 1830-1975. We will examine issues such as the anti-slavery movement, campaigns for suffrage, the anti-lynching movement, feminism, black nationalism, school desegregation, abortion rights, and the labor movement.
Crystal Feimster

HS 180 Introduction to Black Urban History: Migration, Modernization and Culture Making (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Satisfies Cultural Diversity Core Requirement
Offered Biennially

This course examines aspects of the social and cultural history of four black urban communities: Boston, New York, Chicago, and Los Angeles. Students will be exposed to the varying methodologies used to study black life in the metropolis. An exploration of historical and sociological source texts, literature and the arts will reveal black people's both stratified and dynamic engagement with urban living. The primary focus entails an examination of race, class, gender and regional formations in relationship to migration and urbanization. Moreover, discussions of black high and popular culture will help students understand how black people both shaped and were shaped.
Davarian Baldwin

HS 181-182 American Civilization 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. Consideration will be given to continuity, change, and conflict in American society.
The Department

HS 189-190 Afro-American History I and II (Fall/Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with BK 104
Satisfies Cultural Diversity Core Requirement
Not open to students who have taken HS 283-284

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

HS 206 Andean History and Society (Spring: 3)
Offered Biennially

This course is designed to provide an overview of the evolution of the Andean societies (today, Bolivia, Peru, Equador, and Colombia), since the pre-Columbian times to the present. We will take a long term comparative, inter-disciplinary approach to a number of key issues in the history of Andean peoples: ethnicity, colonialism, gender, the relationship between native religions and Catholicism. The routines of resistance and open political contention to colonial and post colonial regimes, and the highly contested process of nation-state building. Students will read and analyze some of the major historical and anthropological works in the field of Andean studies.
Sergio Serulnikov

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 Biennially

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 214 Modern Southern Africa (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Satisfies Cultural Diversity Core Requirement
Offered Biennially

Conflicts between Africans and European settlers in southern Africa have deep historical roots. Beginning with the first encounters between European and African societies, the course examines the expansion of European dominance, the politics and economics of racial inequality, and the resulting African protest movements and guerrilla warfare. The course covers South Africa, Angola, Mozambique, and Zimbabwe with an emphasis on the nineteenth and twentieth centuries.
David Northrup

HS 218 Twentieth-Century Catholic Imagination: Beyond Morality Into Mystery (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Biennially

Late Nineteenth-century positivism reduced the boundaries of the "real" to the "observable." In reaction, Catholic philosophers, writers and artists constructed their own world which took them from "morality into metaphysics." This course will sample some of those representations of mystery throughout the 20th-century, including philosophers Marcel and Maritain; memoirs of Raissa Maritain and Dorothy Day; fiction of Mauriac, Bernanos, Greene, Flannery O'Connor, Jack Kerouac, André Dubus and Fenton Johnson; essays of Annie Dillard; poetry of Denise Levertov; painting by Denis and Rouault; music of Messiaen and Duruflé; and film by Bresson, Fellini and Kieslowski.
Stephen Schloesser, S.J.

HS 219 Religion and Sexuality in European History (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Biennially

The topic of this course is inspired by current issues and debates around sexuality affecting all religious life in the U.S. We will focus on the two major Western religious traditions, Christianity and Judaism, broadly conceived. Topics covered will include heterosexuality and homosexuality, marriage and the roles religious traditions play in shaping attitudes and beliefs concerning sexuality, identity, tolerance and intolerance. The course will have a methodological emphasis. We will look at how historians and a few theorists have approached issues of sexuality and religion, expecting to shed light on historical continuities and ruptures in contemporary debates.
Paul Breines
Virginia Reinburg

HS 227 The Late Roman Empire (Spring: 3)
Prerequisites: Any two semesters of Hs 001 through HS 094
Offered Biennially

The course is a consideration of the history of the Roman Empire, 200-700 C.E. It can also be seen as a series of questions. Why did Constantine the Great convert to Christianity? What role did the Christian Church subsequently play in the history of the empire? What impact did the invasions of German barbarians have on the empire? How does one compare this impact to that of the Arab invasions of the seventh century? Was Edward Gibbon, who wrote *The Decline and Fall of the Roman Empire* correct in summing up this period as "the triumph of barbarism and religion"?
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 in the University Courses section.
J. Joseph Burns

HS 276 Eastern Africa (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with BK 288
Offered Biennially

An interdisciplinary survey of the cultural, political, and economic history of the region of eastern Africa (a thousand miles above and below the equator) from the evolution of the first humans in remote antiquity to the present.
David Northrup

HS 280 History of Black Nationalism (Fall: 3)
Offered Biennially

This course examines the evolution and diversity of Black Nationalism and nationalist ideologies in the United States from the early nineteenth century through the present. Detailed study of several distinct nationalistic strategies, including emigrationist, separatist, cultural, and accomodationist, and their proponents will allow students to analyze and compare the forces influencing the evolution, proliferation, retrenchment, and resurgence of nationalist constructs at various points in African American history.
Karen Miller

HS 292 The Witch, the Church, and the Law (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094

During the sixteenth and seventeenth centuries a convergence of political, social, and religious movements produced thousands of trials for crimes of witchcraft, sorcery, and superstition throughout Europe. This course explores these trials, particularly emphasizing their legal and ecclesiastical aspects. Related issues of popular belief in sorcery, magic, and diabolical activity will also be considered. Attention will be devoted to the question of why women were so frequently among the accused.
Virginia Reinburg

HS 300 Study and Writing of History (Fall/Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094, history major status
Each section offers a different topic. Required for history majors

The purpose of these courses will be to introduce students to the methodology and process of writing history by focusing on a topic for which a body of source material is readily available. Each student is expected to use pre-selected documentary material to prepare a major research paper.
The Department

HS 300.02 Study and Writing of History: Tony Blair and New Labor (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094, history major status

This course will involve research and analysis into the career of Tony Blair and his role in the rebirth of the Labour Party whose leadership he inherited in 1994. The Labour Party, which did so much to create the welfare state just after the Second World War, had by the late 1970's entered an era of deep and fundamental crisis. Its history during the 1980's and early 1990's was marked by fierce internal battles, contests for power and repeated electoral defeats. From this experience of defeat emerged a very different party crafted by Blair and his allies.
James Cronin

HS 300.06 Study and Writing of History: Romans and Christians (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094, history major status

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 45 A.D. to 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 300.12 Study and Writing of History: Travel and Discovery (Captain Cook) (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094, history major status

This course considers the travelers and travel literature in European history from the Renaissance to the twentieth century. Especially important is the question of how European perspectives registered the discovery of new worlds, described unfamiliar lands and peoples, and accounted for a diversity of societies and cultures. The class will explore and analyze readings and documents relating to maritime explorations, religious missions, scientific expeditions, imperialist adventures, and personal pilgrimages.
Lawrence Wolff

HS 300.13 Study and Writing of History: Boston Neighborhoods (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094, history major status

An historical look at Boston through its neighborhoods, including the South End, the North End, South Boston, East Boston, Jamaica Plain, Roxbury, Charlestown and Dorchester.
Andrew Bunie

HS 300.36 Study and Writing of History: Race and Identity (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094, history major status

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 "Americanness" 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 300.60 Study and Writing of History: History of Boston College (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094, history major status

This course will introduce students to the methods of historical research and writing, using the history of Boston College as a case study. Drawing on archival sources both on and off campus, students will explore a range of issues in the history of the university since its founding in 1863, including enrollment patterns, curriculum, the campus and buildings, and the school's role in the larger Boston community.
James O'Toole

HS 300.70 Study and Writing of History: History of Racism (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094, history major status

The origins and nature of racism have bedeviled society. If race has no scientific basis, why is the term popularly accepted? Some regard racism as something deeply rooted in human thought and experience. Others, as a response to specific social-economic and political oppression. To discover answers to these problems, students will choose research in specific areas drawn from a wide-range of historical settings, including anti-barbarian prejudice in Classical Greece, persecution and discrimination in medieval Christendom, color slavery in Islam and the Atlantic West, Nazi racial theories and practice, apartheid in South Africa and segregation in the United States.
Benjamin Braude

HS 300.73 Study and Writing of History: Public and Private in the Age of Revolution (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094, history major status
Kevin O'Neill

HS 300.79 Study and Writing of History: Authoritarianism and Democracy in Latin America (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094, history major status

The general topic is democracy and authoritarianism in twentieth century Latin America. Selected readings are intended to offer examples of how social scientists have examined the rise of the different types of authoritarian governments in the region. Based on the analysis of primary material, students will investigate a case study from any country in the region focusing on some of the factors (ideology, international context, social movements, historical patterns of military-civil society relations, etc.) that have undermined the consolidation of representative, inclusive political systems.
Sergio Serulnikov

HS 300.88 Study and Writing of History: Hiroshima in History and Memory (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094, history major status

Whether seen from the air or experienced on the ground, whether interpreted as the end of the Pacific War or the beginning of the nuclear age, the atomic bombings of Hiroshima and Nagasaki loom large in American as in Japanese historical consciousness. Clearly, the bombings were a product of history but also acquired a history of their own through the ways in which they were remembered over more than half a century. This course locates Hiroshima in the context of the (Asia) Pacific War and its legacies and encourages students to explore the relationship between history and memory through a research project.
Franziska Seraphim

HS 300.89 Study and Writing of History: Latin America and the Cold War (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094, history major status

This class will use U.S. government documents to describe and analyze U.S. intervention in Latin America during the Cold War period. We will look specifically at the cases of Guatemala and the Dominican Republic.
Deborah Levenson

HS 300.90 Study and Writing of History: The Irish Issue in Anglo-American Relations, 1912-1922 (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094, history major status

This study and writing of history seminar will examine the social, political, economic, and military events which helped to shape the Anglo-Irish relationship between the Easter Rising in 1916 and the creation of the Irish Free States in 1922. Students will use dominions, consular, and cabinet papers in researching their twenty page seminar paper.
Thomas Hachey

HS 300.91 Study and Writing of History: Early Medieval England and the Celtic West (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094, history major status

Early medieval England and the Celtic West (in particular, Ireland, Wales and Western Scotland) were, in many ways, developing in tandem. In other ways, however, they were interestingly different places. In order to come to grip with these societies, we will read vernacular texts produced in both England and the Celtic West, monastic chronicles and saints' lives, look at luxury art objects, and most importantly we will study the evidence of archaeology. In short, this is a course about two early medieval societies, about the writing of comparative history, and about the use of evidence in all its forms.
Robin Fleming

HS 300.92 Study and Writing of History: Protestant and Catholic Reformation (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094, history major status

The purpose of this course is to introduce students to the practice of history through intensive reading and writing about the Protestant and Catholic Reformations of the sixteenth century. The course will focus on the religious, social, and political histories of the Reformation. Attention will be devoted to the major theological and ecclesiological questions of the era. We will also consider violence in the name of religion (iconoclasm, riots, martyrdom, coerced conversions or religious observance), preaching, apocalyptic ideas and expectations, minority or clandestine religions, religious dissent, spirituality, and as much as possible the opinions and religious lives of ordinary believers.
Virginia Reinburg

HS 300.93 Study and Writing of History: Britain and the Second World War (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094, history major status

This course examines the impact of the Second World War on British society. The war profoundly affected the lives of everyone who lived in Britain. Among other things, millions of women were recruited into the factories or the armed forces. Thousands of children were evacuated to avoid the bombing that devastated the cities. The government had to develop new forms of propaganda in order to sustain civilian morale, which often sagged. And the war moved the political spectrum to the left, opening the post-war creation of the welfare state.
Peter Weiler

HS 300.94 Study and Writing of History: America in the 1960's (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094, history major status

This course aims to introduce one of the most idealistic, dynamic, and turbulent periods in American history. Reviewing the 1960's both chronologically and thematically, it explores the significant political, foreign policy, social, and cultural events and issues that shaped the era, from the 1960 Greensboro sit-ins and presidential campaign to the high tide of women's liberation and American withdrawal from Vietnam in 1973.
Seth Jacobs

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)
Prerequisites: Approval through Honors Committee

Students who have the approval of the 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 (HS 691-692).
The Department

HS 695-696 Advanced Independent Research (Fall/Spring: 3)
Prerequisites: Approval through Honors Committee; any two semesters of HS 001 through HS 094
Formerly known as Scholar of the College.

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 207 Islamic Civilization in the Middle East (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Satisfies Cultural Diversity Core Requirement
Offered Biennially

Islam has been a dominant element in the Middle East since Muhammad first preached at the beginning of the seventh century. Muhammad was both prophet and statesman and the impact of this joint mission has been felt through the centuries. What have been the major achievements of the religio-centric culture at the strategic cross-roads of Asia, Africa, and Europe? This course explores the relation of Islam to the religions of late antiquity, the religious system of Islam, political and military trends, social and economic tensions, and movements for reform and religious revival.
Benjamin Braude

HS 303 Late Imperial China (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Satisfies Cultural Diversity Core Requirement

In the course of the three centuries between 1600 and 1900, the Chinese empire soared to new heights of expansion and power, and sank to fatal depths of disunity and revolt. By 1912, the last imperial dynasty had been overthrown in the name of nationalism, democracy and revolution. This course traces the complex history of his time by examining how the empire was constructed and deconstructed—culturally, socially, and politically.
Rebecca Nedostup

HS 304 Greater China in the Modern Age, 1895—Present (Spring: 3)
Prerequisite: Any two semesters of HS 001 through HS 094
Satisfies Cultural Diversity Core Requirement

The history of modern China is a tale of fierce struggles over imperialism, nationalism, revolution and radical cultural change. But it is also the story of a large and widely diverse country with many local cultures, social structures and historical experiences. This course will approach the recent history of "greater China"—including Taiwan and Hong Kong as well as the mainland—in terms of both these aspects. Primary sources such as memoirs, films, fiction and political broadsides will illuminate the lives of international revolutionaries, Shanghai flappers, colonial subjects, peasant soldiers and rebellious youth as well as political leaders.
Rebecca Nedostup

HS 308 Early Modern Japan, 1600-1890: Samurai, Geisha, and Other Traditions (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Satisfies Cultural Diversity Core Requirement

This course introduces upper-division undergraduates to broad political, social, economic and cultural developments in Tokugawa Japan (1600-1868) through the early Meiji transition. Powerful shoguns, brave and local samurai, and beautiful geisha conjure up images of an exotic, traditional Japan long gone. But what did it feel like to live in the 18th century? How have we—and the Japanese—come to think of that era as tradition?
Franziska Seraphim

HS 309 Modern Japan, 1890-2001: Competing Localism, Nationalism, Internationalism (Spring: 3)
Prerequisite: Any two semesters of HS 001 through HS 094
Satisfies Cultural Diversity Core Requirement

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 311 African Slave Trade (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Satisfies Cultural Diversity Core Requirement
Offered Biennially

From antiquity to the late nineteenth century Black Africans were sold as slaves to the far corners of the world. This course examines the origins of this nefarious trade with particular emphasis on the trans-Atlantic slave trade that began in the sixteenth century. Topics include the economic, political, and moral dimensions of the trade, including ways in which slaves were obtained in Africa, their transport to the New World, the slave systems that were established there, and the campaign to end the trade in African slaves.
David Northrup

HS 318 Post-Slavery History of the Caribbean (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with BK 318
Satisfies Cultural Diversity Core Requirement

This course examines the political, economic and social evolution of the Caribbean since slave emancipation. Its emphasis is on the development of underdevelopment in the region, and in this regard it looks closely at the historical character of the Caribbean's incorporation in the international system. Its compass covers the Anglophone, Hispanophone, and Francophone Caribbean from Haitian independence in 1804 to the present.
Frank Taylor

HS 325 Revolutionary Cuba: History and Politics (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Cross Listed with BK 325
Satisfies Cultural Diversity Core Requirement

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 327 Revolution and Its Aftermath in Modern Latin America (Fall: 3)
Prerequisite: Any two semesters of HS 001 through HS 094
Offered Biennially

This course compares and contrasts both the process of revolution and its aftermath in the late eighteenth and early nineteenth century Haiti, and in twentieth century Mexico, Cuba and Chile. The emphasis will be on social history within the specific context of modern times. We will look at the social forces that have made and unmade revolution. Attention will be paid both to internal forces as well as external international powers.
Deborah Levenson

HS 343 Rise and Fall of the Ottoman Empire (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Satisfies Cultural Diversity Core Requirement
Offered Biennially

The Ottoman Turks founded an empire spanning the three continents of the eastern hemisphere and enduring for nearly three-quarters of a millennium. Despite nomadic origins, they established a stable political structure, which grafted the high traditions of Islamic culture onto an ethnically, linguistically, and religiously diverse society. This course explores the evolution of this remarkable enterprise from its origins on the frontiers of Byzantium and Islam, through its heyday under Suleyman the Magnificent to its military decline and first steps toward reform.
Benjamin Braude

HS 347 The Asia-Pacific War (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Satisfies Cultural Diversity Core Requirement
Offered Biennially

This course explores the centrality of World War II to the history of twentieth century East Asia with respect both to the preceding age of imperialism and colonialism and to the memory of the war, which continues to complicate East Asian relations today. The term "Asia-Pacific War" explicitly links the conflict between Japan and the United States commonly known as the Pacific War (1941-45) to Japan's expansionist ventures in Korea, Taiwan, the Chinese mainland, and southeast Asia, and considers the cultural and intellectual dimensions of the war along with the political and military cities.
Franziska Seraphim
Rebecca Nedostup

HS 373 Slave Societies in the Caribbean and Latin America (Fall: 3)
Prerequisite: Any two semesters of HS 001 through HS 094
Cross Listed with BK 373
Satisfies Cultural Diversity Core Requirement
Offered Biennially

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 375 London: A Social History from the Eighteenth Century to the Present (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Biennially

This course examines the interaction of different social groups—rich and poor, men and women, native born and foreign born—with the changing metropolis. Topics to be considered include the following: London's role as the center of a world empire, the changing economy of the city, suburbanization and public transport, class and racial conflicts, slums and urban planning, and the evolution of metropolitan government.
Peter Weiler

HS 376 Latin American Women/Themselves (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Satisfies Cultural Diversity Core Requirement
Offered Biennially

After reading one general history of women and gender in Latin America, students will read testimonies by Latin American women. We will deal with the problem of the structure women give to their own lives in their narratives, as well as with more straightforward issues such as the sexual division of labor, and the nature of family and of gender relations in Latin America. The testimonies will be used as windows into objective and subjective history and the ways in which these two intersect.
Deborah Levenson

HS 403 The Vikings (Spring: 3)
Offered Biennially
Robin Fleming

HS 425 Twentieth Century Britain (Fall: 3)
Prerequisite: Any two semesters of HS 001 through HS 094
Offered Biennially

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 434 History of Northern Ireland, 1912 to the Present (Fall: 3)
Prerequisite: Any two semesters of HS 001 through HS 094
Offered Biennially

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 438 Ireland Since the Famine (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 099
Offered Biennially
Robert Savage

HS 444 End of History and After (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Biennially

The ending of the Cold War and the collapse of socialism prompted a lively and intense debate about "the end of history." This course will investigate how such a strange notion could have arisen and attracted such serious attention, and whether this debate has any continuing effect on historical understanding and interpretation. More specifically, does it retain any useful meaning more than a decade after the end of the Cold War and in the aftermath of September 11? Major events that led to the idea will provide us with perspectives with which to assess its relevance to the post-Cold War world.
James Cronin

HS 450 Nazi Germany (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Biennially

Nazi Germany stands as one of the most obvious examples of evil in world history. Yet to think about the Third Reich historically means to understand that evil in all of its multiple dimensions: as a popular dictatorship, based on a radical social agenda domestically and an aggressive, expansionist foreign policy, and above all, in both cases, as a state based on explicit principles of racial community. This course will consider the Nazi regime as a social, political, military and ideological phenomenon, tracing it from its origins through its murderous apex to its final apocalyptic demise.
Devin Pendas

HS 451 War Crimes Trials (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Biennially

The twentieth century has proven to be one of the most murderous in human history. The massive and in many ways unprecedented use of systematic atrocities in this century have provoked an equally unprecedented response—so-called war crimes trials. In reality, this term covers a broad range of legal responses to systematic mass atrocity including: international trials, domestic trials, and truth and reconciliation commissions. We will consider examples of all of these and the advantages and disadvantages of each approach before concluding with a general consideration of the limits and possibilities of the law in confronting such enormous crimes.
Devin Pendas

HS 454 Twentieth Century Russia (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Biennially

Whither Russia? What does the future hold in store for the world's largest nation, which has long surprised, horrified and astonished outside observers? We will explore the stormy course of twentieth century Russian history from Tsar Nicholas II to the present day. Topics covered include the revolutionary movement, the 1905 and 1917 Revolutions, the Civil War, the power struggle, Stalinism, industrialization, collectivization, political terror, World War II, the Cold War, de-Stalinization, Stagnation, Perestroika, the Fall of Communism and dissolution of the USSR, and the great Russian Depression.
Roberta Manning

HS 456 Russia and the Cold War (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Biennially

Soviet foreign policy and military history, with special emphasis on the period after World War II. We will study the foreign policy of successive Russian leaders from Lenin to Putin. Topics covered include the Russian Revolution, the two World Wars, the interwar period, the Cold War crises from Berlin through Cuba, the nuclear arms race, espionage, the transfer of superpower rivalries from Europe to the Third World, the Sino-Soviet split, Detente, Vietnam, Afghanistan, the New Cold War, the fall of Communism and disintegration of the USSR, Chechnia, the Second Afghan War, and the emergence of a new world order.
Roberta Manning

HS 466 Europe 1871-1914 (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Biennially

This course will explore the development of Europe from the end of the Franco-Prussian War to the outbreak of World War I. Particular emphasis will be given to the following themes: the political and diplomatic developments that first gave Europe one of its longest periods of peace, and then plunged it into its most disastrous war; the political progress that led to the apparent triumph of liberalism and democracy in most of Europe by 1914; the economic and technological progress that gave Europe unprecedented prosperity; and the rise of European domination of the world.
Alan Reinerman

HS 469-470 Intellectual History of Modern Europe I and II (Fall/Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094

This course will focus on the nineteenth century, devoting main but not exclusive attention to the thinking and impacts of four, dead, white, straight, European males: Hegel, Marx, Nietzsche, and Freud. It will take seriously the terms just mentioned—death, whiteness, heterosexuality, masculinity and Europe—in examining the stories these major thinkers tell about the world and themselves.
Paul Breines

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 Biennially

A political and cultural history of Athens during the creation and height of its democracy (ca. 480-400 B.C.E.). The course will consider the Persian Wars and their effect on political and constitutional developments in Athens, the workings of the Athenian Democracy under Pericles and the eventual collapse following the Peloponnesian War. Readings in translation include: Thucydides, Plutarch, Aristotle, Xenophon, Plato, and the Greek playwrights (Aeschylus, Sophocles, Euripides and Aristophanes). Emphasis will be on integrating historical, literary and archaeological evidence to provide as complete a picture as possible of this dynamic period of ancient history.
Gail Hoffman

HS 477 Modern Italy (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Biennially

This course will explore the development of Italy from 1815 to the present, explaining how during these years Italy was transformed from a politically divided, culturally stagnant, and economically backward land to the united, prosperous, and democratic, if troubled, nation it is today.
Alan Reinerman

HS 478 Italian Renaissance Adolescents (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Biennially

The course offers an interdisciplinary examination of the lives of adolescents in the Italian Renaissance, with a particular focus on fifteenth-century Florence. We will explore the political, social, religious, cultural and economic forces with which young people con-

tended as they approached adulthood. Primary and secondary written materials including wills, ecclesiastical records, letters, treatises, proverbs, and behavior books, as well as representations of artifacts from daily life and short works of fiction will compose the course textbook. Visual materials will illustrate social and aesthetic ideals and the daily routine of Renaissance adolescents.
Laurie Shepard

HS 480 History, Literature and Art of Early Modern Rome (Spring: 3)
Prerequisite: Any two semesters of HS 001 though HS 094
Offered Biennially

This course focuses on early modern Rome, and considers the city from the interdisciplinary perspectives of history, art, architecture, and literature. Jointly taught by professors from the history, fine arts and Italian departments, the course will consider the connections between society and culture in the age of the Renaissance and the Baroque. Rome will be discussed as an early modern urban environment, as the artistic capital of Europe, and as a center of Italian culture. At the same time, the city will also be considered as a world center of Roman Catholicism.
Stephanie Leone
Franco Mormando
Lawrence Wolff

HS 488 The French Revolution (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Biennially

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 1791-92, 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 510 Text and Context: Ralph Ellison's *Invisible Man* and the Black Modern Experience (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Satisfies Cultural Diversity Core Requirement
Offered Biennially

An interdisciplinary approach will be used to examine the historical, social, and cultural contexts for Ralph Ellison's *Invisible Man.* Specifically, bringing historical and cultural analysis to bear on a single work of fiction, this course will survey key themes in African American life from 1899 to 1950 including migration, urbanization, the black modern aesthetic, black radicalism and black nationalism. With W.E.B. DuBois' concept of "double consciousness" in mind, the course explores how the black subject is in many ways both outside of, yet central, to the modern experience.
Davarian Baldwin

HS 514 The American Civil War and Reconstruction (Fall: 3)
Prerequisite: Any two semesters of HS 001 through HS 094
Offered Biennially

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.
David Quigley

HS 517-518 U.S. Constitutional History I and II (Fall/Spring: 3)
Corequisites: Any two semesters of HS 001 through HS 094
Offered Biennially

This course focuses on U.S. Constitutional history from the birth of the republic to the Civil War and the United States Supreme Court's interpretation of the Constitution. The presumption is that the Court's decisions reflect and shape American society's political, economic, social, and cultural history.
Alan Rogers

HS 536 Women and Religion in America (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Biennially

Religion has been a force for both repression and liberation in American women's lives. In this course we will explore the impact religions and religious ideas have had on women, the influence women have had on religion, and the way religion has functioned in women's lives. Themes we will cover include women in reform (from temperance, antislavery, western missions, opposition to war, and the civil rights movement), fundamentalism and the New Right, and racial, class, and ethnic diversity in religious experience, and religious expression in literature and music.
Cynthia Lyerly

HS 551 U. S. 1912-1945 (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094

This course will explore the significant political, economic and social developments in the United States between the election of Woodrow Wilson and the death of Franklin D. Roosevelt. Among the topics to be examined are the Progressive Spirit, the emergence of a consumer society, the ethnic and religious tensions in American life, the Great Depression and the New Deal, and American involvement in this century's two World Wars.
Mark Gelfand

HS 552 U. S. Since 1945 (Spring: 3)
Prerequisite: Any two semesters of HS 001 through HS 094

This course will explore the significant political, economic, and social developments in the United States since the end of World War II. Although the focus will be on domestic affairs, foreign policy will also be discussed to the extent that it affected internal events. Among the topics to be examined are post-war prosperity, the Red Scare, the struggle for racial and sexual equality, student protests in the 1960s, the problems of the modern presidency, and the contemporary crisis in the American economy.
Mark Gelfand

HS 553 The Old South (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Biennially

The course analyzes the settlement patterns, sectional distinctiveness, political ideology, development of slavery and the plantation system, abolitionism and the slavery defense, and the growth of Southern nationalism; and it evaluates the influence of these factors, particularly the South's commitment to slavery, in shaping Southern society.
Cynthia Lyerly

HS 558 American Irish (Fall: 3)
Prerequisite: Any two semesters of HS 001 through HS 094
Offered Biennially
Not open to students who have taken HS 286

As many as seven million Irish men, women, and children have crossed the Atlantic Ocean for North America since the early seventeenth century. Almost five million of them came to the United States between 1820 and 1920 alone. This vast movement of people was of great historical significance on both sides of the Atlantic,

shaping the destiny of modern Ireland and intersecting with some of the major economic, political and cultural developments in American history. This course will examine the history of Irish transatlantic migration from the seventeenth century to the late twentieth century.
Kevin Kenny

HS 560 American Environment (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Biennially
Not open to students who have taken HS 259

The study of America's physical being from colonial settling to the present, examining the changes made ecologically to our public/private land and water. America imagined itself as bountiful and limitless in resources. Over time, reality has set in to show a nation ecologically in turmoil. Areas and issues studied include clearing the land, the impact of urbanization and suburbanization, transportation, American manufacturing from giant to rust belt, environmental protectors (e.g., Rachel Carson, John Muir), preserving national sites, and environmental racism.
Andrew Bunie

HS 564 Goin' to Chicago: The Great Migration and Urban Culture in the Black Metropolis (Spring: 3)
Prerequisite: Any two semesters of HS 001 through HS 094
Satisfies Cultural Diversity Core Requirement
Offered Biennially

This course examines the social and cultural history of Chicago's black urban community. By focusing on the early to mid twentieth century, this course highlights a period of cultural contact and transformation marked by the Great Migration, industrialization and a commercialization of culture in urban centers. More generally, the aims of this course are to examine how migration and the shifting notions of race, class and gender shaped life in urban places. Furthermore, urban identity formations will be explored through musical forms, visual images, literary styles, and the leisure activities of everyday culture.
Davarian Baldwin

HS 567 History of Sport in America (Spring: 3)
Offered Biennially

A look at recreation, leisure, and sports as a way of life in America, and as an integral part of the total society. Ranging from urban immigrant settlement house basketball in the early 1900's to present-day Holy War—BC-Notre Dame football—emphasis is placed on class structure in athletics, the issue of race, monetary upward mobility, sports and the city, the nation's love affair with heroes, and more recently with heroines, as well as gender issues.
Andrew Bunie

HS 571-572 U.S. Foreign Relations I and II (Fall/Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094

This course is the first half of a two semester survey of the history of U.S. foreign relations from the Revolutionary War through the present day. Students will examine conflicting interpretations of America's role in the world and trace how that role has changed as the nation grew from thirteen isolated, parochial communities on the Atlantic coast to the greatest military, and economic superpower in history. Important topics include the territorial expansion of the American "empire," the development of—and debate over—constitutional powers, and the struggle for American markets in Asia and elsewhere.
Seth Jacobs

HS 606 Racial Violence in American History (Spring: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Biennially

Examination of the role of violence in shaping the political, social and economic experiences of various racial groups in the United States. Emphasis on the racial, religious, and ethnic violence against Native Americans, European emigrants, the African Americans, Chicanos, and Asian Americans. Topics include: "trail of tears," slavery, manifest destiny, Reconstruction, lynching, Japanese internment camps, prostitution, the gold rush, and the Civil Rights Movement.
Crystal Feimster

HS 608 Family and Gender in American History (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Biennially

Beginning in the colonial era and ending in the late twentieth century, this course examines changing gender and generational relations in the domestic realm and the evolving structure and ideology of American family life. Although women's history and family history developed as distinct fields, we will concentrate on the intersection of this scholarship, drawing on the theories and methodology of both. While exploring the transformation of family life over time, we will also look cross culturally at the experience of immigrant, black, working-class, and frontier communities.
Marilynn Johnson

HS 628 Religion in Chinese Society (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Biennially

The practice of religion has tied Chinese communities together, and sometimes it has blasted them apart. Canonical religions such as Daoism, Buddhism and the monotheistic faiths have intermingled with popular practices and the imperial cult as often as they have opposed them. This course looks at the wide variety of Chinese religion in the late imperial and modern eras, exploring its relation to such topics as gender, class, village and urban life and rebellions. It will also address how the rise of the nation-state and notions of modernity has altered the perception and practice of religion during the past century.
Rebecca Nedostup

HS 665 Seminar in College Teaching: Women's Studies (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094, permission of instructor
Cross Listed with EN 603

This course is for students who have taken 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.
Crystal Feimster

HS 685 The Fall of Communism in Russia (Fall: 3)
Prerequisites: Any two semesters of HS 001 through HS 094
Offered Biennially

The dissolution of the Soviet Union and fall of Communism are the most important events of our times. Why did Communism collapse? What political and economic system has replaced it? Are the Soviet people better or worse off than they were earlier? What does the future hold for the Soviet successor states, particularly Russia, still the world's largest nation, with one of the world's best educated populations and richest reserves of raw materials? We will seek to answer these questions through scholarly works, the memoirs of key participants (including Gorbachev and Yeltsin), the press in translation, and through films.
Roberta Manning

Graduate Course Offerings

HS 828 The British Empire, 1750-2000 (Spring: 3)

This course is an introduction to the British Empire from the mid-eighteenth century to the present, with focus on the major historigraphical debates and issues. Topics to be covered will include the

economics of empire, the rise of British power in India, the partition of Africa, empire in British politics, empire and masculinity, race and empire, and decolonization. The geographical focus of the course will be Ireland, India, Africa, the Middle East and the Caribbean.
Prasannan Parthasarathi

Graduate Colloquia

A colloquium consists of readings, primarily in secondary sources, on a series of selected topics. All graduate students are urged to take at least on colloquium each semester.

HS 833 Graduate Colloquium: The Black Atlantic (Fall: 3)

The voluntary and involuntary movement of people of African descent around the Atlantic since the mid-1400s has profoundly shaped life, thought, and culture in the Americas, Europe, and Africa. Although the early modern centuries were dominated by the massive forced migrations of Africans across the Atlantic and the creation of African communities throughout the Americas, other transatlantic connections were developing. Africans and people of African descent were deeply involved in campaigns against slavery and led transatlantic movements for black equality and unity that have greatly impacted society, culture, and thought around the Atlantic world.
David Northrup

HS 842 Graduate Colloquium: Ireland Before 1850 (Fall: 3)

This colloquium will explore some of the major issues in Irish history before 1850. The focus will be upon the development of a new post-revisionist Irish historiography. Reading will concentrate on works published in the last decade.
Kevin O'Neill

HS 843 Colloquium: Modern Irish History (Spring: 3)

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 871 Colloquium: U.S. to 1877 (Fall: 3)

This course is designed to familiarize students with critical issues and interpretations in the field of American history up to Reconstruction.
Lynn Lyerly

HS 872 Colloquium: U.S. History Since 1860 (Spring: 3)

This course is designed to familiarize students with critical issues and interpretations in the field of American History since Reconstruction. We will pay particular attention to the relationship between recent developments in historiography and traditional approaches to modern American history.
James O'Toole

HS 896 Core Colloquium: Early Modern European History (Fall: 3)
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.
Lawrence Wolff

HS 897 Core Colloquium: Modern European History II (Spring: 3)
Required for all incoming Ph.D. students

This colloquium will serve as a broad introduction to major themes, controversies, and historiographic developments in modern European history. The focus will be largely upon social and economic history.
Devin Pendas

Graduate Seminars

HS 921 Seminar: Medieval European History (Fall: 3)

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 937 Seminar: Modern European History (Fall: 3)

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.
James Cronin

HS 945 Seminar: Anglo-Irish Relations, 1922-49 (Fall: 3)

This seminar will explore selected themes in twentieth century Irish history from the 1922 inception of the Free State to the 1949 establishment of the Irish Republic. Students will be expected to become well acquainted with the principal works in the historiography of the period and each will be required to develop a research topic—in conjunction with their classmates—and present a substantial paper based upon the findings. British archival materials will represent the larger portion of the primary sources utilized.
Thomas Hachey

HS 971 Seminar: Nineteenth Century U.S. History (Fall: 3)
Kevin Kenny

HS 980 Seminar: Twentieth Century American Society and Culture (Spring: 3)
Offered Biennially

This seminar will explore the social and cultural history of the United States in the twentieth century. Focusing on the concept of social identity, we will read several recent historical monographs that bridge the fields of social history and popular culture. Using primary source materials, students will pursue individual research projects on a topic of their own choosing and will produce a scholarly paper that they can present at a professional conference or submit for publication.
Marilynn Johnson

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. Students will be expected to report on their dissertation proposal and to present, by the end of the semester, a section of the dissertation itself.
Kevin Kenny

Graduate Independent Study

HS 799 Readings and Research (Fall/Spring: 3)
The Department

HS 801 Thesis Seminar (Fall: 6)
The Department

HS 888 Interim Study (Fall/Spring: 0)
The Department

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: 0)
The Department

HS 999 Doctoral Continuation (Fall/Spring: 0)
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
- Web Site: 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 four-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 the 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 four-semester, six-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 mediaeval 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 two-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 six-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 an integrative seminar 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 one 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 four-year curriculum.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at http://www.bc.edu/courses/.

HP 001-002 Western Cultural Tradition I and II (Fall/Spring: 3)

All students in the Honors Program are required to take Western Cultural Tradition I-IV (HP 001-HP 004) as freshmen and Western Cultural Tradition V-VIII (HP 031-HP 034) as sophomores. These are two 3-credit courses each semester (a total of 24 credits), and they substitute for the normal Core requirements in Theology, Philosophy, English and (for non-majors) Social Science. They are open only to students in A&S (about nine percent of the freshmen class) who have been selected by the Director in collaboration with the Office of Undergraduate Admission. All have been contacted by letter during the summer with instructions on registration.
The Department

HP 003-004 Western Cultural Tradition III and IV (Fall/Spring: 3)

All students in the Honors Program are required to take Western Cultural Tradition I-IV (HP 001-HP 004) as freshmen and Western Cultural Tradition V-VIII (HP 031-HP 034) as sophomores. These are two 3-credit courses each semester (a total of 24 credits), and they substitute for the normal Core requirements in Theology, Philosophy, English and (for non-majors) Social Science. They are open only to students in A&S (about nine percent of the freshmen class) who have been selected by the Director in collaboration with the Office of Undergraduate Admission. All have been contacted by letter during the summer with instructions on registration.
The Department

HP 031-032 Western Cultural Tradition V and VI (Fall/Spring: 3)

See course description under HP 001.
The Department

HP 033-034 Western Cultural Tradition VII and VIII (Fall/Spring: 3)

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. The first semester deals with the period up to World War II and focuses on both the excitement engendered by the cultural movement called Modernism and the darker forces that accompanied it.
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 199 Readings and Research (Fall/Spring: 3)
The Department

HP 252 Senior Seminar: Odysseus to Ulysses (Spring: 3)
Timothy Duket

HP 254 Senior Seminar: Law, Medicine, and Public Policy (Spring: 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 257 The World of St. Augustine (Spring: 3)

This course considers Augustine's use of the images which accompany the (new) feast of Christmas/Epiphany and Easter; Augustine's discussions of the Pelagianism and Donatism and their sources from his world and from classical literature; and a consideration of the place of Rome in his thought. Central to this will be a consideration of the importance of imagination in theology. Our point of departure will be Garry Wills' new book on Augustine, Peter Brown's biography of Augustine, and R. A. Markus' study of Augustine.
Thomas P. O'Malley, S.J.

HP 258 The Language of the Liturgy (Spring: 3)
Cross listed with SL 221/TH 198

See course description in the Slavic and Eastern Languages department.
Michael J. Connolly

HP 259 Hitler, the Churches, and the Holocaust (Fall: 3)
Cross listed with TH 482

See course description in the Theology department.
Donald Dietrich

HP 260 Democracy and Art (Fall: 3)

Through a wide range of readings, films, and other media, This course will explore the following questions: What is artistic excellence? Is it compatible with democratic ideals of social equality and justice? Are modern media and cultural diversity good or bad for the arts? What is taste? On what basis do we judge a work (a film, novel,

song, painting, video game, poem) good or bad? Are some arts more democratic than others? How does American popular culture compare with the ideologically-based "people's art" of twentieth-century totalitarian regimes? Is there such a thing as a "democratic aesthetic"?
Martha Bayles

HP 299 Senior Honors Thesis (Fall/Spring: 3)
The Department

HP 399 Scholar of the College (Fall/Spring: 6)
The Department

International Studies

Contacts

- Director: Robert G. Murphy, Associate Professor, Economics, Carney 333, 617-552-3688, murphyro@bc.edu
- Academic Advisor/Program Administrator: Linda Gray MacKay, Hovey House 108, 617-552-0740, mackayli@bc.edu
- Web Site: 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 twenty 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 mid-October. Applications and further details about the program are available online at http://www.bc.edu/isp/.

Major Requirements

International Studies Core: Seven courses

- PO 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 & Society—two courses from the following list: HS 055-056 Modern History I and II: Globalization, HS 067-068 Modern History I and II: Europe and the Americas, 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, and TH 507 Introduction to Comparative Theology

Disciplinary Base: Six courses

Choose a Disciplinary Base in Economics, Political Science, or History, Culture and Society.

- Economics: 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 276 Political Economy of Developing Nations, EC 371 International Trade, EC 372 International Finance, EC 373 Economics of Latin America, EC 375 Economic Development
- Political Science: 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: Choose either the Ethics and International Social Justice or the Global Cultural Studies option.
  Ethics and International Social Justice
  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, 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, 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—one course in each of the following two areas:
  Theoretical Perspectives on Culture and/or the Arts—
  Choose one of the following: EN 173 Introduction to Literary and Cultural Theory, EN 232 Literature and Social Change, 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

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 Research and Writing Project: Two courses

- Fall: Senior Seminar: TH 550, SC 500
- Spring; Senior Thesis, faculty-undergraduate research project, or research/writing/internship

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 500/PO 500 Introduction to International Studies 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 three 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 Academic Board of the International Studies program. For a list of courses, visit the International Studies website at http://www.bc.edu/isp/.
- Senior Seminar: Required of all Minors. This seminar, with its semester-long research paper in the student's chosen Thematic Concentration, provides a capstone for the Minor. Exceptions to this requirement will be allowed in cases where seminar offerings are not available. Where exceptions are granted, the student must substitute an elective course within the student's Thematic Concentration. When exceptions are granted, the student is still required to complete a semester-long research paper as a component of this substituted course. Presently, two seminar options are available: IN 504/TH 504 Ethics in International Studies (usually offered in the fall semester) and IN 550/SC 500 International Studies Seminar (usually offered in the spring semester).

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 055-056 Modern History I and II: Globalization or HS 067-068 Modern History I and II: Europe and the Americas

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.

Students contemplating writing a senior honors thesis who plan to be abroad during the spring of their junior year when the normal application process for an honors thesis occurs, are strongly urged to plan ahead. They should try to establish a thesis topic and identify a faculty member who is willing to supervise their work before they leave Boston College. While abroad, such students should keep in contact by e-mail with their thesis adviser.

For more information, contact 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 World Wide Web at http://www.bc.edu/courses/.

IN 209 International Conflict Management (Fall: 3)
The Department

IN 299 Independent Study (Fall/Spring: 3)
The Department

IN 497 Senior Honors Research (Fall: 3)
The Department

IN 498 Senior Honors Thesis (Spring: 3)
The Department

IN 510 Globalization (Fall: 3)
The Department

IN 601 Advanced Independent Research (Fall/Spring: 6)
The Department

Undergraduate and Graduate Course Offerings

IN 500 Introduction to International Studies (Spring: 3)
This course is open to undergraduate students who have not yet taken PO 501 or PO 507.

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 under-

standing 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.
Donald Hafner

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 539 Humanitarian Crises and Refugees: Ethical, Political, and Religious (Fall: 3)
Cross Listed with TH 539

See course description in the Theology department.
David Hollenbach, S.J.

IN 550 International Studies Seminar (Spring: 3)
Cross Listed with SC 500

See course description in the Sociology department.
Paul S. Gray

IN 600 Ethics, Religion and International Politics (Spring: 3)
Cross Listed with TH 563
See Theology Department for registration approval. Preference to Theology and International Studies majors and minors.

See course description in the Theology department.
David Hollenbach, S.J.

Mathematics

Faculty

Gerald G. Bilodeau, *Professor Emeritus;* A.B., University of Maine; A.M., Ph.D., Harvard University
Stanley J. Bezuszka, S.J., *Professor Emeritus and Director of the Mathematics Institute;* A.B., A.M., M.S., Boston College; S.T.L., Weston College; Ph.D., Brown University
Avner Ash, *Professor;* A.B., Ph.D., Harvard University
Jenny A. Baglivo, *Professor;* B.A., Fordham University; M.A., M.S., Ph.D., Syracuse University
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
John H. Smith, *Professor;* A.B., Cornell University; Ph.D., Massachusetts Institute of Technology
Paul R. Thie, *Professor;* B.S., Canisius College; Ph.D., University of Notre Dame
Robert J. Bond, *Associate Professor;* A.B., Boston College; Ph.D., Brown 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
Robert H. Gross, *Associate Professor;* A.B., Princeton University; Ph.D., Massachusetts Institute of Technology
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
Gerard E. Keough, *Associate Professor;* Chairperson of the Department; A.B., Boston College; Ph.D., Indiana University
Charles Landraitis, *Associate Professor;* A.B., Wesleyan University; M.S., University of Pennsylvania; A.M., Ph.D., Dartmouth College
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
Martin J. Bridgeman, *Assistant Professor;* B.A., Trinity College, Dublin; M.A., Ph.D., Princeton University
Marie Clote, *Lecturer;* 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
Donald Wiener, *Lecturer;* B.A., Long Island University; M.A., Boston College

Contacts

- Department Office: Carney Hall, Room 301
- Department Phone: 617-552-3750
- Department Fax: 617-552-3789
- Web Site: 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 careers in the actuarial profession, applied areas of government and industry, and education. Mathematics majors also make excellent candidates for law school.

Courses are also available to support graduate study in pure and applied mathematics, computer science, operations research, and quantitative business management.

Major Requirements

For students in the classes of 2006 and earlier, the Mathematics major requires completion of ten (10) courses, as follows:

- Six (6) required courses
  MT 103 Calculus II (Math/Science Majors)
  MT 202 Multivariable Calculus
  MT 210 Linear Algebra
  MT 216 Algebraic Structures
  MT 310 Introduction to Abstract Algebra
  MT 320 Introduction to Analysis
- Four (4) elective courses
  Chosen from MT electives numbered 400 and above 800
- A grade point average of at least 1.67 in the ten MT courses used to fulfill the major

Beginning with the class of 2007, requirements will be changed so that six (6) elective courses must be completed, rather than four.

Well-prepared students may omit some of the required courses, upon recommendation of the Chairperson. However, students placing out of one or more required courses are usually required to substitute an MT elective course for each required course omitted, since a minimum of ten courses must be completed in the major.

In order to fully appreciate the role of mathematics in other disciplines, we strongly recommend that all students of Mathematics supplement their programs of study with courses in at least one other discipline where Mathematics plays an important role, such as in Physics, Computer Science, Economics, Psychology, and even Philosophy.

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 completion of the major with Honors include completion of the mathematics major, as listed above, together with:

- Completion of MT 695 Honors Seminar (normally offered in spring semester)
- Completion of two graduate level classes (numbered MT 800 or above)
- A grade point average of at least 3.0 in MT courses numbered 300 or above

Any student considering Departmental honors should talk with his or her faculty advisor or the Chairperson no later than the beginning of his or her junior year, to formalize the program necessary to complete the major with the Honors designation.

Minor in Mathematics

The Mathematics minor requires completion of six (6) courses, as follows: Three (3) required courses: MT 101 Calculus II or MT 103 Calculus II (Math/Science majors), MT 200 Intermediate Calculus or MT 202 Multivariable Calculus, or MT 210 Linear Algebra. Three (3) elective courses, chosen from among the following: MT 216 Algebraic Structures, MT 245 Discrete Mathematics, MT 305 Advanced Calculus (Science majors), MT 310 Introduction to Abstract Algebra, MT 320 Introduction to Analysis, or any MT major course numbered 400 or higher

Well-prepared students may omit some of the required courses, upon recommendation of the Chairperson. 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 (6) 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 410 Differential Equations
  Either MT 420 Probability and Statistics or MT 426 Mathematical Probability **(not both)**
  MT 427 Mathematical Statistics
  MT 470 Modeling
- **Computer Science**
  Either MT 245 Discrete Mathematics or MT 445 Applied Combinatorics **(not both)**
  MT 414 Numerical Analysis
  Either MT 420 Probability and Statistics or MT 426 Mathematical Probability **(not both)**
  MT 427 Mathematical Statistics
  MT 430 Number Theory
  MT 435-MT 436 Linear Programming I and II
  MT 470 Modeling
- **Economics**
  MT 410 Differential Equations
  MT 414 Numerical Analysis
  Either MT 420 Probability and Statistics or MT 426 Mathematical Probability **(not both)**
  MT 427 Mathematical Statistics
  MT 435-MT436 Linear Programming I and II
  MT 470 Modeling
- **Physics**
  MT 410 Differential Equations
  MT 414 Numerical Analysis
  Either MT 420 Probability and Statistics or MT 426 Mathematical Probability **(not both)**
  MT 427 Mathematical Statistics
  MT 440 Dynamical Systems
  MT 451 Euclidean and Non-Euclidean Geometry
  MT 460 Complex Variables
  MT 470 Modeling

Information for Study Abroad

Normally, Mathematics majors should have completed MT 103, MT 202, 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 Professor Keough (Chairperson), Professor Rosen (Assistant Chairperson), or Professor Reeder (Study Abroad Advisor for Mathematics).

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 3 or higher on the BC Advanced Placement Exam, or a score of 4 or higher on the AB 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 103 (Calculus II/Math and Science), or MT 202 (Multivariable Calculus). If you have had a year of calculus, MT 103 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 one

of MT 200 (Calculus III) or MT 202 (Multivariable Calculus). If you have had a year of calculus (the AB curriculum), MT 101 is usually the most appropriate choice. Particularly well-prepared students should consider either MT 200 or MT 202. If you have a strong interest in mathematics, you should consider choosing a Calculus course from the MT 102-MT 103-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), MT 200 (Calculus III), or MT202 (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 either MT 200 or MT 202. If you have a strong interest in mathematics, you should consider choosing a Calculus course from the MT 102-MT 103-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, Nursing students)
- MT 005 Linear Mathematics (e.g., Psychology majors)
- MT 007 Ideas in Mathematics
- MT 020 Survey of Calculus
- MT 190 Mathematics for Teachers (e.g., LSOE students in Elementary Education or Human Development)

For more complete information on course selection, please visit the course selection area of the Mathematics Department website at http://www.bc.edu/math/.

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 of the Carroll School of Management, 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 Linear Programming I-II, MT 440 Dynamical Systems, MT 445 Applied Combinatorics, MT 451 Euclidean and Non-Euclidean Geometry, MT 470 Modeling, 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 two-year program that consists of forty-six credits, of which thirty-one are in Education and fifteen (five courses) 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
- Either MT 420 Probability and Statistics or 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

Another course particularly well suited for this program is MT 430 Number Theory.

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. (eighteen 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 World Wide 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.

MT 005 Linear Mathematics 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 is an introduction to linear methods and their applications. Topics include systems of equations, matrices, modeling, linear programming, and Markov chains.

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.

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 100-101 Calculus I and II (Fall/Spring: 4)
Prerequisite: Trigonometry
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, Mathematics, or Physics should enroll in MT 102 Calculus I for Mathematics and Science Majors, rather than MT 100.

MT100-101 is a course sequence 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, an overview of integration, basic techniques for integration, a variety of applications of integration, and an introduction to (systems of) differential equations. The course concludes with an introduction to integration.

MT 102-103 Calculus I and II (Math/Science Majors)
(Fall/Spring: 4)
Prerequisite: Trigonometry
Satisfies Mathematics Core Requirement
Not open to students who have completed a calculus course at the college level.

MT 102-103 is intended for Chemistry, Computer Science/BS, Geology/ Geophysics, Mathematics, and Physics majors. It is open to others who are qualified and desire a more rigorous calculus course than MT 100. Topics covered include the algebraic and analytic properties of the real number system, functions, limits, derivatives, and an introduction to integration.

MT 105 Calculus II-AP (Math/Science Majors) (Fall: 3)
Not open to students who have completed MT103.

MT 105 is a second course in the calculus of one variable intended for Chemistry, Computer Science/BS, Geology/ Geophysics, Mathematics, and Physics majors. It is designed to students who have completed either MT 101 or a year of Calculus in high school at either the AB or BC curriculum level, but who are not yet prepared to advance to MT 202 Multivariable Calculus. The course first reviews the primary techniques and interesting applications of integration. The remainder of the course provides an introduction to the topics of infinite sequences and series. Other topics may be introduced as time permits.

MT 190-191 Fundamentals of Mathematics I and II
(Fall/Spring: 3)
Satisfies Mathematics Core Requirement
Restricted to Lynch School of Education students

MT 190-191 is a course sequence designed for those who plan to teach mathematics in grades K-9. The emphasis is on the content of mathematics in the emerging K-9 curriculum and its interface with current major issues in mathematics education—problem solving and technology. Topics to be covered include the real number system—with motivational activities and applications, functions and their graphs, problem solving with calculators and computers, and elements of probability and statistics.

MT 202 Multivariable Calculus (Fall/Spring: 4)
Prerequisite: MT 103 or MT 105 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.

MT 210 Linear Algebra (Fall/Spring: 3)

This course is an introduction to the techniques of linear algebra in Euclidean space. Topics covered include matrices, determinants, systems of linear equations, vectors in n-dimensional space, complex numbers, and eigenvalues. The course is required of mathematics majors, but is also suitable for students in the social sciences, natural sciences, and management.

MT 216 Introduction to Abstract Mathematics (Fall/Spring: 3)

This course is designed to develop the student's ability to do abstract mathematics through the presentation and development of the basic notions of logic and proof. Topics include elementary set theory, mappings, integers, rings, complex numbers, and polynomials.

MT 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.

MT 290 Number Theory for Teachers (Fall: 3)
Cross listed with ED 290

Prerequisites: MT 190-191

This course is intended to focus on the wealth of topics that relate specifically to the natural numbers. These will be treated as motivational problems to be used in an activity-oriented approach to mathematics in grades K-9. The course will demonstrate effective ways to use the calculator and computer in mathematics education. Topics include prime number facts and conjectures, magic squares, Pascal's triangle, Fibonacci numbers, modular arithmetic, and mathematical art.
Margaret Kenney

MT 291 Geometry for Teachers (Spring: 3)
Cross listed with ED 291

Prerequisites: MT 190-191

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

MT 305 is required for Geology-Geophysics, Geophysics, and Physics majors. It is also recommended for Chemistry majors. Topics include linear second order differential equations, series solutions of differential equations including Bessel functions and Legendre polynomials, and solutions of the diffusion and wave equations in several dimensions.

MT 310 Introduction to Abstract Algebra (Fall/Spring: 3)

Prerequisites: MT 210 and MT 216

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.

MT 320 Introduction to Analysis (Fall/Spring: 3)

Prerequisite: 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.

MT 410 Differential Equations (Fall/Spring: 3)

Prerequisite: MT 202 and MT 210

This course is a junior-senior elective intended primarily for the general student who is interested in seeing applications of mathematics. Among the topics covered will be the following: first order linear equations, higher order linear equations with constant coefficients, linear systems, qualitative analysis of non-linear systems, and an introduction to stability and bifurcations.

MT 426 Probability (Fall/Spring: 3)

Prerequisite: MT 202, familiarity with the Mathematica programming language

This course provides a general introduction to modern probability theory. Topics include probability spaces, discrete and continuous random variables, joint and conditional distributions, mathematical expectation, the central limit theorem, and the weak law of large numbers. Applications to real data will be stressed, and we will use the computer to explore many concepts.

MT 427 Mathematical Statistics (Fall/Spring: 3)

Prerequisites: MT 426 and familiarity with the Mathematica programming language

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.

MT 430 Introduction to Number Theory (Spring: 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.

MT 435-436 Mathematical Programming I and II (Fall/Spring: 3)

Prerequisite: MT 210

The MT 435-436 sequence demonstrates how mathematical theory can be developed and applied to solve problems from management, economics, and the social sciences. Topics studied from linear programming include a general discussion of linear optimization models, the theory and development of the simplex algorithm, degeneracy, duality, sensitivity analysis, and the dual simplex algorithm. Integer programming problems, and the transportation and assignment problems are considered, and algorithms are developed for their resolution. Other topics are drawn from game theory, dynamic programming, Markov decision processes (with finite and infinite horizons), network analysis, and non-linear programming.

MT 440 Dynamical Systems (Fall: 3)

Prerequisite: 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.

MT 445 Applied Combinatorics (Fall: 3)
Prerequisites: A year of calculus, a course in linear algebra, abstract algebra, or multivariable calculus
Not open to students who have completed MT 245, MC 248 or CS 245

This is a course in enumeration and graph theory. The object of the course is to develop proficiency in solving discrete mathematics problems. Among the topics covered are the following: counting methods for arrangements and selections, the pigeonhole principle, the inclusion-exclusion principle, generating functions, recurrence relations, graph theory, trees and searching, and network algorithms. The problem-solving techniques developed apply to the analysis of computer systems, but most of the problems in the course are from recreational mathematics.

MT 451 Euclidean and Non-Euclidean Geometry (Spring: 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.

MT 460 Complex Variables (Fall: 3)
Prerequisite: MT 202

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.

MT 480 Topics in Mathematics (Spring: 3)

Topics for this one-semester course vary from year to year according to the interests of faculty and students. With department permission it may be repeated.

MT 499 Readings and Research (Fall/Spring: 3)
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 Chairperson.

MT 695 Honors Seminar (Spring: 3)
Department permission is required.

This is a seminar course required of students in the Departmental Honors program. Other interested students may also participate in the seminar, with permission of the instructor.

Undergraduate and Graduate Course Offerings

MT 860 Mathematical Logic (Fall: 3)
Prerequisite: MT 310 or MT 320 or permission of the instructor
Offered Biennially

This course is a mathematical examination of the way mathematics is done and of axiom systems, logical inference, and the questions that can (or cannot) be resolved by inference from those axioms. Specific topics will include propositional calculus, first order theories, decidability, and Godel's Completeness Theorem.

MT 861 Foundations of Mathematics (Spring: 3)
Prerequisite: MT 860 or equivalent
Offered Biennially

Topics to be treated in this course will be selected from one or more of the following areas: formal number theory, axiomatic set theory, effective computability, and recursive function theory.

Graduate Course Offerings

MT 801 Thesis Seminar (Fall: 3)

Problems of research and thesis guidance, supplemented by individual conferences.

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.

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.

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.

MT 820 Measure and Integration (Fall: 3)
Prerequisite: MT 804-805 or equivalent, or permission of instructor

This is a course in the classical theory of functions of a real variable. Topics include the Lebesgue integral, the classical Banach spaces, and integration in general measure spaces.

MT 853 Topics in Modern Statistics (Spring: 3)
Prerequisite: Calculus-based probability and statistics (e.g., MT426-427, although some review will be included at the beginning of the semester). Computing experience would be helpful, but not necessary.
Offered Periodically

This course introduces the student to intermediate level statistics using classical (parametric), non-parametric, permutation and bootstrap methods. Topics include analysis of variance, regression, and analysis of contingency tables, as well as specialized applications of computer-intensive methods from a wide variety of fields. Students interested in taking the course should consult with Professor Baglivo during the fall semester since it will be possible to tailor applications to the interests of the students.
Jenny A. Baglivo

MT 899 Readings and Research (Fall/Spring: 3)
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.

MT 903 Seminar (Spring: 3)

This seminar is required of all candidates for the M.A. degree who do not take MT 801.

Music

Faculty

T. Frank Kennedy, S.J., *Professor;* B.A., Boston College; M.F.A., Tulane University; Diploma in Pastoral Theology, University of London; Ph.D., University of California, Santa Barbara

Thomas Oboe Lee, *Professor;* Chairperson of the Department; B.A., University of Pittsburgh; M.M., New England Conservatory; Ph.D., Harvard University

Ann Morrison Spinney, *Assistant Professor;* B.M., Oberlin College Conservatory; M.M., Northwestern University; Ph.D., Harvard University

Jeremiah W. McGrann, *Adjunct Assistant Professor;* Assistant Chairperson of the Department; B.A., Austin College; Ph.D., Harvard University

John Finney, *Senior Lecturer and Distinguished Artist in Residence;* B.M., Oberlin College; M.M., Boston Conservatory

Contacts

- Administrative Secretary: Pattie Longbottom, 617-552-8720, patricia.longbottom@bc.edu
- Web Site: 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, Orchestration, 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 Celtic Musics, Irish Folk Music, Music in America, Rhythm and Blues) and non-Western traditions. MU 301 Introduction to Musics of the World satisfies 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 music of the twentieth century, of American music, and of the traditions of other cultures is considered indispensable.

Credit for Performance

Students may bundle performance credits into one and only one three-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. Evaluations will be submitted to the chairperson of the department for approval. (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 or MU 331 Introduction to Celtic Musics (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 212 Orchestration, MU 214 Form and Analysis, MU 215 Jazz Harmony, MU 315 Composition Seminar
- *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 350 Topics in Ethnomusicology
  *MU 301 also satisfies 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 331 Introduction to Celtic Musics

- 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 semester 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, Madrigals, Voices of Imani, or student a capella group, Concert Band, BC bOp), 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. The course MU 081-082 Ear-Training and Sight-Singing, a one-credit course, 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 a serious 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 may substitute an upper level course if they prefer.
- 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 should plan to 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 three-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 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 Theater). MU 066 Introduction to Music, MU 070 Fundamentals of Music Theory, and MU 033 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* listed as follows. Students with advanced musical backgrounds and interests should speak to the Director of the Undergraduate Program in Music regarding appropriate upper-level courses. The department offers MU 301 Introduction to World Music as an option 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 Theater are also possible instead of Music and are recommended for those who wish a broader understanding of the Arts.

Sophomore Year

Harmony and Chromatic Harmony should be taken in sequence along with 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, Orchestration, 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 World Wide 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

If we regard music as an integral part of culture in areas of the world not considered to be part of Western society, it seems logical that we can also study popular music of the United States in this way—as the manifestation of a late-stage, postmodern, technological, multicultural society working within the framework of capitalism and democracy. This course investigates the ways in which rock-and-roll and popular music have both shaped postmodern American (and, by extension, world) culture and have been shaped by it.
Delvyn Case

MU 050 The Boston College Madrigal Singers (Fall/Spring: 0)
Performance Course

Women's a cappella choral ensemble specializing in madrigal music (music in two to six parts with just a few voices on each part). We sometimes branch out and do other kinds of repertoire. Rehearsals are once a week on Tuesdays, auditions are in the spring and fall, and there are three or four concerts per year. For more information or to find out about auditions, contact the conductor, Jean Meltaus, through the Music Department secretary, Pattie Longbottom, Lyons 407, 617-552-8720.
Jean Meltaus

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.
Ralf Gawlick
Matthew Gelbert
T. Frank Kennedy, S.J.
Jeremiah McGrann

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
Ralf Gawlick
Matthew Gelbart
Sandra Hebert
Margaret McAllister

MU 071 Irish Dancing/Advanced Beginner (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.
Michael Smith

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.
Michael Smith

MU 073 Irish Dancing/Beginner (Fall/Spring: 1)
Performance Course. No prior experience necessary.

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.
Michael Smith

MU 075 Irish Fiddle/Beginner (Fall/Spring: 1)
Prerequisite: Continued course. Students must sign up in the Fall in order to register for spring.

Students will learn the basic fiddle technique. At the end of the course, students will have the opportunity to perform in concert with the advanced fiddle and whistle students. Classes are taught by Laurel Martin, a well-known and respected Irish fiddle player and teacher. Violin rentals are possible. A small tape recorder is required.
Laurel Martin

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. Membership is by audition only.
John Finney

MU 077 Chamber Music Ensembles (Fall/Spring: 0)
Performance Course.

Regular participation and coaching in chamber ensembles. The course is offered without credit and is open to any qualified student. It will fulfill the music major requirement for ensemble performance.
Sandra Hebert

MU 078 Traditional Irish Fiddle Class/Experienced to Intermediate (Spring: 1)
Prerequisite: MU 075 Irish Fiddle/Beginner
Performance Course. Experienced beginners to intermediate

A study of traditional Irish Fiddle music incorporating styles, technique, bowings, fingerings, and ornamentation. Learn to read and play the airs and dance music of Ireland along with the music of seventeenth and eighteenth century Ireland, that 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 the Irish National Fiddle Champion). Violin rentals are possible. A small tape recorder is required.
Seamus Connolly
Laurel Martin

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.
Eric Kniffen

MU 081 Ear Training/Sight-Singing Lab (Fall/Spring: 1)
For music majors.

A twice-weekly opportunity to develop the skills of sight-singing and ear-training for students who are taking theory or other music courses or who are in singing groups and wish to improve their skills. The course is designed to help students pass the Ear Training/Sight Singing tests required for the major. Students will learn to sing melodies on-sight by drilling scales and intervals. Ear-training will focus on melodic, rhythmic and harmonic dictation. Highly recommended for students taking Fundamentals of Music and Tonal Harmony.
Michael Burgo

MU 082 Advanced Ear Training/Sight-Singing Lab (Fall/Spring: 1)
Performance Course

A continuation of MU 081.
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.
Erik Kniffen

MU 084 Intermediate Improvisation (Fall/Spring: 1)
Prerequisite: 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)
Prerequisite: 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 play the tin whistle. Learn to read and play the basic airs and dance music of Ireland. Classes are taught by Jimmy Noonan, a well-known, respected Irish tin whistle and flute player and teacher. Generation D type tin whistles are available for purchase locally at a nominal cost. A small tape recorder is required. At the end of the course, students will have the opportunity to perform in concert with the advanced fiddle and whistle students.
Jimmy Noonan

MU 088 Tin Whistle/Experienced to Intermediate (Fall/Spring: 1)
Prerequisite: MU 087
Performance course. No Fee. Experienced to Intermediate

Learn to play the tin whistle. Learn to read and play the airs and dance music of Ireland. Classes are taught at experienced beginners and intermediate levels by Jimmy Noonan, a well-known, respected Irish tin whistle and flute player and teacher. Generation D type tin whistles are available for purchase locally at a nominal cost. A small tape recorder is required.
Jimmy Noonan

MU 090 Boston College Concert Band (Fall/Spring: 0)
Performance Course. No audition required.

The BC Concert Band draws its membership from the greater Boston College community. Undergraduate students, graduate students, staff, faculty and alumni participate in this unique ensemble. The Concert Band performs standard concert band repertoire as well as marches, Broadway and film music, and some popular music. The Concert Band presents a Christmas concert, a winter concert, and a spring concert each year. The Concert Band also performs combined concerts with other university bands.
Sebastian Bonaiuto, Conductor

MU 092 B.C. bOp! (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 093 Woodwind, Brass, Percussion (Fall/Spring: 0)
Sebastian Bonaiuto
David Healey

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 Black Studies department.
Hubert Walters

MU 098 Intro to Voice Performance (Fall/Spring: 1)
Performance Course. Tutorial fee required

Emphasis is on individual coaching and training in developing vocal qualities for performance.
Hanni Myers

MU 099 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.
The Department

MU 100 Individual Instrumental/Vocal Instruction (Fall/Spring: 0)
Performance Course Tutorial fee required depending on the length of the lesson.

This course consists of weekly private lessons on an instrument or in voice or composition for 60, 45, or 30 minutes. Lessons must be arranged through the Music Department before the end of the drop/add period.
The Department

MU 101-102 Individual Vocal/Instrumental Instruction (Fall/Spring: 0)
Jeremiah McGrann

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
Thomas Oboe Lee
Margaret McAllister

MU 175 Music in the Holocaust and the Third Reich (Spring: 3)

This course surveys the history and music of composers targeted by the Nazis. We will study the variety of musical styles occurring in the jazz, classical music and cabaret banned and labeled as "degenerate" by the Nazis. A special focus will be placed on the art and music created in the Theresienstadt concentration camp. Audio and visual samples will support examination and discussion of the effects of political/intellectual climate of intolerance and persecution on artistic expression, art as propaganda, censorship, and music and art as acts of resistance.
Mark Ludwig

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 205 Music of the Classic Period (Fall: 3)
Historical Period

This course will consider the musical trends of the eighteenth and nineteenth centuries (c. 1750-c. 1830) that are characterized by the movement towards simplicity in melody, and a clarification of harmonic language. While music that served as a transitional style from the Baroque period will be the starting point for this course, in large measure, the focus of the course will be on the music of the four great composers who lived and worked in, or around Vienna in the period 1780-1828: Haydn, Mozart, Beethoven and Schubert.
Matthew Gelbart

MU 206 Opera (Fall: 3)
Offered Periodically
Genre Course

In this course we will look at how text and music combine to relate a drama, concentrating on five representative masters of the seventeenth through nineteenth centuries—Monteverdi, Handel, Mozart, Verdi, and Wagner. This course will take excursions into other works—the operas created for the court of Louis XIV, the vocal pyrotechnics of the Italian golden age of singing, the spectacle of French grand opera, and the operatic qualities of the modern Broadway musical.
Jeremiah McGrann

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.
Matthew Gelbart
Jeremiah 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. A discussion of the development of Jazz and American Popular Song will be included.
Ralf Gawlick

MU 211 Chromatic Harmony (Fall/Spring: 3)
Prerequisite: MU 110
Theory Course

This course will cover the basic principles of chromatic progression. Continuing the format of four-part writing from a figured bass, we will incorporate secondary dominants, diminished seventh chords, augmented triads, Neapolitan sixth and augmented sixth chords. The concepts of modulation and modal exchange will be covered, and studies in keyboard harmony, ear-training, and analysis will be continued. We will study the works of great composers including Bach, Haydn, Mozart, Beethoven, Schubert, Schumann, Chopin, Brahms, Wolf, Mahler, and Wagner.
Thomas Oboe Lee

MU 212 Orchestration (Spring: 3)
Prerequisite: MU 070 or permission of the instructor
Theory Course

The study of the instruments of the symphony orchestra, their character, timbre and range. Students will be exposed to a wide variety of orchestral music and will learn how instrumental color and texture contribute to the compositional process. Original composition will not be required; students will arrange music for varied instrumental combinations.
Margaret McAllister

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 McGrann

MU 275 Johannes Brahms (Fall: 3)
Composers

A second Beethoven, the last Romantic, a hidden source of Modernism—all these labels have been attached to Johannes Brahms (1833-1897). This course will look at the music of Brahms in light of various issues that defined the latter half of the nineteenth-century and that continue to influence the way we listen to his music today. We will consider ideas such as historicism, nationalism, and "conservative" versus "progressive" approaches to musical traditions. We will sample works in almost all of the genres for which Brahms wrote: symphonies, concertos, piano and chamber music, solo and choral songs.
Matthew Gelbart

MU 301 Introduction to World Music (Fall/Spring: 3)
Satisfies Cultural Diversity Core Requirement
Cultural Diversity

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.
Ann Morrison Spinney

MU 305 Native North American Song (Fall: 3)
Satisfies Cultural Diversity Core Requirement
Offered Biennially
Cultural Diversity

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 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.
Thomas Oboe Lee
Margaret McAllister

MU 315 Seminar in Composition (Fall: 3)
Prerequisite: MU 211 or MU 215
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 320 Music in the Americas (Spring: 3)
Offered Biennially
Cross-Cultural Course.

A survey of the musical heritage of the United States in the broadest historical and stylistic terms possible: from before the Puritans past punk. Included are religious and secular music as well as popular and elite genres, such as Native American pow-wow music, Puritan hymnody and colonial singing schools, minstrelsy and parlor music, the rise of nationalism and its rejection in art music, music in the theater and in films, jazz and gospel, popular

music as social enforcer and as social critic. Important figures include William Billings, Stephen Foster, Charles Ives, Louis Armstrong, Aaron Copland, Elvis Presley, and Jimi Hendrix.
Jeremiah McGrann

MU 321 Rhythm and Blues in American Music (Fall: 3)
Cross Listed with BK 266
Cross-Cultural Course

See course description in the Black Studies department.
Hubert Walters

MU 322 Jazz in America (Spring: 3)
Cross Listed with BK 285
Cross-Cultural Course

See course description in the Black Studies department.
Hubert Walters

MU 330 Introduction to Irish Folk Music (Spring: 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. Both dance music and the vocal tradition will be surveyed, with an emphasis on the former. Live performance will be incorporated where possible in class, combined with extensive use of audio material as a basis for discussion and analysis.
Ann Spinney

MU 331 Introduction to Celtic Musics (Fall: 3)

Celtic music, one of the main economic engines of the current world music sound, is examined from a musical and a cultural perspective. MU 331 will look specifically at the musics of the "Celtic Fringe" (Ireland, Scotland, Wales, Britanny, Galicia, Cornwall, and the Isle of Man) as they are found in a traditional setting as well as in their roles in the modern musical landscape, discovering the music's role in the formation of national identity and the maintenance of cultural identity.
Ann Morrison Spinney

MU 336 Irish American Music (Fall: 3)
Open to graduate students for credit.

An intensive survey of the Irish American dimension(s) in the music of Thomas Moore, minstrelsy, variety theater, Stephen Foster, Dan Emmett, Boucicault, vaudeville, Harrigan and Hart, Patrick Sarsfield Gilmore, Victor Herbert, Tin Pan Alley, the early recording industry, the dance halls, dance bands, radio, film, television, the Clancy Brothers and the bar scene—the whole story of traditional Irish music in the U.S. in the twentieth century.
Mick Maloney

MU 340 The Ballad Tradition (Spring: 3)
Fulfills study abroad prerequisite in Ireland. Open to graduate students for credit.

This course surveys the English-language ballad traditions of England, Wales, Scotland, 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

MU 400 Readings and Research (Fall/Spring: 3)
The Department

MU 403 Honors Thesis Preparation (Fall/Spring: 3)
Jeremiah McGrann

MU 404 Music Internship (Fall: 1)
Jeremiah McGrann

MU 405 Senior Seminar (Fall: 3)

For music majors in their senior year (exception only by special permission). Through supervised reading, research, writing, discussion and performance, this seminar will help majors develop a framework for synthesizing their various courses into a coherent whole, with special emphasis in the area of strongest interest (theory, composition, history, cross-cultural studies, or performance). It will also help prepare students for examinations in listening repertoire and ear-training (see major requirements).
Jeremiah McGrann

Philosophy

Faculty

Richard Murphy, *Professor Emeritus;* A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Fordham University
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., Université 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
John J. Cleary, *Professor;* A.M., University College, Dublin; Ph.D., Boston 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
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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
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- Web Site: http://www.bc.edu/philosophy/

Undergraduate Program Description

Philosophical study at Boston College provides the 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 (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, and social and political philosophy. In addition to these areas of specialization, provision is made for interdisciplinary programs. The Philosophy department offers a program of courses allowing for concentration in the following specialized areas: ancient, medieval, modern, contemporary american, contemporary continental, and the philosophies of religion and science.

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 are to 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, students will have the opportunity to develop a critical appreciation for the complexity of each philosopher's thought: the influences which have shaped each thinker's ethics, metaphysics, and epistemology, and the rich legacy which in turn has passed on. 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 will offer in each of these areas a sequence of courses that will build on the foundation of our core courses. Each student will design his or her own minor in consultation with a faculty advisor. Each program will consist of a coherent blend of required and elective courses. With the permission of the instructor seniors may participate in some graduate seminars.

Information for First Year Majors and Non-Majors

The Department offers students three basic options for fulfilling the University's two-semester Core requirement in Philosophy: Core Program, Perspectives Program, and PULSE Program.

Core Programs

The Core requirement for all undergraduates is six credits in philosophy. The options and the requirements they fulfill are listed below:

- PL 070-071 Philosophy of the Person (Fall/Spring)
  This is a two-semester, six-credit course that fulfills the Core requirement in Philosophy.
- PL 281-282 Philosophy of Human Existence
  This is a two-semester, six-credit course that fulfills the Core requirement in Philosophy.

Perspectives Program I-IV

The Perspectives Program at Boston College is a four-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, and attentive.

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 open only to Freshman. Perspectives II (Modernism and the Arts), Perspectives III (Horizons in the New Social Sciences), and Perspectives IV (New Scientific Visions) may be taken at anytime while a student is enrolled at Boston College. Descriptions of Perspectives II, III, and IV are also listed in the University courses section of the catalog.

None of the courses in the Perspectives sequence is a prerequisite for any of the other courses.

Perspectives I

PL 090-091 (TH 090-091) Perspectives on Western Culture I and II (Perspectives I)

This two-semester, twelve-credit course fulfills the Core requirements in both Philosophy and Theology. **For Freshmen Only**

Perspectives II

UN 104-105/UN 106-107 Modernism and the Arts I and II

This two-semester course fulfills the six-credit Philosophy Core requirement, the three-credit Literature Core requirement, and the three-credit Fine Arts Core requirement.

Perspectives III

UN 109-110/UN 111-112 Horizons of the New Social Sciences I and II

This two-semester course fulfills the six-credit Philosophy Core requirement and the six-credit Social Sciences Core requirement.

Perspectives IV

UN 119-120/UN 121-122 New Scientific Visions I and II

This two-semester course may fulfill the six-credit Philosophy Core requirement and either the six-credit Natural Science Core or the three-credit Mathematics Core and three-credits of the Natural Science Core.

PULSE Program for Service Learning

The PULSE Program for Service Learning provides students with the opportunity to explore questions of philosophy, theology, and other disciplines in courses which incorporate field work experience in one of Boston's many social service organizations. Through the combination of academic reflection and community service, students are provided with a framework for understanding the intimate relationship between theory and practice.

In light of classic and contemporary philosophical and theological texts, PULSE students address topics such as 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 relation to their service work.

Most PULSE students are enrolled in the course Person and Social Responsibility, which is one of the options for fulfilling 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, Self and the City: An Exploration in Writing, and Self and the City: A Personal Response.

All PULSE courses require a ten to twelve hour per week commitment to service. Carefully selected field placements in youth work, the correctional system, emergency shelters, AIDS and HIV services, legal and community advocacy, and literacy programs become the context in which students forge a critical and compassionate perspective both on society and on themselves. Opportunities for field experience are available in a variety of neighborhoods and institutions. The placements aim at responding to community needs while simultaneously providing a challenging opportunity for students to confront social problems.

PULSE provides four levels of direction and supervision for student work: the on-site placement supervisor, faculty member, PULSE Council member, and PULSE staff. After an initial orientation, the on-site supervisor meets 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 discussion groups to consider issues which have presented themselves in the student's service work. The PULSE Council member is an upperclass student who serves as 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 to the Director work as consultants and advisors for students, placement supervisors, and faculty.

PL 088-089 (TH 088-089) Person and Social Responsibility I

This is a two-semester, twelve-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 five-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.

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 they can work with faculty and take certain courses in the 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 150 applicants).

M.A. Program Requirements

Requirements for the M.A. are as follows:

- Ten (10) courses (thirty 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 (16) courses (forty-eight 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.

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/.

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 at http://www.bc.edu/schools/cas/theology/graduate/special/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 World Wide Web at http://www.bc.edu/courses/.

PL 070-071 Philosophy of the Person I and II (Fall/Spring: 3)
Two-semester, six-credit course (PL 070-071). Total of three credits each term.

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 088-098 Person and Social Responsibility I and II (Fall/Spring: 3)
Total of six credits each term. 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 and II/ Perspectives I and II (Fall/Spring: 6)
Total of six credits each term. Satisfies Philosophy and Theology Core requirements. 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

PL 160 The Challenge of Justice (Fall/Spring: 3)
Cross Listed with TH 160/UN 160

See course description in the Theology department.

Matthew Mullane
James Rurak

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 221 Self and the City: An Exploration in Writing (Fall: 3)

This PULSE elective, which requires a PULSE placement, will aim at a deepened understanding of the Self as it evolves in the major life experiences of contemplation, relationship, education, and our encounters in the world. Readings, combined with placement experiences, will prompt class discussion of such questions as the following: how do we become self-aware; how do we best witness to Self and others? The course will emphasize the potential of the written word to inform, to teach, and to inspire others.
Kathleen Hirsch

PL 222 Self and the City: A Personal Response (Spring: 3)
Cross Listed with EN 422

This PULSE elective, which requires a PULSE placement, will explore the choices available to the Self in response to the world. Through biographies, essays, poems, and oral history, we will examine the question of personal calling: service/activism; creativity/image making, and healing/sanctuary. Through discussion, journal and other writings, students will gather the elements of their own spiritual awareness, education, and experience, attempting to discover an ethics of the responsible self.
Kathleen Hirsch

PL 233 Values in Social Services and Health Care (Fall: 3)

Through readings, lectures, discussions, field placements and written work, we will attempt the following: to communicate an understanding of the social services and health care delivery systems and introduce you to experts who work in these fields; explore ethical problems of allocations of limited resources; discuss topics that include violence prevention, gangs, homelessness, mental illness, innovative nursing initiatives, economic 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

See course description in the Theology department.
Matthew Mullane

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 268 The History and Development of Racism (Fall/Spring: 3)
Cross Listed with BK 268/SC 268
Satisfies Cultural Diversity Core Requirement

This course traces the interrelationships of individual and institutional forms of racism. The course will survey historical forms of racism in the United States and will identify past and present methods of opposing racism. A focus on racism toward African Americans will also allow independent and group study of racism towards Asians, Latinos, and native indigenous peoples.
Horace Seldon

PL 275 Philosophy in Literature (Spring: 3)
Offered Triennially

Exploration of such philosophical themes as self-identity, happiness, death, morality, love, truth, fate, God, friendship, violence, hope, and community in two great epics of very diverse form yet surprisingly similar content: Tolkien's *The Lord of the Rings* (recently voted the greatest book of the twentieth century by two worldwide polls) and Dostoyevsky's *The Brothers Karamazov* (recently selected the greatest novel written by a *Time magazine* poll of living writers).
Peter J. Kreeft

PL 291 Philosophy of Community I (Fall: 3)
Prerequisite: Limited to Members of the PULSE Council
Offered Biennially

This seminar explores the nature of community, with particular focus on community in the American context. Some of the central historical, cultural, political and religious forces that have shaped both American community and the American understanding of community are examined. These questions are initially approached from a historical perspective with an assessment of the philosophical ideas which were dominant in the political thinking of the American founders. The seminar then considers the historical development of those ideas in light of the way they are concertized in political practice, arriving at an assessment of contemporary American thinking on community.
Joseph Flanagan, S.J.
David McMenamin

PL 292 Philosophy of Community II (Spring: 3)
Prerequisite: Limited to Members of the PULSE Council
Offered Biennially

This course is a continuation of the themes of Philosophy of Community I which further explores the themes of that course: the nature of community, particularly in the American context; the historical, cultural, political and religious forces that have shaped American community and the American understanding of community.
Joseph Flanagan, S.J.
David McMenamin

PL 299 Readings and Research (Fall/Spring: 3)

By arrangement.
The Department

PL 304 Contemporary Praxis and Ideology (Spring: 3)
Cross Listed with BK 345

See course description in the Black Studies department.
James Woodard

PL 307 Teaching Assistantship (Spring: 3)
David Manzo

PL 333 Philosophy of J.R.R. Tolkien (Fall: 3)
Offered Biennially

A complete philosophical world and life view underlies Tolkien's two great epics, *The Lord of the Rings* and *The Silmarillion*: a synthesis of ingredients in Plato (exemplarism), Jung (archetypes); Romanticism (sehnsucht) and Norse mythology (a Stoic heroism)

catalyzed by a Biblical imagination and a Heideggerian linguistic. The student will learn to recognize these and many other strange creatures in exploring Tolkien's world.
Peter J. Kreeft

PL 335 Platonic Dialogues (Spring: 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 (Aristotle, Descartes, etc.) would be helpful but is not an absolute prerequisite.

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 views vis-à-vis Heidegger's.
Thomas J. Owens

PL 343 Introduction to Black Philosophy (Spring: 3)
Offered Periodically

This course introduces students to writings by and about persons of African descent. Readings will be drawn from works by G. Yancey, H. McGary, W. Lawson, W.E.B. DuBois, H.L. Gates, C. West, L. Outlaw, and B. Boxill.
Jorge Garcia

PL 358 The Confessions of St Augustine (Fall: 3)
Offered Biennially

An in-depth exploration, Great Books seminar style, of the most beloved and influential book of religious psychology of all time.
Gerard C. O'Brien, S.J.

PL 398 Senior Thesis (Fall/Spring: 3)
The Department

PL 403 Does God Exist? (Fall: 3)
Offered Biennially

This course aims to be a serious examination, for capable undergraduates, of arguments for and against the existence of God.
Ronald K. Tacelli, S.J.

PL 404 Classical Rhetoric: Beauty, Truth, and Power (Fall: 3)
Offered Periodically

In this course we will examine a variety of works in classical rhetoric. We will begin with the sophists and Plato and continue on to Aristotle, Cicero, and Quintillian. Topics covered will include the relationship between philosophy and rhetoric; the concept of rhetoric and its development; specific rhetorical techniques; and the political nature of rhetoric.
Marina B. McCoy

PL 405 Greek Philosophy (Fall: 3)

Great things must have great beginnings—including philosophy. Has there ever been another Socrates, another Plato, another Aristotle? The very best introduction to philosophy, both its history and your personal love of wisdom, is apprenticeship to these masters.
Deborah DeChirara-Quenzer

PL 406 Modern Philosophy (Fall: 3)

This course will be a survey of all the major Western thinkers from Descartes through Nietzsche. Its aim is to give students a sense of the sweep and salient concerns of modern European thought.
The Department

PL 407 Medieval Philosophy (Spring: 3)
Prerequisite: Ancient Greek philosophy strongly recommended. Philosophy of the Person or Logic are acceptable alternatives.

This course will explore some of the major thinkers and themes in philosophy from the Middle Ages. Through the works of Augustine, Boethius, Anselm, Abelard, Aquinas, Scotus, and Ockham, we will examine the view of philosophical inquiry, the nature of God, the good life, the relationship of faith and reason, the relationship between theology, philosophy, science, and poetry.
Peter J. Kreeft

PL 408 Nineteenth and Twentieth Century Philosophy (Spring: 3)

This course will begin with an examination of revolutionary themes from nineteenth century philosophy: Hegel's reason in history, Kierkegaard's paradox of subjectivity, Nietzsche's critique of modernity as nihilism, and Frege's transformation of logic. A study of key texts by these thinkers will set the stage for an understanding of major movements in twentieth century philosophy: phenomenology, existentialism, and analytic philosophy. Readings will be selected from such authors as Husserl, Sartre, Wittgenstein, Quine, McDowell, and Oakeschott.
Richard Cobb-Stevens

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 417 Socrates and Jesus (Fall: 3)
Offered Periodically

The two most influential men who ever lived, they were Nietzsche's two Prime Suspects and Kierkegaard's two supreme heroes, and the two centers around which all Western civilization revolves, like planets around a double sun. They are also mirrors, for an in-depth study of the many significant and surprising similarities and differences between them will reveal much about ourselves and our civilization, just as they did to their contemporaries. Readings from the Gospels, Plato's Socratic dialogs, Nietzsche, Kierkegaard, Guardini *(The Lord),* Kreeft *(Socrates Meets Jesus)*.
Peter J. Kreeft

PL 428 Introduction to Phenomenology (Fall: 3)
Offered Biennially

This is an historical and textual survey of the development of the Phenomenological movement from Husserl to Heidegger.
Jacques M. Taminiaux

PL 429 Freud and Philosophy (Fall: 3)

The first half of the semester will be dedicated to a chronological reading of Freudian texts. We will examine Freud's work on hysteria, his groundbreaking work in dream interpretation, his attempt to apply the notion of unconscious mechanisms to cultural anthropology, and the implications of his ongoing revisions in classification of the instincts. In the second half of the semester, we survey the developments which have taken place in psychoanalytic theory and practice since Freud's day, including some of the more creative and philosophically fruitful readings of Freud, such as those of Klein, Winnicott, Marcuse, and Lacan.
Vanessa P. Rumble

PL 435 Theory of the Novel (Fall: 3)
Offered Biennially

This course will consider the relationship between the production of literature and philosophy. Although writers do not intend to be philosophers, they do isolate and present a specific vision of reality. This course will concentrate on the philosophic vision presented in specific literary texts such as the following: *One Hundred Years of Solitude*, *Crime and Punishment*, *The Sun Also Rises*, *Death in Venice*, *Light in August*, and *Madame Bovary.* In this course we will read the novels in relationship to selected texts from the history of Aesthetics in *Philosophies of Art and Beauty.*
David M. Rasmussen

PL 440 Historical Introduction to Western Moral Theory (Fall: 3)
Offered Periodically

The course introduces, contextualizes, explains, and critiques representative writings by such Western philosophical thinkers as Plato, Aristotle, Epicurus, Epictetus, Aquinas, T. Hobbes, D. Hume, I. Kant, J. Bentham, J.S. Mill, K. Marx, F. Nietzsche, and F.H. Bradley.
Jorge Garcia

PL 442 Romanticism and Idealism (Spring: 3)
Offered Biennially

Kant's transcendental idealism has been charged with divorcing the subject of understanding from the subject of moral experience. We shall examine the basis of this claim, as well as the attempts by Romantic writers and German Idealists to provide a fresh account of the integrity of human experience. We begin examining Kant's attempt, in *The Critique of Judgment*, to bridge the moral and natural realms through aesthetics. We then trace the progressive emancipation of the imagination in the later development of German Idealism and Romanticism.
Vanessa P. Rumble

PL 453 Gandhi, Satyagraha, and Society (Spring: 3)
Satisfies Cultural Diversity Core Requirement

Well known as a freedom fighter for India's independence, Gandhi's deep concern regarding the impact of industrialization and injustice on the social fabric is not as well known. His analysis of the effects of technological civilization on society was not provincial (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 456 The Holocaust:A Moral History (Spring: 3)
Offered Periodically

This course will study the Holocaust from the perspective of the ethical formations of those who perpetrated it and of those who became indifferent or fearful bystanders.
James W. Bernauer, S.J.

PL 470 Philosophy of World Religions (Fall: 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 or core of religion if possible.
Peter J. Kreeft

PL 475 Philosophy of Language (Spring: 3)
Offered Periodically

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 Ludwig Wittgenstein, J.L. Austin, Paul Ricouer, W.V.O. Quine, and John Searle, Donald Davidson and Richard Rorty.
Eileen C. Sweeney

PL 477 The Bodily and the Carnal (Spring: 3)
Offered Periodically

This course will study the fabrication of the body in the modern period and that period's effort to detach it from its moral identity as the flesh or the carnal.
James W. Bernauer, S.J.

Undergraduate and Graduate Course Offerings

PL 501 Gadamer's Hermeneutics and Greek Philosophy (Fall: 3)
Offered Periodically

This course will consider the importance of ancient Greek philosophy for the theory and practice of Gadamer's hermeneutics. Even before coming under the influence of Heidegger, Gadamer had already developed an interest in Plato under the guidance of the Natorp. In fact, the reading of Greek philosophical texts always remained an integral part of Gadamer's hermeneutical practice, which guided his more general hermeneutical theory. Thus, we will read some of his most important writings on Greek philosophy, together with many of the original texts which he interprets, in order to trace the development of Gadamer's hermeneutics.
John J. Cleary

PL 503 Philosophy of Religion (Fall: 3)
Offered Periodically

Questions about the existence of God and the reasonableness of belief in God occupy center stage in current discussions within philosophy of religion. They are among the set of philosophical issues that most interest non-philosophers as well, and contributions to the debate come from many different disciplines and touch on numerous other problems in philosophy. We will join this conversation by examining some of the major arguments for and against theism. Topics include proofs for God's existence, religion and science, faith, miracles, and the problem of evil.
Laura L. Garcia

PL 506 Utilitarianism: Its Critics and Alternatives (Spring: 3)
Offered Periodically

This course examines utilitarianism as a theory of normative ethics, inquiring into its Christian roots, classical Enlightenment formulations, and its sophisticated accounts of what is good, what is better, and what is right. We will treat problems and criticisms of utilitarian theory and the strategies and resources to which its defenders have recourse. We will seek to identify such valuable elements as exist within utilitarianism and see how they might be retained within more plausible accounts of moral life.
Jorge Garcia

PL 518 Philosophy of Imagination (Spring: 3)

Readings in the philosophy of imagination from ancient myth to post-modernity. Beginning with Biblical and Greek accounts of images and image-making, this course will explore three main paradigm shifts in the western history of imagination: (1) the ancient paradigm of the Mirror (Plato to Augustine); (2) the modern paradigm of the Lamp (Kant to Sartre); (3) the postmodern paradigm of the circular Looking Glass (Lacan to Derrida). The course will conclude with a critical evaluation of the political and ethical functions of imagination in our contemporary civilization of cyber fantasy, simulation and spectacle.

Richard M. Kearney

PL 520 Introduction to Existentialism (Fall: 3)
Offered Periodically

An introduction to the work of some key existentialist thinkers from Kierkegaard and Nietzsche to such twentieth Century philosophers as Sartre, Merleau-Ponty, and Ricoeur.

Richard M. Kearney

PL 521 Eros and Civilization: Psychoanalytical and Social Criticism (Spring: 3)
Offered Periodically

What is the relationship between psychoanalysis and society? Freud attempted to apply his insights to that question in three late works which we will consider, *Moses and Monotheism*, *Civilization and its Discontents and The Future of an Illusion*. Beyond that we want to know if there is a relationship between *Eros and Civilization* (Marcuse), a normal and an abnormal model for social recognition (Honneth: *Struggle for Recognition*), and the psychoanalytic prospect for a social utopia (Whitebook: *Perversion and Utopia*). Can social criticism be based on the insights of psychoanalysis?

David M. Rasmussen

PL 529 Philosophy of Action (Fall: 3)
Offered Biennially

Blondel refocused philosophy on human action as concrete actualization of human selfhood in search of its destiny in order to raise anew the question of religion. This course will study the method of this philosophy of action and follow how it proceeds from the beginning of human action in its own free initiative all the way to its ultimate option before God: to be God with God or to be God without God, which gives rise to the question of how God can take His own action with regard to human beings and how we have to respond to it.

Oliva Blanchette

PL 531 Philosophy of Mind (Spring: 3)
Prerequisite: Philosophy Core
Offered Periodically

Recent philosophical discussions on the distinctiveness of the human person focus on the case for or against an immaterial aspect of humans (a non-physical mind or soul). The course will examine arguments on both sides of this question by contemporary philosophers. The course includes discussions of consciousness, agency, language, and abstract concepts.

Laura L. Garcia

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 545 Philosophy of Physics: An Introduction to Its Themes (Spring: 3)

Physics explores fundamental physical reality in ways that have deep and remarkable philosophical implications for the ways we conceptualize and come to know the world. This course will introduce major themes of contemporary philosophy of physics such as the nature of space and time as revealed by relativity theories and measurement, locality, and objectivity as revealed by quantum theory. The new studies of chaos theory and complexity will also be considered. The course is intended to be accessible without technical knowledge of physical theories, although a prior course in physics or mathematics will be helpful.

Ronald Anderson, S.J.

PL 546 Introduction to Lacan (Spring: 3)
Offered Periodically

Jacques Lacan is known as the French Freud because he was unquestionably the most powerful speculative mind since Freud to rethink what Freud actually discovered in what he called the "unconscious." Under the aegis of a "return to Freud," his own standard became "the unconscious is structured like a language." This course will seek to understand the meaning of that standard by examining Lacan's early work as it unfolds in significant essays and selections from the first seminars of the 1950's—Seminar I: *Freud's Papers on Technique* and Seminar II: *The Ego in Freud's Theory and in the Technique of Psychoanalysis.*

William J. Richardson, S.J.

PL 554 Philosophy of Poetry and Music (Spring: 3)

The purpose of this course is to provide an introduction into the world of painting, music, architecture and the dance. Some familiarity with literature will be presumed. After an initial exploration of these artistic worlds, participants will be encouraged to examine their experience in a more philosophical manner, trying to appropriate in a personal way the deeper significance and meaning of art. The influence of art in the formation of culture will be a subsidiary theme. Also, special attention will be given to the ways that the various art forms interrelate and support one another.

Joseph F. Flanagan, S.J.

PL 576 Two Existentialisms: Sartre and Marcel (Spring: 3)
Offered Periodically

No philosophers more directly address the problems ordinary people think to be the most important than the existentialists. And, no two existentialists form a more perfect and total contrast than Marcel and Sartre: theist versus atheist, humanist versus nihilist, personalist versus rationalist, mystic versus reductionist. We will enter into each of these opposite world views by careful, thoughtful Socratic reading of a few key texts.

Peter J. Kreeft

PL 577 Symbolic Logic: An Introduction to Its Methods and Meaning (Fall/Spring: 3)

An introduction to the powerful ways the logical forms woven into deductive reasoning and language can be analyzed using abstract symbolic structures. The study of these structures is not only relevant for understanding effective reasoning but also for exploring the Anglo-American analytic philosophical tradition and foundations of mathematics, computer science, and linguistics. Philosophically interesting properties about logical systems will be

explored, including the task of proving whether a logical system is complete and consistent. A number of interesting topics of twentieth century logic will be briefly considered such as set theory, Russell's paradox and Goedel's theorems.
Ronald Anderson, S.J.

PL 593 Philosophy of Science (Fall: 3)

This intent of this course is to provide an introduction to the central themes of twentieth century history and philosophy of science and to contemporary studies of science that explore the influence of factors such as the cultural and institutional context and experimental practices in the formation of scientific knowledge. The contributions of the sociological studies to understanding scientific knowledge will be explored. An underlying theme of the course will be the systematic issue of how scientific theories may be taken to provide us with knowledge of the structure of the world.
Ronald Anderson, S.J.

PL 595 Kant's Critique (Spring: 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 625 The Problem of Self-Knowledge (Fall: 3)

"The unexamined life is not worth living." Socrates' proclamation forms the basic assumption of this course. However, important developments in Western culture have made the approach to self-knowledge both more difficult and more essential. During the first two weeks, we shall examine the history of self-knowledge and especially how post-Nietzschean philosophers have challenged traditional solutions of this problem. After this historical survey, we will begin the journey into your own self-knowing, choosing and loving.
Joseph F. Flanagan, S.J.

PL 649 Philosophy of Being I (Fall: 3)

Starting from a deconstruction of the metaphysical tradition, this course will attempt a systematic reconstruction in the philosophy of being. It will begin with a reopening of the question of being leading into a discussion of the analogy and transcendental properties of being as a way into understanding the structure of being as it presents itself in experience.
Oliva Blanchette

PL 650 Philosophy of Being II (Spring: 3)

This course is a continuation of PL 649, Philosophy of Being I. It will go into questions of how being is communicated in the universe on the level of history as well as nature and will ultimately deal with the question of a Totally Transcendent being that cannot be thought of in any way as part of the universe of beings in which we find ourselves.
Oliva Blanchette

PL 670 Technology and Culture (Fall: 3)
Cross Listed with CS 267

See course description in the Computer Science department.
William Griffith

Graduate Course Offerings

PL 700 Science and Technology Studies (Spring: 3)
Offered Periodically

This course will explore the growing, exciting and at times controversial ways various interdisciplinary resources have been brought to bear on understanding the nature of science and technology in recent decades. Several themes dominate in these studies and will structure the course: a close attending to how the social and cultural contexts shape (and are shaped by) science and technology; tracing the history of disciplines and the factors relevant for understanding the dynamic of scientific change; and exploring science and technology as practices and cultures using the resources of sociology of knowledge, cultural and literary studies, and post-structuralism.
Ronald Anderson, S.J.

PL 701 Critical Theory (Spring: 03)
Offered Periodically

This course will consider contemporary developments in Critical Theory with particular attention being given to the work of Axel Honneth. To that end, we will consider the normative reconstruction of the Hegelian notion of recognition in Honneth's, *Struggle for Recognition*, and the debate over the philosophy of recognition between Axel Honneth and Nancy Frazer. Also, we will examine the idea of recognition as it relates to public reason through a consideration of recognition (Hegel) and reasonability (Rawls).
David M. Rassmussen

PL 704 Plato's *Republic* (Spring: 3)
Offered Periodically

This is a graduate level seminar on Plato's *Republic*. We will do an intensive close textual reading of the *Republic*, examining issues including: Plato's political philosophy, and Plato's understanding of virtue ethics, and the role of philosophy, poetry, and rhetoric in the dialogue. Knowledge of Greek is helpful but not required.
Marina B. McCoy

PL 732 Religion and Public Reason (Fall: 3)
Offered Periodically

How do we think about religion from the point of view of public reason? In order to answer this question, we will approach classical texts like Locke: *The Reasonableness of Christianity and Letter on Toleration*, Kant: *Religion Within the Bonds of Reason Alone*, and modern texts like, Rawls: *The Law of Peoples* and Habermas's recent work on politics and religion. Also, I would like to survey the recent work of writers on Islam on the issue of religion and political interpretation. Finally, we will consider the recent contributions to the debate over religion and public reason.
David M. Rasmussen

PL 733 Levinas and Heidegger (Fall: 3)
Offered Periodically

Levinas once claimed that *Totality and Infinity* is a book "originating in a ceaseless attention paid to *Being and Time*." The purpose of this course is to determine, on a textual basis, the stakes of that ceaseless attention.
Jacques M. Taminiaux

PL 748 Values and the Good (Fall: 3)
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.
Jorge Garcia

PL 756 German Romanticism (Spring: 3)
Offered Biennially

Kant's transcendental idealism has been charged with divorcing the subject of understanding from the subject of moral experience. We shall examine the basis of this claim, as well as the attempts by Romantic writers and German Idealists to provide a fresh account of the integrity of human experience. We begin examining Kant's attempt, in *The Critique of Judgment*, to bridge the moral and natu-

ral realms through aesthetics. We then trace the progressive emancipation of the imagination in the later development of German Idealism and Romanticisim.
Vanessa P. Rumble

PL 761 Hegel's *Phenomenology of the Spirit* (Fall: 3)
Offered Biennially

Hegel's *Phenomenology* takes us from experience in its lowest form as sense certainty to its highest form as absolute knowing, with many stages along the way. This course will be a textual analysis of this very detailed science of the different shapes experience takes in the ascent to Spirit in its purest form. It will insist on method and structure of the argument as well as different key stages in the ascent such as those of mutual recognition, Spirit, and Religion, in order to arrive at a proper conception of the whole of the Spirit in its appearing.
Oliva Blanchette

PL 769 Being and Becoming (Fall: 3)
Offered Periodically

The publication of Darwin's *Origin of Species* confronted Western thought with an intellectual challenge of far-reaching proportions. That challenge intensified early in the twentieth Century with the realization that the universe itself is evolving. Evolution means that genuinely novel realities come into being. This claim has proved difficult to reconcile with both classical and modernist metaphysical notions. These scientific developments raise the problem: what kind of reality does our universe have—being or becoming? This course explores the innovative approaches of two thinkers—A.N. Whitehead and Bernard Lonergan, and their reconstructions of metaphysics as creative responses to this challenge.
Patrick H. Byrne

PL 778 Aquinas: God, Knowledge and Will (Fall: 3)
Offered Periodically

In this class we will consider Aquinas's views on the nature of God, the state of human knowledge and the human will by comparing his account on these issues in his major works, the *Summa Theologiae*, *Summa Contra Gentiles*, and the disputed questions. We will consider both the ways in which the substance and the presentation of those views varies in these different works.
Eileen C. Sweeney

PL 783 Divine Desire (Spring: 3)
Offered Periodically

This seminar investigates the importance of two formative texts on the relationship between eros and the divine—*The Song of Songs* and Plato's *Symposium*. The seminar follows the long and influential list of philosophical readings of these texts from the Church Fathers (Origin, Gregory of Nyssa and Maximus the Confessor) and mystics (Bernard of Clairvaux, John of the Cross) down to the contemporary readings of Ricoeur and LaCoque (hermeneutics), Levinas and Derrida (deconstruction) and Kristeva (psychoanalysis).
Richard M. Kearney

PL 787 Phenomenology and Fiction (Fall: 3)
Offered Periodically

A seminar on philosophical readings of certain modern works of fiction such as Proust's *Remembrance of Things Past*, Joyce's *Ulysses*, and Stendhal's *The Red and the Black*. The seminar will address questions of time, desire, narrative, and authorship, and will include texts by contemporary thinkers such as Ricoeur, Sartre, Merleau-Ponty, Levinas, Kristeva, Derrida, and Girard.
Richard M. Kearney

PL 791 Aristotle and Plotinus: On the Soul (Spring: 3)
Offered Periodically

This course focuses on the theories of sensation and knowledge that can be found in the writings of Aristotle and Plotinus. Understanding Aristotle's position necessitates some familiarity with the material in the *Parva Naturalia* to supplement the more restricted discussion of the De Anima. Plotinus, on the other hand, assumes a Platonic soul, but that being said, he imports Aristotle's analysis, as well as material from the Stoics and others such as Galen, to give for the first time in the Western tradition a full theory of consciousness. Plotinus' achievement reworks his predecessors in a remarkably fruitful way.
Gary M. Gurtler, S.J.

PL 799 Readings and Research (Fall/Spring: 3)

By arrangement.
The Department

PL 804 Phenomenology of Feeling (Spring: 3)
Offered Periodically

All philosophers have recognized that feelings of various sorts enter into human thinking and action in complex ways. There is a general and popular impression that feelings are disturbances that conflict with objective knowing and authentic ethical living and, therefore, need to be controlled or repressed. However most philosophers have a more complex view of their role, especially regarding the phenomenon of the consciousness of values. This course will focus on the works of phenomenologists who investigated the consciousness of feelings, most notably Scheler, Sartre, von Hildebrand, Lonergan and Strasser.
Patrick H. Byrne

PL 805 The World of the Pre-Socratics (Fall: 3)
Offered Biennially

In this graduate seminar we will begin with the mythopoetic tradition of Homer and Hesiod out of which emerged the Greek natural philosophers, who developed a new type of thinking about the cosmos. The core of the course will consist of an intensive study of the fragments of Heraclitus and Parmenides, whose cosmic and metaphysical speculations challenged Empedocles, Anaxagoras and the Atomists to address central problems such as that of One and Plurality, Being and not-Being. Finally, we will consider the Sophists, who turned their attention to the human world of the polis and the practical world of politics.
John J. Cleary

PL 814 Fascisms (Fall: 3)
Offered Periodically

This course will study the twentieth century's most popular political movements. The focus will be on Italy and Germany.
James W. Bernauer, S.J.

PL 823 Heidegger's "Turn" (Fall: 3)
Offered Periodically

Heidegger claimed his only concern was the "Being-question": what is the meaning of Being (*Sein*) in its difference from the beings (*Seiende*) it lets be? Yet after the brilliant beginning of *Being and Time* (1972), his method changed so radically that many believed he had forsaken the enterprise as a failure and undertaken something new. Eventually he admitted there had indeed been a "turn" in his thinking in the 1930's, but one imposed by fidelity to his question rather than an abandonment of it. This course will trace and assess this "turn" by examining texts that help us understand it.
William J. Richardson, S.J.

PL 832 Philosophy and Theology in Aquinas (Spring: 3)
Offered Biennially

A study of how Aquinas comes to understand theology as a scientific discipline that has to use philosophy to make the truth of Revelation manifest. Special attention will be given to methodological discussions at the beginning of the *Summa Theologiae* as well as the order of both theological and philosophical investigation as he understood them. An attempt will also be made to show how his commentaries on Boethius and Aristotle, in which he proceeds most properly as a philosopher, are also an essential part of the way he has to proceed as a theologian.
Oliva Blanchette

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 900 Husserl's Logical Investigations (Fall: 3)
Offered Biennially

This is a critical examination of the principal themes from Edmund Husserl's greatest work: his critique of psycholgism and of British empiricism, his theory of meaning and reference, his account of the relationship between judgment and truth, and his revitalization of Aristotle's theories of substance and essence.
Richard Cobb-Stevens

PL 901 Husserl's Later Works (Spring: 3)
Offered Biennially

This course is designed as a continuation of the fall semester course in Husserl's *Logical Investigations*. It will focus on the principal themes of the following works of the later Husserl: *Cartesian Meditations, The Crisis of European Sciences and Transcendental Phenomenology* and *Formal and Transcendental Logic*.
Richard Cobb-Stevens

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.
Richard Cobb-Stevens

PL 998 Doctoral Comprehensives (Fall/Spring: 0)

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: 0)

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, *Professor;* Chairperson of the Department; B.A., Dowling College; M.S., Ph.D., S.U.N.Y. Stonybrook
David A. Broido, *Professor;* B.S., University of California, Santa Barbara; Ph.D., University of California, San Diego
Baldassare Di Bartolo, *Professor;* Dott. Ing., University of Palermo, Italy; Ph.D., Massachusetts Institute of Technology
Gabor Kalman, *Distinguished Research Professor;* D.Sc., Israel Institute of Technology
Krzysztof Kempa, *Professor;* M.S., Technical University of Wroclaw; Ph.D., University of Wroclaw
Michael J. Naughton, *Professor;* B.S., Saint John Fisher College; Ph.D., Boston University
Hong Ding, *Associate Professor;* B.S., Shanghai Jiao Tong University; Ph.D., University of Illinois, Chicago
Jan Engelbrecht, *Associate Professor;* B.Sc., M.Sc., University of Stellenbosch; Ph.D., University of Illinois
Michael J. Graf, *Associate Professor;* B.S., Rensselaer Polytechnic Institute; Sc.M., Ph.D., Brown University
Zhifeng Ren, *Associate Professor;* B.S., Sichuan Institute of Technology, China; M.S., University of Science and Technology, China; Ph.D., Chinese Academy of Sciences
Rein A. Uritam, *Associate Professor;* A.B., Concordia College; A.B., Oxford University; A.M., Ph.D., Princeton University
Ziqiang Wang, *Associate Professor;* B.Sc., Tsinghua University; M.A., M.Phil., Ph.D., Colombia University
Vidya Madhavan, *Assistant Professor;* B. Tech., Indian Institute of Technology, Madras; M. Tech., Indian Institute of Technology, New Delhi; Ph.D., Boston University

Contacts

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Undergraduate Program Description

The Department of Physics offers a rich and comprehensive program of study leading to the B.S. degree in Physics. This program is designed to prepare students not only for advanced graduate studies in physics, but also for employment upon graduation in physics and other disciplines related to science and technology. Basic courses give the student a solid foundation in the concepts of classical and modern physics, and assist the students in developing their analytical reasoning and problem-solving skills. Laboratory courses complement this experience with an opportunity to develop experimental skills and a working knowledge of advanced technology. Students are strongly encouraged to further develop all these skills by participating in advanced experimental, analytical, or computational research under the supervision of faculty mentors.

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. 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 either PH 430 or PH 535. Students planning to take PH 430 need to take an introductory computer programming course such as CS 127.
- For students concentrating in experimental physics, PH 536 (with approval) is strongly recommended.
- PH 532 Senior Thesis is recommended for students planning graduate work in physics.
- The following mathematics courses are required: MT 102, MT 103, MT 202, and MT 305.
- The final requirement is two approved courses in a science other than physics, normally CH 109-110 General Chemistry along with the associated laboratory.

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.
- The following intermediate level courses: PH 301 and PH 303.
- Two upper-level courses (PH 400 and above). Many of these courses have prerequisites. Students are advised to consult with the Undergraduate Program Director when selecting these courses.
- *Substitutions:* PH 211 and PH 212 may be substituted for PH 209 and PH 210, respectively, but the latter are preferred. Students must consult with the Undergraduate Program Director if they wish to substitute other equivalent courses for required courses or the corequisites.
- *Corequisites:* MT 102 and MT 103 are required. MT 202 and MT 305 may also be required as prerequisites for many of 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 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 the course 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 are advised to study abroad during their junior year, either one or two semesters. While planning their study abroad program, Physics majors should meet with the Undergraduate Program Director, Dr. Andrzej Herczynski (andrzej@bc.edu). Students are strongly encouraged to inquire early at our department, and with possible host institutions, to arrange for a research project, supervised jointly by faculty at Boston College and the host institution.

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. Introductory physics courses may be used to fulfill the Science Core requirement. 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, 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 thirty (30) credits that normally consist of twenty-seven (27) credits of course work plus three (3) thesis credits (PH 801). Required courses include the following: PH 711, PH 721, PH 732, PH 741, and PH 707-708. The Master's comprehen-

sive 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 thirty-two (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 Ph.D. 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 department members (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 each entering student 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 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 com-

puting 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 Illinois CRAY supercomputing facility, 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 World Wide Web at http://www.bc.edu/courses/.

PH 101 Basic Laboratory I (Fall: 1)
Lab fee required

A course that provides an opportunity to perform experiments on topics in mechanics, waves and acoustics. This laboratory demands minimal use of mathematics in interpreting the results of experiments.
Andrzej Herczynski

PH 102 Basic Laboratory II (Spring: 1)
Lab fee required

A course that provides an opportunity to perform experiments on topics in electricity and magnetism and physical optics. This lab demands minimal use of mathematics in interpreting the results of experiments.
Andrzej Herczynski

PH 115 Structure of the Universe I (Fall: 3)

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.
Pradip Bakshi

PH 116 Structure of the Universe II (Spring: 3)

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.
Pradip Bakshi

PH 183 Foundations of Physics I (Fall: 3)
Recommended Laboratory (optional): PH 101-102

First semester of a two-semester algebra-based introductory physics course sequence primarily for non-science majors. Students learn the basic principles of physics and the observed physical phenomena to provide foundation. Emphasis is placed on problem-solving to better understand 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, hydrostatics and fluid dynamics, oscillations, waves, and gravitation.
Baldassare DiBartolo

PH 184 Foundations of Physics II (Spring: 3)
Recommended Laboratory (optional): PH 101-102

Second semester of the two-semester algebra-based introductory physics course sequence primarily for non-science majors. This course is similar to PH 212 in pace and content but with less emphasis on mathematical technique. Topics to be covered are fundamentals of electrostatics, simple electrical circuits, magnetism, electromagnetism and electromagnetic oscillations and waves, selected topics in physical optics, and if time allows, basic concepts and applications of special relativity and quantum physics.
Baldassare DiBartolo

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 Introductory Physics Laboratory I (Fall: 1)
Lab fee required

A laboratory course that provides an opportunity to perform experiments on topics in mechanics and acoustics. One two-hour laboratory period per week. This lab is intended for students in PH 209-210 or PH 211-212.
Andrzej Herczynski

PH 204 Introductory Physics Laboratory II (Spring: 1)
Lab fee required

A laboratory course that provides an opportunity to perform experiments on topics in electricity and magnetism and physical optics. One two-hour laboratory period per week. This lab is intended for students in PH 209-210 or PH 211-212.
Andrzej Herczynski

PH 209 Introductory Physics I (Calculus) (Fall: 4)
Prerequisite: MT 102 (May be taken concurrently)
PH 203 is the laboratory course to supplement the lecture course material.

First semester of a two-semester calculus-based introduction to physics for those majoring in the physical sciences. Students utilize analytical reasoning combined with mathematical formalism to fully explore the development, consequences and limitations of the classical principles of physics; similar to PH 211 in pace and content but at a greater depth appropriate for physical science majors. Class size is limited to promote classroom discussion. Topics cover classical mechanics, including Newton's laws, energy, rotational motion, oscillations, waves, and gravitation. Also to be covered, as time allows, are elements of thermal physics, as well as hydrostatics and fluid dynamics.
Michael Graf

PH 210 Introductory Physics II (Calculus) (Spring: 4)
Prerequisite: MT 103 (May be taken concurrently)
PH 204 is the laboratory course to supplement the lecture course material

Second semester of a 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 212 in pace and content but at a greater depth appropriate for physical science majors. Class size is limited to promote classroom discussion. Topics include fundamentals of electrostatics, simple electrical circuits, magnetism, electromagnetism and electromagnetic oscillations and waves, and selected topics in physical optics.
Michael Graf

PH 211 Introduction to Physics I (Calculus) (Fall: 4)
Prerequisite: MT 100 (May be taken concurrently)
Corequisite: PH 213
PH 203 is the laboratory course to supplement the lecture course material.

First semester of a two-semester calculus-based introduction to physics primarily for biology majors and premedical students. The development and application of classical physical principles are covered, and students are introduced to more advanced mathematical techniques to extend these applications. Emphasis is placed on problem-solving to better understand the implications of these principles, as well as to develop analytical skills. Topics include classical mechanics, including Newton's laws, energy, rotational motion, hydrostatics and fluid dynamics, oscillations, waves, and gravitation.
Paul Haines

PH 212 Introduction to Physics II (Calculus) (Spring: 4)
Prerequisite: MT 101 (May be taken concurrently)
Corequisite: PH 214
PH 204 is the laboratory course to supplement the lecture course material.

Second semester of a 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 are electrostatics, electrical circuits, magnetism, electromagnetism and electromagnetic waves, topics in physical optics, and basic concepts of special relativity and quantum physics.
Paul Haines

PH 213-214 Introduction to Physics Recitation I and II (Fall/Spring: 0)

Recitation section, corequisite to PH 211-212. Problem solving and discussion of topics in a small-class setting. One hour per week.
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.
Vidya Madhavan

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.
Rein A. Uritam

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 Mechanics (Fall: 4)

This course includes the following: classical mechanics at the intermediate level; particle dynamics and oscillations in one dimension; conservative forces and principles; energy, momentum and angular momentum; particle dynamics, orbit theory and stability for central forces; the Kepler problem; Rutherford scattering; accelerating frames of reference; rigid body dynamics; and an introduction to Lagrange's equations.
Andrzej Herczynski

PH 402 Electricity and Magnetism (Spring: 4)

This course includes the following: electricity and magnetism at the intermediate level; electrostatics; Laplace's equation; magnetostatics; Maxwell's equations; electromagnetic waves; electron theory; dispersion; theory of the dielectric constant and electromagnetic radiation.
Zhifeng Ren

PH 407 Quantum Physics I (Fall: 3)

First of a two-semester sequence providing a comprehensive treatment of the principles and applications of non-relativistic quantum mechanics. This semester focuses on basic principles. Topics covered include: historical development of quantum mechanics; the uncertainty principle; the Schrodinger equation and its solution for simple one-dimensional potentials, including constant potentials and the harmonic oscillator; formal presentation of the postulates of quantum mechanics using Dirac notation; commutation relations; basic scattering theory; formulation of Schrodinger equation in three-dimensions, central potentials, orbital angular momentum, and the hydrogen atom; spin angular momentum and the addition of angular momenta.
Vidya Madhavan

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.
Rein A. Uritam

PH 409 Contemporary Electronics Laboratory (Fall: 2)
Lab fee required

This course is an introduction to the methods of contemporary physics research including the following: the use of meters, oscilloscopes, electrometers, photocells, vacuum apparatus, low temperature techniques, control circuitry, the application of microcomputers to measurement, circuit design and construction.
George Goldsmith

PH 420 Statistical Mechanics and Thermodynamics (Fall: 4)

This course includes the statistical basis of thermodynamics, entropy, the laws and theorems of thermodynamics; revisibility and irreversibility; ideal gases and real gases; Maxwell-Boltzmann distribution; Fermi-Dirac statistics; Bose-Einstein statistics.
Rein A. Uritam

PH 425 Introduction to Solid State Physics (Spring: 3)

This is a survey of solid state physics, including the following: crystal structure; phonons and lattice vibrations; band theory; thermal, optical, electrical and magnetic properties of solids and superconductivity; and the physical characterization of materials.
Hong Ding

PH 430 Numerical Methods and Scientific Computing (Spring: 4)
Prerequisite: MT 202, and one of PH 330, MT 330, CH 330, EC 314, plus permission of instructor
Cross Listed with EC 315
This course is intended for students who plan to minor in Scientific Computation. It is also an elective for Physics majors.

This course introduces students to a variety of numerical methods and then applies these methods to solve a broad range of scientific problems. These problems include examples from physics as well as several other disciplines, including chemistry, mathematics, economics, and finance. Numerical techniques for solving problems expressed in terms of matrix, differential and integral equations will be developed. Other topics will include statistical sampling and Fourier and Laplace transforms. The course material and presentation will accommodate a range of scientific backgrounds.
David Broido

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. This course is highly recommended for majors considering graduate study in physics.
The Department

PH 535 Experiments in Physics I (Fall: 3)
Lab fee required

The course includes experiments in optics, solid state physics, nuclear physics, spectroscopy, x-ray and electron diffraction. Students 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.
Jianyu Huang
Michael Naughton

PH 545 Introduction to Chaos (Spring: 3)

This is a one-semester physics elective aimed primarily at junior and senior level physics majors. The course is a quantitative outline of the deterministic chaos and nonlinear dynamics and will introduce basic techniques and concepts such as the phase space, maps, attractors, and Poincar sections. It will include discussion of routes to chaos, universality, and the Lyapunov exponent. Examples will be drawn from classical mechanics, population dynamics, fluid dynamics, chemistry, and other fields. Experimental demonstrations and some numerical examples will augment lectures.
Andrzej Herczynski

PH 599 Readings and Research in Physics (Fall/Spring: 3)
Credits by arrangement

Individual programs of study and research for advanced physics majors under the direction of a physics faculty member. Requirements are with the approval of the Chairperson.
The Department

Undergraduate and Graduate Course Offerings

PH 530 Advanced Scientific Computation (Fall: 4)
Prerequisites: One of PH 330, CH 330, MT 330 or EC 314, and one of PH 430 or EC 315, or permission of instructor
Cross Listed with EC 316

This course in advanced scientific computation will focus on multidisciplinary applications, with special emphasis on the potential to apply computational methods developed in one discipline to problems in other disciplines. The course will be offered in lab format (3+1 credits), and will be heavily modular, consisting of four to five modules presented by faculty from different disciplines, such as chemistry, computer science, economics, finance, mathematics, and physics.
The Department

PH 708 Physics Graduate Seminar II (Spring: 1)

A discussion of topics in physics from the current literature.
Kevin Bedell

PH 975 Many Body Physics (Fall: 3)

This course is an introduction to the methods and basic physical processes in many body physics. Emphasis is on the comparison of various physical systems, and on modern approximation methods; noninteracting and interacting Fermi and Bose systems; electron gas; nuclear matter; superconducting Fermi systems; response functions and many body Green function methods.
Jan Engelbrecht

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.
Kevin Bedell

PH 711 Classical Mechanics (Fall: 3)

Considered are the following: Lagrange's and Hamilton's equations, principle of Least Action, invariance principles, rigid body motion, canonical transformations, Hamilton-Jacobi theory, special theory of relativity, small oscillations, and continuous media.
Gabor Kalman

PH 721 Statistical Physics I (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 722 Statistical Physics II (Fall: 3)

A modern view of phase transitions and critical phenomena, including the following topics: Landau theory of phase transitions, dimensional analysis, role of fluctuations, critical exponents, scaling and an introduction to renormalization group methods.
Jan Engelbrecht

PH 732 Electromagnetic Theory I (Spring: 3)

Topics include: physical basis of the Maxwell equations, potentials and gauges; electrostatics and magnetostatics; multipole moments; material media; energy and momentum conservation of fields and particles; wave phenomena and geometrical optics; point charge motion in external fields, relativistic principles, concepts, and applications; and covariant electrodynamics.
Paul Haines

PH 736 Techniques of Experimental Physics II (Spring: 3)

This is a laboratory course in contemporary techniques of experimental physics and materials science. Experimental studies will be conducted in the optical, transport,and electrical properties of semiconductors, fluors, insulators, and metals. Coherent and incoherent light sources, photoemissive, photoconductive, and photovoltaic transducers, analog-to-digital and digital-to-analog converters, microcomputer interfaces, electrometers, lock-in detectors, spectrometers, cryostats, and laboratory magnets represent the kinds of apparatus that will be involved. The course will meet for six hours per week of laboratory work and one hour of lecture.
Jianyu Huang

PH 741 Quantum Mechanics I (Fall: 3)

Considered are the following: fundamental concepts, bound states and scattering theory, the Coulomb field, perturbation theory, angular momentum and spin, and symmetry and the Pauli principle.
Krzysztof Kempa

PH 742 Quantum Mechanics II (Spring: 3)

Considered are the following: interaction of radiation with matter, selection rules, second quantization, Dirac theory of the electron, and scattering theory.
David Broido

PH 761 Solid State Physics I (Fall: 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.
Ziqiang Wang

PH 762 Solid State Physics II (Spring: 3)

Advanced studies of the physics of solids. Elementary excitations, symmetry and symmetry-breaking, electron-electron and electron-phonon interactions, Hartree-Fock and random phase approximations, scattering theory, dielectric functions, screening, sum rules, optical properties, Landau Fermi liquid theory, disorder and localization, quantum Hall effect, quantum magnetism, superconductivity and superfluidity.
Ziqiang Wang

PH 799 Readings and Research in Physics (Fall/Spring: 0)
Credits by arrangement

By arrangement.
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.
Kevin Bedell

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 910 Seminar: Topics in Physics (Fall/Spring: 3)

A seminar course on topics in theoretical or experimental physics given in accordance with current research interests or needs of the students and faculty of the department.
Zhifeng Ren (Fall)
Andrei Lebed (Spring)

PH 998 Doctoral Comprehensive (Fall/Spring: 0)

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: 0)

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

Gary Brazier, *Professor Emeritus;* B.S.Ed., Mankato State Teachers College; Ph.D., University of Minnesota
David Lowenthal, *Professor Emeritus;* B.A., Brooklyn College; B.S., New York University; M.A., Ph.D., New School for Social Research
Robert Scigliano, *Professor Emeritus;* A.B., A.M., University of California at Los Angeles; Ph.D., University of Chicago
Christopher J. Bruell, *Professor;* A.B., Cornell University; A.M., Ph.D., University of Chicago
Robert K. Faulkner, *Professor;* A.B., Dartmouth College; A.B., Oxford University; A.M., Ph.D., University of Chicago
Donald L. Hafner, *Professor;* A.B., Kalamazoo College; Ph.D., University of Chicago
Christopher J. Kelly, *Professor;* B.A., Yale University; M.A., Ph.D., University of Toronto
Marc K. Landy, *Professor;* A.B., Oberlin College; Ph.D., Harvard University
R. Shep Melnick, *O'Neill Professor;* B.A., M.A., Ph.D., Harvard University
Marvin C. Rintala, *Professor;* A.B., University of Chicago; A.M., Ph.D., Fletcher School of Law and Diplomacy
Robert S. Ross, *Professor;* B.A., Tufts University; M.A., Ph.D., Columbia University
Kay L. Schlozman, *Professor;* A.B., Wellesley College; A.M., Ph.D., University of Chicago
Susan M. Shell, *Professor;* Chairperson of the Department; B.A., Cornell University; Ph.D., Harvard University
Peter Skerry, *Professor;* B.A., Tufts University; Ed.M., M.A., Ph.D., Harvard University
Alan Wolfe, *Professor and Director of the Center for Religion and American Public Life;* B.S., Temple University; Ph.D., University of Pennsylvania
Nasser Behnegar, *Associate Professor;* B.A., M.A., Ph.D., University of Chicago
David A. Deese, *Associate Professor;* B.A., Dartmouth College; M.A., M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy
Gerald Easter, *Associate Professor;* B.A., Boston College; Ph.D., Columbia University
Dennis Hale, *Associate Professor;* A.B., Oberlin College; Ph.D., City University
Kenji Hayao, *Associate Professor;* A.B., Dartmouth College; Ph.D., University of Michigan, Ann Arbor
David R. Manwaring, *Associate Professor;* A.B., A.M., University of Michigan; Ph.D., University of Wisconsin
Jennie Purnell, *Associate Professor;* B.A., Dartmouth; Ph.D., Massachusetts Institute of Technology
Paul Christensen, *Adjunct Associate Professor;* B.A., University of Washington; M.A., Ph.D., Princeton University
Timothy W. Crawford, *Assistant Professor;* A.B., San Diego State University; M.A., University of San Diego; Ph.D. Columbia University

Jennifer Steen, *Assistant Professor;* A.B., M.A., Ph.D., University of California, Berkley

Kathleen Bailey Carlisle, *Adjunct Assistant Professor;* A.M., Fletcher School of Law and Diplomacy; A.B., Ph.D., Boston College

Pierre Manent, *Visiting Professor;* Ancien éléve de l'Ecole Normale Supérieure, France; Agrégé de Philosophie, France

Contacts

- Department Administrator: Sandra MacDonald, 617-552-4144, sandra.macdonald@bc.edu
- Web Site: http://www.bc.edu/politicalscience/

Undergraduate Program Description

Students majoring in Political Science are prepared for political and administrative careers, foreign service, law, business, journalism, graduate work, and teaching in the social sciences.

Political Science Majors

The Political Science major requirements include the following: the two introductory courses, PO 041 and PO 042, and one course in each of the following four subfields of political science: American Politics (300-level), Comparative Politics (400-level), International Politics (500-level), and Political Philosophy (600-level). It is not necessary to take PO 041 before PO 042. If, before declaring the major, a student has already taken one or two of the other introductory political science courses that fulfill the University Social Science Core requirement (PO 061, PO 091), those may substitute for PO 041, PO 042, or both. The major is completed by taking four additional electives for a total of ten courses in all. Students may use Advanced Placement credit to substitute for either an introductory course or an upper level elective if they have a score of four or better.

Departmental Honors

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.

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.

The Department also makes a special effort to include members of the Honors program in unusual opportunities not customarily available, such as dinners with visiting scholars, internship placements, funding to attend national conferences, and access to advanced electives.

For further information in the department's Honors Program, contact the Chairperson of the Department or the Honors Director.

Special Programs

Arts and Sciences students who want the challenge of working intensively on a scholarly project of their own design during their senior year should consider applying for Advanced Independent Research. Participants in this program usually take two upper-level electives in each semester of their senior year and have the rest of their time to work independently on their projects. Admission is by application (usually late in the fall of the junior year) through the department Chairperson to the Dean. Applicants should have at least a 3.67 average (preferably 3.7 or better) and the approval of a faculty supervisor.

The Internship Seminar, PO 200, allows qualified juniors and seniors to devote six credits of a semester's load to constructive work in federal, state, or local governmental units in the Boston area, together with a special seminar held on campus. Admission to the program is by application to the Department. Forms are available from the Political Science Department office.

Information for 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 choose 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 Center for International Partnerships and Programs office, 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 Center for International Partnerships and 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 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. 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 Center for International Partnerships and Programs in Hovey House.

The Department's study abroad adviser is Donald L. Hafner.

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.

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.

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 (forty-eight credits) are required for students entering the program with no previous graduate work. Students generally take three courses a semester. Of the sixteen 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 February 1, so that decisions can be reached by mid-March.

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 World Wide Web at http://www.bc.edu/courses/.

PO 020 Internships (Fall/Spring: 1)
Susan Shell

PO 041 Fundamental Concepts of Politics I (Fall/Spring: 3)
Satisfies Social Sciences Core Requirement
For Majors only

This is an introduction to governments, political ideas and theories, and the study of politics. Each of the course instructors uses a different set of reading materials in his or her own section. Some draw from political philosophy texts, some from the arena of international politics, some from an examination of politics and government in other countries, but none draws primarily on American politics, which is the sphere of PO 042. All sections focus on important questions and truths about the nature of politics.
Kathleen Bailey
Alice Behnegar
Nasser Behnegar
Dennis Hale

PO 042 Fundamental Concepts of Politics II (Fall/Spring: 3)
Satisfies Social Sciences Core Requirement
For Majors only

This is an introduction to governments, political ideas and theories, and the study of politics. The principal emphasis of this course is on American government and politics, with the aim of understanding American institutions and political processes. But each of the course instructors will also draw on other materials aimed at providing some comparative perspective, and especially an understanding of the ways in which the American system is different or unique.
Kathleen Bailey
Alice Behnegar
Nasser Behnegar
Dennis Hale
Gerald Easter

PO 061 Introduction to American Politics (Fall: 3)
Satisfies Social Sciences Core Requirement
For Non-majors. Not open to students who have taken PO 051

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 081 Introduction to International Politics (Fall: 3)
Robert Ross

Undergraduate Electives

PO 200 Internship Seminar: Policy and Administration in State and Local Government (Fall/Spring: 6)
Prerequisite: Admission to this course is by application only.

A program of study based upon work experience in legislative, executive, and administrative offices in Greater Boston. The formulation of policy, the nature of responsibility, and the role of bureaucracy in state and local communities will be examined with the help of public officials of those communities. Junior and senior majors are selected on a competitive basis, based on their fitness for assignment to public offices.
Marie Natoli

PO 201 Environmental Law (Spring: 3)

This course is designed to introduce students to the intricacies and structure of legal mechanisims and remedies available in the important and expanding field of environmental law. Environmental law covers virtually every area of the legal system, from common law litigation and constitutional claims to cutting edge issues of complex government agency regulations and the creation and enforcement of international legal norms.
Zygmunt Plater

PO 281-082 Individual Research in Political Science (Fall/Spring: 3)
Prerequisite: Permission of instructor

This is a one-semester research course directed by a Department member that culminates in a long paper or some equivalent.
The Department

PO 291-292 Honors Thesis in Political Science (Fall/Spring: 3)
The Department

PO 399 Advanced Independent Research (Fall/Spring: 6)
Kay L. Schlozman

PO 623 Politics, Virtue and Philosophy (Spring: 3)

The question of what makes a good human being has been the focus of political philosophy since Socrates established it over two thousand years ago. Does the human good consist in enjoying individual pleasure, participation in family life, fulfilling the duties of citizenship, or pursuing wisdom? Does human virtue lead to happiness? To what extent is obedience to law an essential element of virtue? We will use the works of political philosophers to gain insight into the most important question for us all: how should one live?
Amy Nendza

Undergraduate and Graduate Course Offerings

PO 295 Honors Seminar: Crime and Punishment (Fall: 3)
Susan Shell

PO 296 Honors Seminar: Money and Politics (Spring: 3)
Jennifer Steen

American Politics

PO 305 American Federalism (Spring: 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. It will also explore federalism in a comparative light by looking at current debates about European federalism.
Marc Landy

PO 306 Parties and Elections in America (Fall: 3)

A general survey of American political parties and elections. Investigation of such topics as minor parties, the role of media in political campaigns, the importance of money in politics, and changing political commitments and alignments will entail consideration of these issues, personalities, and campaign tactics involved in recent elections. Emphasis will be placed on the role of parties in structuring political conflict and the role of elections in enhancing citizen control of political leaders. We will follow the progress of the 2004 election as it unfolds.
Kay Schlozman

PO 308 Public Administration (Spring: 3)

This course examines the behavior of public administrative agencies at all levels of government, with a focus on the federal bureaucracy. The topics covered are theories of organization and administration, leadership, communication, budgeting, administrative law, personnel practices, and public unionism. The major themes are the following: Is there an American science of administration? What is the relationship between a country's administrative culture and its political culture? What is bureaucracy for, and where did it come from? Are the sins of bureaucracy inevitable, or can bureaucracy be reformed to make it easier to live with?
Dennis Hale

PO 309 The U.S. Congress (Fall: 3)

This course explores the legislative branch of the American federal government with an emphasis on relating current events to issues raised by the Framers of the Constitution and other democratic theorists. The specific topics we will cover include: nominations and elections, constituent relations, formal and informal structures and procedures of both houses, policy formation, lobbying, and relations with the executive branch. This is an advanced course which assumes a basic knowledge of the American political system.
Jennifer Steen

PO 311 Urban Politics in Twenty-First Century America (Spring: 3)

This course examines the politics and policies concerning America's urban areas at the beginning of the twenty-first century. Topics include the following: the distinctive nature of urban politics; the meaning and relevance of concepts such as "community" and "the politics of place" in today's political context; the transformation of urban political institutions over the last century; the demographic and social changes confronting cities today; the role of community organizations and citizen groups; the relationships among cities, states, and the national government in our federal system; and comparative analysis of cities in the U.S. with those in other advanced industrial nations.
Peter Skerry

PO 315 The New Politics of Public Policy (Fall: 3)

This course examines how American politics and policy has changed since the mid-1960s. Topics include the causes and consequences of divided government; congressional, presidential, and judicial influence on policy development; and the long-term consequences of heightened demand for government benefits and services, huge budget deficits, and declining public confidence in government. We will focus on income maintenance programs (especially Social Security, Disability Insurance, food stamps, and AFDC), asking whether these programs are likely to expand or contract in coming years.
Shep Melnick

PO 317 The American Presidency (Fall: 3)
Not open to students who have taken PO 303.

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 321 American Constitutional Law (Fall: 3)

The evolution of the American Constitution through Supreme Court decisions is studied, with emphasis on the nature and limits of judicial power, and the Court's special role as protector of individual rights.

David R. Manwaring

PO 322 Courts and Public Policy (Fall: 3)

Prerequisite: Previous course on the courts or constitutional law

This course examines American courts as political institutions, asking how judges shape public policy, how politics outside the courtroom affects judicial behavior, and how the role of the federal courts has changed over the past 60 years. Topics include desegregation, voting rights, environmental and administrative law, statutory interpretation, and torts.

Shep Melnick

PO 330 Immigration: Processes, Politics, and Policies (Fall: 3)

This course will examine immigration as a social as well as an economic process, with particular attention to its political and policy dimensions. Special attention will be paid to the interaction between immigrants and contemporary American social and political institutions, and to how the contemporary context differs from earlier periods in our history. The various dimensions (social, cultural, economic, and political) of the assimilation process will be examined. The course will culminate in an examination of various policy responses to the continuing controversy over immigration.

Peter Skerry

PO 332 Great Rights: The First Amendment (Spring: 3)

Intensive consideration of two distinctively American contributions to modern politics: the free and open forum of discussion implicit in the guarantees of freedom of speech and press; and the secular state arising out of the establishment and free-exercise clauses. While primary emphasis is on the evolution of the constitutional principles through Supreme Court decisions, attention will be also be devoted to political and social impact of these principles and recent political controversies which they have fostered.

David R. Manwaring

PO 341 American Political Thought (Fall: 3)

This course surveys American political thought from the seventeenth century through the modern period, with an emphasis on the moments of special importance for the formation of American political ideas and institutions (e.g., the Founding era, the Civil War, the Progressive Era). The course relies almost entirely on primary material—speeches, political essays, court decisions, and letters, among others—in an effort to understand America through the words of its most important statesmen.

Dennis Hale

PO 344 American Legal System (Fall: 3)

A comprehensive survey. Topics include: historical origins and basic philosophy; American courts and judicial procedure; lawyers and the legal profession; legal reasoning (common law precedent, statutory interpretation); and current weaknesses and unsolved problems (congestion and delay, legal ethics, etc.)

David R. Manwaring

PO 345 Groups in American Politics (Fall: 3)

In this course we will examine the role of groups in the American political process. We will begin with the nature of individuals' identification with social, racial, ethnic, economic and political groups. We will then focus on organized associations and the functions they provide in a democratic society. We will conclude by considering the strategies and tactics groups employ to advance their political interests in the context of public opinion, elections and government.

Jennifer Steen

PO 351 Seminar: Religion and Politics (Spring: 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 (Fall: 3)

Alan Wolfe

PO 360 Seminar: Rights in Conflict (Spring: 3)

This seminar is primarily for sophomores. Juniors admitted with departmental permission.

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.

Shep Melnick

PO 399 Advanced Independent Research (Fall/Spring: 6)

Susan Shell

Comparative Politics

PO 400 Comparative Politics (Fall: 3)

Open to sophomores.

Paul Christensen

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 413 Comparative Politics of Democratization (Spring: 3)

This course provides an introduction to some of the major debates about democracy and democratization in the field of comparative politics. Topics to be considered include the creation and consolidation of democratic forms of governance; constitutional engineering in divided societies; the role of the military in democracies; democracy and development; and democracy and nationalism.

Jennie Purnell

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 416 Introduction to Chinese Politics (Fall/Spring: 3)

Satisfies Cultural Diversity Core Requirement

This course treats the politics of the People's Republic of China. It will focus on the top level leadership, the policy-making

process, state-society relations, the role of the state in the economy, and political institutions. The pre-1978 communist period is critical for understanding China and will be treated in detail. However, the bulk of this course will focus on the post-1978 politics in China. Economic reform, limited political liberalization, the recently ascended fourth generation of leaders, domestic migration problems, the rise of Chinese nationalism, income and regional inequality, and recent social changes will be studied.
Christopher Twomey

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 428 Protest Politics in Latin America (Fall: 3)
Satisfies Cultural Diversity Core Requirement

This course explores the origins, evolution, and impact of diverse social movements in contemporary Latin America, focusing on the relationship between protest politics, political democracy, and the expansion and redefinition of the rights of citizenship.
Jennie Purnell

PO 432 Postcommunist Transitions (Spring: 3)

This course examines political and economic change in Russia from Gorbachev to the present. After reviewing the main institutions of the Soviet system and theories of its collapse, the course turns to specific reforms and the social impact of rapid systemic change. Topics include "shock therapy", nationalism, crime and corruption, and the effect of change on workers, women, and other social groups.
Paul Christensen

PO 458 Seminar: Religion and Politics in the Americas (Spring: 3)

This course examines the connection between religiosity and political activism in the Americas. Our primary focus will be on Latin America, with some comparative analysis of related social movements in the United States. Topics to be considered include the relationship between liberation theology, social movements, and revolutions in Latin America; the rapid expansion of Latin American Pentecostalism and its impact on political activism; and, turning to the United States, church-based social movements opposed to U.S. policy in Latin America.
Jennie Purnell

PO 503 Chinese Foreign Policy (Spring: 3)
Prerequisite: PO 081 or PO 500 or PO 507

The rise of China will shape the twenty-first century. It presents the United States, and indeed the world, with challenges in areas of security, business, and ideology. To understand these and how they have changed over time, this course will examine the origins and conduct of Chinese foreign policy. The course is structured chronologically, but emphasizes the post-1978 reform period. Chinese foreign policy in every sphere—military, political, and economic—will be studied through attention to ideational, systemic, and domestic causes.
Robert Ross

PO 504 International Politics of Europe (Fall: 3)

This course examines international politics among the European states since 1945, focusing particularly on the rise of Europe as a major international actor, the European efforts at multinational integration, and the problems of building a new and wider European community following the demise of the Soviet Union.
Donald L. Hafner

PO 506 UN and International Security (Fall: 3)

The course begins with the League of Nations, and the origins of the UN and its key structures. Then we examine the UN's role in collective security, arms control and disarmament, and peacekeeping, as these activities were practiced during the Cold War and as they have evolved in recent years. We then turn to UN activities that go beyond treating the symptoms of conflict, and aim instead to fight its root causes, such as racism and human rights violations. Finally, we close with an exploration of the meaning of UN legitimacy and the future prospects of the Security Council.
Timothy Crawford

PO 510 Globalization (Fall: 3)

This course examines the political, economic, social and cultural implications of the increasingly integrated world system. The course focuses on conflicting assessments of international institutions (IMP, World Bank, WTO) and economic integration, and the effects of globalization on state sovereignty, social cohesion, and cultural diversity and autonomy.
Paul Christensen

PO 512 The Causes of War (Fall: 3)

In the first two-thirds of the course we will survey the major strands of theory concerning the causes 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 514 East Asian Security (Spring: 3)
Prerequisite: PO 081 or 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 515 U.S.-Latin American Relations (Fall: 3)

This course explores the relationship between the United States and Latin America before, during, and after the Cold War. Topics to be considered include anti-communism and Cold War politics, Mexican migration to the United States, drug trafficking, and transnational human rights and environmental movements. The course is intended primarily for Political Science majors who have completed PO 041 and 042, Latin American Studies minors, and others with a strong interest in Latin America.
Jennie Purnell

PO 516 American Foreign Policy (Fall: 3)

This course examines the distinctive ways in which the American public and policy-makers have understood and applied principles of international politics in American foreign policy. Although the course surveys the decades since 1945 for the lessons they provide, the main focus is on analysis of current and anticipated international challenges confronting the United States, in such realms as military security, international economics, and human rights. The course examines both the international and the domestic political factors that shape American foreign policy.
Donald L. Hafner

PO 517 U.S. Foreign Economic Policy (Spring: 3)
David Deese

PO 522 International Institutions (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 on both the global and regional levels.
David Deese

PO 525 Politics and International Economic Relations (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 552 Seminar: Use of Force (Fall: 3)
Prerequisite: PO 081 or PO 500 or PO 507
Robert Ross

PO 560 Seminar: 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.
Tim Crawford

PO 620 Introduction to Classical Political Philosophy (Fall: 3)

Consideration of a few texts showing Socrates/Plato's start and Xenophon's and Aristotle's variations.
Robert Faulkner

PO 643 Machiavelli's Politics (Spring: 3)

A consideration of the greatest plans for modernization, especially Machiavelli's.
Robert K. Faulkner

PO 648 Natural Justice and Moral Relativism (Fall: 3)

The history of political philosophy has been a search for a standard of justice independent of societal or cultural conventions, but recently an increasingly popular view has emerged that such a search is fruitless, for all opinions about justice are subjective or reflect the historical circumstances of the person who holds them. Is this recent view sound? What are the reasons that support it? What are its moral and political consequences? Should we abandon the search for natural justice? Does natural justice exist?
Nasser Behnegar

Graduate Course Offerings

PO 726 Democracy in America (Spring: 3)
Shep Melnick

PO 727 American Political Development (Fall: 3)
Marc Landy

PO 750 Race and Ethnicity in the Administrative State (Spring: 3)
Open to undergraduates with permission of the instructor.

An inquiry into race and ethnicity in the American regime. To what extent are racial and ethnic groups products of nature or of convention? What is the relative importance of social and cultural forces, on the one hand, and political institutions, on the other? How are group competition and conflict to be understood? How do racial and ethnic groups compare to other group actors in American politics. The history of ethnic and race relations will be considered, with particular attention to the contemporary administrative state and its implementation of race conscious policies.
Peter Skerry

PO 777 Quantitative Research Methods (Spring: 3)

This is a beginning course in quantitative analysis for political scientists. We will begin by reviewing the basic tenets of research design and considering particular challenges to researchers using large data sets. We will then cover elementary statistics and probability theory, working up to multivariate regression.
Jennifer Steen

PO 799 Reading 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 Thesis Seminar (Fall/Spring: 3)

A research course under the guidance of a faculty member for those writing a Master's Thesis.
Susan Shell

PO 809 Modern State (Fall: 3)
Gerald Easter

PO 811 Social Movements in Comparative Perspectives (Spring: 3)
Paul Christensen

PO 861 Limits and Promise of Cooperation in World Politics (Fall: 3)

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. Key questions include the importance of regions and regionalism, the effects of democracies and democratization, and the role of both balancing and leadership at the global level.

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.

Jennie Purnell

PO 907 Machiavelli's *Prince* and *Discourses* (Spring: 3)

A reading of two most important texts of Machiavelli.

Robert F. Faulkner

PO 937 Rousseau's *Emile* (Fall: 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.

Susan Shell

PO 939 Islamic Political Philosophy (Spring: 3)

Nasser Behnegar

PO 956 Plato's Laws (Fall: 3)

A study of Plato's *Laws* Books I - IX.

Christopher J. Bruell

PO 976 Plato and Spinoza on Politics and Religion (Spring: 3)

A study of Plato's *Laws* Books X, XII, and of Spinoza's Theologico, Political Treatise.

Christopher Bruell

PO 977 Aristotle's *Nicomachean Ethics* (Fall: 3)

Pierre Manent

PO 997 Dissertation Seminar (Fall/Spring: 1)

Required for doctoral candidates in residence who have passed the comprehensive examination. Meetings to be arranged.

Robert Faulkner

PO 998 Doctoral Comprehensive (Fall/Spring: 0)

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.

Susan Shell

PO 999 Doctoral Continuation (Fall/Spring: 0)

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

Ali Banuazizi, *Professor;* B.S., University of Michigan; A.M., The New School for Social Research; Ph.D., Yale University

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;* Chairperson of the Department; B.A., M.A., Ph.D., University of California, Los Angeles

Diane Scott-Jones, *Professor;* B.S., M.S., Appalachian State University; Ph.D., University of North Carolina, Chapel Hill

M. Jeanne Sholl, *Professor;* B.S., Bucknell University; M.S., Idaho State University; M.A., Ph.D., Johns Hopkins University

Michael Smyer, *Professor and Dean of the Graduate School of Arts and Sciences;* B.A., Yale; Ph.D., Duke University

Ellen Winner, *Professor;* B.A., Radcliffe College; Ph.D., Harvard University

Donnah Canavan, *Associate Professor;* A.B., Emmanuel College; Ph.D., Columbia University

Jon Horvitz, *Associate Professor;* B.A., Haverford College; Ph.D., University of California, Santa Barbara

Michael Moore, *Associate Professor;* Assistant Chairperson of the Department; 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

Stephen Heinrichs, *Assistant Professor;* B.A., University of California, Berkeley; M.A., Ph.D., University of California, San Diego

Linda R. Tropp, *Assistant Professor;* B.A., Wellesley College; M.Sc., Ph.D., University of California, Santa Cruz

Contacts

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- Web Site: 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 I and II (PS 110 and PS 111) should be taken as soon as possible after entering the major.
- 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.

In addition, Psychology majors must take the following corequisites outside the Department: two courses in mathematics (MT 004-005, MT 020, MT 100-101, or any two MT courses above MT 100-101 with the permission of the Department). Students may substitute Computers in Management (CS 021 or CS 074) for one of the two required mathematics courses. A.P. Mathematics, which has been accepted for credit by Boston College, will satisfy one semester of the Psychology major's two-semester mathematics corequisite.

A score of four or five on the A.P. Psychology examination can be substituted for PS 111 Introductory Psychology II, but students substituting an A.P. exam score for PS 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.

The 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 and/or PS 491 Senior Thesis in either or both semesters. 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.

The Biopsychology Concentration

The Biopsychology concentration within the Psychology major allows students to engage in course work and research that will provide them with a strong understanding of the biological bases 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; the biology of behavioral development; and molecular neurobiology of behavior. The concentration is meant for students who plan to enter a graduate program in the neurosciences or a related area of biopsychology, but will also be valuable to premedical students or those interested in the health-related professions. Students who are interested in the Biopsychology Concentration are urged to contact one of the concentration's faculty advisors as early as possible.

Faculty Advisors: Stephen Heinrichs, Jon Horvitz, and Michael Numan

The Honors Program

The purpose of the Psychology Honors Program is to provide a challenging course of study for Psychology majors with a distinguished academic record, a desire and commitment to devote a substantial amount of time in their senior year to research, and an interest in pursuing post-baccalaureate study in Psychology or related fields.

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.

During the second semester of their junior year, students participate in a one-credit seminar intended to help them prepare their Honors Thesis Proposal. They may also choose to sign up for an Independent Study course with their advisor to continue their work on their thesis proposal (alternatively, they may consult with their advisor during this semester about their thesis work without enrolling in an Independent Study course). In most cases, the thesis involves original empirical or archival research, although theoretical studies may be permitted in exceptional instances. In the case of laboratory studies, the proposed design may be part of an ongoing project in the advisor's program of research; data collection and analysis should be completed by the student. The proposal for the research should be developed by the student with the help of his/her advisor.

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, their proposal is reviewed by at least two faculty members and a decision is made as to whether to formally admit the student as a candidate in the Honors Program for their senior year. The decision to admit students as candidates in the Honors Program is based on: (1) whether the plan for research meets the important objective of providing the student with an opportunity for individually conceptualized and/or independent work, and (2) whether the advisor agrees to continue working with the student on the research. Once this decision is made, a second reader for the Honors Thesis is chosen (with input from the advisor and the student). 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 Honors

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, 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 five-year Master's degree program for those students who have decided upon a career in social work. Students in this program complete their undergraduate requirements including those for the Psychology major during their first four years. In addition, in their junior year students begin to take Social Work courses. Upon successful completion of all undergraduate requirements, students receive the B.A. after their senior year at which time they are formally enrolled in the Graduate School of Social Work. Upon successful completion of all graduate requirements at the end of the fifth year students are awarded the M.S.W. Students apply for admission to the five-year program during their sophomore year.

Faculty Advisor (Psychology): Michael Moore

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 099 (e.g., PS 011, PS 021, PS 031, and PS 045). Note that PS 110 and PS 111 do not fulfill the Social Science Core requirement.

Psychology majors fulfill the Social Science Core requirement when they have successfully completed PS 110, PS 111, and two other psychology courses at the 200-level or above. Psychology majors fulfill one semester of the Social Science Core requirement when they have successfully completed PS 110 or PS 111 and one other psychology course at the 200-level or above.

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 100-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 doctoral and master's training in five areas:

Behavioral Neuroscience

Faculty and students in the Behavioral Neuroscience concentration study the neural basis of behavior. Research laboratories within the behavioral neuroscience division examine neural and endocrine regulation of parental behavior in rodents; the impact of stress and anxiety on drug seeking, information processing, and appetite control; and the neurochemical basis of learning. A wide range of techniques is used to analyze these problems, including immunocytochemistry; neural tract-tracing; radiotelemetry; electrophysiology, psychopharmacology; computerized image analysis of brain systems; video-tracking and phenotyping of genetic mutant mice.

Faculty: Stephen Heinrichs, Jon Horvitz (contact person), and Michael Numan

Cognition and Perception

Faculty and students in the Cognition and Perception concentration study mental processes and structures, their breakdown under conditions of brain injury, and their application to a variety of common human settings and problems. Areas of study include spatial representation and navigation, relations among the perceptual systems, sensory substitution in the visually handicapped, imagery, memory, classification, and language and communication.

Faculty: Hiram Brownell (contact person), Randolph Easton, and M. Jeanne Sholl

Cultural Psychology

Faculty and students in the Cultural Psychology concentration are studying the sociocultural foundations of mental processes, behavior, and human development at both the individual and group levels. Areas of study include cultural studies of parenting and child development; cultural construction of the self and emotions; conceptions of mental illness and health in different cultures; the impact of war on children; human rights as a mental health issue; social-psychological dynamics of social change and conflict; and ethnic identity and political culture. These topics are pursued cross-culturally or as they apply to subcultures within the United States. Given the emphasis on the relationship between the individual and the sociocultural context, interdisciplinary research, involving such fields as anthropology, sociology, and history, is highly valued.

Faculty: Ali Banuazizi, Ramsay Liem, Gilda Morelli, Diane Scott-Jones (contact person), and Linda Tropp

Developmental Psychology

Faculty and students in the Developmental Psychology concentration are studying social, emotional, and cognitive development across the life span. Areas of study include attachment relationships; sibling and peer relationships; children's understanding of emotion; cultural aspects of young children's development; ethnic identity development; the role policies and programs play in the lives of children, older adults, and families; the development of artistic abilities

in normal and gifted populations; the acquisition of a theory of mind and the relationship between theory of mind and communication skills; adolescent sexual behavior; and mental health in later life. Children and families from both Western and non-Western communities are studied. In addition to the resources in the department, students may also take advantage of the courses and faculty in the Lynch School of Education.

Faculty: Michael Moore, Gilda Morelli, Karen Rosen (contact person), James A. Russell, Diane Scott-Jones, Mick Smyer, and Ellen Winner

Social and Personality Psychology

Faculty and students in the Social and Personality Psychology concentration are exploring social psychological processes at several levels, ranging from the individual and interpersonal to the group, intergroup, and organizational levels. Areas of investigation include the study of emotion; how nonverbal behavior and discourse processes reflect and affect social encounters; what conditions foster interpersonal conflict and its resolution; how the exercise of power in its various forms influences social relationships; how people negotiate equity in intimate relationships; the processes by which social cognitions come to be shared; how social categories, such as gender and ethnicity, frame and constrain social behavior; and what factors affect changes in self schemas and self esteem. Research strategies encompass the gamut of experimental and field methodologies.

Faculty: Lisa Feldman Barrett, Donnah Canavan (contact person), James A. Russell, and Linda Tropp

General Information

We offer both a master's and doctoral program. Completion of the master's program requires two years of training. Completion of the doctoral program typically requires four to five years of training. Both programs require that students devote 100 percent of their time and effort to their graduate studies. Students in both programs are admitted whose interests fall within or bridge one or more of the five main areas of concentration of the program. Graduate students are typically expected to spend their summers working on research. In addition, doctoral candidates must have demonstrated 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 both the master's and doctoral 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 research interests of individual faculty members can be found on the department website. The requirements for completing the Ph.D. program can be found in the Graduate Program Handbook, also available on the website. Details about the requirements for completing the M.A. program can be found on our website as well. Students use the same forms to apply to both the M.A. and Ph.D. programs, and they should indicate which program they are applying to. Students may also apply to both programs. The Psychology Department website is http://www.bc.edu/psychology/.

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.

Application materials may also be obtained through our website at http://www.bc.edu/psychology/. Applicants should submit:

- Application forms A1 and A2
- Official transcripts
- GRE and Psychology subject scores
- Three letters of recommendation
- Statement of research interests

Applications are accepted for fall term admissions only. The deadline for applications is January 2.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at http://www.bc.edu/courses/.

PS 005 Application of Learning Theory (Fall/Spring: 3)
Prerequisite: Consent of Learning to Learn Program
This course does not satisfy the Social Science Core requirement and does not provide credit toward completion of the Psychology major.

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
Dacia Gentilella
Rossana Contreras

PS 009 Apprenticeship in Teaching (Fall/Spring: 3)
The Department

PS 011 Psychobiology of Mental Disorders (Fall/Spring: 3)

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 045 Fundamentals of Humanistic Psychology (Fall: 3)
This course will satisfy the Social Science Core requirement but does not provide credit toward completion of the Psychology Major.

An overview of the philosophical and psychological roots of humanistic psychology together with a critical examination of the theories and research of its chief representatives: Rollo May, Abraham Maslow, David Bakan, Carl Rogers, and Robert Assagioli.
The Department

PS 110 Introductory Psychology I (Fall/Spring: 3)
This course does not satisfy the Social Science Core.

This is one of a two-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.
The Department

PS 111 Introductory Psychology II (Fall/Spring: 3)
This course does not satisfy the Social Science Core.

This is the second of a two-course introductory sequence required for Psychology majors. It can be taken without having taken PS 110. However, taking PS 110 before PS 111 is preferred. This course introduces students to the basic questions, perspectives, and methods that characterize the fields of developmental, social, cultural, personality, and clinical psychology.
The Department

PS 120 Introduction to Behavioral Statistics and Research I (Fall: 3)

This course is the first in a two-semester sequence surveying research methodologies and statistical procedures used in psychological research. The course will integrate common methodologies with appropriate statistical tests so that students will learn both how to use statistics in an applied context and how to do methodologically sound research. In this course students will be introduced to topics such as self-report, observational, and survey methodologies; psychological measurement and test construction; descriptive statistics; probability; and correlation and regression.

The Department

PS 121 Introduction to Behavioral Statistics and Research II (Spring: 3)

Prerequisite: PS 120

This course is organized similarly to PS 120, but with a focus on inferential statistics and experimental design. Students will be introduced to research methodologies used in experimental psychology and to inferential statistics, including topics such as probability, hypothesis testing, theoretical sampling distributions, and experimental and quasi-experimental design. The course includes web-based modules that are accessed over the Internet.

The Department

PS 125 Introduction to Feminisms (Fall/Spring: 3)
Cross Listed with EN 125/HS 148/SC 225

See course description in the English department.

Connie Griffin

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.

Tamlin Conner
Linda Tropp

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.

Donnah Canavan
Jim Russell

PS 254 Cultural Psychology (Fall: 3)

Prerequisites: PS 111 for psychology majors, for non-majors, permission of the instructor

Satisfies Cultural Diversity Core Requirement
Formerly PS 145

The goal of this course is to examine the influence of culture and social structure on human thought, personality development, and social behavior. Topics to be covered include: the impact of culture on perception and cognition; cultural differences in cognitive and socioemotional development; culture and the experience and expression of emotions; conceptions of the self across cultures; cross-cultural differences in gender roles; language, ethnicity, and religion as bases for social identity; and the politics of the self-other relationship in multicultural societies.

Ali Banuazizi

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.

Michael Moore

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.

Ramsay Liem
Karen Rosen

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. Lectures will be supplemented with demonstrations and experiments.

Randolph Easton

PS 272 Cognitive Psychology (Fall: 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.

Michael Moore
Jeanne Sholl

PS 274 Perception (Spring: 3)

Prerequisites: 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 110-112, 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 (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.
Jon Horvitz

PS 300 Children of Color (Spring: 3)
Prerequisite: PS 260
Enrollment will be restricted to juniors, seniors and graduate students.

This class will focus on the development of children of color. We will examine children of color primarily in the United States, including African American, Asian American, Hispanic and Native American groups. We will also review available research on children of color in other countries. We will cover children's lives from conception through adolescence, with an emphasis on ethnicity and related status variables, such as socioeconomic status and gender, as important contexts for children's growth and development. This class will provide an exploration of the commonalities and differences among children's lives across a broad range of social settings.
Diane Scott-Jones

PS 344 Psychology of Gender (Fall/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 352 Sociocultural Contexts of Psychopathology (Spring: 3)
Prerequisite: PS 254 or PS 264

This course explores social and cultural perspectives on psychological well-being and distress, focusing on how large scale social, economic, political, and cultural practices in society influence psychological well being. Topics include the relationship between social class, race, and gender and mental health, family systems approaches to emotional disorder, culture and mental illness, (the impact of social and political conflict across generations), and human rights and mental health. The role of culture in shaping perceptions of normal and abnormal behavior and the expression of psychological distress is given special consideration.
Ramsay Liem

PS 353 Culture and Emotions (Spring: 3)
Prerequisite: 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. Specific topics to be covered include universal recognition of emotion from facial expression, role of language in emotion, feeling rules, emotion scripts, and the development of children's understanding of emotion.
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
This course is a requirement 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. The clinical training and professional practices of psychologists will be discussed.
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. Examples of specific topics include the developmental impact of parent-child attachment, child maltreatment, peer relationships, and resilience in development.
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.
Ellen Winner

PS 364 Interpersonal Violence (Spring: 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.
Diane Scott-Jones

PS 369 Development/Giftedness and Creativity (Spring: 3)
Prerequisite: PS 260

This course will consider the development of children who are considered gifted. Giftedness is defined broadly as any kind of precocious development. Thus, we will consider not only academic (IQ) giftedness, but artistic, musical, and athletic giftedness. Topics to be explored include: the biological basis of giftedness; the role of the family and the school in nurturing (and potentially destroying) giftedness; social and emotional dimensions of giftedness; cognitive components of giftedness, the relationship between gifted children and autistic savants; and the link between childhood giftedness and adult genius.
Ellen Winner

PS 371 Cognitive Neuroscience: Exploring Mind and Brain (Fall: 3)
Prerequisite: PS 110, and PS 272 or PS 274 or PS 285

Traditional cognitive psychology relies on information processing theory to unravel how the mind works. Pure forms of neuroscience study brain physiology but often neglect the ever-present mind. This course will bridge the gap by exploring the human mind and brain through advanced technology such as fMRI, PET and ERPs as well as neuropsychological case studies. Memory, higher perceptual functions, and emotion are among some of the topic areas to be examined.
The Department

PS 373 Spatial Cognition (Spring: 3)

In this course, we will explore the mind/brain systems that support human (and where appropriate non-human animal) interactions with different scales of space—figural (or object), vista (room-sized) and environmental. Topics will be reviewed from cognitive, neuroscientific, psychometric, and developmental perspectives, and will include: spatial working memory, sex-related differences in spatial ability, sense of direction, cognitive maps, spatial reference systems, spatial navigation.
Jeanne Sholl

PS 377 Psycholinguistics (Fall: 3)
Cross listed with SL 361
Prerequisite: PS 272, PS 254

See course description in the Slavic and Eastern Languages department.
The Department

PS 386 Psychopharmacology: Behavior, Performance, and Brain Function (Fall: 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.
Stephen Heinrichs

PS 387 Developmental Psychobiology (Fall: 3)
Prerequisite: PS 285 or PS 286

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.
The Department

PS 388 Eating Disorders (Spring: 3)
Prerequisite: PS 264 or PS 285

This course provides an introduction to the psychobiology of eating disorders from both pre-clinical and clinical perspectives. We will first provide a clinical and sociocultural overview of disturbed eating behavior in psychiatric disorders. A section on the topic of development and application of animal models to clinical eating disorders will focus on conditioned, metabolic and ecological factors that allow meaningful modeling of eating disorders in animals. Neural, behavioral and orosensory mechanisms of hunger, starvation and obesity will be presented. The psychology of personal body image, self-regulation failure and affect will be discussed.
Stephen Heinrichs

PS 389 Hormones and Behavior (Spring: 3)
Prerequisite: PS 285

This course discusses the relationships between hormones, brain function, and behavior. Topics include: molecular mechanisms of hormone action; the endocrine stress response and its relationship to emotions and pathology; hormonal regulation of food intake and energy balance and its relationship to eating disorders; neural and hormonal basis of sexual and parental behaviors; circadian rhythms and seasonal breeding; ecological constraints on reproduction; the effects of hormones on nervous system development and behavior.
Michael Numan

PS 399 Scholar of the College (Fall/Spring: 6)
Ellen Winner

PS 446 Social Cognition (Spring: 3)
Prerequisite: PS 241

This course explores contemporary research in social cognition. Topics include the structure of the mind, social inference, automaticity and control in social behavior, implicit and explicit attitudes, the self, and consciousness. Special attention will be paid to the methods of social cognition (e.g., subliminal priming; implicit associations tests) as well as the role of non-conscious processes how people think, feel, and behave towards others. Students will be expected to read original empirical articles and engage in discussion.
The Department

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 460 Clinical Fieldwork in Psychology (Fall: 3)
Prerequisite: 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). Students' work in the field will involve at least five hours per week with a minimum of biweekly, on-site supervision. Weekly class meetings will focus on the discussion of issues relevant to the direct application of mental health services to child, adolescent, and adult patients.
Karen Rosen

PS 461 Research Practicum in Developmental Psychology (Fall: 3)
Prerequisite: PS 260 or PS 272
For majors only

Students achieve an understanding of the logic of psychological research through the hands-on experience of designing and conducting a psychological experiment and critically interpreting the results. The research focuses on issues related to the developing child and human thinking. Opportunities for developmental research will depend, in part, upon the availability of subjects.
The Department

PS 463 Children, Families, and Social Policy (Spring: 3)
Prerequisite: PS 260 or PS 254
Enrollment restricted to Juniors and Seniors. Sophomores must obtain permission from the instructor.

This course explores the role of social policy and programs in promoting the health, education and welfare of children and their families. It focuses on issues of relevance in the U.S., like welfare reform, teenage pregnancy, and child abuse and neglect; but it also considers issues of concern internationally like children's rights, children of war, child labor, street children, and AIDS orphans. The course relies heavily for guidance on developmental theories that take into account sociohistorical and cultural viewpoints.
Gilda Morelli

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. The student will be responsible for a class presentation in an area of his/her choice. Recommended for juniors and seniors.
Michael Moore

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 one-semester thesis course, or they may take a two-semester sequence, PS 490 and PS 491.
The Department

PS 495-496 Senior Honors Thesis I and II (Fall/Spring: 3)

For students in the Honors Program writing a thesis. All Honors Program students write a thesis during the senior year. In most cases, the thesis involves original empirical research, although theoretical papers may be permitted in exceptional instances. Honors students are encouraged to take an Independent Study with a prospective thesis advisor during the junior year, to develop a thesis proposal.
The Department

PS 499 Honors Seminar (Spring: 3)
Hiram Brownell

Undergraduate and Graduate Course Offerings

PS 390 Psychology and Law (Fall/Spring: 3)
Prerequisite: Either 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. Just some of the topics to be covered will be jury selection and psychology, expert witnesses, eyewitnesses, and the use of scientific evidence.
Marie D. Natoli

PS 530 Theories of Human Emotion (Fall: 3)
Prerequisite: At least a 300-level course in psychology and permission of instructor

This seminar covers the major psychological theories of human emotion, beginning with the classic writings of William James and continuing to contemporary controversies about the nature of emotion. Some of the questions to be considered are whether or not there are basic emotions, the relation of emotion to cognition and action, and whether emotions are innate or learned through our particular culture. The focus is on biological, social, and cultural subdisciplines of psychology, but contributions of anthropology, philosophy, and other disciplines will be discussed as well.
James Russell

PS 531 Social Psychology of Human Emotion (Spring: 3)
Prerequisite: At least a 300-level course in psychology and permission of instructor

This seminar examines human emotion from a social psychological perspective. Topics include the role of social context in the perception of emotion in self and others, the role of cognitive and attentional processes in the elicitation of emotion (including Schachter and Singer's two-factor theory), theories of emotional consciousness, and psychophysiological indicators of emotion.
Lisa Feldman Barrett

PS 550 Advanced Topics in Cultural Psychology (Fall: 3)
Prerequisites: PS 254, PS 241, or PS 242, graduate students, permission of the instructor
Satisfies Cultural Diversity Core Requirement

This seminar reviews the major conceptual and methodological issues in the emerging field of cultural psychology, the study of the role of culture in the mental life and actions of human beings. The topics include: cognition, cognitive development, emotions, the self, gender roles, ethnic identity, intergroup conflict, and social change all of which will be considered in relationship to different Western and non-Western cultural contexts. In the case of each topic, the extent to which psychological processes, at both individual and collective levels, develop and are influenced by specific sociocultural environments will be a principal focus of analysis.
Ali Banuazizi

PS 565 Human Development and Social Policy (Spring: 3)
Prerequisite: PS 254 or PS 260
Enrollment will be restricted to juniors, seniors and graduate students.

This course is an exploration of selected topics that have both a human development and a social policy component. We will begin with a general discussion of the interrelationships between social policy and theories and research in human development. We will then cover six major areas: family structure; education and the structure of schools; mass media; computer technologies; reproductive technologies; and eating and nutrition. For each topic, we will examine both relevant research and current policies.
Diane Scott-Jones

PS 570 Advanced Topics in Cognitive Neuroscience (Spring: 3)
Prerequisite: PS 272 or PS 274 or PS 285

In this seminar, information processing, evolutionary, and neuroscientific perspectives are applied to the study of the human mind. Following an introduction to major theoretical approaches to the study of mind, topics related to the mind/brain systems underlying of visual-spatial perception, learning and memory, language, consciousness, and intelligence will be explored.
Jeanne Sholl

PS 582 Advanced Topics in Behavioral Neuroscience: Learning and Memory (Spring: 3)
Prerequisites: PS 285 or PS 286, for graduate students, permission of the instructor

Memory results from lasting changes in synaptic connections generated by the pattern of neuronal activity at the time that the memory was formed. The modifications that accompany memory formation may be as subtle as an altered ionic conductance or as conspicuous as the formation of new synapses. This course examines how memory is encoded, stored and retrieved at several levels of biological complexity: the integrative functions of neural networks or systems, changes at the cellular level, and intracellular events that regulate and modify neuronal activity.
The Department

PS 590 History and Theories of Psychology (Spring: 3)
Prerequisites: For undergraduates, at least one 300-level course in Psychology, graduate students, permission of the instructor
Formerly PS 334/PS 621

This course offers a survey of the philosophical roots and the development of psychological thought from the Grecian and Medieval periods to the present. Topics will include: classical doctrines of human nature in early Greek philosophy; emergence of science in the post-Renaissance period and the contributions of Descartes, Locke, British Empiricists and Associationists to the evolution of psychological theory; review of major developments including Darwin's evolutionary theory in the nineteenth century; the emergence of psychology as an independent discipline in Germany and the United States; and the rise and demise of the major schools in psychology—Structuralism, Functionalism, Gestalt, Behaviorism, and Psychoanalysis.
Ali Banuazizi

PS 600 Introduction to Social Work (Fall/Spring: 3)
Cross Listed with SC 378, SW 600

See course description in the Graduate School of Social Work.
The Department

PS 721 Human Behavior and the Social Environment (Fall: 3)
Cross Listed with SW 721

See course description in the Graduate School of Social Work.
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.
Randolph D. Easton

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.
Norman Berkowitz
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.
Ali Banuazizi
Ramsay Liem
Gilda Morelli

PS 660-661 Research Workshop in Developmental Psychology I and II (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 Biological Psychology I and II (Fall/Spring: 3)

Graduate students and faculty in the field of Biological Psychology discuss ongoing research; students in the Honors Program may attend with permission of the instructor.
Michael Numan

PS 691-692 Professional Development Workshop I and II (Fall/Spring: 1)

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 998-999 Doctoral Comprehensive (Fall/Spring: 0)

For students who have not yet been admitted into Doctoral Candidacy but who prefer not to assume the status of a non-matriculating student for the one of two semesters used for completion of requirements prior to admission into Doctoral Candidacy.
The Department

Institute of Religious Education and Pastoral Ministry (IREPM)

Faculty

Thomas Groome, *Professor of Theology and Religious Education and Director of IREPM;* B.A. equiv., M.Div. equiv., St. Patrick's Seminary, Ireland; A.M., Fordham University; Ed.D., Union Theological Seminary, Columbia University
Sandra Hurley, *Associate Director for Administration;* B.A., M.A., Boston College
Jennifer Bader, *Associate Director for Academic Affairs and Adjunct Assistant Professor of Theology;* B.A., University of California, San Diego; M.T.S., Boston University; Ph.D., The Catholic University of America
Jane Regan, *Associate Professor of Theology and Religious Education;* B.A., University of North Carolina, Charlotte; M.A., Fordham University; Ph.D., The Catholic University of America
John Shea, *Visiting Associate Professor in Pastoral Psychology;* B.A., Villanova University; M.A., Augustinian College; M.A., The Catholic University of America; M.P.S., Institute of Pastoral Studies; M.S.W., Fordham University; Ph.D., University of Ottawa
Colleen M. Griffith, *Faculty Director of Spirituality Studies and Adjunct Assistant Professor of Theology;* B.A., St. Joseph's College; Th.D., Harvard University
Helen Blier, *Adjunct Assistant Professor of Youth and Young Adult Faith Studies and Coordinator of Contextual Education;* A.B., M.Ed. Boston College; Ph.D., Emory University
Christine Kowalcky, *Assistant Director, IREPM;* M.A., Boston College
Jean Remillard, *Assistant Director of Continuing Education;* B.A., Bridgewater State College; M.A., Boston College
John Konicek, S.J., *Assistant Director of Liturgical, Spiritual, and Community Life;* B.S., Southern Methodist University; M.Div., S.T.L., Jesuit School of Theology at Berkeley

Contacts

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- Administrative Assistant: Kirsten Grimes Benton, 617-552-8443, grimesk@bc.edu
- Staff and Continuing Education Assistant: Maureen Lamb, 617-552-8057, lambmb@bc.edu
- Staff and Student Services Assistant: Mary Magennis, 617-552-8440, magennim@bc.edu
- Web Site: http://www.bc.edu/irepm/

Graduate Program Description

The Institute of Religious Education and Pastoral Ministry (IREPM) at Boston College is one of the largest graduate facilities in North America that is dedicated primarily to educating women and men for academic and professional competence in religious education and pastoral ministry. The IREPM offers the combined resources of the Theology Department, the Lynch School of Education, and its own core Religious Education and Pastoral Ministry faculty, plus the opportunity to cross-register for courses in any of the nine different theological schools in the Boston area that form the Boston Theological Institute. The programs of the IREPM are designed for the integration of theological reflection, personal experience, and practical ministerial skills. The IREPM offers a Master of Education in Religious Education (M.Ed.), a Master of Arts in Pastoral Ministry (M.A.), a Certificate of Advanced Educational Specialization (C.A.E.S.), and a Doctorate in Theology and Education (Ph.D.) and several dual degrees and certificates described as follows. For full guidelines for each program, contact the IREPM.

Master of Education in Religious Education (M.Ed.)

A broadly defined core curriculum enables the student to integrate theological, biblical, and ethical studies with the perspectives and insights of contemporary educational theory and practice and the social sciences. This integration takes place in dialogue with the student's own developing faith life and with the challenges of religious education today. The M.Ed. in Religious Education normally requires 41 credit hours of course work for academic year students and 33 credit hours for summer students. Written and oral presentations of a synthesis project are required.

The M.Ed. is granted by the Lynch School of Education.

Master of Arts in Pastoral Ministry (M.A.)

A core set of theology and scripture courses is integrated with courses focused on various facets of pastoral ministry and a supervised field placement. Students can choose to pursue the degree with or without a concentration. Those who do not declare a concentration strive to develop a general understanding of the arts of ministry. Those who declare a concentration choose an area of special interest from among the following:

- Church Leadership
- Hispanic Ministry
- Liturgy and Worship
- Parish Nursing
- Pastoral Care and Counseling
- Religious Education
- Social Justice/Social Ministry
- Spirituality
- Youth and Young Adult Faith

For the M.A. in Pastoral Ministry, 41 credit hours are ordinarily required for academic year students and 33 credit hours for summer students. Written and oral presentations of a synthesis project are required. Students with deficiencies in their academic backgrounds may be required to complete course work in excess of these minimum requirements.

The M.A. is granted by the Graduate School of Arts and Sciences.

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 approximately 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 Institute of Religious Education and Pastoral 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 (less if students incorporate both summer and academic-year courses).

Prospective students must apply to and be accepted by both the Institute of Religious Education and Pastoral Ministry and the Lynch School of Education. Contact each department for applications and further guidelines.

Dual Master of Arts in Pastoral Ministry (M.A.) and Master of Education in Educational Administration (M.Ed.)

This program combines theories and practice in educational administration with studies in theology and exploration of the pastoral dimensions of educational leadership. It provides pastoral/practical and theoretical foundations for addressing the operational and strategic issues of educational leadership. Students enrolled full-time can expect to complete the two degrees in two summers and two academic years or three academic years.

Prospective students must apply to and be accepted by both the IREPM and the Lynch School of Education.

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 IREPM and the Connell School of Nursing. Contact each department for applications and further guidelines.

Certificate of Advanced Educational Specialization (C.A.E.S.)

Students who hold a Master's degree in theology, divinity, religious education or a closely related field, and who have at least three years of relevant professional experience, may apply for a program leading to the Certificate of Advanced Educational Specialization (C.A.E.S.).

Religious education courses are required. Other minimum core requirements are determined after evaluation of each student's academic background. C.A.E.S. students prepare written and oral presentations of a certification project on a subject of specialized ministerial or educational concern. Credit requirements for the C.A.E.S. are 36 credit hours for academic year students and 30 credit hours for summer students.

The C.A.E.S. is granted by the Lynch School of Education.

Interdisciplinary Doctorate in Theology and Education (Ph.D.)

The IREPM coordinates the program of Doctoral Studies in Theology and Education offered by the Theology Department and the Lynch School of Education. Students with appropriate Master's degrees (e.g., in theology, religious studies, or religious education) are usually required to complete 50 hours of course work. In addition, doctoral students are expected to fulfill the foreign language requirement, pass comprehensive examinations, and submit and defend a dissertation.

A separate prospectus for this program is available from the Institute of Religious Education and Pastoral Ministry. *Enrollment is highly selective.*

The Ph.D. is granted by the Graduate School of Arts and Sciences.

Post-Master's Certificate in the Practice of Spirituality

The Post-Master's Certificate Program in the Practice of Spirituality is a summer program designed for persons experienced in ministry with an earned master's level degree or the equivalent in a theological discipline. The program enables pastoral leaders to become spiritual mentors for persons and for Christian communities of faith. There are three tracks to complete the certificate: Ways of Prayer and Discernment, Nurturing Community and Creativity, and The Art of Spiritual Direction. The program of studies will consist of three consecutive summer residencies of two weeks each. Twelve persons will be admitted each year.

Certificate students are admitted as Special Students in the Graduate School of Arts and Sciences. For full information and application forms, contact the IREPM.

Other Continuing Education Programs

The IREPM's Continuing Education Program presents workshops and study days on topics of interest to church ministers as well as to the general public. Persons interested in these offerings should contact the IREPM directly for further information.

Undergraduate and Graduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at http://www.bc.edu/courses/.

Graduate Course Offerings

ED 830 Directed Research in Religious Education (Fall/Spring: 3)

Directed research courses are an opportunity for students to pursue special scholarly and pastoral interests for graduate credit, with the aid of a faculty advisor. Only those studying for a degree may take directed research. Ordinarily only one such project may be undertaken in the course of a master's program. Subject matter and requirements must be designed with the professor and approved by the Institute's Associate Director for Academic Affairs.

Jane E. Regan
Thomas Groome

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.

This seminar will provide an occasion for IREPM doctoral students, and other advanced students in religious education, to study classic works in the field of religious education and to prepare proposals for their own research projects.

Jane Regan

TH 481 Women and the Church (Spring: 3)
Offered Periodically

This course introduces students to the historical roots of feminist theology and explores the critiques and alternative reconstructions of traditional understandings of scripture, God, Jesus, spirituality and ministry that have been offered by Christian feminist theologians writing from a variety of cultural perspectives.

Mary Ann Hinsdale, IHM

TH 496 The Moral Dimension of the Christian Life (Spring: 3)
Offered Periodically

This course provides a systematic overview of the basic components of Catholic moral theology. The content of the course is an exposition and analysis of topics traditionally treated under the heading of fundamental moral theology: moral character, moral freedom and its limits, the relationship of spirituality and morality, sin and con-

version, conscience, the use of scripture in moral reasoning, natural law, the teaching authority of the church in moral matters, the development of moral norms, discernment and moral decision-making.
Jennifer Bader

TH 530 Contextual Education: Supervised Ministry and Professional Development (Fall/Spring: 4)
Contextual Education is a four-credit program over one academic year. Students register for Contextual Education during the fall semester.

This program provides students with supervised experience in their areas of ministerial specialization. Through supervision in the field, discussion with other participants, reading and theological reflection, students will become familiar with the needs of particular groups of people and will develop models of ministry that are applicable to their own situations. During the academic year, in addition to field experience of approximately 10-12 hours per week, students will participate in a supervised practicum. The practicum provides a group exploration of theological and ministerial concerns drawn from the contextual experience.
Helen Blier
Rosemary Brennan, CSJ
John Konicek, S.J.

TH 532 Basic Dimensions of Pastoral Care and Counseling (Fall: 3)

This course presents the dimension of faith as the distinguishing feature of pastoral care and counseling. It explores the importance of faith for the identity and role of the pastoral 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, humanistic approaches to pastoral counseling as a ministry of the church. It also considers a number of issues that surface in pastoral counseling: therapeutic alliance, transference and counter-transference, ethics, boundaries, and multicultural perspectives, differences among psychotherapy, pastoral counseling, and spiritual direction.
John J. Shea, OSA

TH 538 Directed Research in Pastoral Ministry (Fall/Spring: 3)

Directed research courses are an opportunity for students to pursue special scholarly and pastoral interests for graduate credit, with the aid of a faculty advisor. Only those studying for a degree may take directed research. Ordinarily only one such project may be undertaken in the course of a master's program. Subject matter and requirements must be designed with the professor and approved by the Institute's Associate Director for Academic Affairs.
The Department

TH 593 Fostering Faith Across the Life Cycle (Fall: 3)
Cross Listed with ED 673

Religious educators and pastoral ministers attend with care to faith growth of the entire Christian community. Psychology and theology provide insights into the process of human maturing and faith development. This course draws on these resources to examine the way in which we can support the faith life for persons of faith at each point of the life cycle. Although the development of children and youth are examined, particular focus is given to points of transition within adulthood. What does it mean to be a person of faith as we mature through early, middle, and late adulthood?
Jane E. Regan

TH 600 Leadership and the Practice of Ministry (Spring: 3)

Leadership is a critical issue in the church today. This course will examine the meaning of leadership and its relationship to the practice of ministry in a constantly changing ecclesial environment. Topics covered in class will include the following: current literature and theories of leadership, issues of power, collaborative styles of leadership for ministry, images of Christian ministry and leadership, the role of leader and personal identity, communication and conflict management, and the spiritual dimensions of leadership.
Jane E. Regan

TH 604 Foundations for the Practice of Ministry: Voice, Vision, and Vocation (Fall: 3)

The aim of this course will be to explore elements critical to the effective practice of lay and ordained ecclesial ministry, with special attention paid to those who work with youth and young adults. Together we will explore the competencies and foundations (pastoral, theological and social psychological) undergirding the minister's work; become familiar with means for resourcing the empowerment of the minister; and propose strategies for sustaining one's vocation as minister.
Helen Blier

TH 605 Theology and Pastoral Practice: Integrative Colloquium (Spring: 3)
Offered Periodically
This course is required of all dual degree students except for M.A./M.S.W.

The fine art of doing theology is dependent upon a "habit of vision." It is connected to one's ability to bring together in both action and word the experience of contemplation, empathy, and reason. This integrative colloquium in pastoral ministry will provide a learning experience designed to strengthen the minister's ability to draw upon the language of faith in the practice of ministry. Participants will be challenged to bring to reflection and dialogue issues addressing the contemporary practice of ministry with the collective wisdom of the Christian tradition.
The Department

TH 628 Liturgy, Sacraments and the Church (Fall: 3)

Theology of the Church and sacraments as embodied in the Church's liturgical tradition. Through study of official documents, historical sources, contemporary theologies, and insights from the social sciences, the course explores how liturgy forms the Church and transforms its members for service in the world. After surveying various models of the Church, a consideration of two key themes—participation in the paschal mystery and the liturgy and time—opens into discussion of such topics as Christian word and sacrament, enculturation, ritual symbols, dynamics of performance, proclamation, conversion, and ministry.
Bruce T. Morrill, S.J.

TH 644 Foundations of Theology (Fall: 3)

A graduate-level introduction, this course will provide an overview of contemporary Christian theology, introduce basic theological constructs, consider theological methods, and investigate the sources that contribute to the construction of theological positions. The course is designed to explore foundational concepts of God, Christ, the human, and the world from a pastoral perspective.
Colleen Griffith

TH 707 Psychological Foundations for Pastoral Counseling (Fall: 3)
Offered Periodically

A consideration of several contemporary models of personality and human development will assist students in the practice of pastoral counseling. Case studies and concrete situations help to illustrate such models as object relations and humanistic and psychodynamic theories. Course themes include normality and integration, personality growth and sexuality, play and the irrational, and the links between psychological and theological experiences.
Michael St. Clair

TH 717 Education of Christians: Past, Present and Future (Spring: 3)
Cross Listed with ED 635
Offered Periodically

The history of the church's educational ministry serves to enlighten its present pastoral praxis. Students in this course read original and classical documents as a treasury of wisdom for religious education and pastoral ministry. The course will closely parallel the history of theology and the history of Western education.
Thomas Groome

TH 725 The Church: From Crisis to Renewal—From Polarization to Dialogue in Today's Church (Fall: 1)
Offered Periodically
Weekend Course
September 17 and 18, 2004, Friday 4-9 pm, Saturday 9-3 pm.
Pass/Fail only

This course will explore and expand themes addressed in Peter Steinfels "A People Adrift: The Crisis of the Roman Catholic Church in America." Catholicism in the United States, while still suffering the effects of the sex abuse scandals, is undergoing major transitions. Lay leaders are replacing clergy, and post-conciliar generations are confronting basic issues of social justice, sexuality, and gender equality. How can the church, in the midst of these upheavals, strengthen and renew the identity of the baptized and their institutions? How can it overcome polarization and drift in its leadership?
Peter Steinfels

TH 726 The Church: From Crisis to Renewal—The Future of Catholic Identity (Fall: 1)
Offered Periodically
Weekend Course
October 22 and 23, 2004, Friday 4-9 pm., Saturday 9-3 pm.
Pass/Fail only

See course description under TH 725.
Peter Steinfels

TH 727 The Church: From Crisis to Renewal—The Challenge of Leadership (Fall: 1)
Offered Periodically
Weekend Course
November 19 and 20, 2004, Friday 4-9 pm., Saturday 9-3 pm.
Pass/Fail only

See course description under TH 725.
Pete Steinfels

TH 730 Discernment: Holistic Formation for the Practice of Ministry (Fall/Spring: 1)
Meets six times per semester. Pass/Fail only
Required for new M.A. and M.Ed. students who study during the academic year.

Education for ministry in today's church necessitates that academic preparation and spiritual development be fundamentally integrated. In this one-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.
The Department

TH 731 Research and Writing for Pastoral Theology (Spring: 1)

Pastoral theology challenges us to integrate the interests of academic, ecclesial and social arenas in our research and writing. This one-credit course presents a concrete model for this research and writing which students will adopt to complete a project of their own choosing. Topics include: how to raise, formulate and refine research questions, topics and problems; how to move from questions to sources and how to use those sources; how to make research claims and support them; how to prepare and revise drafts with special attention to organization and pastoral style; and how to frame introductions and conclusions.
Lucretia Yaghjian

TH 739 Christology (Fall: 3)

A theological investigation of the person and work of Jesus Christ. Topics include: recent biblical scholarship concerning the historical Jesus; the historical development of the church's Christological doctrines; the challenges posed to Christology by historical consciousness and religious pluralism; the Christologies emerging from new socio-cultural contexts.
Mary Ann Hinsdale, IHM

TH 785 Theology, Spirituality, and the Body (Spring: 3)

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 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

TH 790 Historical Resources for a Contemporary Spirituality (Fall: 3)

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, John of the Cross. Thematic questions will be brought to the reading of core texts.
Colleen Griffith

TH 791 Contemporary Spiritual Classics (Spring: 3)

This course will survey modern "classics," 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

TH 816 Sharing Faith in Religious Education and Pastoral Ministry (Fall: 3)
Cross Listed with ED 539

This course will propose the foundations for a participatory and empowering approach to religious education and pastoral ministry. Through shared reflection on praxis and on course readings, participants will be invited to appropriate and make decisions about their own approaches to the ministry of sharing faith.
Thomas Groome

TH 835 Psychology of Religious Development (Fall: 3)

A survey of major psychological perspectives on the foundation 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 of greatest pastoral or personal significance (e.g., adolescence, young adulthood, mid-life).
John J. Shea, OSA

TH 837 Contemporary Issues in Ecclesiology: American Catholics at a Crossroad (Spring: 3)
On-line Course
This course fulfills the foundational theology requirement in ecclesiology.

Catholics currently face a number of ecclesiological issues—role of laity in the mission of the church and in governance, woman in leadership roles, and identity and self-understanding in a religiously pluralistic landscape. Perplexed, Catholics feel they are poised at a crossroad of fidelity and reform. Exploring Biblical roots of church and the impact of Vatican II on the church's self-understanding, we will use snapshots of American Catholics from the past and an analysis of some of the deeper structures in American culture to explore these issues. Our goal is to provide some perspective-circumstances twenty-first century American Catholics find themselves and talking points for dialogue.
Barbara Radtke

TH 838 Social Work and Pastoral Ministry Seminar: Toward Social Transformation (Fall: 3)
Cross Listed with SW 830
Required for students in the dual M.A./M.S.W. program and open to other graduate students.

Significant changes in contemporary culture, as well as in the funding and priorities of social service agencies, present new challenges to social workers and pastoral ministers. Of paramount importance is the development of interdisciplinary modes of analysis to reflect systematically and critically on the building of a just and caring society, in relationship to foundational values drawn from professional codes of ethics as well as from the traditions of religion and civil society.
Hugo Kamya

TH 882 Nursing and Faith Communities (Spring: 3)
Cross Listed with NU 320

This course provides essential content for developing nursing practice in a faith community. Faith Community Nursing encompasses principles of nursing the whole person, including body and mind with special emphasis on meeting spiritual needs of individuals and families. The course begins with the history of the Parish Nursing movement and continues with methods of developing congregational supports. A grounding in spiritual care is emphasized. Features of community health models including developing needs assessments, developing health promotion programming, referrals, serving as an advocate and developing documentation systems will be included. The course does not require clinical practicum.
Carol Mandle

TH 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

TH 968 The Challenge of Being Human: A Theological Anthropology for Our Time (Fall: 3)
Prerequisite: This course fulfills a theology elective or other elective requirement.
Offered Periodically
On-line Course

In today's world, life seems too busy to pose the question What does it mean to be human? in the abstract, but we only need to be confronted with serious illness, face a death of a loved one, suffer economic reversals, or have our world shaken by catastrophic events such as a war or terrorist attack for ultimate questions to arise. We will draw upon essential theological concepts—grace, personhood, sin, conversion, salvation, and a God who desires to be in relationship with us—as shaped by key theologians such as Augustine, Aquinas, Julian of Norwich, Luther, Rahner, and LaCugna.
Barbara Radtke

TH 987 The Role of Empathy in Pastoral Care and Counseling (Spring: 3)

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 Shea, OSA

TH 991 Special Issues in Pastoral Care and Counseling (Spring: 3)

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, issues around adoption and divorce, the experience of trauma, loss, and depression, ministry to those with AIDS, dying and bereavement, suicide, and burnout in ministry.
John Shea, OSA

TH 994 Co-Creating the Reign of God: Youth/Young Adults (Spring: 3)

How do we educate and minister among youth for the sake of peace and justice? How do we cultivate capacities among them for sustained commitments to the common good? This course has two broad aims: first, we will investigate the theological and social psychological foundations for sustained commitment. Second, we will explore the dynamics of power and its abuses, as they define where we are called to respond in the world. In doing so, we will imagine pedagogical and ministerial strategies for cultivating the faith lives and commitments of youth and young adults in response to these abuses.
Helen Blier

TH 995 Location of Faith: Contextual Theology for North America (Spring: 1)
Offered Periodically
Weekend Course
January 21 and 22, 2005, Friday 4-9 pm, Sat 9-3 pm

An exploration of how our "location" in the world affects and is affected by our thinking, praying and action. Particular attention will be given to the theological and spiritual significance of the local/global dynamic in the North American context.
Mary Jo Leddy

TH 996 The Local as Universal: the Theological Reflections of Wendell Berry (Spring: 1)
Offered Periodically
Weekend Course
Feb 18 and 19, 2005, Friday 4-9 pm, Saturday 9-3 pm

An exploration of how our "location" in the world affects and is affected by our thinking, praying and action. Particular attention will be given to the theological and spiritual significance of the local/global dynamic in the North American context.
Mary Jo Leddy

TH 997 The Location of Faith: The Spiritual as the Political (Spring: 1)
Offered Periodically
Weekend Course
March 18 and 19, 2005, Friday 4-9 pm, Saturday 9-3 pm.

An exploration of how our "location" in the world affects and is affected by our thinking, praying and action. Particular attention will be given to the theological and spiritual significance of the local/global dynamic in the North American context.
Mary Jo Leddy

Romance Languages and Literatures

Faculty

Joseph Figurito, *Professor Emeritus;* A.B., Boston College; A.M., D.M.L., Middlebury College
Vera Lee, *Professor Emeritus;* A.B., Russell Sage College; A.M., Yale University; Ph.D., Boston University
Ernest A. Sciliano, *Professor Emeritus;* A.B., A.M., Boston College; A.M., Ph.D., Harvard University
Maria L. Simonelli, *Professor Emeritus;* Dottore in Lettere e Filosofia, University of Florence; Libera Docenza in Filologia Romanza, Rome
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 E. Carpenter, *Professor;* B.A., M.A., Pacific Union College; Ph.D., University of California at Berkeley; Ph.D., Graduate Theological Union at Berkeley
Norman Araujo, *Associate Professor;* A.B., A.M., Ph.D., Harvard University
Stephen Bold, *Associate Professor;* B.A., University of California; M.A., Ph.D., New York University
Jeff Flagg, *Adjunct Associate Professor;* B.A., University of Massachusetts; M.A., Brown University; Ph.D., Boston University
Rena A. Lamparska, *Associate Professor;* LL.M., University of Wroclaw; M.A., Catholic University of America; Ph.D., Harvard University
Irene Mizrahi, *Associate Professor;* B.Sc., Technion-Israel Institute of Technology; M.A., Ph.D., University of Connecticut
Franco Mormando, *Associate Professor;* Chairperson of the Department; B.A., Columbia University; M.A., Ph.D., Harvard University
Ourida Mostefai, *Associate Professor;* 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., 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;* B.A., Wesleyan University; M.A., Ph.D., Boston College
Sarah H. Beckjord, *Assistant Professor;* B.A. Harvard University; M.A., M.Phil., Ph.D., Columbia University
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
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
Christopher R. Wood, *Adjunct Assistant Professor;* B.A., Columbia University; M.A., Ph.D., Yale University
Catherine Wood Lange, *Adjunct Senior Lecturer;* B.A., M.A. Boston College; Ph.D. (candidate), State University of New York at Stony Brook
Debbie Rusch, *Senior Lecturer;* B.S., M.S., University of Wisconsin-Madison
Andrea Javel, *Adjunct Lecturer;* B.A., University of Dayton; M.A., Université Rene Descartes (Paris); M.Ed., Harvard University

Contacts

- Administrative Secretary: Joanna Doyle, 617-552-3821 (doylejw@bc.edu)
- Graduate and Undergraduate Records Secretary**:** 617-552-3820
- Web Site: http://www.bc.edu/rll/
- Email: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 three-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.

Minor in French

Requirements: Six three-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, and 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

Major in Hispanic Studies

Requirements: Ten three-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

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 three-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.

Major in Italian

Requirements: Ten three-credit courses

- Six advanced courses in Italian literature, culture, and civilization (RL 500 or above or the equivalent)
- Four electives to be chosen from the following:
  Additional courses at the 300, 500, or 800 level
  RL 213 and 214 Italian Conversation, Composition, and Reading I and II (can be taken for elective credit as the first course in the major)
  Related courses allowed by departmental permission

Minor in Italian

Requirements: Six three-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 only)
  RL 300 (or above) courses in culture

For further information or to declare a major or minor, please contact the Romance Languages and Literatures Department, Lyons 304, 617-552-3820.

General Information

The major curriculum is designed to help students attain a high linguistic proficiency in at least one Romance language and broad insight into the literature and culture of other nations. Graduates with Romance Languages and Literatures 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. 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 offered by the department. For dates, please contact the department.

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 2004-2005 academic year.

Cultural Diversity Core

Although Romance culture has by tradition been traced to a European source, the 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.

Consult the Student Services website for courses that will satisfy the Cultural Diversity Core requirement during the 2004-2005 academic year.

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. To be eligible, they must be declared majors in the Department of Romance Languages and Literatures with a grade point average of 3.4 or higher. They must have also exhibited the maturity and discipline that independent work requires. Nominated students will be invited to meet with the Program Coordinator during the semester preceding their enrollment in the program. They will be asked to submit samples of their writing and a one-paragraph description of the general area they propose to investigate in their thesis. The final decision about acceptance into the program will be made during the first week of registration.

For further details, contact Rena Lamparska, the Honors Program Coordinator.

Information for Study Abroad

Ideally, students expecting to transfer credits into a Romance Languages and Literatures major will have completed the equivalent of a third-year university-level language class or more. Students should have completed at least the second semester of the intermediate course. Note: Italian majors and minors who have only completed Elementary Italian II are eligible for the fall or full-year program in Parma only.

All Romance Languages and Literatures 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 Romance Languages and Literatures minors are required to enroll in one advanced course in their senior year regardless of whether they have completed the six-course requirement for the minor. Students who are nominated to the Romance Languages and Literatures Honors program are encouraged to decide on a thesis topic before going abroad.

RLL majors earn credit for up to three courses (9 credits) toward their major in a single semester of study abroad, and credit for up to five courses (15 credits) in a year-long program. There are no restrictions on the term that students may study abroad.

Romance Languages and Literatures minors earn credit for up to two courses (six credits) toward their minor in a semester or up to three courses (nine credits) in a year-long program.

Hispanic Studies requires students who earn credit toward a Hispanic Studies major while abroad to take at least one 600-level course each semester after they return to BC. Hispanic minors are required to take at least one 600-level course after they return to BC.

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 Romance Languages and Literatures 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.

The department recommends the following Semester Abroad or Year-Long Programs:

- French—BC Partner Programs: Paris IV-Sorbonne, Paris VII-Denis Diderot, Institut Catholique 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).
- Hispanic Studies—BC Partner Programs: Universidad Autónoma de Madrid, Estudio Internacional Sampere (Summer), Universidad San Francisco de Quito, Universidad Iberoamericana. For credit towards Hispanic Studies Minors only—BC Partner Programs: Universidad Complutense de Madrid; Universidad Carlos III (Madrid).
- Italian—BC Partner Program: Università di Parma. Please note: Other programs will be evaluated on case-by-case basis.

Romance Languages and Literatures majors and minors wishing to study abroad will meet with Professor Jeff Flagg, Romance Languages and Literatures' International Study Advisor and contact for course approvals, 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.

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, offering a Ph.D. in Hispanic Literature (Peninsular and Latin American) and French Literature. In the Ph.D. program, students specialize in French or Hispanic literature, or in a period or genre that crosses two Romance literatures. The Ph.D. in Medieval Studies is unique in the Boston area and one of the special strengths of the Department. The Master of Arts is available in Hispanic Studies, French, and Italian.

The Master of Arts is designed to develop and strengthen teachers at the primary and secondary school levels and to prepare teachers/scholars who may continue on to the Ph.D. program.

Prerequisites for Admission

The departmental deadline for Ph.D. and M.A. applicants requesting financial aid is February 1. 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 (and passed with distinction); (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 or as graduate work completed at other institutions.

For complete information concerning the graduate programs, consult the Graduate Handbook of the Department of Romance Languages and Literatures.

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 varied 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, philosophy, etc.

Plan II: Ph.D. in Romance Literatures

Lateral Coverage: Early in the program, the student should formulate 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

Students 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.

Students 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.

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 Colloquium on Literary Theory and Criticism.
- 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 engaged in 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. A dissertation proposal will be submitted within six months of passing the oral comprehensive. The candidate is expected to remain in consultation with the Dissertation Advisor while preparing the proposal.
- The proposal will be read by the student's Dissertation Committee and discussed with the student before it is officially approved. Upon approval, it will be distributed to the entire faculty for comment. If a proposal is not accepted by the Dissertation Committee, the student will be given a single opportunity to rewrite the proposal within six months.
- Dissertation topics may include the following: a literary study in the field of specialization, a study in comparative Romance literatures, a study in Romance philology, or a scholarly edition of a text with full critical apparatus. The dissertation must be based on original and independent research and demonstrate advanced scholarly achievement.
- After approval by the Dissertation Committee, the dissertation will be defended by the candidate in a one-hour oral defense open to the public.

Master of Arts Degree in French, Hispanic, or Italian Literature and Culture

M.A. Course Requirements

- 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.

- Hispanic Studies students must take a minimum of nine credits in Peninsular Spanish Studies and nine credits in Spanish American Studies.
- Entering M.A. students in French and Spanish are strongly encouraged to take RL 704 and RL 901, 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 language section the semester before actually enrolling.

Oral Proficiency Requirement:

Before taking the written and oral comprehensive examinations, all candidates must demonstrate oral proficiency in their language of specialization at the advanced level of the ACTFL scale. Evaluations are made on the basis of an interview with a designated faculty member. Students should schedule an interview during their first semester of graduate study for diagnostic purposes.

Comprehensive Examinations:

Upon completing the course requirements for the M.A., and satisfying the oral proficiency requirement, students should indicate in writing to the Director of Graduate Studies their intention to take the written and oral comprehensive examinations.

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 certification and continued professional development for primary and secondary school teachers of French, Italian, and Spanish.

Course requirements vary depending upon the candidate's prior teaching experience; however, all Master's programs leading to certification in secondary education include practical experience in addition to course work. Students seeking certification 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.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at http://www.bc.edu/courses/.

RL 003-004 Elementary Italian I and II (Fall/Spring: 3)
Students with prior Italian experience admitted only by placement test.

This beginning course is designed for students with no prior Italian experience, as well as those who have had some high school Italian, but are not sufficiently prepared for intermediate level work. Emphasis is on building oral and written communication skills and acquiring a greater awareness of Italian culture. Class instruction is supplemented by videos, audio-cassettes, and computer study modules. Classes are conducted primarily in Italian.

Brian O'Connor (Coordinator)
The Department

RL 009-010 Elementary French I and II (Fall/Spring: 3)
Students with prior French experience admitted only by placement test.

This beginning course is designed for students with no prior French experience, as well as those who have had some high school French, but are not sufficiently prepared for intermediate level work. (Students with no prior French experience should also sign up for RL 011-012.) Emphasis is on building oral and written communication skills and acquiring a greater awareness of the French-speaking world. Class instruction is supplemented by videos, audio-cassettes, and computer study modules. Classes are conducted primarily in French.

Andrea Javel (Coordinator)
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.

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. All concepts presented in this course review those covered in RL 009-010. Only open to students concurrently enrolled in RL 009-010.

Andrea Javel (Coordinator)
The Department

RL 014 Intermediate French Practicum II (Spring: 1)

This intensive one-hour supplementary course gives students extra help mastering concepts presented in RL 110 through review and recycling of material. It is open to all students concurrently enrolled in RL 110 that feel they need more "time on task" to help them get a solid grasp of the Intermediate French curriculum.

Andrea Javel (Coordinator)
The Department

RL 015-016 Elementary Spanish I and II (Fall/Spring: 3)
Students with prior Spanish experience are admitted only by placement test.

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. Some course goals include readying students for Intermediate Spanish, expanding vocabulary, and building oral proficiency. Students will deepen their understanding of Hispanic culture through short literary and cultural readings, videos, and films. Emphasis is on building oral and written communication skills and on acquiring a greater awareness of the Spanish-speaking world. Classes are conducted primarily in Spanish.

Debbie Rusch (Coordinator)
The Department

RL 017-018 Elementary Spanish Practicum I and II (Fall/Spring: 1)
Required of students enrolled in RL 015-016 with no prior experience in Spanish. Open to other students of RL 015-016 only by permission of the coordinator.

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 015-016.

Debbie Rusch (Coordinator)
The Department

RL 021-022 Elementary Italian Practicum I and II (Fall/Spring: 1)
The Department

RL 041 Intensive Elementary Spanish for Oral Proficiency (Spring: 6)
Open to students with no prior experience in Spanish. The course meets five days per week. Classes are conducted in Spanish.

The aim of this six-credit course is to provide motivated beginning students an opportunity to study Spanish language and culture in an intensive oral environment. The course's materials are particularly suitable for students wishing to acquire listening comprehension and speaking skills that may be put to immediate use.
The Department

RL 042 Intensive Elementary French for Oral Proficiency (Spring: 6)
Open to students with no prior experience in French. Classes are conducted in French.

The aim of this six-credit course is to provide motivated beginning students an opportunity to study French language and culture in an intensive oral environment. The course's video-based materials are particularly suitable for students wishing to acquire listening comprehension and speaking skills that may be put to immediate use.
Margaret Flagg

RL 043 Intensive Elementary Italian (Spring: 6)
Open to students with no prior experience in Italian. Conducted in Italian. Meets five times per week.

The aim of this total immersion, six-credit course is to provide students with an opportunity to study Italian language and culture in an intensive oral environment. While reading and writing are important elements of the learning process, the main focus will be on oral expression in everyday situations. Successful completion of this course will qualify students for RL 113 Intermediate Italian I the following fall, or participation in the Parma summer language program or in the fall semester at Parma.
Rosie Corrado

RL 109-110 Intermediate French I and II (Fall/Spring: 3)
Prerequisite: RL 010, RL 042, or admission by placement test
Conducted in French.

This course builds on previously acquired language skills and helps prepare students to interact with native speakers of French. Emphasis is on vocabulary expansion, accuracy of expression, and interactive language use. Short literary and cultural readings will provide authentic insight into French culture worldwide. Students will have the opportunity to work with video, films, and other recordings.
Andrea Javel (Coordinator)
The Department

RL 111-112 Intermediate Italian Practicum I and II (Fall/Spring: 1)
The Department

RL 113-114 Intermediate Italian I and II (Fall/Spring: 3)
Prerequisite: RL 004 or admission by placement test
Conducted in Italian.

This course builds on previously acquired language skills and helps prepare students to interact with native speakers of Italian. Emphasis is on vocabulary expansion, accuracy of expression, and interactive language use. Short literary and cultural readings will provide authentic insight into Italian civilization. Students will have the opportunity to work with video, films, and other recordings.
Brian O'Connor (Coordinator)
The Department

RL 115-116 Intermediate Spanish I and II (Fall/Spring: 3)
Prerequisite: RL 016 or 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. Students will have the opportunity to work with video, films, and other recordings.
Catherine Wood Lange (Coordinator)
The Department

RL 151 Italianissimo: Intermediate Italian II, Track 2 (Spring: 3)
Conducted in Italian.

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. Particular attention will be given to the development of consistency in grammatical accuracy and to creating more complex and expressive speech.
Brian O'Connor

RL 153 Adelante I (Fall: 3)
Prerequisite: RL 016 or 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. Students will have the opportunity to work with videos, films, the internet and other multimedia.
The Department

RL 154 Adelante II (Spring: 3)
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. Short literary and cultural readings will provide authentic insight into the Hispanic world. Students will have the opportunity to work with videos, films, the internet and other multimedia.
The Department

RL 181 Intensive Intermediate Spanish for Oral Proficiency (Fall: 6)
Prerequisite: RL 016 or RL 041 or permission of instructor
The course meets five days per week. Conducted in Spanish.

The aim of this six-credit course is to provide motivated students an opportunity to study Spanish language and culture in an intensive oral environment. The course's materials are particularly suitable for students wishing to strengthen previously acquired conversational skills. Reading and writing practice helps students develop greater accuracy in self-expression.
The Department

RL 182 Intensive Intermediate French for Oral Proficiency (Fall: 6)
Prerequisite: RL 010 or RL 042 or permission of the instructor
Conducted in French.

The aim of this six-credit course is to provide motivated students an opportunity to study French language and culture in an intensive oral environment. The course's video-based materials are

particularly suitable for students wishing to strengthen previously acquired conversational skills. Reading and writing practice will help students develop greater accuracy in self-expression.
Margaret Flagg

RL 209-210 French Conversation, Composition, and Reading I and II (Fall/Spring: 3)
Prerequisite: RL 110 or RL 182 or admission by placement test
Conducted in French. Counts as an elective towards the French major 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 (Coordinator)
The Department

RL 213-214 Italian Conversation, Composition, and Reading I and II (Fall/Spring: 3)
Prerequisite: Intermediate Italian, three years of high school Italian or by permission of instructor.
Conducted in Italian. Required for major and minor in Italian.

The course strengthens and expands all language skills, with equal emphasis on written and oral practice. The readings—a variety of fiction and non-fictional texts—will be the basis for class discussion of cultural, social and literary issues. Particular attention will be given to the development of analytical reading skills and vocabulary enrichment. Additional materials will include Italian films and audio visual programs. This course is strongly recommended for students who intend to use Italian to enrich their study experiences at home and abroad.
Cecilia Mattii

RL 215-216 Spanish Conversation, Composition, and Reading I and II (Fall/Spring: 3)
Prerequisite: RL 116, admission by placement test, or appropriate score on SAT II or AP Exam
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 Spain, will form the basis for classroom discussions and compositions.
Kathy Lee (Coordinator)
Christopher Wood (Coordinator)
The Department

RL 217 French Conversation, Composition, and Reading Practicum I (Fall: 1)
The Department

RL 300 The French and the Peoples of America (Fall: 3)
Satisfies Literature Core Requirement
Satisfies Cultural Diversity Core Requirement

From the early modern period to the present, letters, travel accounts, engravings, essays and narrative fiction have borne witness to attempts of the French to understand peoples different from themselves in the Americas. We will explore issues of cultural diversity and commonality as we analyze accounts of their encounters with Native Americans, descendants of African slaves, Colonial Boston's Puritans, New Yorkers of the 1940s, and New England's university students, politicians and writers. Students also work on topics of French grammar through guided exercises.
Jeff Flagg

RL 301 Boston's French Connections (Spring: 3)
Counts as an elective towards the French major. Conducted in French.

A crossroads where Americans and French have met since the seventeenth century, Boston has served as common ground, battlefield and laboratory. In today's Boston, street designs, works of art, and cultural and commercial institutions bear witness to the continuing relationship between Boston and France. We will explore the development of Boston's French connections through an examination of newspaper articles, diaries, letters, essays, paintings, monuments, architectural works and historic sites, and we will prepare a guidebook for French visitors to Boston.
Jeff Flagg

RL 305 Introduction to Drama and Poetry (Fall/Spring: 3)
Prerequisite: Four years of high school French or RL 209 or RL 210
Fulfills one of the 300-level requirements for the French major. Conducted in French.

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. This course will prepare students for 400-level courses in literature and culture.
Norman Araujo (Spring)
Stephen Bold (Fall)

RL 306 Introduction to Narrative Forms (Fall/Spring: 3)
Prerequisite: Four years of high school French or RL 209 or RL 210
Fulfills one of the 300-level requirements for the French major. Conducted in French.

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.
Joseph Breines (Spring)
Anne Bernard Kearney (Fall)

RL 307 Masterpieces of French Literature (Fall/Spring: 3)
Prerequisite: Four years of high school French or RL 209 or RL 210
Fulfills one of the 300-level requirements for the French major. Conducted in French.

This course allows students to proceed to a more advanced level of study in French through the reading and discussion of a selection of important works of French literature. It will provide an introduction to the history of the French literary tradition through the study of a specific theme. The selected works will be studied from a variety of literary, historical, and cultural perspectives. This course is designed as an important part of the French major and is also open to all students who want to continue to strengthen and deepen their skills as readers, writers, and speakers of French.
Norman Araujo (Fall)
Ourida Mostefai (Spring)

RL 308 Advanced Language Studies in French (Fall: 3)
Prerequisite: Four years of high school French or RL 209 or RL 210
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. This course prepares students for 400-level courses in literature and culture.
Ourida Mostefai

RL 309 Topics in French Culture and Civilization: Artists and their Writings (Fall/Spring: 3)
Prerequisite: Four years of high school French or RL 209 or RL 210
Fulfills one of the 300-level requirements for the French major. Conducted in French.

In this course, students will study French culture through some key artists of the turn of the century. The course will explore the rapport between their visual work, their writings (or writings about them) and their lives. The central artists studied will be Van Gogh, Gauguin, Matisse, Picasso, Rodin, Camille Claudel and Cézanne. We will look at the evolution of their work in conjunction with their biographies, reading extracts from their letters or pronouncements on art and life.
Anne Bernard Kearney

RL 311 From the Text to the Stage (Fall: 3)
Prerequisite: Italian 213-214 or equivalent or permission of instructor
Offered Periodically
Conducted in Italian. Elective for Italian majors and minors

In this course we will work on the adaptation of literary texts (of any genre) for performance on stage as a means to better understand their various semantic and artistic implications. Video and other visual materials will be used as an inspiration for script and performance preparation. The students will work in small groups, discussing, writing and performing.
Rena A. Lamparska

RL 320 Le Français des Affaires (Spring: 3)
Counts as an elective towards the French major. Conducted in French.

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 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 336 Italian Renaissance Adolescents: An Interdisciplinary Approach (Spring: 3)
Offered Periodically
Conducted in English. Elective for Italian majors and minors.

The course offers an interdisciplinary examination of adolescent life in the Italian Renaissance. The political, social, religious, cultural and economic forces with which young people contended as they approached adulthood will be studied using current historical analyses as well as primary materials (urban archival documents, ecclesiastical records, letters, treatises, proverbs, and etiquette guides). Works of art will illustrate social and aesthetic ideals, and the daily routine of Renaissance adolescents. In the last part of the semester we will read short works of fiction, written to delight and instruct, which touch on the same issue already treated from an historical perspective.
Laurie Shepard

RL 337 Telemundo: Spanish Language Media in the United States (Spring: 3)
Offered Periodically
This course can be taken concurrently with Conversation, Composition, and Reading and Naturalmente, but is open to all students with at least Naturalmente I proficiency.

This course will provide an overview of Hispanic media in the U.S. and explore the representations and distortions of the Hispanic experience in the U.S. found in Spanish language media. Print and broadcast journalism, talk shows, soap operas and variety shows are the materials through which students will gain a perspective on a growing and powerful aspect of culture in the U.S., and at the same time continue to develop oral comprehension, writing and speaking skills.
Christopher Wood

RL 360 Littérature et Culture Francophones (Fall: 3)
Satisfies Cultural Diversity Core Requirement
Conducted in French. Counts as an elective towards the French Major.

Reading works by Francophone writers from North Africa, the Caribbean, Sub-Saharan Africa, and Quebec. This course explores the variety of voices, groups, and societies in Francophone literatures. Intended as an introduction to the literary personality of each area, the course considers issues of history, resistance, identities and race as a response to the legacy of colonial France. The writers whose works will be discussed are the following: Tahar Ben Jelloun, Assia Djebar, Leila Sebbar, Aimé Césaire, Leopold Senghor, Aminata Sow Fall and Anne Hebert.
Nelly Rosenberg

RL 366 Spanish Culture and Civilization (Fall: 3)
Offered Periodically
Conducted in Spanish.

This course will examine Spain's multicultural civilization from the prehistoric cave paintings of Altamira through post-Franco Spain. Students will be asked to study readings, art, film and other media to enrich their understanding of recurrent themes in Spanish national ideology and culture. We will consider struggles of religion, class, minority groups, and power in the creation and questioning of national identity.
Kathy Lee

RL 370 History, Literature and Art of Early Modern Rome (Spring: 3)
Cross Listed with FA 296/HS 249
Offered Periodically
Conducted in English

This course focuses on early modern Rome from the interdisciplinary perspectives of history, art, architecture, and literature. Jointly taught by professors from the history, fine arts department, and Romance Languages departments, the course will consider the connections between society and culture in the Renaissance and the Baroque. Rome will be discussed as an urban environment, as the artistic capital of Europe, and as a center of Italian culture. The city will also be explored as the world center of Roman Catholicism, with attention to the importance of historical, literary, and artistic developments for the shaping of culture and piety.
Stephanie Leone
Franco Mormando
Lawrence Wolff

RL 376 Conversational Approach to Contemporary France (Spring: 3)
Counts as an elective towards the French Major. Conducted in French

This course is designed to familiarize students with the political and social features of contemporary France while helping them to develop oral communication skills in French. Using authentic documents (television, videos, films, songs, newspapers and magazines), we will discuss current events and socio-political issues. Students will develop their vocabulary, increase their knowledge of idiomatic expressions and further their command of spoken French by engaging in structured dialogues based upon real-life situations.
The Department

RL 380 Advanced Studies in Language: Translation Workshop (Spring: 3)
Offered Periodically
Conducted in Italian. Elective for Italian majors and minors.

The course offers a study of the techniques and art of translation through a variety of texts, both fiction and non-fiction. We will focus on the analysis of the major structural and stylistic differences between Italian and English, as well as lexical nuances and distinctions. Translating from both English and Italian, students will enhance and refine their linguistic skills. This course is strongly recommended for students who wish to improve their proficiency in Italian.
Cecilia Mattii

RL 391 Naturalmente I (Fall/Spring: 3)
Prerequisite: RL 216 or, with the permission of instructor, the equivalent level of proficiency
Elective for Hispanic Studies majors and minors. Conducted in Spanish. Requirement for Perspectives on Spanish America.

This is an intensive, communication-based course with limited enrollment, designed to increase students' proficiency in Spanish. Students are encouraged to take parts I and II in sequence, though exceptions are possible with the advisor's permission. The proficiency goals for this course are the accurate and spontaneous control of those verb tenses associated with narration of the past.
Kathy Lee (Coordinator)
Christopher Wood (Coordinator)
The Department

RL 392 Naturalmente II: Spanish Proficiency for Advanced Speakers (Fall/Spring: 3)
Prerequisite: RL 391 Naturalmente I, or with permission of the instructor, the equivalent level of proficiency
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.
Kathy Lee (Coordinator)
Christopher Wood (Coordinator)
The Department

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.

An introduction to how to read and appreciate texts from Hispanic cultures, Contextos introduces students to necessary terms, strategies, and techniques for studying literary works. Students also acquire essential research skills. The workshop-based learning environment of Contextos facilitates exploration and self-expression through analysis. Conducted in Spanish, with linguistic proficiency objectives incorporated into curriculum.
Kathy Lee (Coordinator)
Elizabeth Rhodes
Christopher Wood (Coordinator)
The Department

RL 397 El español de los negocios (Spring: 3)
Prerequisite: RL 391 or RL 392 or equivalent
Conducted in Spanish.

In this advanced level language course, students learn vocabulary and basic concepts used in oral and written transactions in the Hispanic business world, in such areas as management, finance, and marketing. At the same time, cultural differences that affect Hispanic and American business activities will be explored. An overview of Hispanic geography, politics, and current economic standing is also presented.
Catherine Wood Lange

RL 399 Readings and Research (Fall/Spring: 3)
The Department

RL 519 Italian Mysteries (Fall: 3)
Offered Periodically
Conducted in Italian. Required for Italian majors and minors.

The course explores the Italian detective novel. From the Sicilian village society bound by omertà in Sciascia's mafia mystery, *Il Giorno Della Civetta*, to the wealthy Northern Italian bourgeois in Chiara's *I Giovedì di Signora Giulia,* to the anxiety of modern urban women in Maraini's *Voci,* to the competition of modern Firenze in the stories of Bruni, detective fiction evokes the complex lives of ordinary people in the many landscapes of twentieth-century Italy. The class is an introduction to the study of Italian literature. Improvement of reading, writing and speaking skills is the goal of all class activities.
Laurie Shepard

RL 566 Il comico and il tragico in Modern Italian Short Stories (Spring: 3)
Offered Periodically
Conducted in Italian

In our discussion of selected short stories by the twentieth century Italian writers (Svevo, Pirandello, Betti, Moravia, Ginzburg, Morante, Calvino), we will focus on the function of the comic and tragic categories in the structure and in the meaning of the text. The character of these categories will be at the center of our discussion. Are they disinterested aesthetic elements? Or a means of a social criticism? For this purpose it will be necessary to clarify the meaning of such notions as comicità, ilarità, ridicolo, tragico, as well as the question of the "frames of comic freedom" and "Carnival."
Rena A. Lamparska

RL 615 Latin American Writers of the Twentieth Century (Spring: 3)
Prerequisite: Contextos or permission of instructor
Satisfies Cultural Diversity Core Requirement
Offered Periodically
Satisfies Cultural Diversity Core Requirement. Fulfills Latin American post-1800 major requirement. Conducted in Spanish.

Selected texts from various genres (short story, theater, novel, poetry and essay) are read and discussed for the key insights their authors offer into the Latin American mind and heart regarding human relationships, society, the environment, and cultural issues in general.
Harry L. Rosser

RL 637 Spanish-American Short Story (Fall: 3)
Prerequisite: Contextos, or permission of Instructor

Offered Periodically
Fulfills post-1800 requirement in Latin American literature for Hispanic Studies Majors. Conducted in Spanish.

Close study and discussion of major contributors to the genre in Spanish America in the twentieth century, among them Darío, Quiroga, Bombal, Borges, Cortázar, Rulfo, Donoso, García Márquez, Allende, and Ferré.
Harry L. Rosser

RL 638 Building the Modern Latin American Metropolis (Spring: 3)
Prerequisite: Contextos or permission of instructor
Offered Periodically
Conducted in Spanish. Fulfills Latin American post-1800 major requirement.

This course will explore, through poetry, fiction and film the development of the modern Latin American city. We will discuss the cultural and political implications of its evolution, from patterns of space distribution to inner city violence and ecological crisis looking closely at social issues and their representations. We will discuss among others works by Allison Anders, Roberto Arlt, Washington Cucurto, González Tuñón, Fernando Vallejo and Luis Zapata.
Ernesto Livon-Grosman

RL 645 El marco de la historia: Medieval Stories and How to Read Them (Spring: 3)
Prerequisite: Contextos or permission of instructor
Offered Periodically
Conducted in Spanish. Fulfills Latin American pre-1800 requirement.

The common characteristic of all the texts read in this course is the technique of embedding traditional stories within narrative frames. In works such as *La disciplina clericalis*, *Calila y Dimna*, *Sendebar y El Conde Lucanor*, the frame, too often ignored by readers, conditions the way we read the stories, just as a jeweler's setting effects the way we look at a diamond. We will analyze these frames as the thresholds we must cross from cultural and historical contexts to the literary texts themselves.
Christopher Wood

RL 659 The Hero's Other Half: Bad Guys and Girls in Early Modern Spain (Fall: 3)
Prerequisite: Contextos or permission of instructor.
Offered Periodically
Fulfills Peninsular pre-1800 major requirement. Conducted in Spanish.

Based on the idea that heroes depend on anti-heroes to exist, this course examines Early Modern Spanish heroic figures in light of social misfits and minorities, such as women, fools, and sinners. The changing nature of the heroic figure across the sixteenth and seventeenth centuries is considered.
Elizabeth Rhodes

RL 661 Contemporary Spanish Theater (Fall: 3)
Prerequisite: Contextos or permission of instructor.
Offered Periodically
Fulfills Peninsular post-1800 major requirement. Conducted in Spanish.

An intense examination of post-Civil War Spanish drama. We will discuss the dramatic structure, stagecraft and thematic content of ten plays written by exemplary figures such as Buero Vallego, Sastre, Arrabal, Olmo, Gala, Pedrero, and Manuela Reina. Special attention will be given to the national context, including the experience of dictatorship, transition and democracy.
Irene Mizrahi

RL 664 Visions of the New World: Totems and Taboos in the New World (Fall: 3)
Prerequisite: Contextos or permission of instructor
Offered Periodically
Fulfills pre-1800 requirement in Latin American literature for Hispanic Studies Majors. Conducted in Spanish.

A survey of key texts from the period of discovery and conquest to the nineteenth century and connections to contemporary works. We will focus on the representation of the self and the Other in the New World, as well as on changing notions of civilization and barbarism, totem and taboo. Readings will be drawn from a variety of genres (travel writing, historiography, novel, short story, essay), and course materials will also include film and visual arts.
Sarah H. Beckjord

RL 671 Introduction to Hispanic Film: Almodovar and Co. (Spring: 3)
Prerequisite: Contextos or permission of instructor
Offered Periodically
Fulfills Peninsular post-1800 major requirement. Conducted in Spanish.

The films of Pedro de Almodovar, Spain's premier director of the twenty-first century, are characterized by bold-faced challenge of dominant ideologies. The course explores the theme of broken borders and stretched limits in his films and those of other contemporary Hispanic cinematographers. Included, among others, are: *Todo sobre mi madre, La lengua de la mariposa, Fresa y chocolate, The Kiss of the Spider Woman, Como agua para chocolate,* and *La historia oficial.* Students will learn the fundamental tools of film analysis and interpretation.
Elizabeth Rhodes

RL 678 Gendered Voices: Early Spanish American Women Writers (Spring: 3)
Offered Periodically
Fulfills pre-1800 requirement in Latin American literature for Hispanic Studies Majors. Conducted in Spanish.

A close study of the intellectual and literary productions of women writers from the colonial period and nineteenth century, with special attention to Sor Juana Inés de la Cruz. Readings will be drawn from different genres and will also include works by Catalina de Erauso, la Madre Castillo, Juana Manuela Gorriti, Clorinda Matto de Turner, and Gertrudis Gómez de Avellaneda.
Sarah H. Beckjord

RL 698 Honors Research Seminar (Fall/Spring: 3)
By arrangement

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.
Irene Mizrahi

RL 699 Honors Thesis Seminar (Fall/Spring: 3)
By Arrangement

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. Upon submitting the final copy of their thesis, students will make a short oral presentation to the faculty and to other students during the annual reception honoring their achievements.
Irene Mizrahi

Undergraduate and Graduate Course Offerings

RL 424 Chretien De Troyes (Spring: 3)
Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309
Offered Periodically
Course taught in French.

This seminar focuses on the works of Chrétien de Troyes. Composer of courtly lyrics and translator of Ovidian tales, Chrétien is best known as the first romancer to give us the story of Lancelot's love for Queen Guenevere and Perceval's quest for the grail. Chrétien sets up models of romance-writing in the twelfth century that will continue to fuel the genre throughout Europe for hundreds of years. Our reading of his five romances will allow an exploration of each individual text, as well as the multiple connections that link them.
Matilda Bruckner

RL 435 Tragedy (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 focus on the interrelated problems of morality, destiny, and esthetics as they affect the construction of the early modern hero.
Stephen Bold

RL 436 Molière (Spring: 3)
Prerequisite: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309
Offered Periodically
Conducted in French.

This course will offer an in-depth survey of all aspects of Molière's work, from his farces to the "grandes comédies" and the "comédies ballets."
Stephen Bold

RL 441 Literature and Culture of the French Enlightenment (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 seeks to examine the idea of "Lumiéres" in eighteenth-century France through the reading of the major texts of the period. We will analyze the concepts central to the French Enlightenment: tolerance, progress, nature, and culture, as they are formulated both in the fiction (tales and novels) and in the major theoretical texts of Montesquieu, Voltaire, Diderot, Rousseau, and the Encyclopedists.
Ourida Mostefai

RL 443 Eighteenth-Century French Theater: Staging Philosophy (Spring: 3)
Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309
Offered Periodically
Conducted in French

This course examines the controversy surrounding the question of the theater in eighteenth century France. We will focus on the role of the stage in the eighteenth century as a major instrument of philosophical and political propaganda for both the Enlightenment and its adversaries. The dramatic theories of Diderot and Beaumarchais as well as Rousseau's critique of dramatic representation will be studied in the context of the reform of the theater. Plays by Lesage, Voltaire, Marivaux, Diderot, Sedaine and Beaumarchais will be read.
Ourida Mostefai

RL 451 Romanticism in 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 offer a study of Romantic currents in French poetry, drama, and narrative literature with detailed analysis of the masterpieces. The poets featured will be Lamartine, Musset, Vigny, and Hugo. Plays by Musset and Vigny will also be included. Narrative literature will be represented by the novelists Stendhal and Balzac and the short-story writer Mérimée. There will be a systematic attempt throughout to show in what major respects the Romantic movement reflected a conscious reaction against the canons of Classicism in the name of modernity.
Norman Araujo

RL 452 Realism in French Literature (Spring: 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 offer a study of Realism in French poetry, drama, and narrative literature of the nineteenth century. Gautier and Leconte de Lisle will be examined as poetic representatives of the Art for Art's Sake doctrine and the Parnassian movement respectively. Flaubert, Fromentin, and Zola will be used to illustrate the trajectory of the novel from Realism to Naturalism, the latter movement also being exemplified in the short stories of Daudet and Maupassant and in the theater of Becque. Finally, Rostand's dramatic virtuosity will be appreciated as an idealistic reaction against the excesses of Naturalism.
Norman Araujo

RL 463 Mallarmé and the Question of Poetry (Fall: 3)
Prerequisites: Two courses from the following: RL 305, RL 306, RL 307, RL 308, RL 309
Offered Periodically

This course will examine in detail some of the major texts in prose and poetry of Stéphane Mallarmé. Special attention will be accorded to Mallarmé's pivotal status within the French tradition as both a unique practitioner and theoretician of poetic language. The course will also consider the ongoing critical importance played by the reception of Mallarmé in the twentieth century by a number of important writers.
Kevin Newmark

RL 477 Twentieth Century Fiction (Spring: 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 483 Twentieth-Century French Theater (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 a number of plays written in French during the twentieth century. Authors will include Cocteau, Anouilh, Giraudoux, Sartre, Beckett and Genet. As many of the plays are remakes of Greek tragedies and legends (the Oedipus Cycle, the Trojan War, for instance) we will be posing questions such as: How does one explain the flurry of remakes at this time in France? How are classical notions of causality (Fate, Destiny) transposed in the modern versions? In what ways do the modern plays self-consciously express their status as remakes? Theoretical writings on theater will also be considered.
Joseph Breines

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). This course is particularly recommended for students who are planning to teach a foreign language and fulfills the Massachusetts licensure requirement methods in foreign language education.
Debbie Rusch

RL 828 Remembrance and Poetic Image in Italian Modern Literature (Spring: 3)
Offered Periodically
Conducted in Italian. Undergraduates may enroll with permission of the instructor.

According to Giambattista Vico's New Science: "Memory has three different aspects: memory when it remembers things, imagination when it alters or distorts them, and invention when it gives them a new turn or puts them into proper arrangement and relationship." In our analysis of selected works by Alfieri, Foscolo and Leopardi, we will focus on the formation of their poetic images in light of Vico's statement. Our discussion will be extended to the contemporary thought related to this specific kind of poiesis, as represented by Gusdorf, Starobinski, Calvino and others.
Rena A. Lamparska

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 799 Readings and Research (Fall/Spring: 3)
The Department

RL 808 Machiavelli and Tasso (Spring: 3)
Offered Periodically
Conducted In Italian

The parabola of Italian intellectual history in the sixteenth century opens with the classicizing humanism of Pope Leo X and closes with the project to renew literary and artistic culture in the spirit of the Council of Trent. In representative works of three genres, the course explores two poles of Renaissance thought: the empirical analysis of Niccolò Machiavelli (*La Mandragola* and *Il Principe*) and the spiritually tormented lyricism of Torquato Tasso (*Gerusalemme Liberata*). We will examine how these two opposing intellectual and artistic traditions contribute to produce the unique Italian culture in the early modern period.
Laurie Shepard

RL 817 Advanced Studies in Language: Translation Workshop (Spring: 3)
Offered Periodically
Conducted in Italian.

The course offers a study of the techniques and art of translation through a variety of texts, both fiction and non-fiction. We will focus on the analysis of the major structural and stylistic differences between Italian and English, as well as lexical nuances and distinctions. Translating from both English and Italian, students will enhance and refine their linguistic skills. This course is strongly recommended for students who wish to improve their proficiency in Italian.
Cecilia Mattii

RL 833 Il Verismo Italiano (Fall: 3)
Offered Periodically
Conducted in Italian. Undergraduates may enroll with permission of the instructor.

A study of the major novels and theoretical writings of Luigi Capuana and Giovanni Verga in the context of Italian Verismo as well as in relation to the European scientific and literary trends of the period.
Rena Lamparska

RL 850 The Plague in Italy: From Boccaccio to Manzoni (Fall: 3)
Offered Periodically
Conducted in Italian. Undergraduates may enroll with permission of the instructor.

An interdisciplinary exploration of Italian literature and culture from the fourteenth to nineteenth centuries, from the perspective of the bubonic plague, the disastrous medical scourge that struck the peninsula every generation from the late Middle Ages through the Renaissance and Baroque periods. Literary sources will be supplemented by contemporary scientific treatises, religious tracts, personal diaries, and historical chronicles, as well as by documentation offered by the visual arts.
Franco Mormando

RL 880 Ph.D. Thesis Seminar (Fall/Spring: 1)
For Ph.D. students only

This bimonthly seminar provides Ph.D. students with a forum in which to discuss their works in progress.
Laurie A. Shepard

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.
Harry L. Rosser

RL 901 Advanced Textual Analysis in Spanish (Fall: 3)
Offered Periodically
Required of all beginning graduate students in Hispanic Studies. Conducted in Spanish.

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 914 Heroic Paradigms of Early Modern Spain (Spring: 3)
Offered Periodically
Conducted in Spanish.

This seminar examines prescriptive codes of heroism along the axis of gender and class, and as well as the relationship between those codes and historical events during the periods of the Renaissance, Transition and Baroque. Reading through the lens of gender, works of prose, poetry and theater are examined. Students develop independent research projects that interrogate stereotypes and hegemonic expectations.
Elizabeth Rhodes

RL 918 Per-versions of the Subject in the *Libro de Buen Amor* and *La Celestina* (Fall: 3)
Offered Periodically
Conducted in Spanish.

Through a reading of *Libro de Buen Amor* and *La Celestina*, as well as other, related, literary texts, criticism and theory, this course will look into the figures of the subject and the problems of interpretation which confront the reader of these two fundamental medieval Spanish texts.
Christopher Wood

RL 945 Introduction to Literary Theory (Spring: 3)
Offered Periodically
Conducted in Spanish.

Organized as a seminar, this course will discuss some of the most influential theoretical schools of the last hundred years. From Structuralism, through Deconstruction to Cultural Studies and beyond we will read a selection of essays as if in direct dialogue with each other not so much to create a linear sense of history but to point at the different concerns put forward by each of them. Those readings will include critical works by Latin American critics such as Josefina Ludmer, Carlos Monsivais, Silviano Santiago, Néstor García Canclini and George Yùdice among others.
Ernesto Livon-Grosman

RL 958 Writings of the Colonial Period: Origins of the Spanish American Literary Tradition (Fall: 3)
Offered Periodically
Conducted in Spanish.

A close study of key texts of the Spanish American colonial period. Readings and class discussions will focus both on the rhetorical conventions and precepts that informed the writing of these texts as well as on important critical debates and approaches of our times.
Sarah H. Beckjord

RL 963 Spanish Women Writers Since 1980 (Spring: 3)
Offered Periodically
Conducted in Spanish.

An in-depth study of texts written by women in Spain over the last 25 years. The short stories, plays, novels, poems and essays we will discuss deal with critical issues of contemporary Spanish society and with its complex dynamics of class, race, and gender.
Irene Mizrahi

RL 973 The Latin American 60's: A Comeback? (Fall: 3)
Offered Periodically
Conducted in Spanish.

From essays and fiction to protest songs and underground films, this course explores the dramatic political, and cultural changes triggered by the revolutionary movements of the sixties in Latin America. Special attention will be paid to the relation between politics and literature, women's role in society and the emergence of new genres like the testimonial novel and Latin America's cinema vérité in light of today's renewed concern for the relation between art and politics. We will analyze, among others, works by Ariel Dorfman, Ernesto "Che" Guevara, Violeta Parra, Elena Poniatowska and Pino Solanas.
Ernesto Livon-Grosman

RL 981 Finding Identity/Founding Nationhood in the Latin American Novel (Spring: 3)
Offered Periodically
Conducted in Spanish.

Study of representative early to mid-20th century novelists, considering historical context, socio-political circumstances and aesthetic movements that influenced them. Focus on texts and techniques used for integrating history into literature and literature into history. Authors include José Eustacio Rivera, Mariano Azuela, Rómulo Gallegos, Martín Luis Guzmán, Arturo Uslar Pietri, Alejo Carpentier, María Luisa Bombal, Ricardo Güiraldes.
Harry L. Rosser

RL 998 Doctoral Comprehensive (Fall/Spring: 0)

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.
Harry L. Rosser

RL 999 Doctoral Continuation (Fall/Spring: 0)

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.
Harry L. Rosser

Slavic and Eastern Languages

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;* Chairperson of the Department; A.B., Indiana University; A.M., Ph.D., Brown University
Michael J. Connolly, *Associate Professor;* A.B., Boston College; Ph.D., Harvard University
Margaret Thomas, *Associate Professor;* B.A. Yale University; M.Ed., Boston University; A.M., Ph.D., Harvard University

Li Zhuging, *Adjunct Associate Professor;* B.A., Zhongshan University; M.A., Georgetown University; M.A., Ph.D., University of Washington

Mariela Dakova, *Adjunct Assistant Professor;* Ph.D., University of Alberta

Contacts

- Administrative Secretary: Demetra Parasirakis, 617-552-3910, demetra.parasirakis@bc.edu
- Web Site: http://www.bc.edu/slavic/

Undergraduate Program Description

The Department administers undergraduate majors in Linguistics, Russian, and Slavic Studies, as well as minor programs in Linguistics, Russian, and East European Studies. Each major program requires at least ten one-semester courses at upper-division levels. Departmental honors require successful completion of honors comprehensive requirements, posted at:

- http://fmwww.bc/edu/SL/KP-RS.htmland/
- http://fmwww.bc/edu/SL/KP-SL.html/

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.

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

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. Typical areas of emphasis include philology (the historical and comparative study of ancient languages), psycholinguistics, and language acquisition. A major in Linguistics prepares students for a wide array of careers including education, law, publishing, speech pathology, government service, and computer science.

- 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; see listing of courses at http://fmwww.bc.edu/SL/KP-LG.html/
- 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, Japanese, Korean, Hebrew—all of which are taught within the Slavic and Eastern Languages Department). Students who wish to pursue Departmental Honors must register in their final semester for SL 401 A.B. Comprehensive: Linguistics.

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 courses)

- Three (3) courses in Russian grammar, composition and stylistics beyond the intermediate level
- Three (3) courses in Russian literature, including one pre-twentieth century and one post-nineteenth century
- One (1) course in Russian linguistics (The Structure of Russian, Early Slavic Linguistics and Texts, Old Church Slavonic, or Old Russian)
- Three (3) electives in Russian literature or advanced Russian linguistics (list of approved courses posted at Department website)

Track 2. Russian Culture and Civilization (ten courses)

- One (1) course in Russian Civilization
- Two (2) courses in Russian beyond the intermediate level
- Two (2) courses in Russian literature
- Five (5) electives from Slavic offerings, of which at least three (3) must be in Russian literature or culture or social sciences

The Department also recommends at least two courses from related areas in other departments, e.g., in Russian history, art, political science, economics, philosophy, or theology.

Major in Slavic Studies

The interdisciplinary major in Slavic Studies provides broadly based training in scholarship about Russia and the nations of Eastern Europe. The normal program for this major requires the following:

- Two (2) courses in a Slavic language at or above the intermediate level
- One (1) course in Slavic civilizations
- Two (2) courses in a Slavic literature
- Two (2) courses in Slavic history or social sciences
- Three (3) electives in general Slavic studies

Minor in Asian Studies

For information concerning the Asian Studies minor, contact the Director, Prasannan Parthasarathi, in the History Department.

Minor in East European Studies

- One (1) introductory course: either Russian Civilization (SL 284) or Slavic Civilizations (SL 231)
- One (1) additional course in Russian or East European history or politics
- Two (2) courses in Russian or another East European language at or above the intermediate level
- Two (2) 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 Cynthia Simmons.

Minor in Russian

- Two (2) courses in Russian at or above the intermediate level
- Two (2) courses in Russian literature; one pre-twentieth century and one post-nineteenth century
- Two (2) courses in Russian literature or linguistics

BC/IRL St. Petersburg Program

The Department offers a program of upper-division courses in St. Petersburg with the participation of colleagues from such prestigious academic institutions as the Institut russkoj literatury (Pushkinskij dom) of the Russian Academy of Sciences. Boston College undergraduate tuition covers up to five courses per semester in this program, air travel, private room and board in a Russian family, a cultural activity program, and Russian peer tutors. Details on

this BC/IRL study program are available from the Department. Course work is in Russian and requires prior language preparation through the high-intermediate level.

English for Foreign Students

The Department offers a number of linguistics courses for training teachers of English to foreign students.

The Department of English offers elective and core-level courses of English language and literature for foreign students enrolled at Boston College (EN 117-120).

Information for Study Abroad

The Slavic and Eastern Languages Department requires, in general, at least two years of language study, in addition to coursework (tailored to the individual student's program of study) that would provide cultural orientation. Since the department offers a wide-variety of majors, there is no particular limit as to how many courses taken abroad will be allowed for major credit.

Individual programs of study are arranged according to the types of instruction available, and the student's goals and background.

The Department oversees a program in St. Petersburg, Russia, which is administered through the staff of the Dostoevsky Museum. The faculty and staff arrange other courses, if necessary, through a network of scholars at other institutions. Students majoring in Linguistics may profit from any number of study abroad opportunities, depending on whatever specific language(s) they elect to focus on. Students majoring in Asian Studies have participated to great advantage in a variety of different study abroad opportunities located 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 majors should obtain department course approval before going abroad. For the St. Petersburg program, students should meet with Professor Cynthia Simmons. For other programs, see the Director of Undergraduate Studies (M. J. Connolly) or Cynthia Simmons, Chairperson. In all cases, students should consult with the relevant faculty members, depending on their language and area expertise (e.g., students planning to study in Japan should consult with the Japanese teaching faculty; students going to the Balkan area should consult with faculty in Slavic Studies, etc.).

Graduate Program Description

Program Overview

The Department administers three different Master of Arts degree programs:

- Russian Language and Literature
- Slavic Studies
- General Linguistics

Additionally, the Department participates in a program for the Master of Arts in Teaching (M.A.T.) with the Lynch School of Education.

Each semester the Department offers a program of high-level graduate courses in St. Petersburg, administered through the Dostoevsky Museum. Full-time Boston College graduate tuition covers four courses in this program, air travel, private room and board with a Russian family, and a full cultural activity program. Details on this BC/IRL study/research program are available from the Department or at http://fmwww.bc.edu/sl/KP-IRLgr.html/.

Each summer the Department offers in St. Petersburg a program of two concurrent six-week graduate-level courses on Dostoevskij for qualified post-graduate undergraduates. Tuition for two Boston College graduate courses also covers air travel, private room and board with a Russian family, and a full cultural activity program. Details on this BC/IRL study/research program are available from the Department or at http://fmwww.bc.edu/ sl/KP-Dost.html/.

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 structural, semiotic, and philological techniques with an emphasis on the interdisciplinary nature of linguistics (i.e., not restricted to Slavic topics), should have a good preparation in languages, modern and ancient, some undergraduate-level work in linguistics, and have done introductory work in the intended areas of concentration (e.g., psychology, speech therapy, mathematics).

Slavic Studies and Linguistics programs involve a significant 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/IRL St. Petersburg program or Dostoevskij summer program.

Degree Requirements

All M.A. programs require:

- A minimum of ten one-semester courses (30 credits) in prescribed graduate-level course work
- Three qualifying examinations, which a student must have passed by the end of the first year of full-time study or its equivalent
- Two 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.

English for Foreign Students

The Department offers a number of linguistics courses for training teachers of English to foreign students.

The Department of English offers elective and core-level courses of English language and literature for foreign students enrolled at Boston College (EN 117-120).

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 World Wide Web at http://www.bc.edu/courses/.

SL 003-004 Elementary Russian I and II (Fall/Spring: 4)
Corequisite: SL 013-014

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 007-008 Introduction to Arabic I and II (Fall/Spring: 3)

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.
Safaa A. Shaheen

SL 009-010 Elementary Chinese I and II (Fall/Spring: 4)

An introduction to the fundamentals of modern Chinese (Mandarin *putonghua*) grammar and vocabulary. Exercises in pronunciation and sentence structure, development of basic conversation, reading, and character writing skills. Additional language laboratory work required.
Yao Hong

SL 013-014 Elementary Russian Conversation I and II (Fall/Spring: 0)
Corequisite: SL 003-004

All students registered in SL 003-004 must also choose one section of this corequisite drill.
The Department

SL 023-024 Elementary Japanese I and II (Fall/Spring: 4)

An introduction to the study of Modern Japanese. The course is designed to simultaneously develop the fundamental skills of reading ability, aural comprehension, oral and written self-expression.
Kazuko Oliver

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.
The Department

SL 035-036 Introduction to Bulgarian I and II (Fall/Spring: 3)

A course for beginners in standard modern Bulgarian intended to develop reading, writing, and speaking abilities as well as to introduce the students to Bulgarian culture. The study of language structure is based on comparisons with English and Slavic languages. The course provides a basis for further work in translation and composition.
Mariela Dakova

SL 045-046 Continuing Bulgarian I and II (Fall/Spring: 3)
Prerequisite: SL 036 or equivalent
Completion of this course satisfies the undergraduate language-proficiency requirement. The course continues in second semester as SL 046.

The course is designed to develop active language skills through intensive communication exercises and translation. It provides a review of major difficulties in Bulgarian grammar and broadens the work in translation by including a range of Bulgarian styles.
Mariela Dakova

SL 051-052 Intermediate Russian I and II (Fall/Spring: 4)
Prerequisite: SL 004 or equivalent
Corequisite: SL 055-056
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.
Elena Lapitsky

SL 055-056 Intermediate Russian Conversation I and II (Fall/Spring: 0)
Corequisite: SL 051-052

All students registered in SL 051-052 Intermediate Russian I must also choose a section of this corequisite drill.
The Department

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 *putonghua*) with extensive practice in listening, speaking, reading, and writing, as well as the development of specialized vocabularies and cultural dimensions.
Hu Ying

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. This course continues in second semester as SL 064.
Makoto Takenaka

SL 065-066 Continuing Arabic I and II (Fall/Spring: 3)
Prerequisite: SL 008 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. This course continues in second semester as SL 066.
Safaa A. Shaheen

SL 075-076 Continuing Korean I and II (Fall/Spring: 3)
Prerequisite: SL 032 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.
The Department

SL 081-082 Continuing Hebrew I and II (Fall/Spring: 3)
Prerequisite: SL 037
Cross Listed with TH 081-082
Offered Biennially

See course description in the Theology department.
Zéhava Carpenter

SL 091-092 Biblical Hebrew I and II (Fall/Spring: 3)
Cross Listed with TH 582-583

See course description in the Theology department..

SL 157-158 Praktika russkoj rechi I and II (Fall/Spring: 3)
Prerequisite: SL 052 equivalent
Conducted in Russian. Completion of this course satisfies the undergraduate language proficiency requirement. Continues in second semester as SL 158.

A special practicum for the development of active skills in Russian. Extensive vocabulary work, grammar drills, conversation, *pereskaz*, and composition.
Cynthia Simmons

SL 167-168 Nihon no kokoro I and II (Fall/Spring: 3)
Prerequisite: SL 064 or equivalent
Conducted in Japanese. Continues in second semester as SL 168.

A special practicum in Japanese which takes post-intermediate students to the heart of Japanese language and culture. Honorifics and conjugation patterns; ialects, *kanji,* and untranslatable expressions; reading literature, including poetry and folk tales; catching the essence of a newspaper article; understanding videos, *anime,* and popular culture; business vocabularies and situations; interviews; auditions; resumes, official letters; greetings; and forms of courtesy.
Makoto Takenaka

SL 221 The Language of Liturgy (Fall: 3)
Cross Listed with TH 198/HP 258
Offered Periodically

The application of structural techniques to an analysis of liturgical form both in the poetic-religious context of the language of worship and in the more broadly based systems of non-verbal symbolism (music, gesture, vestments, and appointments). Principal focus on Roman, Anglican, and Eastern Orthodox liturgies.
M.J. Connolly

SL 222 Classics of Russian Literature (in translation) (Fall: 3)
Cross Listed with EN 227
Offered Periodically
Conducted entirely in English

A survey of selected major works, authors, and movements in Russian literature from the twelfth century up to the Russian Revolution, with emphasis on the nineteenth century and works by Pushkin, Gogol, Tolstoy, Dostoevsky, and Chekhov.
Maxim D. Shrayer
Cynthia Simmons
Olga Partan

SL 227 Advanced Russian Grammar (Fall: 3)
Prerequisite: SL 158 or equivalent
Conducted in Russian

Intensive and increasingly rapid reading of difficult Russian texts, translation from English into Russian, correct expository composition, and a review of fine points of Russian grammar.
Maxim D. Shrayer

SL 231 Slavic Civilizations (Fall: 3)
Offered Periodically

A survey of various parameters of cultural identity (folklore, religion, language, arts) among the Slavic peoples, from their early shared history and culture, through the Slavic diaspora, to the current interconnectedness of the Slavs of Central, Eastern, and Southeastern Europe.
Mariela Dakova
Cynthia Simmons

SL 232 Literature of the Other Europe (in translation) (Spring: 3)
Cross Listed with EN 229
Offered Periodically
All readings in English translation

A survey of outstanding and influential works of and about the political and social upheavals of the twentieth century in Eastern Europe. A study of the often-shared themes of frontier, identity, exile, and apocalypse in the works of selected leading writers such as Andric, Ugresic, Szymborska, Gombrowicz, Hrabal, Kundera, and Stanev.
Cynthia Simmons
Mariela Dakova

SL 239 Images of Women in Russian Literature (in translation) (Spring: 3)
Cross Listed with EN 152
Offered Periodically
All texts read in English translation

A study of the representations of women in Russian literary works from the Kievan period to date, with a special emphasis on classical and post-modern literature. An exploration of the notions of the strong woman versus the superfluous man, and of terrible perfection; a discussion of the utility of these concepts in characterizing the literary representations.
Cynthia Simmons

SL 262 Gods and Heroes in Far Eastern Literatures (in translation) (Spring: 3)
Satisfies Cultural Diversity Core Requirement
All readings in English translation

An examination, through illustrative readings in East Asian masterworks and through an accompanying analysis, of heroic and divine dimensions in the literary traditions of the major East Asian cultures, of how the Far East understands the Divine and the Human, of how these interact on the battlefield, in the rise and fall of governments, and in the tensions between individual and society.
Li Zhuqing

SL 263 Far Eastern Civilizations (Fall: 3)
Required for Asian Studies minors. All readings in English translation. Satisfies Cultural Diversity Core requirement

An overview of the modern and ancient cultures of the Far East with emphases on China, Japan, and Korea through selected illustrative topics from history and politics, social structures and economy, philosophy and religion, language and literature, and to some extent, art and archaeology.
Li Zhuqing

SL 275 Nabokov (Spring: 3)
Cross Listed with EN 226
Offered Periodically
Conducted Entirely in English

The bilingual and bicultural achievement of Vladimir Nabokov. An examination of selected major works from Nabokov's Russian and English periods, with particular attention to connections between his aesthetics, ethics, and metaphysics and issues of gender, sexuality, authorship and exile. Readings include *Glory, The Defense, Invitation to a Beheading, The Gift, Pnin,* and *Lolita,* as well as selected short stories, his autobiographical *Speak, Memory,* and discursive writings.
Maxim D. Shrayer

SL 279 Language and Ethnicity (Spring: 3)
Cross Listed with EN 123/SC 275
Satisfies Cultural Diversity Core Requirement
Offered Periodically

An examination of how we use language to regulate power relations among social groups and of how individuals define personal identity through speech. Case studies include: the linguistic representation of social class membership, dialect geography, Native Americans and U.S. language policy, the Ebonics controversy; and arguments for and against maintaining public language standards. Emphasis on the status of language and ethnicity in the United States, viewed in cross-cultural perspective.
Margaret Thomas

SL 280 Society and National Identity in the Balkans (Spring: 3)
Cross Listed with SC 280
Satisfies Cultural Diversity Core Requirement
Offered Periodically

An overview of ethnic, cultural, and religious diversity among peoples of the Balkans (Albanians, Bosnians, Bulgarians, Croats, Greeks, Macedonians, Romanians, Serbs, Slovenes, Jews, Turks, and gypsies {Roma}). It is a study of what constitutes the various parameters of identity: linguistic typologies, religious diversity (Catholicism, Orthodoxy, Islam, and Judaism), culture, and social class. An analysis of the origins of nationalism, the emergence of nation-states, and contemporary nationalism as a source of instability and war in the Balkans will be considered.
Mariela Dakova

SL 288 Literature and Revolution (Spring: 3)
Cross Listed with EN 254
Offered Periodically
All readings will be in English translation

This course will explore the encounter of Russian literature and culture with revolution and the impact of political and social changes on the Russian artistic imagination. The introductory part of this course will address the themes of social and political rebellion in nineteenth century literature in the works of Pushkin and Turgenev. We will then consider the wild artistic experimentation of the Russian modernists during the period of revolution and social upheaval in Russia that spanned the period from 1890 to 1930. The reading will include works by Akhmatova, Babel, Bely, Blok, Bulgakov, Mayakovsky, Platonov, and others.
Olga Partan

SL 401 AB Comprehensive: Linguistics (Fall/Spring: 1)
Required for Honors candidates in Linguistics

Individually-designed independent research under faculty supervision. Taken in Fall or Spring of the senior year.
Michael Connolly
Margaret Thomas

Undergraduate and Graduate Course Offerings

SL 311 General Linguistics (Fall: 3)
Cross Listed with EN 527

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. Exercises in the analysis of fragments from various languages supplement the theoretical lectures and readings.
M.J. Connolly

SL 323 The Linguistic Structure of English (Summer: 3)
Cross Listed with EN 121
Offered Biennially

An analysis of the major features of contemporary English with some reference to earlier versions of the language: sound system, grammar, structure and meanings of words, and properties of discourse.
Mariela Dakova

SL 329 Early Slavic Linguistics and Texts (Fall: 3)
Prerequisite: Prior study of a Slavic language or of a classical language.
Offered Periodically

The phonological and grammatical properties of Early Slavic exemplified and reinforced through readings in Old Church Slavonic and Old Russian texts.
M.J. Connolly

SL 343 Old Irish (Spring: 3)
Prerequisite: Previous familiarity with an inflected language or with Modern Irish
Cross Listed with EN 512
Offered Periodically

A descriptive and historical examination of the linguistic features of Old Irish among the Celtic and Indo-European languages; the reading of Early Irish texts.
M.J. Connolly

SL 344 Syntax and Semantics (Spring: 3)
Cross Listed with EN 392
Offered Biennially

An introduction to the concepts and operations of modern generative grammar and related models, and linguistic theories of meaning.
Margaret Thomas
M. J. Connolly
Victor Manfredi

SL 361 Psycholinguistics (Fall: 3)
Prerequisite: Some background in Linguistics or Psychology recommended
Cross Listed with PS 377
Offered Biennially

An exploration, from a linguistic perspective, of some classic issues at the interface of language and mind. Topics include: the production, perception, and processing of speech; the organization of language in the human brain; the psychological reality of grammatical models; animal communication; the acquisition of language both by children and by adults; the innateness hypothesis.
Margaret Thomas

SL 376 Studies in Words (Spring: 3)
Cross Listed with CL 386/EN 476
Offered Periodically

The ways of words in the life of language as seen through the linguistic techniques of morphology, lexicography, semantics, pragmatics and etymology. Aspects examined include: word formation, word origins, nests of words, winged words, words at play, words and material culture, writing systems, the semantic representations of words, bytes and words, the creative word, the Word made flesh, awkward words, dirty words, dialect vocabulary, salty words, fighting words, words at prayer, new words, and the Great Eskimo vocabulary hoax.
M.J. Connolly

SL 384 Christian Latin (Spring: 3)
Prerequisite: Rudiments of Latin grammar
Cross Listed with CL 384
Offered Periodically

A careful reading, linguistic analysis, and philological appreciation of selected and characteristic medieval Latin texts from the Vulgate and Augustine up through the Counter-Reformation. Examination of a wide variety of genres, including liturgical, biblical, poetic, theological, and devotional literature, as well as ecclesiastical documents, and sorties into secular documents, as well as into earlier Latin (Itala, inscriptions and fragments) and into Neolatin.
M.J. Connolly

Graduate Course Offerings

SL 427 The Art and Craft of Literary Translation: A Seminar (Spring: 3)
Prerequisite: Knowledge of a Classical, Germanic, Romance or Slavic language beyond the intermediate level.

Cross Listed with EN 675
Offered Periodically
Conducted in English. Permission of instructor required for undergraduates and in the cases of other languages.

Literary translation as an art. Some discussion of the history and theory of literary translation in the West and in Russia, but mainly practice in translating poetry or artistic prose into English or Russian. Conducted as a workshop.
Maxim D. Shrayer

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, *Professor;* A.B., Harvard University; A.M., 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;* Chairperson of the Department; B.A., The Catholic University of America; M.A., Ph.D., The Ohio State 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
Diane Vaughan, *Professor;* B.A., M.A., Ph.D., The Ohio State University
John B. Williamson, *Professor;* B.S., Massachusetts Institute of Technology; Ph.D., Harvard University
Patricia Chang, *Associate Research Professor;* B.A., University of California, Berkeley; M.A., Ph.D., Stanford University
Paul S. Gray, *Associate Professor;* A.B., Princeton; A.M., Stanford University; A.M., Ph.D., Yale University
Michael A. Malec, *Associate Professor;* B.S., Loyola University; M.S., Ph.D., Purdue University
Catherine Kohler Riessman, *Associate Research Professor;* B.A., Bard College; M.S.W., Yeshiva University; Ph.D., Columbia University
Charlotte Ryan, *Associate Research Professor;* B.A., Harvard University; Ph.D., Boston College
Eve Spangler, *Associate Professor;* A.B., Brooklyn College; A.M., Yale University; M.L.S., Southern Connecticut State College; Ph.D., University of Massachusetts
Sarah Babb, *Assistant Professor;* B.A., University of Michigan; M.A., Ph.D., Northwestern University
Eva Marie Garroutte, *Assistant Professor;* B.A., Houghton College; M.A., SUNY, Buffalo; M.A., Ph.D., Princeton University
Robert Kunovich, *Assistant Professor;* B.A., Miami University; M.A., Ph.D., The Ohio State University
Leslie Salzinger, *Assistant Professor;* B.A., Harvard University; Ph.D., University of California, Berkeley

Contacts

- Administrative Secretary: Jean Lovett, 617-552-4130, jean.lovett@bc.edu
- Web Site: http://www.bc.edu/sociology
- Department E-mail: 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, urban affairs, governmental administration, criminal justice, law, 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 097 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.

Core Offerings

For non-majors, courses in the range SC 001 through SC 097 satisfy the Social Science Core requirement.

Major Requirements

Sociology majors are required to take a minimum of ten courses for a total of thirty credits.

Either Introductory Sociology (SC 001) or preferably the Introductory Sociology section designated specifically for Sociology majors.

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. Note: If a sociological statistics course is to be taken at another college or university, department permission is required. In addition, the student must demonstrate that this course has a computer component to it. For details consult Professor Michael A. Malec.

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 (3) must be Level III courses (SC 299 or higher).

Honors Program

The undergraduate Honors Program in Sociology is designed to give eligible Sociology majors (3.3 GPA, 3.5 in Sociology) the experience of doing original sociological research that leads to a Senior Honors Thesis. The program includes a three-course Honors sequence that allows students to work closely with three faculty and other students in the Program. The courses include reading the most engaging classics of sociological research, the design of the student's own project, and, in the last semester or senior year, gathering and analyzing the data, then writing the thesis. For details, consult Professor David A. Karp.

Information for First Year 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.

For non-majors, courses from SC 001 through SC 097 provide Social Science Core credit.

Information for Study Abroad

Although the Sociology department designates no particular prerequisites, the department strongly recommends that students have completed at least five courses in Sociology, including all of the required courses (Statistics, Methods, 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. than three courses in any one semester or five courses in a full year. All Sociology majors should consult with Professor Michael Malec, McGuinn 402, when planning their study abroad program.

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. 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.

Dual Master's Degree with a Sociology Major

Majors in Sociology have the opportunity to earn two degrees over a period of five consecutive years.

B.A./M.A. Program Admission

Application normally takes place early in the second semester of the junior year. The usual deadline each year is February 1. The applicant must submit the same admissions materials as are required of all graduate degree applicants. These are obtained from the Graduate School of Arts and Sciences, McGuinn 221.

Undergraduates must understand that the admissions requirements are strict. Normally, a student must have an overall GPA, after 5 semesters, of at least 3.33 with at least a 3.5 GPA in Sociology courses. For details, consult the Director of Undergraduate Studies, Professor David A. 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 the Director of Undergraduate Studies, Professor David A. Karp.

Graduate Program Description

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. Personal interviews, when practical, are desirable. Applications should be forwarded to the Graduate School of Arts and Sciences, Admissions Office, McGuinn 221.

Master's Degree Requirements: (1) Thirty credit hours, (2) theory proseminar (two semesters), (3) advanced research methods, (4) bivariate and multivariate statistics (two semesters), and (5) a Master's paper or thesis and oral defense.

Doctoral Program

Admissions: The Ph.D. program is organized around the theme, "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. The primary criteria for admission are academic performance and promise of outstanding independent work. See also Master's statement above.

Ph.D. Degree Requirements: (1) Twenty-four (24) credit hours above the M.A. level including one additional methods or statistics course; (2) one year residency; (3) Ph.D. qualifying examination; and (4) dissertation and oral defense.

M.B.A./Ph.D. Program (M.B.A./M.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.

Financial Assistance

The Department has a limited number of cash awards 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. Awards are made on the basis of academic performance, experience and skill, as well as Department needs. Application should be made to the Department's Graduate Admissions Committee.

The Sociology Department's e-mail address is sociolog@bc.edu.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at http://www.bc.edu/courses/.

SC 001 Introductory Sociology (Fall/Spring: 3)

Prerequisite: If you are a Sociology Major and have already taken SC 100, do not take this course.

Satisfies Social Sciences Core Requirement

Although the content will be the same as a "regular" introductory course, the class will be limited in size and will emphasize class participation. The class will introduce students to the most essential concepts, ideas, theories, and methods of the discipline. The goal of class discussion, lecture, and readings will be to convey the distinctive features of the "sociological imagination." We will deal with fundamental questions about what it means to be a human being living in a society at a given moment in history.

David Karp
Ritchie Lowry
The Department

SC 003 Introductory Anthropology (Fall/Spring: 3)
Satisfies Cultural Diversity Core Requirement

This is a survey course designed to familiarize students with basic concepts in social anthropology. These include traditional versus modern notions of the community, religion, economics and politics.
Jeanne Guillemin
The Department

SC 008 Marriage and the Family (Fall: 3)
Satisfies Social Sciences Core Requirement
May be taken as part of the Women's Studies Minor.

This course analyzes sociological theories and research on the family with particular attention to (1) the family and the broader society; (2) changes in gendered expectations and behavior; (3) comparisons of family life by gender, social class, and race; (4) the family and the life cycle; (5) contemporary alternatives to the good provider/cult of domesticity family common between 1830 and 1980; and (6) policy.
Lynda Lytle Holmstrom

SC 015 Political Sociology (Fall: 3)
Matt Gregory

SC 021 The Question of Consumer Society: Shop 'Til You Drop (Spring: 3)

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 022 Sociology of Crime and Punishment (Fall/Spring: 3)
Satisfies Social Sciences Core Requirement

Students are introduced to the sociological perspective through the window of crime and punishment. We examine the historic search for the causes of crime, ranging from nineteenth century England and Italy to twentieth century America. We consider the sources, strengths, and weaknesses of each theory and the strategies for controlling it generated. The second half of the course focuses on patterns of criminal behavior: homicide, rape, property crime, family violence, corporate crime. For each, we will discuss what theory best explains it and what might be an appropriate strategy for controlling or eliminating it.
Patricia Bergin
Diane Vaughan

SC 024 Gender and Society (Fall/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.
The Department

SC 028 Love, Intimacy, and Human Sexuality (Fall/Spring: 3)
Satisfies Social Sciences Core Requirement
May be taken as part of the Women's Studies Minor.

This course draws on sociological and anthropological sources included in theories of identity formation, marriage and family, and gender behavior. The course emphasizes analysis of intimate relations—how they are sought, sustained, and fail. The course is structured around case studies, both clinical and from fiction and film, with special focus on the phenomenon of romantic love.
The Department

SC 040 Global Sociology (Spring: 3)

This is an introductory course to the global political-economy. The course will cover the major theoretical approaches addressing international development. We will examine their relevance to contemporary issues such as poverty, inequality, and globalization in the capitalist world-economy. The first part of the course is dedicated to an overview of the different theoretical approaches. The second part will compare the developmental processes of Southeast Asia and Latin America in relation to the development of the United States.
The Department

SC 041 Race Relations (Fall/Spring: 3)
Cross Listed with BK 151
Satisfies Cultural Diversity Core Requirement
Satisfies Social Science Core Requirement

An examination of race and ethnic relations in a mass society with emphasis on the minority community, systems of power and domination, and racial and ethnic ideologies in relation to processes of social change.
The Department

SC 043 Introduction to African-American Society (Fall/Spring: 3)
Cross Listed with BK 155
Satisfies Cultural Diversity Core Requirement

This is an introduction to studies of African peoples in the Americas as revealed in the literature of the social and behavioral sciences. This survey of African-Americans is not chronological, but topical. Starting with a working definition of culture, the survey radiates outward from views on family to those on activities in the community. The nexus of politics and religion is covered. The survey concludes with perspectives of change.
The Department

SC 046 Technology and Society (Fall/Spring: 3)
Cross listed with CS 266
Satisfies Social Sciences Core Requirement

See course description in the Computer Science department.
Ted Gaiser
The Department

SC 049 Social Problems (Fall/Spring: 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
Department

SC 063 Women and Work (Fall: 3)
Satisfies Social Sciences Core Requirement
May be taken as part of the Women's Studies Minor.

This course provides a concise overview of women at work. While we concentrate on women workers in contemporary America, we will provide a brief historical overview of women's work patterns. We analyze the range of social, economic, and political factors underlying women's increased labor force participation over time.

Our approach is holistic and feminist. In order to understand women's position in the work world, we must analyze their economic position in the context of other institutions of society—the economic, political and educational.
Sharlene J. Hesse-Biber

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. Students can choose between readings that emphasize the dynamics of inequality as they are enacted by men or women, and by people of color or Caucasians.
Eva Garroutte
Eve Spangler

SC 078 Sociology of Health and Illness (Fall: 3)
Satisfies Social Sciences Core Requirement
Either SC 078 or SC 154 (not both) will count towards Sociology major requirements.

This course will provide an introduction to the sociology of health and illness. Sociological principles and perspectives will be applied to a variety of topics including the experience of illness, the social and cultural factors of health and disease, and the institutional structures of medicine.
The Department

SC 080 The American Dream (Fall: 3)
Satisfies Social Sciences Core Requirement

This course provides an introduction to some of the most fundamental concepts in sociology, and will be organized around a single unifying theme: the American Dream. The values of the American Dream tend to draw our attention to stories of individual initiative and success. In contrast, sociologists look at how individuals' opportunities are shaped by social structure-or the combined set of rules that govern the way our society is run. This course is designed to help students develop a personal philosophy, which includes a critical understanding of American society and our place in it.
Sarah Babb

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, including the Gulf War and humanitarian interventions in Haiti, Bosnia, and Kosovo. The fourth section explores the United Nations, social activism among students, and other routes to peace.
Charles Derber

SC 093 Comparative Social Change (Fall: 3)
Satisfies Cultural Diversity Core Requirement
Satisfies Social Science Core Requirement

This course is an introductory level examination of social change, viewed from a theoretical, historical, and contemporary perspective. Significant trends in the United States are analyzed within a world wide context. These issues include the following: the decline of community, the impact of technology, the globalization of the economy, the persistence of inequality, the rise of "new" social movements, and the end of the Cold War. A critical examination of one's role as worker, consumer, family member, and citizen is encouraged.
Paul S. Gray

SC 097 Death and Dying (Fall: 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 life expectancy, attitudes toward death, cross-cultural and historical perspectives on death, the development of children's understanding of death, health care for the dying, patient-caregiver relationship, the social role of the dying patient, funeral practices, bereavement, truth telling and the terminal patient, wills, suicide, near-death experiences, and social immortality.
John B. Williamson

SC 133 Women, Crime, and the Law (Fall: 3)

This course explores women's experiences with crime and the law. Topics include the combined impact of race, class, gender, and sexual orientation on the criminal justice system, women offenders, pornography, prostitution, substance abuse during pregnancy, violence against women, and women's incarceration. While focusing on women's experiences, the course encourages a dialogue between women and men about such matters as rape, domestic violence, and workplace inequality, as these affect both women and men. This course aims at providing an environment that is conducive to learning, exchanging ideas, and acquiring a sociological understanding of gendered aspects of crime and criminal justice.
The Department

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. Strategies for change will also be discussed.
Lynda Lytle Holmstrom

SC 147 Sociology of Revolutions (Fall: 3)

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 156 Sports in American Society (Fall: 3)

An examination of sport as a social institution. We look briefly at the evolution of sport as an institution; examine how it relates to our political, educational, and economic systems; and consider how it deals with problems such as violence, racism, and sexism.
Michael Malec

SC 200 Statistics (Fall/Spring: 3)
Required for the Sociology major

This course is an introduction to statistics, and the emphasis is on the use of the computer facilities, the VAX, and programming in

SPSS. Statistical issues covered include measures of central tendency, measures of dispersion, 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
Shirah Hecht
David A. Karp
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.
Eve Spangler

SC 225 Introduction to Feminisms (Fall/Spring: 3)
Cross Listed with HS 148/EN 125/PS 125

See course description in the English department.
Sharlene Hesse-Biber
Ellen Friedman

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 268 The History and Development of Racism (Fall/Spring: 3)
Cross Listed with BK 268/PL 268
Satisfies Cultural Diversity Core Requirement

See course description in the Philosophy department.
Horace Seldon

SC 275 Language and Ethnicity (Spring: 3)
Cross Listed with SL279/EN123
Satisfies Cultural Diversity Core Requirement

See course description in the Slavic and Eastern Languages department.
Margaret Thomas

SC 279 American Labor and Civil Rights Issues (Spring: 3)
Cross Listed with BK 281

See course description in the Black Studies department.
Christopher Nteta

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 310 Studies in Crime and Social Justice (Fall/Spring: 3)

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 paralleling the vision of social justice developed throughout the course.
Jessica Hedges

SC 399 Advanced Independent Research (Fall/Spring: 6)
Prerequisite: Permission of instructor

This is not a classroom course.
Stephen J. Pfohl

SC 424 Sociology Through Film (Fall: 3)

This course examines social perspectives as sociological concepts by viewing commercial Hollywood films as data that illustrate these ideas. Films will be viewed, analyzed, and discussed each week with students providing their own reviews as bases for discussion. The course assumes films reflect social life as complex and variable interaction patterns.
The Department

SC 500 International Studies Seminar (Fall: 3)
Cross listed with IN 550
This course is designed primarily for graduating seniors who are completing thesis requirements for the International Studies major or minor. Although taught in Sociology, the seminar will be interdisciplinary in focus. Seniors in International Studies are welcome regardless of their specialty or field of interest, although the main analytical concepts will be drawn from the social sciences.

Initially we shall be reading books and articles concerning broad, common themes in contemporary International Studies, including the new world order, democratization, terrorism, technology and social change, trade and dependency, the clash of cultures, etc. In the second part of the course, students will present their own emerging ideas as their senior thesis projects take shape.
Paul S. Gray

Undergraduate and Graduate Course Offerings

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 department.
Mariela Dakova

SC 378 Introduction to Social Work (Fall/Spring: 3)
Cross Listed with PS 600/SW 600

See course description in the Graduate School of Social Work.
The Department

SC 422 Internships in Criminology I (Fall/Spring: 3)
Prerequisite: Permission of instructor

Students are provided the opportunity to apply social and behavioral science material in a supervised field setting consistent with their career goals or academic interests. Internships are available following consultation with the instructor in court probation offices and other legal settings where practical exposure and involvement are provided. Students are encouraged to plan to participate during the full academic year to derive maximum benefit.

SC 491 Sociology of the Third World (Spring: 3)

A sociological explanation of historical and contemporary events in Asia, Africa, and Latin America. This course ties together themes of social, political, and economic development. Emphasis is placed on the role of emerging institutions—political parties, bureaucracies, businesses, trade unions, armies, etc.—in meeting the challenges of dependency and modernization. Post-modern approaches are also presented. Detailed case studies are drawn from Rwanda, Afghanistan, and South Korea.
Paul S. Gray

SC 506 Seminar: Health, Gender, and the Body (Spring: 3)
Graduate course also open to advanced undergrads with permission of Instructor. This course was originally listed as SC 605.

This graduate seminar examines the field of health and illness, with special emphasis on medicine's role in gendering the body. It introduces students to classic work in medical sociology, where issues of the body are largely missing, to emergent perspectives where changing bodies is a central focus of theorizing. We examine 3 topics in which there is substantial sociological research (cosmetic surgery, infertility, and the management of inter-sexed infants) to explore the relationships between agency and resistance, medical power, and social constructions of gender.
Catherine Riessman

SC 507 Sociology of Mental Health and Illness (Spring: 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 512 Ethnographic Methods (Spring: 3)
Leslie Salzinger

SC 521 Feminist Theories of Gender (Fall: 3)

This course will read interdisciplinary feminist theory from a sociological perspective, looking at developments in how power, subjectivity, meaning and politics have been theorized since the first years of second wave feminism. The bulk of the course will focus on more explicitly theoretical texts, however in our last weeks we will turn to empirical work which takes these issues onto the field of the social, reading analyses of gender and gendered institutions written by feminist researchers working from a variety of perspectives.
Leslie Salzinger

SC 535 Research at the Margins: Theory and Fieldwork (Fall: 3)

This course combines theory and field research for graduate students interested in economic and social marginalization in the US. We will critically examine traditional studies of "the poor" (teen mothers, children in urban schools, homeless people, immigrants, etc.). Students will then conduct individual field projects, sharing ethical and practical dilemmas throughout the term. Central to this course will be the opportunity to design and field test a research question and toward "shifting the center" in studying marginalized people.
Lisa Dodson

SC 540-541 Internship in Sociology I and II (Fall/Spring: 3)
Prerequisite: Permission of instructor
Previously SC 340-341

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 543 Danger and Risk: The Politics of Bodily Harm (Fall/Spring: 3)

From Ebola virus to bioterrorism, scenarios of death and physical danger are promoted in the American media. How can the public distinguish between actual and exaggerated risks? Three categories of threat—epidemics of infectious disease—provide the framework for analyzing how some fright scenarios become newsworthy political issues, while other hazards are downplayed or repressed regardless of scientific evidence. In each risk category, problems and solutions are increasingly defined in a global context marked by growing economic divisions between more and less industrialized world areas and by multiple political processes for resolving differences in priorities and values.
Jeanne Guillemin

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 555-556 Senior Honors Seminar/Thesis (Fall/Spring: 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
Diane Vaughan

SC 559 Economic Sociology (Fall: 3)

This course focuses on literature in and around the subfield of economic sociology, and has three major themes. The first is the embeddedness of markets in society. Markets cannot develop and thrive outside a framework of institutions, including culture, law, and social relationships. The second is the multiplicity of capitalisms, which are organized in very different ways at different times and in different places. The third is historical changes in capitalism, including globalization, the rise of international financial markets, the freeing of markets through neoliberal policies, and the decline of the classic, bureaucratically organized industrial firm.
Sarah Babb

SC 578 Corporate Social Responsibility (Spring: 3)

Contemporary capitalism is in a crisis because of the general lack of social responsiveness on the part of corporate executives, shareholders, investors, and other economic stakeholders. In response, movements have arisen in recent decades to respond to this crisis including socially responsive investing, shareholder and consumer action, and corporate social responsibility. This seminar,

through shared readings and discussions, will consider the ways in which these movements are responding to the crisis in capitalism. We will consider alternative and more productive forms of economic and business conduct.
Ritchie P. Lowry

SC 579 American Economic Crisis and Social Change (Fall: 3)
Previously listed as SC 346

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 584 Sociological Roots of War (Fall: 3)

This seminar will explore the historical change in, nature and current character of was and the use of power in contemporary society. Proper/improper uses of war 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 (Spring: 3)
Elizabeth Dodson

SC 593 Religion in a Global Context (Spring: 3)

This course will address current topics and problems related to religious pluralism in contemporary global society. Students will begin by exploring taken for granted concepts of religious freedom as they are understood in the American context and discuss how these concepts become problematic when applied outside mainstream religious traditions. We will then see how these problems become amplified when applied in the global setting. The course focus on religious issues arising in the contemporary global context, e.g., religious freedom, universal human values, and the relationship between religion, nationalism and violence.
Patricia Chang

SC 650 Social and Political Economy (Fall: 3)
This course is open to graduate and undergraduate students.

This course will provide an introduction to the field of political and social economy for entering students in the SESJ program. It is intended to introduce students to a broad theoretical overview of the field, including both macro and micro levels of analysis. With a strong historical introduction the course looks at the changing power relations among states, corporations and workers, and the effects of global corporate sovereignty on class, race, and gender. Alternatives to corporate control and the reconstruction of democracy and human rights are a major focus.
Charles Derber
Juliet Schor

Graduate Course Offerings

SC 586 Science, Knowledge, and Technology (Spring: 3)
Diane Vaughan

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.
Robert Kunovich
Michael A. Malec

SC 703 Multivariate Statistics (Spring: 3)
Requirement for graduate students

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. Our focus is on data analysis, not on the mathematical foundations of the statistical procedures considered.
John B. Williamson

SC 710 Survey of Research Methods (Fall: 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.
Sharlene Hesse-Biber
Kerry Ann Rockquemore

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

SC 751 Quest for Social Justice (Fall/Spring: 3)
SESJ Program course

Focuses on state of economic and social justice in the United States today, and health and vision of social/political forces mobilizing to achieve justice. The first part of the course reviews economic and political structures of power and social control that yield high levels of exploitation, powerlessness, and inequality in the population. The second part of the course examines political and social movements that have arisen to challenge economic and social arrangements, new structuring of these movements around race, gender, and other identity politics, and the rise of new types of class politics oriented to achieving a more just society.
William A. Gamson

SC 753 Organizational Analysis (Fall: 3)

This graduate seminar is to learn, apply, and discuss basic concepts that guide our understanding of organizations. Students will conduct a case study of an organization during the semester. Seven key concepts will be used in the case analysis. Readings will introduce a concept that we will discuss in class.
Diane Vaughan

SC 781 Dissertation Seminar (Spring: 3)
Juliet Schor

SC 798 Research Practicum (Fall: 3)
Registration requires prior approval of the instructor

In this apprenticeship-style course, students will do substantive reading, contribute to research design/instrumentation, conduct fieldwork and collaborate in data analysis and writing. With a focus on research about inequality, the professor will work closely with students as they learn about undertaking complicated social inquiry and working on a collaborative research team.
Lisa Dodson

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/Spring: 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 900 Teaching Apprenticeship (Fall/Spring: 3)

By arrangement.
The Department

SC 901 Research Apprenticeship (Fall/Spring: 3)

By arrangement.
The Department

SC 998 Doctoral Comprehensive (Fall/Spring: 0)

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: 0)

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

Theater

Faculty

Scott Cummings, *Associate Professor;* B.A., University of Michigan; M.A., D.F.A., Yale University
Stuart J. Hecht, *Associate Professor;* Chairperson of the Department; B.A., University of Michigan; M.A., Ph.D., Northwestern University
John H. Houchin, *Associate Professor;* B.A., Houston Baptist University; M.F.A., Ph.D., New York University
Crystal Tiala, *Assistant 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. Stuart Hecht, 617-552-4612, stuart.hecht@bc.edu
- Web Site: http://www.bc.edu/theatre/

Undergraduate Program Description

The Theater program is designed to introduce students in a systematic fashion to a wide range of knowledge associated with the various arts and crafts of theater as well as the theory, history, and criticism of dramatic literature. The Theater major provides a solid foundation in theatrical study by balancing course work with actual production work. Students are encouraged to explore, express, and test ideas and forms learned in the classroom through production on the University stage.

Major Requirements

Students must complete twelve (12) courses plus an additional six credits worth of Theater Production Laboratory. Six (6) of the courses are required. These courses are the following:

- CT 101 Acting I
- CT 062 Dramatic Structure and Theatrical Process
- CT 140 Elements of Theater Production I (which must be taken along with CT 145 Theater Production Laboratory I)
- CT 141 Elements of Theater Production II (which must also be taken along with CT 150 Theater Production Laboratory II)
- CT 275 History of Theater I
- CT 276 History of Theater II

These six basic classes form the foundation for advanced course work. Those classes requiring permission of instructor may give preference to those who have completed the six courses. Therefore, students are urged to complete all by the end of their sophomore year.

Of the six full-credit courses left to complete the major:

- Students must pick two (2) upper-level departmental theater courses in theater history, criticism, and/or dramatic literature. Courses that meet this requirement are numbered from CT 360 to CT 379, and CT 460 to CT 479.
- Students must also pick two (2) upper-level departmental courses in performance and/or production. Courses that meet this requirement are numbered from CT 300 to CT 359, and CT 400 to CT 459.

- The remaining two (2) are electives, and students may select these courses based upon their interests and needs.

As mentioned above, students are required to complete six credits worth of Theater Production Laboratory beyond their course requirements in order to graduate with a major in Theater. Credits are only awarded for working on Boston College Department of Theater productions. Two of the six may be earned through substantial performance, stage management, or design work (arranged in advance with the Department); otherwise, all six can only be in the technical area. Most Theater Production Laboratory courses are worth one (1) credit; but CT 150 and CT 445 are worth two (2) credits and can only be counted once towards the major. Therefore, students should be prepared to take between five and six Theater Production Laboratory courses during their four years at Boston College. See the course descriptions for further information.

It is strongly urged that majors meet with a faculty advisor in Theater as early as possible. Such meetings are designed to discuss curriculum options, production requirements, and career opportunities.

Certification in Theater Option for Education Majors

Elementary and Secondary Education

Elementary Education majors may follow a carefully designed program that allows them to seek alternative certification in Theater from the Massachusetts Department of Education. Brochures describing this program are available in the Theater Department, Robsham Theater Arts Centre, or in the Office(s) of the Assistant Dean of Students and Outreach in the Lynch School of Education, Campion 104.

For more information, please contact Dr. Stuart J. Hecht.

Information for First Year Majors and Non-Majors

Theater Majors

Students majoring in Theater pursue studies in acting, directing, design, production, theater history, literature, and criticism. To complete a major program, students must take twelve (12) three-credit courses plus an additional six (6) credits worth of Theater Production Laboratory.

Incoming Arts and Sciences students majoring in Theater should select CT 062 Dramatic Structure and Theatrical Processes in their first semester and plan to take CT 140 Elements of Theatrical Production I (which must be taken along with CT 145 Theater Production Lab I) in their second semester.

Non-Majors

Non-majors may take CT 060 Introduction to Theater to satisfy the Arts Core Requirement. CT 060 is a survey course whose aim is to impart an appreciation of the theater as an artistic and humanizing experience.

Information for Study Abroad

The Department wants to make sure that students are able to complete the required curriculum in time for graduation. It also wants to make sure that theater students take required courses in the appropriate order and build the knowledge and skills necessary to act, direct, write or design a meaningful project in their senior year at Boston College. Students must have completed the six (6) departmental foundation classes (Dramatic Structure and Theatrical Processes, Theater History I and II, Acting I, and Elements of Theatrical Production I and II) and also have completed three of their six theater production labs. Students are also expected to meet with their departmental advisor well in advance to map out their senior year course work, to make sure that going abroad is advisable. Theater students are limited to one semester of study abroad.

Either one elective or one of the upper-level dramatic literature or history classes may be taken abroad, provided that the latter matches up to a comparable course already offered in the Theater Department. The department must approve the upper level equivalent before a student goes abroad.

Most programs approved by Boston College are acceptable, though the student may be wise to meet with his or her advisor to discuss options on an individual basis. Students are encouraged to explore a range of options when considering study abroad, including participation in a summer program, such as the Abbey Theatre program jointly sponsored by the Theater Department and Irish Studies. Stuart Hecht, Department Chairperson, is the Department's Study Abroad Advisor and contact for course approval.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at http://www.bc.edu/courses/.

CT 060 Introduction to Theatre (Fall/Spring: 3)

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.
The Department

CT 062 Dramatic Structure and Theatrical Process (Fall: 3)
Required for all Theatre majors

This is an advanced introductory class primarily intended for, though not limited to, Theatre majors. Students will study a series of plays in order to familiarize themselves with varying dramatic structures and genres, and to build an understanding of how plays function from a performance sensibility. Students will also study the process of staging plays, the various production elements, with a larger consideration of how the theatre functions both practically and theoretically in contemporary society.
Scott T. Cummings

CT 101 Acting I: Introduction (Fall/Spring: 3)
Prerequisites: CT 060 or CT 062

In Acting I students will train in the basic skills of an actor, including vocal and physical warm-ups to free the body and voice, improvisation and group performance exercises to free emotional spontaneity and encourage creativity, and beginning monologue/scene work to attain an understanding of the craft of acting.
Patricia Riggin

CT 110 Beginning Ballet I (Fall: 3)

This course is designed to challenge both the experienced and beginner dancer. Individual attention will be given with the goal of perceiving the technical and artistic aspects of dance as a performing art. Each class will incorporate barre and center work with phrases appropriate to the individuals in the class. Students will become familiar with the vocabulary and the historical background of ballet. Work in anatomy, kinesiology, costume design, and music will be introduced. Dress code will be leotard and tights or unitard, and ballet shoes. A pianist will accompany each class.
Margot Parsons

CT 111 Beginning Ballet II (Spring: 3)
Prerequisite: Permission of instructor

This course, a continuation of Beginning Ballet I, is designed to challenge both the experienced and beginner dancer. Individual attention will be given with the goal of perceiving the technical and artistic aspects of dance as a performing art. Each class will incorporate barre and center work with phrases appropriate to the individuals in the class. Students will increase their ballet vocabulary and their understanding

of the historical background of ballet. In addition, there will be readings in anatomy and dance criticism. Dress code will be leotard and tights or unitard, and ballet shoes. A pianist will accompany each class.
Margot Parsons

CT 140 Elements of Theater Production I (Spring: 3)
Corequisite: CT 145

The course introduces the history, theory, and practice of technical theater production through lectures, discussion, observation and hands-on experience. Completion of the course will equip students with the basic knowledge and minimum skills necessary for the preparation and execution of scenery, costumes, and lighting for the stage. This course, required for all Theatre majors, will also be particularly useful to those non-majors who wish to work on productions at the Robsham Center.
Sheppard Barnett
Crystal Tiala

CT 141 Elements of Theatre Production II (Fall: 3)
Prerequisite: CT 140 or permission of instructor
Corequisite: CT 150

This class 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 stage work, students will also learn basic principles and skills of stage design. As was the case with Elements I, this course is required for theatre majors but is also open to interested non-majors.
Crystal Tiala

CT 145 Theater Production Laboratory I (Fall/Spring: 1)
Corequisite: To be taken in conjunction with CT 140 or independently.

This course familiarizes the student with specific equipment and skills needed for the preparation of scenery, costumes, lighting, and sound for theatre production.
Crystal Tiala

CT 150 Theatre Production Laboratory II (Fall/Spring: 2)

This is a two-credit course for those students approved to work on Department of Theatre productions under appropriate faculty supervision. If approved, students may take the course for work as a performer in a designated role, as a stage manager, or as a designer.
Crystal Tiala

CT 201 Acting II: Characterization (Spring: 3)
Prerequisite: CT 101 and permission of instructor

This course presupposes some exposure to the actor's basic rehearsal disciplines. It is built upon the foundation of skills and knowledge established in CT 101. Students are responsible for applying and developing those disciplines through the rehearsal and performance of three or four scenes of their own choosing. Although not restricted to majors, this course is not recommended for students unwilling to devote considerable effort to the exploration and development of the discipline of acting.
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: 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 206 Dance for Musicals I (Fall: 3)

Designed to improve the dancing ability and knowledge of both beginning and experienced musical theatre students. The course introduces three dance techniques most often used in musical theatre: modern, tap, and jazz. Students will study the work of great musical choreographers such as Fosse, Robbins and Bennett, as well as Limon, Graham, Hines, and Giordano. Students will learn choreographic history, dance styles, and terminology. Classes include body warm-up, stretch and flexibility combinations, movement progressions, and choreographed dance routines. Both a written and performance final will be given. A specific dress code is required.
Kenda Newbury

CT 220 Stage Movement I (Fall: 3)

Through warm-up exercises, discussion of design, time, motivation, and individual problem solving, students will be introduced to the body as an instrument of the actor. The course will include practical experience in movement, experimentation, preparation of lines, and reading assignments. Students will explore the difference between the actor's emotions and the viewers' response and try to understand how the body can be used to heighten communication. Working from a realized center, students try to experience greater freedom of the voice and interpretive expression.
Pamela Newton

CT 230 Producing Performing Arts: Concept to Completion (Fall: 3)
Howard Enoch

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, and economics and the arts.
Howard Enoch

CT 246 Scene Painting I (Fall: 3)
Prerequisite: CT 153 or permission of instructor

This course introduces to students basic techniques employed in theatrical scene painting, including research, preparation, and execution. The role of the scenic artist as it relates to the integration of a complete stage design with other design elements will be explored in lecture/discussion, demonstration, and field trips.
Crystal Tiala

CT 252 Creative Dramatics: Teaching through Drama and Improvisation (Fall: 3)
This class is recommended to anyone interested in education and is designed especially for those who want to work with students pre-K through 12.

This course reviews the theory and practice of using the medium of drama in education. Various aspects of dramatic expression

are examined, including spontaneous dramatic play and such teacher-guided activities for children and adolescents as creative dramatics, socio-dramatic play, improvisation, and story dramatization. Emphasis will be on the development of an integrated curriculum, on teaching skills and planning environments that extend the educational experiences of children and adolescents, and that encourage creative expression through the use of drama.
Luke Jorgensen

CT 262 Creative Dramatics (Spring: 3)
Luke 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. In a larger sense, it will examine the role and function of theatre in each successive society, determining how the stage reflects the social, political, and cultural concerns of each age.
John Houchin

CT 276 History of Theatre II (Spring: 3)

This course is a continuation of History of Theatre I. It, too, follows the simultaneous development of the actor, playwright, architect, and director, but it takes the story from the year 1642 to the present. The course will also study the development of dramatic structure and form over time. As in the first half of the course, this class will examine the role and function of theatre in each successive society, determining how the stage reflects the social, political, and cultural concerns of each age.
John Houchin

CT 300 Acting Techniques II (Spring: 3)
Prerequisite: CT 202

The course is a continuation of Acting Techniques I. It builds upon the foundation of Linklater voice and character skills developed in the previous course and includes greater emphasis on application through specific textual work.
The Department

CT 301 Acting III (Fall: 3)
Prerequisite: CT 101 and CT 201, and either CT 202 or CT 220

This course takes the basic acting skills for granted and proceeds to examine specific problems in scene study and script analysis. Understanding the text and translating that understanding through performance is the basis of the several scenes that are performed as works in progress.
The Department

CT 306 Dance for Musicals II (Spring: 3)

Designed to elaborate upon knowledge and skills learned in Part I, expanding techniques in modern, tap, and jazz. Students will learn repertoire from *42nd Street, American in Paris,* and others. Individual attention will be given to perceive technical and artistic aspects of dance in musicals. Students will continue studies of influential choreographers, including Tharp, Cole, Morris, Taylor, and Kidd. Students will develop dance audition techniques. Each class includes body warm-up, stretch and flexibility combinations, movement progressions, and choreographed routines. Both a written and performance final will be given. A specific dress code is required.
Kenda Newbury

CT 321 Choreography: Composition and Movement (Spring: 3)

Making dances involves energy, skill, and enthusiasm. This course will introduce concepts of dance composition while encouraging new approaches to the interplay of movement and sound. We will consider shape, dynamics, rhythm, motivation, abstraction, and mood. Each class will begin with warm-up exercises and work into creative problem-solving. Through improvisation and short movement studies, the teacher will introduce the basic tools of choreography. Looking at the works that other students have constructed, the class will then learn how to turn theory into effective dance phrasing. This class encourages the exploration of the rhythms, images, and conflicts of the 1990s.
Pamela Newton

CT 352 Stage Design I (Spring: 3)
Cross Listed with FS 352

See course description in the Fine Arts department.
Crystal Tiala

CT 357 Costume Design (Spring: 3)
Cross Listed with FS 357

The art of costume design integrates artistic imagination with the practical concerns of theatrical production. This 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 design—concept and theory and 2) communicating the design—figure drawing and rendering.
Jacqueline Dalley

CT 363 Experimental Theatre I (Fall: 3)

This class will investigate the drama and theatre of Europe from 1880-1933. During this period, the European theatre, like the continent itself, was in a state of continual revolution. Realist playwrights such as Ibsen, Shaw, Hauptman and Gorki scandalized audiences with dramas that challenged traditional sexual, religious, and political values. In the same period Symbolists and Expressionists used theatre to access the spiritual anguish of human existence while Futurists and Dadaists created an aesthetic of chaos. Perhaps no other period in theatre was as frenzied, provocative and entertaining.
John Houchin

CT 365 Modern Theatre and Drama (Spring: 3)
Cross Listed with EN 240

In one sense, the purpose of this class is to review the development of modern drama from its roots in Ibsen to the present. In order to do this we will read some ten to twelve plays, including works by such playwrights as Ibsen, Chekhov, Shaw, Pirandello, Brecht, Pinter, Beckett, O'Neill, Shaffer, Shepard, August Wilson and Craig Lucas. In another sense, this is a class in learning how plays work. We will examine each play's dramatic structure and consider how exactly form (style) reflects content. In all cases, we will consider each work's thematic content and the implications of performance elements.
Scott T. Cummings

CT 367 American Musical Theatre (Fall: 3)

An examination of the development of the American musical, from its roots through its nineteenth century inception and on to the present. We will trace the evolution of this theatrical form through study of its leading creative artists and productions, with special emphasis placed upon the careers and contributions of its leading composers and performers. This will include the work of George M. Cohan, Irving Berlin, George Gershwin, Cole Porter, Rodgers with Hart and with Hammerstein, Leonard Bernstein, Stephen Sondheim and Andrew Lloyd Webber.
Stuart J. Hecht

CT 384 Playwriting (Fall: 3)
Cross Listed with EN 241
Scott T. Cummings

CT 385 Playwriting II (Spring: 3)
Cross Listed with EN 248
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

To be taken in conjunction with CT 430 Directing I. 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

To be taken in conjunction with CT 431 Directing II. 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)
Prerequisite: Senior standing, 12 credit hours in Theatre, and permission of the instructor
This lab class may not be used toward the six lab credits required to majors.

This two-credit laboratory course is intended to provide undergraduate Theatre majors with teaching experience. Students assist a professor in planning and implementing various aspects of a course. This course is limited to senior Theatre majors who have already taken the course for which they wish to serve as an assistant.
The Department

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 sponsoring instructor

This is a Senior Project involving the design of sets, lights, and/or costumes for a departmental mainstage production. Candidates are selected in the second semester of their junior year and will at that time discuss the scope of the project with the faculty. Consultation with the faculty will determine whether the students enroll for Practicum in the fall or the spring semester of their senior year. Consideration for enrollment will be given to those students who have successfully completed the design sequence, including six of the eight required Theatre Production Laboratories.
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)
Prerequisite: Senior standing, 12 credit hours in theatre, and permission of instructor required

Students are not encouraged to employ this course for anything but a very specific research program, which must be approved in advance by a Theatre faculty member.
Scott T. Cummings
Stuart J. Hecht
John Houchin
Luke Jorgensen
Crystal Tiala

Undergraduate and Graduate Course Offerings

CT 385 Playwriting II (Spring: 3)
Prerequisite: CT 285/EN 241 and permission of instructor
Cross Listed with EN 248

This writing-intensive course extends the work initiated in Playwriting I. Students are expected to complete a fully scripted long play, one that demonstrates a firm command of practical dramaturgy, character development, and theatrical narrative. In some instances, staged readings will be arranged in order to test a script under performance conditions. Although the emphasis of the course is placed on student writing, readings and lectures will introduce basic aspects of dramatic theory and current developments in performance practice will be discussed.
Scott T. Cummings

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
Stephen F. Brown, *Professor;* A.B., St. Bonaventure University; A.M., Franciscan Institute; Ph.L., Ph.D., Universit de Louvain
Michael Buckley, S.J., *Canisius Professor;* B.A., M.A., Gonzaga University; Ph.L., Mt. St. Michael's; S.T.L., Pontifical University of Alma; S.T.M., University of Santa Clara; Ph.D., University of Chicago
Lisa Sowle Cahill, *Monan Professor;* A.B., University of Santa Clara; A.M., Ph.D., University of Chicago
Francis X. Clooney, S.J., *Professor;* A.B., Fordham University; M.Div., Weston School of Theology; Ph.D., University of Chicago
Donald J. Dietrich, *Professor;* B.S., Canisius College; M.A., Ph.D., University of Minnesota
Harvey Egan, S.J., *Professor;* B.S., Worcester Polytechnic Institute; A.M., Boston College; Th.M., Woodstock College; Dr. Theol., University of Munster (Germany)

Roberto Goizueta, *Professor;* B.A., Yale University; M.A., Ph.D., Marquette University
Thomas H. Groome, *Professor;* A.B., St. Patrick's Seminary, Ireland; A.M., Fordham University; Ed.D., Union Theological Seminary, Columbia University
Michael Himes, *Professor;* B.A., Cathedral College; M.Div., The Seminary of the Immaculate Conception; Ph.D., University of Chicago
David Hollenbach, S.J., *Flatley Professor;* B.S., St. Joseph's University; M.A., Ph.L., St. Louis University; M.Div., Woodstock College; Ph.D., Yale University
Matthew L. Lamb, *Professor;* B.A., Scholasticate of Holy Spirit Monastery; S.T.L., Pontifical Gregorian University; Dr.Theo., State University of Munster
William W. Meissner, S.J., *Professor;* University Professor of Psychoanalysis; B.A. (m.c.l.), M.A., St. Louis University; S.T.L., Woodstock College; M.D. (c.l.), 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
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
M. Shawn Copeland, *Associate Professor;* Ph. D., Boston College
John A. Darr, *Associate Professor;* Assistant Chairperson and Director of Graduate Studies; 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 Himes, O.F.M., *Associate Professor;* Chairperson; 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 Lawrence, *Associate Professor;* A.B., St. John's College; D.Th., University of Basel
John 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 Morrill, S.J., *Associate Professor;* B.A., College of the Holy Cross; M.A., Columbia University; M.Div., Jesuit School of Theology, Berkeley; Ph.D., Emory University
Stephen J. Pope, *Associate Professor;* A.B., Gonzaga University; M.A., Ph.D., University of Chicago
Jane Regan, *Associate Professor;* B.A., University of North Carolina, Charlotte; M.A., Fordham University; Ph.D., The Catholic University of America
Louis P. Roy, O.P., *Associate Professor;* B.Ph., M.A.Ph., M.A.Th, Dominican College; Ph.D., University of Cambridge
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
Jeffrey Geoghegan, *Assistant Professor;* B.A., University of California; M.A., Ph.D., University of California, San Diego
Qamar-ul Huda, *Assistant Professor;* B.A., Colgate University; M.A., Ph.D., University of California, Los Angeles
Paul R. Kolbet, *Assistant Professor;* B.A., Oral Roberts University; M.Div., Yale University Divinity School; Ph.D., University of Notre Dame
Philip Cunningham, *Adjunct Associate Professor;* B.A., Fordham College; M.S., Ed, Fordham Graduate School of Education; M.A. LaSalle University; Ph.D. Boston College
Francis P. Kilcoyne, *Adjunct Associate Professor;* Assistant Chairperson; B.A., Cathedral College; S.T.B., Catholic University, M.A., St. Michael's College; M.A., St. John's University; Ph.D., Boston College
Aloysius Lugira, *Adjunct Associate Professor;* B.A., Katigondo Seminary; B.Th., M.Th., Th.D., Fribourg University.
Jennifer L. S. Bader, *Adjunct Assistant Professor;* Ph.D., The Catholic University of America
Colleen Griffith, *Adjunct Assistant Professor;* B.A., St. Joseph's College; Rel.Ed., Boston College; Th.D., Harvard University
Wolfgang Vondey, *Adjunct Assistant Professor;* Ph.D., Marquette University; M.Div., Church of God Theological Seminary; M.A. Phillips University Marburg, Germany.

Ph.D Associated Faculty
Andover Newton Theological School
Matthew Myer Boulton
Mark S. Burrows
Charles E. Carlston
Valerie Elverton Dixon
Carole R. Fontaine
Brita L. Gill-Austern
Julieanne S. Hallman
S. Mark Heim
Daniel Jeyaraj
Kirk B. Jones
Greg Mobley
Elizabeth Nordbeck
Robert W. Pazmino
Sharon A. Taylor
Sharon Thornton
Benjamin Valentin
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Kevin Burke, S.J.
Francine J. Cardman
Katherine M. Clarke
Richard J. Clifford, S.J.
Janice S. Farnham, R.J.M.
Peter E. Fink, S.J.
Margaret E. Guider, O.S.F.
Roger D. Haight, S.J.
Daniel J. Harrington, S.J.
Thomas A. Kane, C.S.P.
James F. Keenan, S.J.

John S. Kselman, S.S.
Stanley B. Marrow, S.J.
Thomas Massaro, S.J.
Catherine M. Mooney
John W. O'Malley, S.J.
John R. Sachs, S.J.
Thomas Stegman, S.J.
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Contacts

- Department Administrator: Toni Ross, 617-552-2474, toni.ross@bc.edu
- Graduate Programs Assistant: Claudette Picklesimer, 617-552-4602, claudette.picklesimer@bc.edu
- Web Site: 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.

The Theology Department boasts a large, internationally known faculty with expertise in areas as diverse as systematic theology, ethics, biblical studies, church history, liturgy, and psychology of religion. 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 professional

(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 two-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 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 Biblical Heritage or The Religious Quest.
  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.

Department Honors Program

The Department of Theology sponsors an honors program for a small number of outstanding junior and senior majors. The purpose of a Departmental Honors Program is to acknowledge special achievement in our academically most talented majors, to encourage greater dedication to theological scholarship, and to provide concrete means by which it can be fostered.

Honors students are selected by the faculty from among their best students. They can be invited any time after freshman year, and optimally before junior year, based on performance in theology courses and overall GPA.

Requirements for graduation with departmental honors:

- Completion 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.The majors seminar is considered an elective for the Theology major. Only honors students may take Majors Seminar (i.e., it is by departmental permission only).
- Completion of a 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. Theses will be judged by a panel of theology faculty members in April and the best thesis will be eligible for the Tully award.
- The honors program awards three levels of honors, based on performance on the thesis, quality of work in the majors seminar and other advanced courses, and achievement in overall record at Boston College. Students who choose not to write a thesis but have demonstrated excellence as a major, and especially in the majors seminar, are eligible for the lowest level of departmental honors. Students who complete all of the requirements listed above are given High Honors and those few who do so with exceptional distinction can be awarded Highest Honors.

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 Roberto Goizueta, 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 five-year B.A./M.A. program. Application to the program will 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 upper-level courses (level three and above). Furthermore, these upper-level electives must be chosen in consultation with the Department's Director of Undergraduate Studies, who will make an evaluation of their appropriateness for the student's graduate education. Two of these courses 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 usual comprehensive examinations.

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. Not only is the Theology Department in itself one of the foremost such departments in the country, 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 Department of Theology
- Boston University School of Theology
- Episcopal Divinity School
- Gordon-Conwell Theological Seminary
- Harvard Divinity School
- Holy Cross Greek Orthodox Seminary
- St. John's Seminary
- Weston Jesuit School of Theology

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. The Joint Faculty for the Ph.D. Program, described below, is particularly rich due to the special cooperation of interested faculty from Boston College, Andover Newton Theological School, and Weston Jesuit School of Theology.

M.A. in Theology

This degree serves (1) as a stepping stone or proving ground for those who wish to move on to higher degree programs and academic

careers, (2) as an academic preparation for those moving towards professional, religious, or ministerial careers, or (3) as part of an enrichment or retooling program for those already established in such careers.

Candidates for the M.A. are required to complete 30 credits, on either a full-time or a part-time basis, for the degree. One course each in the areas of Ethics, Bible, and History is required, plus a two-semester, six-credit survey course in Systematic Theology; the remaining five courses are electives. Reading knowledge in an appropriate foreign language is tested. Two written comprehensive examinations and a one hour oral are given at the completion of the program. In preparation for the first examination, the student reads selected works from the M.A. reading list in the four areas; for the second examination, the student identifies his or her own special interest within one, or more than one of the four areas, or within a specially defined area. The oral examination covers both written examinations.

M.A. in Biblical Studies

The goal of the program is to acquaint students with the results of research into Biblical literature, history, exegesis, and theology, and with the methods proper to these approaches. This program is designed for those who wish to lay a foundation for work in teaching, preaching, or ministry, and for those anticipating further study in the Bible, or theology. Students will specialize in either Old or New Testament.

Thirty-six credits will be required for this M.A. Students will complete six courses in their testament of specialization and two in the other testament. Two courses may be devoted to any aspect of communication of the Word, hermeneutics, or application of the Bible to contemporary problems. A M.A. thesis or major paper may substitute for six of the credit requirements; the student must register for six (6) credits of the Thesis Seminar.

The student must acquire a solid basic knowledge of the original language of their testament (Hebrew or Greek). Students may prove their competence by passing a test administered by the faculty. Students must also fulfill the ordinary M.A. requirement in one modern language. Students will be tested in three areas of the Bible: history, literature, and theology. Examinations will be both written and oral. Students may arrange to write a M.A. thesis or do a major research paper as part of the examinations.

Ph.D. Program in Theology

The Program is designed and administered by an ecumenical joint faculty drawn from the Department faculty and from the faculty of Andover Newton Theological School and Weston Jesuit School of Theology.

The Program has as its goal the formation of theologians intellectually excelling 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 that is 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, therefore, very much belongs to a joint graduate faculty drawn from the three schools, 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 Weston Jesuit School of Theology. While retaining their academic and fiscal identities, Andover Newton Theological School, Boston College, and Weston Jesuit School of Theology have cooperated in the creation of a joint faculty of selected members of their faculties. This involves 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 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 so to organize and to integrate their knowledge in order to make an original contribution to theological discussion. Since the Program has faculty members who are experts in the Hindu, Buddhist, and Jewish traditions, it is also a context in which the issues raised by religious pluralism can be explored responsibly and in detail, and the project of a Christian comparative theology seriously pursued.

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 degree with a strong background in religion, theology, and/or philosophy.

Areas of Specialization

Areas of Specialization are currently the following: Biblical Studies, History of Christian Life and Thought, Systematic Theology, and Theological Ethics.

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 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 or 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 over the course of Christian history a plurality of different forms of Christian faith, theology and doctrine, behavior, ritual, and institutional setting came to manifest itself. It focuses on studying 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 of the past, the current faculty in the history area have a strong common interest in spirituality and in the history of theological developments. Their emphasis in all this is on the study of the past in its "past-ness," although secondarily the contemporary relevance of historical developments may be brought out as well. The History area is interested in teaching its students a keen awareness of historical method by keeping them abreast of the contemporary historiographical debate.

The History area wants to train students who at the end of their graduate education are able to teach a broad range of courses in the history of Christianity and are capable researchers in at least one subfield of historical Christianity (early Church, medieval, reformation, counterreformation, Enlightenment, modernity, American Christianity, and

Jewish history). While the history students are required to be proficient in two modern languages (normally this would be German and French, unless it can be demonstrated that another modern language is more relevant to their field of study), the knowledge of various ancient languages may 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.

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, i.e., 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. What is 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 has 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.

For all the areas, at least two language examinations are required. 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. Areas may require more than the minimum of two languages.

Religious Education-Pastoral Ministry

See separate listing under Religious Education and Pastoral Ministry section.

Institute of Medieval Philosophy and Theology

See the description in the "About Boston College" chapter of this catalog.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at http://www.bc.edu/courses/.

TH 001-002 Biblical Heritage I and II (Fall/Spring: 3)
Satisfies Theology Core Requirement
You must take both sections of Biblical Heritage (TH 001 and TH 002) to receive Core credit. There are no exceptions.

The Bible has been an influential and often fundamental source for many modern, Western views of God, nature, human beings, a just society, and the origin and destiny of humanity and the world. An intelligent, serious reading of the Bible raises most of the perennial questions that have traditionally stood at the center of philosophical and theological debate. An analysis of Biblical texts in terms of the central concerns of the Core curriculum will be the primary goal.
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 (TH 016 and TH 017) to receive Core credit. There are no exceptions. Please see specific instructor's section for additional information.

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
Formerly titled Introduction to Catholicism I. You must take both sections of Exploring Catholicism (TH 023 and TH 024) to receive Core credit. There are no exceptions. Please see specific instructor's section for additional information.

This course is a two-semester exploration of the vision, beliefs, practices, and challenge of Catholicism. The first semester explores human existence lived in the light of the Mystery of God and the gift of Jesus Christ. The second semester considers the Church as the people of God, gathered and sent forth in the Spirit, the sacraments as catalysts of ongoing transformation in Christ, and the challenge of the spiritual life today. Close analysis of passages from the Bible will be supplemented by readings from contemporary theologians, literary figures, and social commentators.
The Department

TH 081-082 Continuing Hebrew I and II (Fall/Spring: 3)
Cross Listed with SL 081-082
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.
Zéhava Carpenter

TH 088-089 Person and Social Responsibility I and II (Fall/Spring: 3)
Corequisite: PL 088-089

This is a two-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, alienation.
The Department

TH 090-091 Perspectives on Western Culture I and II (Fall/Spring: 6)
Corequisite: PL 090-091

This is a two-semester, twelve-credit course that fulfills all the Core requirements in Philosophy and Theology. The course will introduce the students into their philosophical and religious heritage through a study of the major thinkers who have formed our cultural

traditions. The purpose of the course is to encourage students to discover the sources of those values that have formed their lives as well as to develop a critical and creative perspective toward themselves and their future. This course is designed primarily for freshmen.
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

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 115 Catholic Studies: Interdisciplinary Perspectives (Spring: 3)
Offered Periodically

A study of the cultures, forms and expressions and the significance of the practices and modes of intellectual inquiry that distinguish Catholicism as a religious tradition. This course introduces students to the methods, resources and techniques for pursuing an interdisciplinary study of Catholicism.
Mary Ann Hinsdale, IHM

TH 124 Aquinas and Dante (Spring: 3)
Prerequisite: Completion of Core requirements in theology
Offered Periodically

Two great masterpieces were produced within a century of one another Thomas Aquinas' *Summa Theologiae* and Dante's *Divine Comedy*. Dante draws perceptively from Thomas Aquinas, so perceptively that it becomes difficult to understand the *Divine Comedy* if one does not understand the *Summa Theologiae*. At the same time, the *Summa Theologiae* becomes more intelligible as it is exemplified in the *Divine Comedy*. This course will examine important passages in these works to understand how they illuminate one another.
Michael J. Himes
Stephen J. Pope

TH 125 Christian Sacrifice (Fall: 4)
Offered Periodically

The trinitarian and liturgical rather than history-of-religions matrix of the specifically Christian concept of Christian sacrifice. Then, its biblical foundations, patristic developments, scholastic theories, and reformational controversies. Then the aberrations of an enlightened modernity and the (often) unenlightened Christian reactions. Finally the new vistas of understanding and misunderstanding made possible by the development of the modern and postmodern human sciences, with special attention to Girardian mimetic theory.
Robert J. Daly, S.J.

TH 160 The Challenge of Justice (Fall/Spring: 3)
Cross Listed with UN 160/PL 160
This course fulfills the basic Core requirement for students interested in the Faith, Peace and Justice Program. Other students with a serious interest in thinking through the problems of building a just society are welcome.

This course introduces the student to the principal understandings of justice that have developed in the Western philosophical and theological traditions. Care is taken to relate the theories to concrete, practical and political problems, and to develop good reasons for choosing one way of justice rather than another. The relationship of justice to the complementary notion of peace will also be examined. Special attention is paid to the contribution of Catholic theology in the contemporary public conversation about justice and peace. Select problems may include human rights, hunger and poverty, and ecological justice.
Matthew Mullane
James Rurak

TH 161-162 The Religious Quest: Comparative Perspectives I and II (Fall/Spring: 3)
You must take both sections of the Religious Quest I and II (TH 161 and TH 162) to receive Core credit. There are no exceptions. Please see specific instructor's section for additional information.

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. Each section brings the Biblical and Christian tradition into conversation with at least one other religious tradition.
Catherine Cornille—Christianity and Hinduism
Ruth Langer—Judaism and Catholicism
Aloysius Lugira—African Religions/Judaism/Christianity/Islam/Hinduism
John Makransky—Buddhism
H. John McDargh—Judaism/Buddhism
D. Joslyn-Siemiatkoski—Judaism and Christianity
The Department

TH 174 Islamic Civilization (Fall: 3)
Cross Listed with FA 174
Co-taught with Sheila Blair (Fine Arts) and Benjamin Braude (History)

This course examines Islam from the seventh century to the modern world. It covers political, social, theological, artistic, and economic history, the tenets of faith and practice, as well as the diverse cultural expressions of Muslims from Indonesia to Morocco

and in the Western world. We will study Islamic civilization, relations with Christians, Jews, and Hindus. We will discuss the challenges of globalization in the twenty-first century.
Qamar-Ul Huda

TH 198 The Language of Liturgy (Spring: 3)
Cross Listed with SL 221/HP 258
Offered Periodically

See course description listed under the Slavic and Eastern Languages Department.
M.J. Connolly

TH 206 Relationships: A Way to Know God (Spring: 3)

The search for intimacy is a major developmental task of young adulthood. Intimacy is multi-faceted and includes not only sexual attraction and expression, but the whole range of interpersonal relationships that serve to fulfill this deep longing of the human spirit. Intimacy with God is mediated through other people. How do we experience the unseen God through those 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 223 St. Ignatius Loyola and His Legacy (Fall: 3)

This course explores the religious, social and psychological factors which influenced the character and choices of St. Ignatius Loyola; the genesis of the Society of Jesus; and Ignatius' legacy in Christianity and the world at large. The course pays close attention to Ignatius' own experience in his *Autobiography,* and an in-depth study of the dynamics of his *Spiritual Exercises*. A retreat is offered as part of this course. Readings will include *The Autobiography of St. Ignatius Loyola, The Spiritual Exercises, Directions for Communication* and *Father, Son and Holy Ghosts*, as well as selected articles.
Julio Giulietti, S.J.

TH 261 Spirituality and Sexuality (Fall: 3)
An elective course limited to senior and juniors who have already completed their Theology Core requirement.

How does our experience of ourselves as sexual beings open us to the experience of the holy, and conversely, how might our desire for God be intimately related to our sexual desire and longings? These are the questions that will be the focus of our work. Not a course on sexual ethics, this course is an exploration of the complex interrelationship of sexual and spiritual desire as both are reflected upon in the Christian spiritual tradition.
H. John McDargh

TH 283 Prophets and Peacemakers (Fall/Spring: 3)
Prerequisite: Completion of core requirements in theology.
This course was formerly listed as TH 492 Prophets and Peacemakers.

This seminar examines significant twentieth century attempts to relate faith, spirituality, and religious convictions to issues of peace and justice. Special concerns include: human dignity, compassion, evil and "social sin," the preferential option for the poor, human rights, the social mission of the church, religion and politics, peacemaking, and non-violent social transformation. Figures studied include Dietrich Bonhoeffer, Thomas Merton, Dorothy Day, Oscar Romero, and Aung San Suu Kyi.
Stephen J. Pope

TH 285 Voices, Visions and Values: Exploring Vocation (Fall/Spring: 3)
This course was formerly listed as TH 252 Identity and Commitment.

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 299 Readings and Research (Fall/Spring: 3)
The professor's written consent, on a form obtained from the department, must be secured prior to registration.

In rare cases where regular courses do not meet the needs of students, independent research may be arranged by a student with a faculty member.
The Department

TH 310 Mentoring and Leadership Seminar (Fall: 3)
Joseph Marchese

TH 316 Forgiveness and Reconciliation (Fall: 3)
Theology majors only.

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 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)
Theology majors only. Please see specific instructor's section for additional information.

The Majors' Seminar is designed to help majors extend their understanding of the meaning and methods of theology and religious studies. It provides students with an opportunity to synthesize aspects of their course work, identify key themes, questions, and areas in need of further study. This is done primarily through the research and writing of a seminar paper. This course is offered each fall spring and may be taken senior or junior year. Sufficiently advanced students are urged to take the seminar in junior year.
Francis X. Clooney, S.J.
Robert Imbelli, S.J.
Theodore Kepes

TH 340 Communication and Theology (Spring: 3)
Cross Listed with CO 440
Offered Periodically

See course description listed under the Communication Department.
Kevin Kersten, S.J.

TH 360 Living Truthfully: Way to Personal Peace and Social Change (Spring: 3)

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 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 393 Suffering, Politics and Liberation (Spring: 3)
Satisfies Cultural Diversity Core Requirement
This course was formerly TH 607 Suffering, Politics & Liberation.

This course explores the role that religious faith plays in people's experiences and responses to suffering caused by systemic injustice in societies. Through the reading of biographical and theological texts, we investigate the relationship between the practice of faith and the work for justice, questioning what various people understand religion to entail, particularly in its rituals, texts, beliefs, and authority figures, as well as what they mean by politics. We study Christianity in North and South America and Europe, as well as examples of indigenous American religion and Islam, seeking perspectives of women and men of a variety of races.

Bruce T. Morrill, S.J.

TH 399 Advanced Independent Research (Spring: 6)

By arrangement.

The Department

TH 401 Senior Thesis (Fall: 3)

By arrangement.

The Department

TH 421 Religious Dimensions of the Modern Novel (Fall: 3)
Cross Listed with EN 463

See course description listed under the English department.

J. Robert Barth, S.J.

TH 523 Capstone: Telling Our Stories, Living Our Lives (Fall: 3)
Cross Listed with UN 523
Offered Periodically
Formerly titled UN 501 (TH 411)

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.

H. John McDargh

TH 599 Readings and Research (Fall/Spring: 3)

By arrangement.

The Department

Undergraduate and Graduate Course Offerings

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)

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 373 Fundamental Moral Theology (Fall: 3)
Offered Periodically

This is a study of the Christian (though predominantly Roman Catholic) moral tradition as it unfolds thematically and historically. Starting with the Scriptures and the love of God, the course moves through the patristic concern for virtue and its understanding of both Jesus Christ and the human embodied person. It then studies the penitentials, scholasticism, casuistry, the Reformation, the moral manuals, and contemporary ethics.

James Keenan, S.J.

TH 386 Comparative Ethics: The Hindu-Christian Example (Fall: 3)
Offered Periodically

An introduction to comparative ethics by attention to what Christian ethicists can learn from Hindu ethics. Hindu traditions are rich in reflection on basic ethical issues, e.g., human nature and right human behavior; the ideal society; the quest for justice and response to evil; religious foundations for moral decision-making. By the study of selected primary texts, the course introduces key issues, such as the ideal of nonviolence, the tension between caste and respect for the individual, the tension between traditional and modern attitudes toward women, and ecological concerns.

Francis X. Clooney, S.J.

TH 409 Saints and Martyrs in Late Antiquity and Middle Ages (Spring: 3)
Offered Periodically

This course will explore the history and development of devotion to martyrs and saints in the late antique and medieval periods. While the primary focus of the course will be on Christian patterns of devotion, there will also be discussion of the place of holy people in Jewish traditions.
Daniel Joselyn-Siemiatkoski

TH 414 Contemporary Approaches to Religious Education (Spring: 3)
Level 3 Course

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

TH 422 Introduction to Orthodox Theology (Fall: 3)
Offered Periodically

This course introduces students to Orthodox Christianity's most salient ideas and critical historical developments. The course will survey topics such as the Byzantine, Russian and eastern churches, Orthodox theology, liturgy and ritual, art and culture, the veneration of saints, asceticism and monasticism, prayer and spirituality, as well as issues confronted today by contemporary Orthodoxy and Orthodox Church.
Demetrios Katos

TH 426 Fathers of the Church (Fall/Spring: 3)
Theology Majors only.

Introduction to the Fathers of the Church from the post-apostolic period to the end of antiquity. The lives, writings, and doctrines of the early Church Fathers will be presented.
Margaret A. Schatkin

TH 438 Spirituality, Career, Work, and Calling (Spring: 3)
Offered Periodically

How does our spirituality connect with our work? Do we bring a spirituality to work, or do work (paid or unpaid), career, and employment impose a spirituality of their own? Surveys repeatedly show that, at first glance, Americans find little connection between their work and their spiritual lives. Upon reflection, they find it in ways that transform the meaning of their work. We shall use contemporary spiritual writers, theologians, sociologists, and historians to explore a theme at the heart of every life.
James Weiss

TH 439 Transatlantic Catholicism Since 1750: Responses to Age (Spring: 3)
Prerequisites: Completion of the Theology 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)

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 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 444 The Torah in History and Tradition (Spring: 3)
Offered Periodically

This course sets the Torah (Genesis through Deuteronomy) in its broader ancient Near Eastern context, while exploring the major theological, ethical, and social themes that emerge from its pages. In addition to examining the Biblical text, this course engages the most recent scholarship on the Torah, as well as the history of its interpretation in both Jewish and Christian traditions. Required texts: *The Bible* (*The Jewish Study Bible* or *The New Oxford Annotated Bible* are preferred, though other translations are acceptable) and *The Bible As It Was*.
Jeffrey Geoghegan

TH 449 Jewish Liturgy: Its History and Theology (Spring: 3)

Embedded in rabbinic prayer is a concise statement of Jewish theology. After an examination of the precursors of rabbinic prayer and of the development of the synagogue as an institution, this course will examine the structures and ideas of the prayers themselves as they have been received from the medieval world. This will create a context for a deeper discussion of some key Jewish theological concepts as well as a comparison of Jewish and Christian liturgical traditions.
Ruth Langer

TH 450 St Ignatius of Loyola and Discernment (Spring: 3)
Offered Periodically
This course was formerly listed as TH 249 St. Ignatius of Loyola and Discernment.

This course explores the experience and process of spiritual discernment in the tradition of St. Ignatius Loyola; the issues affecting professional and vocational discernment within the undergraduate experience and second careers; and the interaction between personal faith, talents and life goals. A retreat is offered as part of this course. Readings will include *Let Your Life Speak: Listening for the Voice of Vocation* by Parker Palmer, *Big Questions, Worthy Dreams: Mentoring Young Adults in their Search for Meaning* by Sharon Daloz Parks, *Autobiography of St. Ignatius Loyola; Contemplation in Action*.
Julio Giulietti, S.J.

TH 451 Christ and the Jewish People (Spring: 3)
Offered Periodically

In the wake of the groundbreaking conciliar declaration, *Nostra Aetate*, the Catholic Church now authoritatively teaches that the Jewish

people remain in an eternal covenant with God. This course explores the unfolding implications of this recognition for the Christian conviction that Jesus Christ is universally significant for human salvation by considering relevant New Testament texts, the development of the church's Christological tradition, the rise and demise of supersessionism, and various approaches being proposed today.
Philip Cunningham

TH 454 Buddhist Scriptures: Mahayana (Fall: 3)

Readings in early Buddhist and Mahayana scriptures, attending to developments in doctrine and practice. This will be informed by analyses of canon formation and of strategies of legitimation in competition with non-Buddhists and other traditions of Buddhism in India and Central Asia. Graduate theology students are encouraged to notice parallel problematics in other scriptural traditions raised by their study of Buddhist scriptures.
John J. Makransky

TH 455 Christian Sacrifice (Fall: 3)
Offered Periodically

The trinitarian and liturgical rather than history-of-religions matrix of the specifically Christian concept of Christian sacrifice. Then, its biblical foundations, patristic developments, scholastic theories, and reformational controversies. Then the aberrations of an enlightened modernity and the (often) unenlightened Christian reactions. Finally the new vistas of understanding and misunderstanding made possible by the development of the modern and postmodern human sciences, with special attention to Girardian mimetic theory.
Robert J. Daly, S.J.

TH 466 Introduction to Judaism (Fall: 3)
This course is sponsored in part by the Jewish Chautauqua Society.

In this elective we shall study the historical development, the belief system, the main practices as well as the major points of contacts of Judaism with Christianity and Islam throughout the centuries.
Rabbi Rifat Sonsino

TH 472 Buddhist Ethics: Ancient and Contemporary (Spring: 3)
Offered Periodically

This course will focus on connections between doctrines, practices and ethical principles, in early Buddhist and Mahayana formulations, and in contemporary approaches both to individual cultivation and to social values. Readings in primary and secondary sources, including ancient texts in translation, contemporary manuals of meditation and ethics, and recent analyses of Buddhist ethics and society. Graduate theology students are encouraged to notice how their study of Buddhist ethics informs their interest in the ethics of other traditions.
John Makransky

TH 474 Jews and Christians: Understanding The Other (Fall: 3)
This course is an exercise in interreligious learning, sponsored by the Boston College's Center for Jewish-Christian Learning.

Interreligious dialogue requires interreligious understanding. This course will build a foundation for genuine dialogue between Jews and Christians by posing fundamental theological questions in a comparative context. Students will gain an understanding of the other tradition while also deepening their understanding of their own, discussing such matters as the human experience of God, the purpose of human existence, the nature of religious community, and the ways that the communities respond to challenges, both contemporary and ancient.
Philip Cunningham
Ruth Langer

TH 477 Biblical Theology: God, Covenant, and Prophecy (Spring: 3)
Offered Periodically
This course is sponsored in part by the Jewish Chautauqua Society.

The Hebrew Bible does not represent a systematic theology but reflects a variety of approaches on subjects such as God, Covenant and Prophecy. This course will focus on the religious and social factors that contributed to the evolution of these concepts through the years up to the early rabbinic period.
Rabbi Rifat Sonsino

TH 481 Women and the Church (Spring: 3)
Offered Periodically
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.
Mary Ann Hinsdale, IHM

TH 482 Hitler, the Churches, and the Holocaust (Fall: 3)
Cross Listed with HP 259
Offered Periodically

This course will examine the anti-Semitism and nationalism that weakened the churches' response to Hitler's policies. It will also analyze the theological and institutional resistance that emerged in response to totalitarianism and to the Holocaust as well as consider the post-Holocaust paradigm shift in theology.
Donald J. Dietrich

TH 485 From Diatribe to Dialogue: Studies in the Jewish-Christian Encounter (Spring: 3)
This course is an exercise in interreligious learning, sponsored by Boston College's Center for Christian-Jewish Learning.

Christians and Jews, living together, have never ignored one another. Only in our times have these encounters begun to include positive affirmations of the other. To provide the student with a background for the contemporary situation, this course will explore various theological facets of the Jewish-Christian encounter, from the diatribes of earliest Christianity through the medieval disputations, concluding with the contemporary dialogue. Readings will be drawn from Jewish and Christian primary sources in translation.
Paul Kolbet
Ruth Langer

TH 496 The Moral Dimension of the Christian Life (Spring: 3)
Offered Periodically
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.
Jennifer Bader

TH 499 Medieval Intellectual Tradition (Fall: 3)
Offered Periodically

For upper-level undergraduate students and interested graduate students. An introductory study of medieval theologians from St. Anselm to Denys the Carthusian and their contributions to the Christian intellectual tradition.
Stephen F. Brown

TH 500 Great Theologians (Fall: 3)
Offered Periodically

A study of the primary texts of Clement of Alexandria *(The Instructor)*, Augustine *(On Christian Learning)*, Abelard *(Sic et Non)*, Thomas Aquinas *(Commentary on Boethius's "On the Trinity")*, Nicholas of Cusa *(On Learned Ignorance)*, Schleiermacher *(The Christian Faith)* and Lonergan *(Method in Theology)*.
Stephen F. Brown

TH 504 Seminar in International Studies (Fall: 3)
Cross Listed with IN 504
Offered Periodically
Open to seniors in International Studies and others with the permission of one of the instructors.

The Seminar in International Studies 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 507 Introduction to Comparative Theology and the Theology of Religions (Fall: 3)
Offered Periodically
Intended for graduate students and advanced undergraduates. Comparative theologians study other religions' theologies and bring this learning into dialogue with their own traditions through careful comparison, dialogical reflection, and a subsequent, well-informed theology of religions. Readings include Hindu primary texts, plus essays/books exemplifying Christian comparative theology and theology of religions.
Catherine Cornille

TH 512 Pauline Tradition (Fall: 3)
Prerequisite: An introductory course in Biblical studies.
Offered Periodically
Formerly listed as TH 357.

An introduction to Paul's life, letters and theology. Includes exegesis of Paul's Epistle to the *Romans*; discussion of the main themes in Paul's theology, and its significance for later Christianity. Recent debates over the sociology of the early Christian communities as represented in the Pauline and post-Pauline letters will be presented.
Pheme Perkins

TH 513 Gospel of Mark (Spring: 3)
Prerequisite: Introductory course in Biblical Studies
Offered Periodically
Formerly listed as TH 359

A close reading and exegesis of Mark's gospel, this course will introduce students to the methodology of historical—critical study of the New Testament as well as more recent developments in literary and rhetorical criticism. Recent debates over the social and political implications of Mark's narrative will be presented as well as fundamental themes in Mark's theology such as miracles and faith, discipleship, the way of the cross, eschatology, God.
Pheme Perkins

TH 514 Parables of Jesus (Fall: 3)
Offered Periodically
Formerly listed as TH389 Parables of Jesus

This course studies the parables of Jesus in the synoptic gospels from literary, social, historical, and theological perspectives. Special attention will be given to the functions of the parables in Jesus' ministry and to their roles in the gospel narrative.
John Darr

TH 521 Gnostic Christianity (Fall: 3)
Offered Periodically

An introduction to the Christian movements of the second to fourth centuries which challenged the official Christian presentation of Jesus as Son of the God revealed in Jewish Scriptures. Will study Gnostic writings as evidence for alternative forms of Christian religious expression; the orthodox Christian response to Gnosticism, and Mani's creation of a universal, missionary expression of Gnostic religion.
Pheme Perkins

TH 529 Introduction to Jewish Theology: Finding God (Spring: 3)
Offered Periodically
Formerly listed as TH 349 Biblical Theology: God, Covenant, and Prophecy

Beyond the dogmatic requirement of divine unity, Jewish theology has allowed great freedom to those seeking to find and understand God. This introductory course will survey various theological viewpoints about God, from the biblical period to the present time, covering such responses as theism, mysticism, religious naturalism and religious humanism.
Rabbi Rifat Sonsino

TH 533 Modern Catholic Social Teaching (Fall: 3)
Offered Periodically

This course will be an historical and analytical investigation of the church's official social teaching. The focus will be on the major texts from papal and episcopal sources. The aim of the course will be to understand the social and ecclesial contexts in which the documents were written and the development of the main themes comprising the Catholic social tradition.
Kenneth Himes, O.F.M.

TH 539 Humanitarian Crises and Refugees: Ethical, Political, and Religious Responses (Fall: 3)
Cross Listed with IN 539
Offered Periodically
Preference to Theology and International Studies students. See Theology Department for registration approval.

Contemporary humanitarian crises; the forced migration resulting from many of these crises; moral theories relevant to such crises and the needs of refugees; the relation between such crises and the ethics of both warfare and economic justice; and elements of response by political, religious and civil communities today.
David Hollenbach, S.J.

TH 549 Introduction to Theological Ethics (Fall: 3)
Offered Periodically
Special interest to M.A. students and advanced undergraduate theology majors.

Introduction to the field of theological ethics, primarily through contemporary texts and concerns. Major focus is on the issues that theologians have to deal with when writing and thinking about ethical issues. Fundamental themes examined in relation to practical moral issues, including sex, lying, and killing. Readings selected to represent the variety of methods and theological perspectives in the discipline. Primary attention to Catholic theological ethics but some attention will also be given to Protestant, Orthodox, and Anglican perspectives. Consideration given to theologians from Europe and Latin America as well as the United States.
Stephen Pope

TH 550 Revelation and Other Apocalypses (Spring: 3)
Offered Periodically

An introduction to Jewish and early Christian apocalyptic writings from Daniel and IV Ezra to the early Christian *Ascension of Isaiah* and *Apocalypse of Peter*. Includes exegesis of the book of *Revelation* and discussion of the theological issues raised in these texts: God's sovereignty over history, end—time speculation, and visions of the heavenly realm. Debates over apocalypses and the imagery of religious violence will be presented.
Pheme Perkins

TH 551 Hindu Goddesses and the Blessed Virgin Mary (Spring: 3)
Offered Periodically

Course explores gender and the divine through key goddess texts from Hindu religious traditions, asking how goddesses are envi-

sioned and gender constructed when both gods and goddesses are worshiped. Male deities are considered briefly, as background. Goddesses include Sri Laksmi, the great Goddess, Apirami, and Kali. Primarily theological and textual, the course also considers ritual and sociological perspectives. For comparison, the cult of the Virgin Mary is examined in several Marian texts. Goal: to see what can be learned from respectfully, critically analyzed classics, and to make constructive comparative proposals on gender and the divine. No prerequisite knowledge of Hinduism.
Francis X. Clooney, S.J.

TH 563 Ethics, Religion and International Politics (Spring: 3)
Cross Listed with IN 600
See Theology Department for registration approval. Preference to Theology and International Studies majors and minors.

An examination of the role of religion in international politics and of ethical approaches to international affairs. Special emphasis will be given to religion as a source of conflict, religious communities as transnational agents for justice, protection of human rights, and peace; the historical development and contemporary formulations of ethical norms for the use of force, ethical and religious contributions to reconciliation and solidarity.
David Hollenbach, S.J.

TH 565 John of the Cross: An Inquiry into Prayer, Contemplation, and Union with God Part I (Fall: 3)

This introductory course proposes to study two major works of John of the Cross to determine the nature, conditions, and origins of contemplation and its development into perfect union with God. This course brings inquiry to bear upon the issues raised by these writings and by their application to the lives of the students. The poetry, counsels, and theology of John of the Cross will be supplemented by such concordant and contrasting reading as *The Ladder of Monks* by Guigo *The Carthusian,* and *The Denial of Death* by Ernest Becker.
Michael J. Buckley, S.J.

TH 572-573 Intermediate Biblical Hebrew I and II (Fall/Spring: 3)
Prerequisites: 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 582-583 Biblical Hebrew I and II (Fall/Spring: 3)
Cross Listed with SL 091-092
Offered Biennially
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.
Zéhava Carpenter

TH 589 History of Israel's Religion (Fall: 3)
Offered Periodically

The course leads students into analysis of religious beliefs and practices in ancient Israel and the Old Testament. Topics for investigation will include monotheism, cultic practice, purity and holiness, and the roles of prophets, priests and sages. Students will use theological, historical, archaeological, and literary methods to analyze biblical texts, non-biblical texts, and material culture.
David Vanderhooft

TH 598 Law, Medicine and Ethics (Spring: 3)

This course examines legal and ethical issues in medicine. It is designed so that students take an ethical position on difficult or emerging issues in medicine such as appropriate care of seriously ill newborns, new forms of reproduction, and proposals for health care reform. The student is expected to provide a principled rationale for the position. The goal is to have the students think, be prepared to recognize inadequacies or difficulties in their position, modify it if necessary, and ultimately arrive at a thought through principled position.
John J. Paris, S.J.

TH 695 Jesus Christ and Human Transformation (Spring: 3)
Offered Periodically

This seminar seeks to explore anew the Christological foundations of Catholic faith and theology by reading and reflecting upon authors who are integrating theology and spirituality into a vital synthesis. For all authentic renewal in the Church proceeds from a recovery of the Christic center of faith. Thus the response to the crucial Christological challenge, "Who do you say I am?", proves inseparable from a life of committed discipleship. Today this question must be pondered in the new context of the encounter of world religions.
Robert Imbelli, S.J.

TH 769 Being and Becoming (Fall: 3)
Cross Listed with PL 769
Offered Periodically

See course description in the Philosophy department.
Patrick Byrne

TH 799 Readings and Research (Spring: 6)

By arrangement.
The Department

TH 826 Introduction to the Hebrew Bible (Fall: 3)
Offered Periodically
Formerly listed as TH 826 Introduction to the Old Testament

This is a survey course dealing with 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.
Rifat Sonsino

TH 891 John of the Cross: An Inquiry into Prayer, Contemplation, and Union with God Part II (Fall: 3)

This course continues to pursue the inquiry in the introductory John of the Cross course, the determination of character, conditions, and origins of contemplation and its development into perfect union with God. As part two, it presupposes the prior course and proposes the careful study of *The Ascent of Mount Carmel* and *The Dark Night of the Soul.* These works of John of the Cross will be supplemented, this time by such readings as *The Way of Perfection* by Teresa of Avila, *John of the Cross* by Hans Urs von Balthasar, and *Selected Writings of Dorothy Day*.
Michael J. Buckley, S.J.

Graduate Course Offerings

TH 420 Texts in Fundamental Moral Theology (Spring: 3)
Offered Periodically

This seminar will analyze the works of Catholic moral theologians who have written one-volume texts of fundamental moral theology. After a period of time in which the essay was the usual format there has been a growing list of authors putting forward a new synthesis of themes in fundamental moral theology. Interest will be in discerning strengths and weaknesses of the emerging paradigm of moral

theology as this is expressed in the various texts. Among those theologians whose works will be read include: C. Curran, K. Demmer, G. Grisez, R. Gula, P. McCormick and R. Connors, T. O'Connell.
Kenneth Himes, O.F.M.

TH 457 Newman (Fall: 3)
Offered Periodically

This course centers on an intensive reading of four of John Henry Newman's most estimable works—the fifteen *Oxford University Sermons,* the essays on *Development of Christian Doctrine* and on the *Grammar of Assent,* and his *Letter to the Duke of Norfolk*—in light of biographical and interpretive works, including especially Newman's own *Apologia Pro Vita Sua.*
Charles C. Hefling

TH 518 Aquinas' Ethics (Spring: 3)
Offered Periodically

A reading of the entire *Pars Secunda of the Summa Theologiae* of Thomas Aquinas. The text will be read in English. A major research paper is required.
James Keenan, S.J.

TH 519 Christian Humanism (Spring: 3)
Offered Periodically

An examination of the modern/postmodern ambiguity of "humanism." Ancient Christians understood it in terms of their belief in the true humanity of Christ: "nothing is redeemed that is not assumed" by the eternal Word. Moderns associate it with the libidinous intent of human beings to save themselves without God. Readings will include: Leo Strauss, Allan Bloom, Friedrich Nietzsche, Eric Voegelin, Hans Urs von Balthasar, Wendell Berry, Nicholas Boyle, Charles Taylor, Rowan Williams, and Bernard Lonergan.
Frederick Lawrence

TH 530 Contextual Education: Supervised Ministry and Professional Development (Fall/Spring: 04)
IREPM Course
Contextual Education is a four-credit program over one academic year. Students register for Contextual Education during the Fall semester.

See course description under the Institute of Religious Education and Pastoral Ministry.
Helen Blier
Rosemary Brennan, CSJ
John Konicek, SJ.

TH 532 Basic Dimensions of Pastoral Care and Counseling (Fall: 3)
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.
John J. Shea, OSA

TH 538 Directed Research in Pastoral Ministry (Fall/Spring: 3)
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.
The Department

TH 541 Understanding Ourselves Through the Ages (Fall: 3)
Offered Periodically

This course considers key moments in ecclesiology, the Christian community's self-understanding. Beginning with its Jewish Christian roots and the broader Hellenistic world, and continuing through the patristic, medieval, reformation, and enlightenment periods, into the nineteenth and early twentieth century movements which contributed to the First and Second Vatican Councils. Lectures will review the church's history as illustrated by relevant documents of each era.
Francis P. Kilcoyne

TH 542 Liturgy and Ethics (Spring: 3)
Offered Periodically
Designed for Ph.D. students, but M.A.s allowed.

This doctoral level 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 552 Christ in the Old Testament: Biblical and Patristic Perspectives (Spring: 3)
Offered Periodically
Team taught with Rev. Eugen Pentiuc from Holy Cross Greek Orthodox School of Theology.

The prehistory of Christ in the Old Testament as taught in patristic tradition, examined in the light of modern biblical scholarship. Current methodologies will be used to analyze selected Messianic texts in the Pentateuch, Psalms, and Prophets. Knowledge of the original languages is not required, and students of all backgrounds are welcome.
Margaret A. Schatkin

TH 568 Ethics and Christology (Spring: 3)
Offered Periodically

The dependence of theological ethics on interpretations of Jesus Christ will be explored, using recent and current figures, such as Barth, Reinhold and H. Richard Niebuhr, Moltmann, Schillebeeckx, and Elizabeth Johnson, as well as some essays on ecology and interreligious dialogue.
Lisa Sowle Cahill

TH 584 Human Rights—A Common Morality for a Religiously Diverse World? (Spring: 3)
Offered Periodically

Exploration of the meaning, basis, historical roots, and practical significance of human rights in philosophical, theological, and political debates. Special attention will be given to the questions of the universality of the idea of human rights in the context of cultural pluralism and of the relation between human rights diverse religious traditions, especially Christianity.
David Hollenbach, S.J.

TH 588 Revelation in a Comparative Perspective (Spring: 3)
Offered Periodically
No prerequisite knowledge of Hinduism; open to undergraduates by permission.

This team-taught course draws on primary texts from the Christian and Hindu traditions to explore the theological concept of revelation in relation to divine word and self-communication, oral and written sacred scripture, prophecy, inspiration, and authorship, canon, continuing revelation, doctrine. Comparative questions regarding "revelation" as a general and special concept will be considered, and the missionary inquiry into revelation beyond the Bible. Readings include: Biblical texts, Justin Martyr, Thomas Aquinas, Roberto de Nobili, Vatican II *(Dei Verbum);* Vedic and Upanisadic texts, Mimamsa ritual theory, Vedanta (Sankara, Ramanuja, Vedanta Desika).
Francis X. Clooney, S.J.

TH 593 Fostering Faith Across the Life Cycle (Fall: 3)
Cross Listed with ED 673
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.
Jane E. Regan

TH 594 New Testament Ethics (Fall: 3)
Offered Periodically
This course was formerly offered as TH 365 New Testament Ethics

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 597 Ecology and Theological Ethics (Spring: 3)
Prerequisite: Graduate students only
Offered Periodically

This course is a graduate seminar examining the ethical and theological issues concerning ecology. Issues include God as Creator, reverence for life, conservation, the moral standing of animals, vegetarianism, the ethics of stewardship, population pressure, future generations and sustainability, eco-theology, preservation of biodiversity, corporate responsibility. Examines a variety of approaches to ecological ethics, including prophetic, narrative, ethical and policy modes of moral discourse. Authors include Thomas Berry, Annie Dillard, Mary Midgley, Stephen R.L. Clark, Larry Rasmussen, Paul Santmire, James Gustafson, Rosemary Radford Ruether, E.O. Wilson, Michael S. Northcott.
Stephen Pope

TH 600 Leadership and the Practice of Ministry (Spring: 3)
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.
Jane E. Regan

TH 604 Foundations for the Practice of Ministry: Voice, Vision, and Vocation (Fall: 3)
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.
Helen Blier

TH 605 Theology and Pastoral Practice: Integrative Colloquium (Spring: 3)
Offered Periodically
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.
The Department

TH 609 Seminar in Latin Patrology (Spring: 3)
Prerequisite: One year of classical or medieval Latin.
Formerly listed as TH 423 Seminar in Latin Patrology Reading knowledge of Latin

Reading of Didymus Alexandrinus, *De Spiritu Sancto* in the Latin version of St. Jerome. Introduction to St. Jerome as a translator. Study of the development of Christian Latin, with specific reference to the Holy Spirit.
Margaret Schatkin

TH 612 Seminar in Greek Patrology (Fall: 3)
Prerequisite: One year study of ancient Greek
Formerly listed as TH 425 Seminar in Greek Patrology. Reading knowledge of Greek. Graduate students only.

Philological and historical study of the earliest Greek patristic homilies on the Feast of Christmas. Light will be shed on the origins and significance of the nativity celebration.
Margaret Schatkin

TH 614 Love and Friendship (Fall: 3)
Offered Periodically

One of theology's highest themes ranges from the Christian name for God to the core of human relationships and forms the nexus between systematic theology and theological ethics. Proceeding in a theologico-political mode, the course will be based on reading and discussing works by Plato, Aristotle, Augustine, Thomas Aquinas, David Burrell, Jean-Luc Marion, and Bernard Lonergan.
Frederick Lawrence

TH 618 Development of Theology (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 628 Liturgy, Sacraments and the Church (Fall: 3)
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.
Bruce T. Morrill, SJ

TH 637 God, Language, and Mysticism (Fall: 3)
Offered Periodically
Formerly listed as TH 955 A Neoplatonic Approach to God
The writings will be read in English

The knowledge that believers can have of God, according to Philo, Plotinus, Dionysius, Maimonides, Albert the Great, Eckhart, with special emphasis on Thomas Aquinas. Topics to be discussed: human openness to the infinite, the notions of being, oneness and goodness, metaphors and analogy, knowability and incomprehensibility of God, kataphatic and apophatic judgments. Comparisons will be made with Kant, Lonergan, Rahner, feminist theologians, Heidegger, Jüngel, and Marion.
Louis Roy, O.P.

TH 644 Foundations of Theology (Fall: 3)
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.
Colleen Griffith

TH 699 Readings and Research in Marital Spirituality (Fall: 0)
For further information please visit www.intams.com

An interdisciplinary international forum for students August 22-27 in Brussels, Belgium.
The Department

TH 707 Psychological Foundations for Pastoral Counseling (Fall: 3)
Offered Periodically
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.
Michael St. Clair

TH 717 Education of Christians: Past, Present and Future (Spring: 3)
Cross Listed with ED 635
Offered Periodically
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.
Thomas Groome

TH 725 The Church: From Crisis to Renewal From Polarization to Dialogue in Today's Church (Fall: 1)
Offered Periodically
Weekend Course
September 17 and 18, 2004, Friday 4-9 pm, Saturday 9-3 pm.
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.
Peter Steinfels

TH 726 The Church: From Crisis to Renewal/The Future of Catholic Identity (Fall: 1)
Offered Periodically
Weekend Course
October 22 and 23, 2004, Friday 4-9 pm., Saturday 9-3 pm.
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.
Peter Steinfels

TH 727 The Church: From Crisis to Renewal/The Challenge of Leadership (Fall: 1)
Offered Periodically
Weekend Course
November 19 and 20, 2004, Friday 4-9 pm., Saturday 9-3 pm.
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.
Pete Steinfels

TH 730 Discernment: Holistic Formation for the Practice of Ministry (Fall/Spring: 1)
Meets six times per semester. Pass/Fail only
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.
The Department

TH 731 Research and Writing for Pastoral Theology (Spring: 1)
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.
Lucretia Yaghjian

TH 739 Christology (Fall: 3)
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.
Mary Ann Hinsdale, IHM

TH 741 The Cappadocians (Fall: 3)
Team taught with Professor George Dion Dragas of Holy Cross Greek Orthodox School of Theology.

Introduction to the lives and teachings of Basil of Caesarea (ca. 330-379), Gregory of Nazianzus (ca. 329-389), and Gregory of Nyssa (ca. 330-395). Readings in English to illustrate the content and range of their thought.
Margaret Schaktin

TH 743 Eucharist and Ministry: An Ecumenical Proposal (Spring: 3)

This course explores how, within the theological tradition of Catholicism, we might arrive at a mutual recognition of one another's Eucharist and Ministry. It will examine the development of Church Order over the first century in the life of the Christian community, the criteria for good faith and orthodoxy in the practice of Christian churches, and the difference of understanding of Eucharist and Ministry between the Catholic and post-Reformation churches.
Raymond Helmick, S.J.

TH 762 Christian Ethics: Major Figures (Fall: 3)
Offered Periodically

This course will consider fundamental questions in Christian theological ethics. Of major concern will be Scripture and ethics, Christian ethics and philosophy or "reason," and the relation of ethics to systematic theology. 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. Authors to be studied are Augustine, Aquinas, Luther, Calvin, Menno Simons, and Jonathan Edwards.
Lisa Sowle Cahill

TH 785 Theology, Spirituality, and the Body (Spring: 3)
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.
Colleen Griffith

TH 790 Historical Resources for a Contemporary Spirituality (Fall: 3)
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.
Colleen Griffith

TH 791 Contemporary Spiritual Classics (Spring: 3)
TH 790 is not a prerequisite for TH 791.
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.
Colleen Griffith

TH 795 Systematic Theology I (Fall: 3)
Offered Periodically
Formerly TH 856 Systematic Theology II

This seminar seeks to provide students with an introductory mapping of the major hermeneutical periods of Catholic theology and an orientation to the major themes of Systematic Theology. These include revelation and faith, Christology, Trinitarian theology, theology of the Church as communion, and sacraments. The course will stress the liturgical matrix of Catholic life and theology and the inseparability of theological reflection and the practices of spirituality.
Rev. Robert Imbelli

TH 801 Thesis Seminar (Fall/Spring: 3)

By arrangement.
The Department

TH 802 Augustine of Hippo: Homilies and Exegesis (Fall: 3)
Offered Periodically

After examining briefly instances of philosophically informed oratory in the Greco-Roman world, this seminar focuses upon Augustine of Hippo's reflections on Christian rhetoric and his actual practice of it. Several theoretical treatises from different periods of his life as well as an extensive number of his sermons will be read. Such an inquiry will illumine how early Christians used scripture and assess the value of Augustine's—not yet widely read—sermons for theology.
Paul Kolbet

TH 816 Sharing Faith in Religious Education and Pastoral Ministry (Fall: 3)
Cross Listed with ED 539
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.
Thomas Groome

TH 827 Introduction to the New Testament (Spring: 3)

Introduction to academic study of the New Testament for graduate students entering theology and ministry programs. Surveys each book of the New Testament including its historical setting, its sources, authorship, and literary structure, and its major theological themes. Concludes with a treatment of the "historical Jesus" debate.
Pheme Perkins

TH 835 Psychology of Religious Development (Fall: 3)
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.
John J. Shea, OSA

TH 837 Contemporary Issues in Ecclesiology: American Catholics at a Crossroad (Spring: 3)
On-line Course. This course fulfills the foundational theology requirement in ecclesiology.
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.
Barbara Radtke

TH 838 Social Work and Pastoral Ministry Seminar: Toward Social Transformation (Fall: 3)
Cross Listed with SW 830
Required for students in the dual M.A./M.S.W. program and open to other graduate students.
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.
Hugo Kamya

TH 847 Ecclesiological Issues in Ecumenical Dialogues (Spring: 3)
Offered Periodically

The Catholic Church is engaged in official dialogues with most of the other major Christian churches. Many of the statements produced in these dialogues deal with ecclesiological issues. The intention of the course is to offer the students an opportunity to develop an ecumenical approach to ecclesiology.
Francis A. Sullivan, S.J.

TH 880 Psychotherapy and Spirituality (Spring: 3)
Prerequisite: Permission of the instructor required.
Offered Periodically

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 882 Nursing and Faith Communities (Spring: 3)
Cross Listed with NU 320
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.
Carol Mandle

TH 888 Interim Study (Fall/Spring: 0)
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.
The Department

TH 895 The Common Good (Fall: 3)
Offered Periodically
This seminar is intended primarily for advanced level graduate students.

An exploration of the notion of the common good in Christian theological and philosophical traditions, of some of the critiques of these traditions, and of approaches to retrieval of the common good in the contemporary social, cultural and religious context. A principal concern of the seminar will be whether and how commitment to the common good is compatible both with respect for cultural and religious differences and with freedom in social and political life.
David Hollenbach, S.J.

TH 899 Readings and Research (Fall/Spring: 3)
Prerequisite: Permission of instructor

In rare cases where regular courses do not meet the needs of students, independent research may be arranged by a student with a faculty member.
The Department

TH 954 Documents of the Magisterium: Evaluation and Interpretation (Fall: 3)
Offered Periodically
Formerly listed as TH 543

Just as Catholic theologians must know how to distinguish among the various literary genres in the Bible and how to interpret scriptural texts, they must also know how to determine the relative degree of authority exercised in the various documents issued by popes and councils, and how to apply the principles of hermeneutics in interpreting them. This course is intended to help students to make sound judgments about the authority and meaning of documents in which the Church has expressed its faith over the centuries.
Francis A. Sullivan, S.J.

TH 968 The Challenge of Being Human: A Theological Anthropology for Our Time (Fall: 3)
Prerequisite: This course fulfills a theology elective or other elective requirement.
Offered Periodically
Online Course
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.
Barbara Radtke

TH 982 Ethics Doctoral Seminar (Fall/Spring: 3)

By arrangement.
The Department

TH 986 Thomas Aquinas: Considerations in Christology (Fall: 3)
Offered Periodically
The students are expected to have at least a rudimentary knowledge of Latin—but there is no need to be expert in the language—and to have completed the equivalent of an undergraduate major in theology.

This graduate seminar will explore—in an admittedly introductory and incomplete manner—something of Aquinas' *consideratio* of the mystery of salvation. The central question that will govern its inquiry is: What does it mean to say that "Christ died for our sins?" The principal text will be in Latin from the *Tertia pars* of the *Summa theologiae* of St. Thomas. Secondary and collateral readings will be assigned.
Michael J. Buckley, S.J.
Michael J. Himes

TH 987 The Role of Empathy in Pastoral Care and Counseling (Spring: 3)
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.
John Shea, OSA

TH 990 First Year Graduate Colloquium (Spring: 3)

This course is limited to, and required of, students in the Doctoral Program in Theological Studies in their first year of residency. All first-year students should consult with the Director of Graduate Studies, prior to registration, about the correct procedure to be used in registering for this course.
Charles C. Hefling

TH 991 Special Issues in Pastoral Care and Counseling (Spring: 3)
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.
John Shea, OSA

TH 994 Co-Creating the Reign of God: Youth/Young Adults (Spring: 3)
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.
Helen Blier

TH 995 Location of Faith: Contextual Theology for North America (Spring: 1)
Offered Periodically
Weekend Course
January 21 and 22, 2005, Friday 4-9 pm, Sat 9-3 pm
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.
Mary Jo Leddy

TH 996 The Local as Universal: the Theological Reflections of Wendell Berry (Spring: 1)
Offered Periodically
Weekend Course
Feb 18 and 19, 2005, Friday 4-9 pm, Saturday 9-3 pm
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.
Mary Jo Leddy

TH 997 The Location of Faith: The Spiritual as the Political (Spring: 1)
Offered Periodically
Weekend Course
March 18 and 19, 2005, Friday 4-9 pm, Saturday 9-3 pm.
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.
Mary Jo Leddy

TH 998 Doctoral Comprehensive (Fall/Spring: 0)

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

TH 999 Doctoral Continuation (Fall/Spring: 0)

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

University Courses

Undergraduate Program Description

University Capstone Courses

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, and Theology, it can satisfy the major requirements if the student takes a seminar as cross-listed in the department of his/her major.

Students must 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 World Wide Web at http://www.bc.edu/courses/.

UN 104 Modernism and the Arts I/Perspectives II (Fall: 3)
Corequisite: UN 105

This two-semester course fulfills the six-credit Philosophy Core requirement, the three-credit Literature Core requirement, and the three-credit Fine Arts Core requirement.

This is a full-year course in the literature, music, and visual arts usually connected with the term modernism. The first eight weeks of the term will be devoted to literature, the last five of the first term and the first five of the second to music, and the last eight of the second term to the visual arts. Among the authors read during the literature segment will be Baudelaire, Dostoevsky, Ibsen, Eliot, Kafka, and Joyce. During the music segment the composers listened to will include Wagner, Debussy, and Stravinsky. There will also be at least one week of jazz.

The Department

UN 105 Modernism and the Arts I/Perspectives II (Fall: 3)
Corequisite: UN 104
A two-semester sequence (UN 104/105 and UN 106/107). Total of 6 credits each term.

See description under UN 104.

The Department

UN 106 Modernism and the Arts II/Perspectives II (Spring: 3)
Corequisite: UN 107
A two-semester sequence (UN 104/105 and UN 106/107). Total of 6 credits each term.

See description under UN 104.

The Department

UN 107 Modernism and the Arts II/Perspectives II (Spring: 3)
Corequisite: UN 106
A two-semester sequence (UN 104/105 and UN 106/107). Total of 6 credits each term.

See description under UN 104.

The Department

UN 109 Horizons of the New Social Sciences I/Perspectives III (Fall: 3)
Corequisite: UN 110
This two-semester course fulfills the six-credit Philosophy Core requirement and the six-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 110 Horizons of the New Social Sciences I/Perspectives III (Fall: 3)
Corequisite: UN 109
A two semester sequence (UN 109/110 and UN 111/112). Total of 6 credits each term.

See description under UN 109.

The Department

UN 111 Horizons of the New Social Sciences II/Perspectives III (Spring: 3)
Corequisite: UN 112
A two-semester sequence (UN 109/110 and UN 111/112). Total of 6 credits each term.

See description under UN 109.

The Department

UN 112 Horizons of the New Social Sciences II/Perspectives III (Spring: 3)
Corequisite: UN 111
A two-semester sequence (UN 109/110 and UN 111/112). Total of 6 credits each term.

See description under UN 109.

The Department

UN 119 New Scientific Visions I/Perspectives IV (Fall: 3)
Corequisite: UN 120
This two-semester course may fulfill the six-credit Philosophy Core requirement and either the six-credit Natural Science Core or the three-credit Mathematics Core and three-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 120 New Scientific Visions I/Perspectives IV (Fall: 3)
Corequisite: UN 119
A two-semester sequence (UN 119/120 and UN 121/122). Total of 6 credits each term.

See description under UN 119.

The Department

UN 121-122 New Scientific Visions II/Perspectives IV (Spring: 3)
A two-semester sequence (UN 119/120 and UN 121/122). Total of 6 credits each term.

See description under UN 119.

The Department

UN 145 Cornerstone Advisement Seminar (Fall: 1)
Offered in the fall semester only Limited to 14

The Cornerstone Advisement Seminar is a twelve-week, one-credit elective which offers first-year students in the College of Arts and Sciences the opportunity to participate in a small class providing academic advising. The course encourages students to reflect on their academic and personal goals and gives them tools to make the difficult choices that face them both in and out of the classroom; these include the ability to read and listen carefully, to marshall evidence into a cogent argument, and to debate ideas in a civil manner, as well as the development of a sense of personal responsibility in the community.

The Department

UN 160 Challenge of Justice (Fall/Spring: 3)
Cross Listed with TH 160/PL 160
This course fulfills the basic Core requirement for students interested in the Faith, Peace and Justice Program. Other students with a serious interest in thinking through the problems of building a just society are welcome.

See course description in the Theology department.

Matthew Mullane
James Rurak

UN 201 The Courage to Know: Exploring the Intellectual, Social, and Spiritual Landscapes of the College Experience (Fall: 3)
This will be an interactive three-credit seminar of fifteen students. Your instructor will serve as your academic advisor. She/he will be assisted by a senior student who will serve as mentor/guide. This course will be an elective taught by University faculty.

The college experience can be seen as a puzzle, a myriad of pieces that need to fit together to achieve a desired outcome. There is life in and outside the classroom. There is the identity of this uni-

versity as a Jesuit Catholic institution. There is freedom and responsibility and a need to balance a social and academic life. There is a world of ideas to engage, friendships to make and conversations to pursue. This seminar will serve as a fifth course during your first semester. It will be an introduction to college life.
The Department

UN 250 Internship (Fall/Spring: 1)
John J. Burns

UN 251 Mock Trial Practicum (Fall: 1)
John J. Burns
Robert C. Moran
Mark C. O'Connor

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

Capstone Courses

UN 504 Capstone: Building a Successful Future in an Age of Rapidly Expanding Technology (Spring: 3)

We measure success not only by our material wealth, but also by our role as moral and ethical persons. Excitement over technological change must be tempered by the knowledge that technological innovations are accompanied by unintended consequences. They affect the environment, the quality of life, our relationships with one another. We must moderate self interest and greed to consider the plight of neighbors, local and global. We examine the moral and ethical content of our lives and reflect on technological choices among the possible, the desirable, and the necessary.
George Goldsmith

UN 505 Capstone: Life and Career Planning (Fall/Spring: 3)

This course provides an overview of life and career planning in the context of career, personal relationships, spirituality, and 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. The integration of spirituality and ethical decision making into one's life will be addressed by readings on ethical perspectives and the students' written reflections on a variety of issues. Students completing the course ought to do so with a better and fuller understanding of what it means to live a balanced life.
Robert F. Capalbo

UN 510 Capstone: Conflict and Decision (Fall: 3)
Cross Listed with CO 470

See course description in the Communication department.
Ann M. Barry

UN 513 Capstone: Ways of Knowing (Spring: 3)
Cross Listed with EN 627

See course description in the English department.
Carol Hurd Green

UN 514 Capstone: Personal Growth and Cosmic Design (Spring: 3)
Prerequisite: A Core course in a science and in theology/philosophy

This is an opportunity to reflect on your personal development in the context of Boston College's history and spirituality as a Jesuit University in Boston; the evolution of the geology of Boston and the role of the natural environment in the city's history and culture. Individual and group field trips.
James Skehan, S.J.

UN 521 Capstone: Science and Religion: Contemporary Issues (Spring: 3)
Cross Listed with BI 214
Some knowledge of science, particularly familiarity with some basic concepts of physics, will be assumed.

See course description in the Biology department.
Donald J. Plocke, S.J.

UN 523 Capstone: Telling Our Stories, Living Our Lives (Fall: 3)
Cross Listed with TH 523

See course description in the Theology department.
John McDargh

UN 526 Capstone: Spirituality, Science, and Life (Spring: 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

See course description in the English department.
Robert Farrell, S.J.

UN 532 Capstone: Boston's College (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. All students will write a series of reflective essays on their experience with Boston College traditions and the impact it has had on their own personal views of themselves, their pasts, and their futures.
John J. Burns

UN 536 Capstone: Voices of Wisdom (Fall/Spring: 3)

This course will examine spirituality, community, personal and family relationships, education, and vocation/career through the lens of wisdom. The seminar will look at how the virtues or qualities of the wise concern the whole person, are a series of choices made throughout life, and affect the entire community. Through the study of wisdom and wise people, the course will provide insight into the nature of wisdom, the development of wisdom in life processes and events, and the consequences of searching for wisdom—a search that will assist students to know who they are in relation to self, others, and God.

Sr. Mary Daniel O'Keeffe

UN 537 Capstone: Decisions For Life (Fall: 3)

For a more detailed description please see UN 537.01 on the Web.

The seminar will explore critical spiritual dimensions to the exciting and challenging decisions that accompany transition from college life to independent adult life. Our premise will be that "to know oneself as loved... strengthens us to live in the likeness of that love." The semester will be organized around a series of topics chosen to explore spiritual, relational, vocational, and communal aspects of our being. We will reflect back on the decisions that have brought us to where we are and ask if our lives have deeper meaning because of our educational experiences at Boston College.

John Boylan

UN 538 Capstone: Passages (Fall: 3)

Cross Listed with EN 630

See course description in the English department.

Robert Farrell, S.J.

UN 539 Capstone: Doing Well and Doing Good (Spring: 3)

This Capstone prepares you to balance between doing well in life and promoting the good in work, community, intimacy, and spirituality. To answer life's challenges, you need good questions. Our questions will focus on the intersection of personal biography and the context of society. We will learn to steer a course between prejudice and cliché on one hand, and sound knowledge on the other. Even as we try to do good as informed persons, we will find that most knowledge is incomplete and often contested. A hands-on participatory course project will model a specific plan for fuller living.

Eve Spangler

UN 541 Capstone: Into the Woods (Spring: 3)

Cross Listed with EN 670

See course description in the English department.

Bonnie Rudner

UN 544 Capstone: Vision Quest: A Multicultural Approach (Spring: 3)

Cross Listed with EN 637

See course description in the English department.

Dorothy Miller

UN 545 Capstone: Coming of Age (Spring: 3)

Cross Listed with EN 673

See course description in the English department.

Amy Boesky

UN 546 Capstone: Journeys Mapping the Interior (Spring: 3)

Cross Listed with EN 646

See course description in the English department.

Connie Griffin

UN 590 Faith, Peace, and Justice Senior Project Seminar (Spring: 3)

Prerequisite: Open only to senior students in FPJ 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. Students and faculty responses to the presentation will help shape the presenter's project into a finished form. The seminar provides a unique opportunity for the individual student to integrate several years of study in the Program, while at the same time learning about an interesting range of issues from fellow students.

The Department

Graduate Course Offerings

UN 443 Psychoanalytic Case Conceptualization (Spring: 3)

Cross Listed with PY 443

Karen Weisgerber

UN 879 Introduction to Psychoanalysis (Fall: 3)

Cross Listed with PY 879

Particularly relevant for clinically oriented graduate students in Counseling and Clinical Psychology, Social Work, and Education. For graduate students and upper division undergraduates with departmental permission.

See course description in the Lynch School of Education.

W.W. Meissner, S.J.

Lynch School of Education

INTRODUCTION

The Lynch School offers undergraduate and graduate 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 and graduate students to serve diverse populations in a variety of professional roles—as teachers, administrators, human service providers, psychologists, and researchers.

Through research, it 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. What unites the diverse work 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 Early Childhood Education, 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, Hispanic 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 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. Please 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, or a second major. 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 24 courses 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, CL 217, EN 080-084, GM 063, GM 066, RL 084, RL 300, RL 377, RL 393, SL 084), PY 030 Child Growth and Development, 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 least 1.667) 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 Offices for Students and Outreach (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 second major.

A major program of studies within the Lynch School must be declared by all students and approved by the Offices for Students and Outreach 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 Offices for Students and Outreach. 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.

Professional 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 Professional Practicum Experiences, Campion 135, only for eligible students enrolled in programs in the Lynch School. The Director of Professional Practicum Experiences, 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 Early Childhood, 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 competencies required by the Massachusetts Department of Education. Student teachers must demonstrate the following competencies during their practicum experience: knowledge, communications, instructional practice, problem solving, evaluation, equity, and professionalism.

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 Early Childhood and Elementary programs. 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 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 Professional Practicum Experiences.

All pre-practica and practica for students seeking teacher licensure are arranged by the Office of Professional Practicum Experiences. 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 April 15 for fall placements. Application deadlines for all practica are October 30 for spring placements and March 15 for fall placements. The Office of Professional Practicum Experiences 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.

Human Development Field Practica

Human Development students should consult the Human Development Handbook 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 Foreign Study 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 Professional Practicum Experiences, Lynch School, Boston College, Campion 135, 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. A description of the Honors Program can be obtained from the Offices for Students and Outreach (Campion 104/106).

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 advanced provisional teacher licensure of the Massachusetts Department of Education. Also, through the Lynch School's accreditation by the Interstate Licensure Compact (ICC) and the National Council for Accreditation of Teacher Education (NCATE), licensure in other states is facilitated. 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 Professional Practicum Experiences or the Boston College Career Center to review the most recent licensure requirements of Massachusetts and other states.

The Lynch School offers four minors for Education majors: Special Education, Middle School Mathematics Teaching, Health Science, Organizational Studies—Human Resources Management, and English as a Second Language (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 Health Science can be declared as a second minor for Human Development majors. It is open to Arts and Sciences, Carroll School of Management, and Connell School of Nursing majors and provides students with an introduction to future careers in the growing health care field. See the Minors in the Lynch School section for more information.

The minor in Organizational Studies—Human Resources Management is open to Lynch School Human Development majors only. See the Minors in the Lynch School section for more information.

The English as a Second Language concentration is open to Early Childhood, Elementary, and Secondary Education majors. See the Minors in the Lynch School section for more information.

Major in Early Childhood Education

The major in Early Childhood Education prepares students for teaching children without disabilities and children with mild disabilities in regular settings in pre-kindergarten through grade 2, in nursery schools, and in early intervention programs.

A listing of specific course requirements may be obtained from the Offices for Students and Outreach (Campion 104/106). Courses in the program cover the following: child development and learning including their applications to the classroom; curriculum and models in early education; teaching diverse learners and children with special needs; the subject matter of reading, language arts and literature, mathematics, science, social studies, the arts, health, and physical education; evaluation procedures; and, methods for teaching problem solving and critical thinking skills.

Students are required to have pre-practicum and practicum experiences in the field and a second major.

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.

A listing of specific course requirements may be obtained from the Offices for Students and Outreach (Campion 104/106). 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. 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 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 and the Offices for Students and Outreach 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 9-12. 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.

A listing of specific course requirements may be obtained from the Offices for Students and Outreach (Campion 104/106). 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.

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 minoring in Middle School Mathematics Teaching. Students seeking licensure to teach at the middle school level should consult the Office of Professional Practicum Experiences.

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 A&S,
- a major or an interdisciplinary minor (e.g., Black Studies, Women's Studies) in A&S, 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 for Human Development majors interested in special needs settings. The minor in Organizational Studies—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.

A handbook for Human Development majors is available in the Offices for Students and Outreach (Campion 104/106) and the information is presented on the Lynch School website. This handbook lists all required courses and the sequence in which courses should be taken. The handbook should be consulted before selecting courses. Field practicum courses that include ten hours a week of

volunteer work in community, business, or human service agencies or programs, and a weekly seminar are strongly recommended. The handbook lists field placement opportunities.

The Human Development major has six core courses and three foci or concentrations: human services; organizational studies—human resources, 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 and Early Childhood Education and Human Development. Students should consult their advisors regarding the specific courses for these interdisciplinary majors. A list of courses required for these interdisciplinary majors is available in the Offices for Students and Outreach (Campion 104/106).

Note: Secondary Education students may not pursue any of these interdisciplinary majors and be certified to teach in these 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 Arts and Studies minor requirement.

Child in Society

Introduces students to theory and research that focus on the child from the perspectives of several different social science disciplines: considering the child as an individual and in the context of the family and community (psychology and sociology) and the child in the context of a cultural group and community (anthropology and cultural psychology).

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.

Note: Secondary students may not pursue any of the above interdisciplinary majors and be certified to teach in these areas. Secondary licensure requires an Arts and Sciences major in one of the specific subjects listed under the description of Secondary Education requirements.

Minors in the Lynch School

Minors for Lynch School Students

All Lynch School majors may minor in Special Education or Health Science. 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 Organizational Studies—Human Resources Management. The English as a Second Language concentration is open to Early Childhood, Elementary, and Secondary Education majors. A GPA of 3.0 is generally required. 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 Offices for Students and Outreach (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). A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

The minor in Special Education is not available to students outside of the Lynch School.

Minor in Health Science

All Lynch School majors (as well as all Connell School of Nursing, College of Arts and Sciences, and Carroll School of Management majors) may minor in Health Science. Students in the Lynch School who major in Human Development may declare Health Science as a second minor. See more information about this minor at the end of the Minors section.

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, 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 Offices for Students and Outreach (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 Offices for Students and Outreach.

Minor in Organizational Studies—Human Resources Management

The minor in Organizational Studies—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 Organizational Studies—Human Resources Management in the Carroll School of Management. Ordinarily, students are expected to have a 3.0 GPA. A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

Applications for this minor are available from the Offices for Students and Outreach (Campion 104/106). 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.

English as a Second Language (ESL) Concentration

The English as a Second Language (ESL) concentration satisfies the Massachusetts requirements for subject matter knowledge for Teachers of English as a Second Language. Students seeking licensure in Early Childhood, Elementary, or Secondary Education apply to the Massachusetts Department of Education for ESL as an additional certificate. These students would need to fulfill the courses included in this program and pass the ESL teacher test.

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 Health Science or General Education. More information on these three 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 Collge of Arts and Sciences undergraduate students only). This program begins in the sophomore year, and interested students should apply to the Offices for Students and Outreach (Campion 104/106) 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). Please note: Arts and Sciences students pursuing this minor ordinarily graduate with a total of 40 three-credit courses.

A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

Students must complete 32 courses in the College of Arts and Sciences.

Applications for the Secondary Education minor must be submitted to the Offices for Students and Outreach, (Campion 104/106). Interested students are welcome to inquire and obtain information from the Offices for Students and Outreach.

Minor in Health Science

All Arts and Sciences majors (as well as all Lynch School, Connell School of Nursing, and Carroll School of Management majors) may minor in Health Science. See more information about this minor at the end of the Minors section.

Minor in General Education

All Arts and Sciences majors (as well as all Connell School of Nursing and Carroll School of Management majors) may minor in General Education. See more information about this minor at the end of the Minors section.

Minors for Carroll School of Management Majors

All Carroll School majors may minor in Human Development for Carroll School Majors, Health Science, or General Education. More information on these three 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. A listing of specific course requirements may be obtained from the Offices for Students and Outreach (Campion 104/106). This minor does not lead to state licensure. Applications for the Human Development minor are available in the Carroll School of Management Department of Organizational Studies—Human Resources Management. Applications should be submitted no later than September of a student's junior year.

Minor in Health Science

All Carroll School of Management majors (as well as all Lynch School, Connell School of Nursing, and Arts and Sciences majors) may minor in Health Science. See more information about this minor at the end of the Minors section.

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 Health Science or General Education. More information about these two minors is below.

Minors for Lynch School, College of Arts and Sciences, Carroll School of Management, and Connell School of Nursing Majors

Minor in Health Science

This concentration is designed to acquaint all undergraduate students (Lynch School, Connell School of Nursing, Arts and Sciences and Carroll School of Management) with alternatives for future careers in the health field. (Note: Human Development majors in the Lynch School may declare the Health Science minor

in addition to the required Arts and Sciences minor.) It is advisable, regardless of the student's major area of study, to carefully select Core courses in the freshman year.

Minors for Connell School of Nursing, 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.) A listing of specific course requirements may be obtained from the Offices for Students and Outreach (Campion 104/106).

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 38 three-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:

- Elementary, Early Childhood, or Secondary Teaching
- Teacher of Students with 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 of Graduate Admissions, Campion 103, during the spring 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. Please 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.

Policies and Procedures

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 Admissions, Lynch School, Campion Hall 103, Boston College, Chestnut Hill, MA 02467-3813, telephone 617-552-4214, or e-mail 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 $200.00 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. Deferred admission must be requested in writing from the Office of Graduate Admissions 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 $200.00. 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 application that can be downloaded from the Lynch School website at http://www.bc.edu/lynchschool/. You may also write to the Office of Graduate Admissions, Lynch School, Campion Hall 103, Boston College, Chestnut Hill, MA 02467-3813, telephone 617-552-4214, or e-mail lsadmissions@bc.edu. All international student applicants for whom English is not a first language 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 (Box 955, Princeton, NJ 08540 or 1947 Center Street, Berkeley, CA 94794). Ordinarily, the Lynch School expects a minimum score of 550 on the written examination or 213 on the computer-based test. 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 all applicants of doctoral programs to 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 acquiring professional development points or continuing education units.

A formal Non-Degree Student application must be completed and sent to the Office of Graduate Admissions, Lynch School, Campion Hall 103, Boston College, Chestnut Hill, MA 02467, prior to registration for classes. The transcript must be received by the first week of classes. Registration will not be permitted if the application is not complete.

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. A listing of restricted courses is available in the Office of Graduate Admissions each semester.

Financial Aid

For a full description of available financial aid, refer to the University Policies and Procedures section of this catalog. A variety of fellowships, assistantships, grant funding, and awards are available to students in master's and doctoral programs in the Lynch School. Graduate assistantships, particularly for students pursuing doctoral programs, are perhaps the most common forms of aid. However, several other aid programs are specifically designed for students in education. Upon acceptance into the Lynch School, financial aid information detailing current offerings at the University is provided to the student.

The *Peter Jay Sharp Urban Scholars Fund* provides resources for graduate students of color committed to teaching in urban schools. Qualified students would receive full tuition remission and stipends.

The *Donovan Urban Teaching Scholars Program* provides a half-tuition scholarship for students in any teacher licensure program who are especially interested in teaching in urban settings. The program was created in honor of Rev. Charles F. Donovan, S.J., founding dean of the Lynch School of Education, whose commitment to excellence in scholarship and teaching formed the basis of the Boston College tradition of teacher preparation.

The Educators Awards for Minorities (TEAM) award is a scholarship program that offers varying amounts of tuition remission to academically talented American students of color pursuing graduate programs that prepare them for professions in the schools. Some scholarship recipients are new to the profession, while others are veteran professionals with extensive histories of service to schools. The program began in 1990 to address the critical shortage of African American, Hispanic, Asian, and Native American (AHANA) school professionals.

Some Lynch School students are also eligible to compete for several full-tuition fellowships with generous stipends and tuition remission, specifically for American AHANA students in doctoral programs.

Dean's Awards are tuition scholarships of varying amounts given to incoming students in recognition of academic distinction.

Catholic Leadership Awards are tuition scholarships of varying amounts awarded to students pursuing careers in education and counseling in Catholic schools.

The *Administrative Fellows in Higher Education Program* provides financial assistance to qualified students, mainly at the doctoral level, who are enrolled in the Higher Education program. These fellowships include a stipend and tuition remission, and the opportunity to work closely with a senior administrator at Boston College. Information is available to Higher Education doctoral and master's applicants from the Office of Graduate Admissions, Campion 103, 617-552-4214.

Financial aid is also available in some Special Education programs through paid experiences in schools or through federal grant support.

Application packages mailed from the Graduate Admissions Office include a special application for graduate assistantships. This application should be returned with the admissions application and a resume and is kept with the file as it passes through the review process. If a favorable recommendation for admission is granted, the assistantship application is placed in a central holding file in the student's department office. Students are contacted if their application for an assistantship has been selected. Graduate assistantships are a combination of tuition scholarship and stipend.

Current master's students seeking graduate assistantships should apply through the Offices for Students and Outreach (Campion 104/106). Doctoral students should apply through the Office of the Associate Dean (Campion 101). Current students must apply for graduate assistantships by March 15 of each year.

Students with Disabilities

It is the goal of the Lynch School to successfully prepare for the receipt of a degree and state licensure 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 professional licensure for educators in the Commonwealth of Massachusetts. Through the University's accreditation by the National Council for the Accreditation of Teacher Education (NCATE) and 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. The Office of Professional Practicum Experiences, Campion 135, 617-552-4206, can help with most teacher, administrator, and school counselor licensure questions.

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. Counseling Psychology students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL). The Office of Professional Practicum Experiences can help with questions about licensure in counseling at the master's level.

International and Special Practicum Placement Program for Graduate Studies

The Lynch School's International and Special Practicum Placement Program offers 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 for the International/Out-of-State Practicum Placement Program, Office of Professional Practicum Experiences, Campion 135, Lynch School, Boston College, Chestnut Hill, MA, 02467-3804.

Degree 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 Associate Dean. The Ph.D. is granted in the Lynch School in the following areas:

- Curriculum & Instruction
- Educational Administration (K-12)
- 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 of the Associate Dean.

Doctoral students in the Lynch School, in addition to course work, complete comprehensive exams are admitted to doctoral candidacy and complete a doctoral dissertation.

Current information on policies and procedures regarding doctoral degree programs is provided online at http://www.bc.edu/lynchschool/.

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 of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214.

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 Offices for Students and Outreach (Campion 104/106).

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

*Middle School licensure is available to Secondary Education students by application to the Department of Education via an alternative route. Students seeking this level of licensure should consult the Office of Professional Practicum Experiences, Campion 135, 617-552-4206.

**The M.Ed. program in Special Education Teaching includes the following areas of concentration: Moderate Special Needs, Grades Pre-K-9 and Grades 5-12; Severe Special Needs; Students with Deaf-Blindness and Multiple Disabilities.

Master of Arts in Teaching and Master of Science in Teaching Degrees (M.A.T./M.S.T.)

The M.A.T./M.S.T. degree 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, 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 College 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 College of Arts and Sciences than the M.Ed. degree in Secondary Teaching.

Students may prepare in the following disciplines: biology, chemistry, English, French, geology (earth science), history, Latin and classical humanities, mathematics, and Spanish.

Programs are described under the section on programs in Teacher Education/Special Education and Curriculum & Instruction.

Master of Arts Degree (M.A.)

The Master of Arts degree is given in the following areas:

- Early Childhood Specialist
- Higher Education Administration
- Counseling Psychology
- 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 Offices for Students and Outreach, will be accepted in transfer toward fulfillment of course requirements. A transfer of credit must be formally applied for in the Offices for Students and Outreach, Campion 104/106.

In the first semester of matriculation, students must complete a Program of Studies in consultation with their advisor. Program of Studies forms are available on the Lynch School website. They can be filled out online and printed out for approval by a program advisor. These forms must be approved and filed in the Offices for Students and Outreach.

Fifth Year Programs

Academically superior 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 refer to the Fifth Year Program description in the section of this Catalog covering Lynch School undergraduate 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.

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 certification programs in early childhood, elementary, secondary education, or reading. It is also an appropriate concentration for certified 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 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) and the National Council for the Accreditation of Teacher Education (NCATE), 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, Foreign Language, Latin, and Classical Humanities
- Teacher of Reading
- Teacher of Students with Moderate Special Needs (pre K-9, 5-12)
- 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 Professional Practicum Experiences (Campion 135). The Director of Professional Practicum Experiences, for appropriate reasons, may not approve a student 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 April 15 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 Professional Practicum Experiences
- 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 Professional Practicum Experiences

A full practicum is characterized by the five professional standards as required by the Massachusetts Department of Education. Student teachers must demonstrate competency in these five standards during their practicum experience: content knowledge, instructional practice, evaluation, equity, and professionalism.

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 Professional Practicum Experiences.

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 many schools requires that the student have a car. Carpooling is encouraged.

Application Deadlines for Programs in Teacher Education/Special Education, and Curriculum & Instruction

Master's programs in Teacher Education/Special Education and Curriculum & Instruction, with two exceptions, have the following deadlines for applications: January 1 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—January 1 for a summer or fall deadline. 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 deadline for application to the C.A.E.S. programs in Reading Specialist, Moderate Special Needs, or Curriculum & Instruction is January 1 for summer or fall admission, with June 15 being the final application deadline for fall admission.

The deadline for application to the Ph.D. program in Curriculum & Instruction is January 1 for fall admission.

All admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, 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 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-3. Students can enter the program without teaching licensure (selecting Advanced Provisional Master's Program). 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 admissions director or the faculty advisors to confirm licensure eligibility.

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 Graduate Admissions Office (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 Graduate Admissions Office 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, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214.

Middle School Licensure

Middle School licensure is available to Elementary and Secondary Education students by application to the Department of Education via an alternate route. Students seeking this level of licensure should consult the Office of Professional Practicum Experiences, Campion 135, 617-552-4206.

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 normally 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 cred-

it hours. Four courses in Curriculum & Instruction are required. Courses 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 handicapped. 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 certified 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. A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

Master of Education (M.Ed.) in Special Education: Teacher of Students with Severe Special Needs

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.

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 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 practicing educators who already have a master's degree and seek a higher level of specialization in Curriculum & Instruction. For further information on the C.A.E.S. program in Curriculum and Instruction, contact the Office of Graduate Admissions, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 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 and NCATE approval 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, may not approve a student for the practicum. All field experiences in the Lynch School are overseen by the Office of Professional Practicum Experiences. 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 deadline for application to the M.Ed. or C.A.E.S. programs in Educational Administration is January 1 for summer or fall admission with June 15 being the final application deadline for fall admission.

The deadline for application to the Ph.D. program in Educational Administration is February 1 for summer or fall admission. The deadline for the PSAP/MESPA program, the Lynch School's part-time Ed.D. program for practicing administrators, is March 1.

All admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, 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 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.

A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

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, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214.

Doctoral Program (Ph.D.) in Educational Administration

The doctoral program in Educational Administration prepares students for senior level administrative and policy positions in public or private schools, educational settings, and private or governmental agencies concerned with elementary and secondary education. The program was created to address the era of change facing public, religious, and private elementary and secondary education.

Doctoral students may seek state licensure for such positions as Superintendent/Assistant Superintendent, Principal/Assistant Principal, Supervisor/Director, and Administrator of Special Education. The program accepts five or six students per year. They may pursue their studies as full-time or part-time students in an individualized program. Catholic school educators will have an opportunity to focus on issues particular to the teaching and administrative leadership in Catholic elementary and secondary schools.

Doctoral Program (Ed.D.) in Educational Administration

The Lynch School, in cooperation with the Massachusetts Elementary School Principals Association (MESPA), offers a three-year program for practicing school administrators, leading to the Ed.D. degree. The Practicing School Administrators Program (PSAP) is open to principals, superintendents, assistant superintendents, and other central office administrators from elementary, middle, and secondary schools.

Faculty members for PSAP are drawn from the Lynch School and from among MESPA's consultants and practitioners. More information is available from the Office of Graduate Admissions, Campion 103, 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, Campion 103, 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 for 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
- Finance and economics of higher education
- Organizational culture and change

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; finance and economics of 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 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 their advisors to complete a program of studies. Master's and doctoral students must file their program of studies with their advisors.

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 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 15 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, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552.-4214. You may download 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 36 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. It is recommended, though not required, that persons selecting the Mental Health Counselor sequence enroll in Summer Session classes offered by the program to complete their degree program in the two-year time period.

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), National Council for Accreditation of Teacher Education (NCATE), and 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.

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. A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

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 deadline for application to either the M.A. program in Developmental and Educational Psychology or Early Childhood Specialist is January 1 for summer or fall admission, with June 15 being the final application deadline for fall admission.

The deadline for application to the Ph.D. program in Applied Developmental and Educational Psychology is January 1 for fall admission.

All admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, 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.

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).

Master's Programs (M.A.) in Developmental and Educational Psychology

Developmental and Educational Psychology (M.A.) Option

This option 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. This option 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. Students work closely with a faculty advisor 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 Offices for Students and Outreach.

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. A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

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.

A listing of specific course requirements may be obtained from the Offices for Students and Outreach.

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, 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 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.

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 Graduate Admissions Office at 617-552-2292 for more information.

All admissions requests should be addressed to the Office of Graduate Admissions, Campion 103, 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

This 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 comprehensive 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. Other departmental requirements for the Ph.D. are discussed above.

A student without a master's degree may apply directly to the doctoral program in Educational Research, Measurement, and Evaluation. However, 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. 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. 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. 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, Carroll School of Management, and Institute for Religious Education and Pastoral Ministry.

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 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, Campion 103, 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, 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, Campion 103, 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 Institute of Religious Education and Pastoral Ministry (IREPM) 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 IREPM. 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 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, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. IREPM encourages applying for the M.A. program no later than March 1. Contact them directly for further information at Admissions, IREPM, Boston College, 31 Lawrence Avenue, Chestnut Hill, MA 02467-3921, 617-552-8440.

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 counseling and the Institute of Religious Education and Pastoral Ministry (IREPM).

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, Campion 103, Lynch School, Boston College, Chestnut Hill, MA 02467-3813, 617-552-4214. IREPM encourages applying for the M.A. program no later than March 1. Contact it directly for further information at Admissions, IREPM, Boston College, 31 Lawrence Avenue, Chestnut Hill, MA 02467-3921, 617-552-8440.

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.
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/Management: M.A./M.B.A.
Counseling/Pastoral Ministry: M.A./M.A.

Faculty

John S. Dacey, *Professor Emeritus;* A.B., Harpur College; M.Ed., Ph.D., Cornell University
John Eichorn, *Professor Emeritus;* B.S., Salem State College; M.Ed., Ed.D., Boston University
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
Edward J. Power, *Professor Emeritus;* B.A., St. John's University; M.S., Ph.D., University of Notre Dame
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
Irving Hurwitz, *Associate Professor Emeritus;* A.B., Ph.D., Clark University
Mary Griffin, *Associate Professor Emerita;* B.A., Mundelein College; M.A., Ph.D., University of Chicago
Jean Mooney, *Associate Professor Emerita;* A.B., Smith College; A.M., Stanford University; Ph.D., Boston College
Edward B. Smith, *Associate Professor Emeritus;* A.B., M.A., Loyola University; Ph.D., University of Chicago
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Philip Altbach, *Monan Professor;* A.B., A.M., Ph.D., University of Chicago
Albert Beaton, *Professor;* B.S., State Teacher's College at Boston; M.Ed., Ed.D., Harvard University
Irwin Blumer, *Research Professor and Chairperson;* B.S., M.A., Northeastern University; D.Ed., Boston College
David Blustein, *Professor;* B.A., SUNY Stony Brook; M.S., CUNY Queens College; Ph.D., Teachers College, Columbia University
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Janet Helms, *Professor;* B.A., Ed.M., University of Missouri; Ph.D., Iowa State University
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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
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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
Maureen E. Kenny, *Associate Professor;* B.A., Brown University; Ph.D., University of Pennsylvania
Joan Lucariello, *Associate Professor;* B.A., Manhattanville College; Ph.D, University of New York
James R. Mahalik, *Associate Professor;* B.S., M.A., Ph.D., University of Maryland
Ana M. Martínez Alemán, *Associate Professor;* 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
Joseph M. O'Keefe, S.J., *Associate Professor and Interim 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
Alec F. Peck, *Associate Professor;* B.A., University of San Francisco; M.S., Ph.D., Pennsylvania State University
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Susan Bruce, *Assistant Professor;* A.A., B.A., M.A, Ph.D., Michigan State University
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Rebekah Levine Coley, *Assistant Professor;* B.A., Brandeis University; Ph.D., University of Michigan
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Janice Jackson, *Assistant Professor;* B.A., Marquette University; M.S., Harvard University; M.S., University of Wisconsin at Milwaukee; M.Th., Xavier University of Louisiana; Ph.D., Harvard University
Belle Liang, *Assistant Professor;* B.S., Indiana University; Ph.D., Michigan State University
Guerda Nicolas, *Assistant Professor;* B.A., Rutgers, State University of New Jersey; M.A., Fairleigh Dickinson University; Ph.D., Boston University
Mariella Paez, *Assistant Professor;* B.S., Cornell University; M.A., Tufts University; M.Ed., Ed.D., Harvard University
Michael Russell, *Assistant Professor;* B.A., Brown University; M.Ed., Ph.D., Boston College
Michele Montavon, *Adjunct Assistant Professor;* B.S., St. Xavier College; M.P.H., Johns Hopkins University; C.A.E.S., Harvard University; Ed.D., Teachers College, Columbia University
Robert Romano, *Adjunct Assistant Professor;* B.A., M.A., St. Joseph's College; M.S., Siena College; Ed.D., Boston University

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at http://www.bc.edu/courses/.

PY 030 Child Growth and Development (Fall/Spring: 3)

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. Discusses and analyzes 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

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: 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.
Joan Lucariello

ED 039 Learning and Curriculum in the Elementary School (Fall/Spring: 3)
Students must be registered for ED 151 and arrange their schedules to be on site in a school Tuesday or Thursday.

Emphasizes theories of learning and focuses on the translation of learning theories to instruction and curriculum practices at the elementary school levels (1-6). Current research on learning, effective teaching, curriculum models, and classroom management serves as a basis for study and reflection.
The Department

PY 041 Adolescent Psychology (Fall/Spring: 3)

Introduces the psychology and problems of the adolescent years. Discusses biological changes, cultural influences, the identity crisis, educational needs, and adult and peer relationships. Consideration will be given to the impact that rapid cultural change has on youth. Also discusses adolescence in other cultures to provide a better perspective on American youth.
The Department

ED 044 Working with Special Needs Students (Fall/Spring: 3)

Introduces pre-service teachers to the wide range of diversity that exists across today's general school population and to the increased professional demands this diversity makes upon teachers. Beginning with an understanding of the special education services mandated by federal and state regulations, discusses the "least restrictive environment" concept. Describes the roles of regular and special education teachers in evaluating students and in developing appropriate curriculum accommodations.
The Department

ED 060 Classroom Assessment (Fall/Spring: 3)

Stresses the assessment concerns of classroom teachers. Presents the roles of assessment in organizing students, planning and conducting instruction, determining student learning, and judging the quality of varied assessment techniques. Students will acquire skills in formal assessment, objective writing, test item writing and scoring, alternative assessment procedures, grading, and standardized test interpretation. A special section for special education students presents techniques used in the development and implementation of individualized educational plans (IEPs) for students with special needs. Distinguishes between assessment practices aimed at establishing legal eligibility for services and assessment for useful instructional planning.
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. Both group and individual sessions are scheduled.
John Cawthorne

ED 101 Teaching Reading (Fall/Spring: 3)

Examines reading development from preschool through early adolescence from a variety of instructional perspectives. Students will gain understanding of major theoretical perspectives on reading and its development and will learn a variety of strategies for teaching reading. Also introduces methods for assessing children's reading skills and weaknesses to plan instruction. Discusses children's literature and teaches students strategies for using literature as part of an instructional program. Expects students to spend at least 16 hours distributed across at least eight sessions in a classroom or other setting where they can work with one or more children.
The Department

ED 104 Teaching Language Arts (Spring: 3)

Examines 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 needs of children from non-English speaking homes. Expects students to spend at least 16 hours distributed across at least eight sessions in a classroom or other setting where they can work with one or more children.
The Department

ED 105 Teaching the Social Sciences and the Arts (Fall/Spring: 3)

Explores major theories and practices of teaching the social sciences and the arts at the elementary and middle school levels, paying particular attention to the hidden curriculum aspects of most programs. Demonstrates the use of original sources, development of critical thinking, and use of inquiry learning.
The Department

ED 108 Teaching Mathematics and Technology (Fall/Spring: 3)

Presents methods and materials useful in teaching mathematics to elementary school children and different ways in which technology can be used in the elementary school classroom. Considers the teaching of mathematics and use of technology from both theoretical and practical perspectives. Includes a laboratory experience each week.
The Department

ED 109 Teaching About the Natural World (Fall/Spring: 3)

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 of the classroom) and students will become actively involved in the following: selecting preferred strategies, working directly with students to demonstrate model application, and initiating self/group evaluations of implementation efforts.
The Department

PY 114 Teaching Process and Content in Early Education (Spring: 3)

Cross Listed with ED 316

This course addresses early education teaching methods with a focus on careful design and implementation of teaching strategies and curriculum. Students will participate in a seminar at Boston College, plus a one-day-a-week field practicum. Students will have concrete experiences in acquiring teaching strategies that develop critical thinking skills in children. They will be videotaped using these strategies. Workshops on curriculum areas applicable to the learning environments of young children will be presented in the seminar, including such areas as the arts, communication skills, health and physical education.
The Department

ED 115 Curriculum and Models in Early Education (Spring: 3)

Focuses both on models of early childhood education and on their implementation through design of programs and materials. Reviews and discusses models and methods useful for inclusion, early intervention, child care, and parent involvement. A general theme is the ways in which different models provide for the individual, social, and cultural differences that young children bring to the learning environment.
The Department

ED 117 Language and Beginning Language Arts (Fall: 3)

Examines young children's spoken and written language development. Describes materials and activities that support young children's (birth to grade 3) language and literacy development. Offers a critical view of children's developing reading and writing abilities with special emphasis on developmentally appropriate programs. Topics include teaching phonemic awareness, systematic assessment of learning, and integrating literature.
The Department

ED 128 Computer Applications for Educators (Fall: 3)

This is not a course in computer programming.

Examines different types of computer programs to help educators learn how to evaluate and select computer software and instructional technology tools. The software examined include drill and practice, tutorial simulations, education games, databases, spreadsheets, and data gathering programs. Examines classroom management techniques and various instructional technology tools including CD ROM technology, laser disk technology, and telecommunications.
The Department

PY 147 Early Childhood Development and Learning (Fall: 3)

Focuses on the development and learning of the child from birth to seven years of age. Emphasizes an in-depth understanding of the young child and on the ability to apply this knowledge to a learning environment.
The Department

ED 151 Pre-Practicum for Lynch School Students (Fall/Spring: 1)

Corequisite: ED 039, ED 101, ED 105, ED 108, ED 109, ED 114, ED 115, ED 117, or PY 147

For Lynch School undergraduate students only; graded as Pass/Fail

A one-day-a-week practicum for Lynch School sophomores and juniors majoring in early childhood, elementary, and secondary education. Placements are made in selected school and teaching-related sites. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement by April 15 for fall placements and December 1 for spring placements.

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 readings and written assignments that integrate theory and practice.
The Department

ED 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.

ED 199 Independent Study in Education (Fall/Spring/Summer: 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.

ED 201 Classroom Management: Children With Special Needs (Fall: 3)

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 specific techniques for a specific set of circumstances.

The Department

ED 208 Educational Strategies: Children with Special Needs (Spring: 3)

This course views the special needs student as one who must become increasingly independent as a learner and as an individual. It views the teacher as one who is able to construct learning environments in which students acquire and generalize many of the problem-solving strategies that are needed for independent learning. Students in this course will develop a strategic instructional rationale and demonstrate entry level skills in using explicit instructional approaches for the delivery of strategic instruction to children with special needs.

The Department

ED 211 Secondary Curriculum and Instruction (Fall/Spring: 3)

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.

The Department

PY 216 Research Methods and Analyses (Fall/Spring: 3)

Prepares professionals in the fields of human development and education to understand, design, and conduct preliminary analyses of research investigations related to applied topics. Provides students with necessary strategies and techniques to read and evaluate research studies. Students will learn fundamental concepts of research design and basic statistical procedures for analyzing data. Emphasizes understanding the basic concepts underlying different approaches to research design and analysis. Highlights research examples from the fields of human development, human services, and education.

The Department

PY 230 Abnormal Psychology (Fall/Spring: 3)

Prerequisite: PY 242

Provides overview of theoretical models and phenomenology currently defining the field of abnormal psychology, focusing particularly on socio-cultural contributions to conceptualizations of mental illness and distress. First half of course reviews and critiques current constructions of the nature of mental illness, as well as classification, assessment, and treatment of mental illness. Second half highlights specific forms of mental illness, with attention to the causes and subjective experience of psychopathology.

Lisa Goodman

ED 231 Senior Seminar in Early Childhood Education (Fall: 3)

Capstone seminar, taken concurrently with the Practicum, provides students with an opportunity to reflect systematically on classroom experiences. Students identify a problem related to their field experiences and design and conduct an inquiry project to explore the issue. They will relate it to the relevant literature in the area. Students will experience the role of reflective practitioner, and, as a result, learn how better to address student needs. Class discusses ways to help diverse students at different developmental levels learn and explores how better to achieve social justice in the classroom, school, and community.

The Department

PY 241 Interpersonal Relations (Fall/Spring: 3)

Prerequisite: PY 242

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, PY 031

Introduces major theories of personality as developed by Western psychologists. Examines selected critiques of these theories with particular attention to culture, gender, and social context as key variables in understanding character and personality.

The Department

PY 243 Counseling Theories (Fall/Spring: 3)

Prerequisite: PY 241, PY 242

Open to majors in Human Development only

This senior year course gives an introduction to the various theories of counseling.

The Department

PY 244 Adult Psychology (Fall/Spring: 3)

Prerequisite: PY 030, PY 031, PY 041, 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 in or with adult populations.

The Department

PY 245 Human Development Senior Practicum (Fall/Spring: 3)

Open only to seniors majoring in Human Development

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 (Spring: 3)

This course examines social, educational, and familial influences that differentially affect the personality, cognitive, and affective development of males and females. Special attention will be given to how gender, race, and social class interact, and how education and social service systems may be structured to maximize the potential of both males and females.

The Department

ED 250 Practicum for Lynch School Students (Fall/Spring: 12)

Prerequisite: A 2.5 grade point average and successful completion of all required pre-practicum field assignments and courses

Corequisite: ED 231, ED 232, ED 233, ED 234, or ED 235

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 Professional Practicum Experiences during the semester preceding the placement by March 15 for fall placements and by October 15 for spring placements.

ED 255 Seminar: International/Out-of-State Program (Fall/Spring: 3)

Prerequisite: Department permission

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.

ED 269 Extended Practicum (Fall/Spring: 3)

For students who have advance approval to continue practica. Apply to the Office of Professional Practicum Experiences.

Carol Pelletier

ED 274 Alcohol and Other Drugs (Fall/Spring: 3)

Deal with facts and myths about alcohol and other related drugs, sociocultural aspects of American drinking patterns, concept of alcoholism as an illness, and impact of alcoholism as a family illness on children and adolescents. Also provides an opportunity for participants to become aware of their own attitudes toward alcohol and alcoholism and to help develop responsible decision making.

The Department

ED 275 Human Sexuality (Fall: 3)

Topics of major interest in this course are anatomy and physiology essential to the understanding of development, reproduction, contraception, sexually transmitted diseases, AIDS, abortion, and sexual development and identity. Examines current trends in sexual mores, the role of sex in relationships, and the role of sex in society. Informs students about sexuality and sexual behavior to help them learn to deal with the general topic with comfort and perspective.

The Department

ED 277 Nutrition, Physical Fitness, and Weight Control (Fall: 3)

Examines principles of nutrition, energy, body composition, and physical activity, and their relationship to weight control and physiological conditioning.

The Department

ED 278 Wellness and Health: Diagnosis and Planning (Spring: 3)

This course will examine acquired knowledge and attitudes pertaining to wellness/health maintenance and their effect on individual decision-making in one's life. Clinical, community agencies, and school health education models will be diagnosed to determine their effects on the social, cultural, and psychological foundations of wellness/health.

The Department

PY 281 Child in Society (Spring: 3)

Open to majors in Child and Society only

The course should be taken in the senior year.

This course provides an integration of knowledge and concepts acquired through other courses selected as part of the interdisciplinary major in Child and Society. Discussions will center on themes or problems relating to the child in the context of the family, the community, and the culture, viewed from a variety of social science perspectives.

The Department

ED 286 Honors Thesis I (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.

ED 290 Number Theory for Teachers (Fall: 3)

Cross listed with MT 290

See course description in the Mathematics department in the College of Arts and Sciences.

Margaret Kenney

ED 291 Geometry for Teachers (Spring: 3)

Cross listed with MT 291

See course description in the Mathematics department in the College of Arts and Sciences.

Margaret Kenney

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, inclusionary practices, interactions with experienced teachers, first-hand experience with instructional technology, and review and development of curriculum and related instructional materials.

The Department

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. Requires students to develop and present sample lessons and units, and includes substantial field work.

The Department

ED 302 Secondary and Middle School English Methods (Fall: 3)

Corequisite: ED 258 or ED 429

Covers topics and concerns for the teaching of English at the secondary and middle school levels, including curriculum building, unit and lesson plan construction, and the teaching of literature, writing, speaking, and listening skills.

The Department

ED 303 Foreign Language Pedagogy (Fall: 3)

Corequisite: ED 258 or ED 429

Cross listed with RL 597

Fulfills Massachusetts licensure requirement methods in foreign language education

See course description in the Romance Languages and Literatures department in the College of Arts and Sciences.

Debbie Rusch

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.

The Department

ED 307 Teachers and Educational Reform (Spring: 3)
Graduate students by permission only.

This course will examine the literature on reform of education, focusing on the role of teachers in the reform literature and the implications of reform for teaching. It will examine the role of teachers in restructuring, school-based management, assessment, accountability, and delivery of instruction. Each student will be expected to take a particular issue related to school reform and research it in-depth.
Walter Haney

ED 316 Teaching Process and Content in Early Education (Spring: 3)
Cross listed with PY 114

See course description listed under PY 114.
The Department

ED 323 Reading and Special Needs Instruction for Secondary and Middle School Students (Spring: 3)

This course includes a review of the principles and practices of developmental reading instruction and reading instruction for all learners, including at-risk learners at the middle and high school levels. There will be particular emphasis on teaching reading and using writing in content areas. The course may require field-based assignments.
Audrey Friedman

ED 343 Reform and Innovation in the Middle School (Spring/Summer: 3)

In this course students will examine current models of reform and innovation in American middle schools, as well as contemporary issues regarding young adolescents. Topics include the role of the teacher, academic preparation, student centered teaching, middle school curriculum, model and magnet schools, interdisciplinary teaching, block scheduling, and community and supportive services.
The Department

ED 346 Teaching Bilingual Students (Spring: 3)

This practical course deals with instruction of bilingual learners in bilingual, ESL, and mainstream classrooms. Literacy and content area instructional approaches will be reviewed and applied. Other topics include history and legislation related to ESL and bilingual education, and the influences of language and culture on students, instruction, curriculum, and assessment.
María Brisk

ED 347 Honors Thesis II (Fall/Spring: 3)
Open only to students who are candidates for Latin honors

Students who have the approval of the dean to write an honors thesis will use this course as the credit vehicle for writing the thesis.

PY 348 Culture, Community and Change (Spring: 3)

This course will discuss how human development is understood and enhanced through envisioning, enacting, and evaluating community-based programs aimed at the promotion of positive changes in the lives of individuals and families. It will discuss theoretical models that explain human development as deriving from systemic relationships between diverse individuals and their complex and changing cultural and ecological contexts. The course considers the role of outreach scholarship in building effective and sustainable community-based programs.
The Department

ED 363 Survey of Children's Literature (Fall/Spring: 3)

This course provides an overview of children's literature including characteristics and examples of picture books, poetry, realistic fiction, historical fiction, fantasy, traditional literature, and nonfiction. Learning to appreciate literary elements and critiquing children's literature are emphasized. Controversial issues related to literature selection are addressed.
The Department

ED 374 Management of the Behavior of Students with Special Needs (Fall/Summer: 3)

Following discussion about the diagnosis and functional analysis of these behaviors, this course places substantial emphasis on the practical application of applied behavior analysis techniques. It also discusses alternative and/or cooperative strategies for classroom use.
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. The students should be prepared to participate in a one-day-per-week field placement.
The Department

ED 386 Introduction to Sign Language and Deafness (Fall/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.
The Department

ED 387 Intermediate Sign Language and Deafness (Spring: 3)
Prerequisite: ED 386 or the equivalent

This course is an intermediate level course in the techniques of manual communication with a continued exploration of the use of body language and natural postures, finger spelling, and American Sign Language. Theoretical foundations of total communication will be investigated more deeply. Issues related to deafness are also presented.
The Department

ED 389 Assessment of Students with Low Incidence and Multiple Disabilities (Fall: 3)
Pre-Practicum required (25 hours)

The assessment process, assessment tools including norm-referenced and criterion-referenced devices for students with severe disabilities, collaborative teaming, student-centered instructional planning, and systematic decision-making will be the primary focus of this course. Observation schedules, functional assessments, and environmental inventories are addressed as well. The relationship of the individual education plan (IEP) to the assessment process is stressed. Substantial fieldwork is required for this course.
The Department

ED 397 Independent Study: Fifth Year Program (Fall/Spring: 3)

This course is open to students in the Fifth Year Program only.

PY 397 Social Issues and Social Policy (Spring: 3)

This course focuses on current controversies in social issues pertaining to human development and on the policies oriented to respond to those issues. Social policy at local, state and federal levels

will be discussed in relation to selected issues involving children, adolescents, and families. The course provides a framework for considering and analyzing policy issues.
The Department

ED 398 Working with Families and Human Service Agencies (Fall: 3)
Pre-Practicum required (25 hours)

This course explores the dynamics of families of children with special needs and the service environment that lies outside the school. After exploring the impact that a child with special needs may have on a family, including the stages of acceptance and the roles that parents may take, the course focuses on some of the services that are available in the community to assist the family. A major activity associated with this course is locating these services in a local community.
The Department

ED 628 Computer Applications for Educators (Fall/Summer: 3)

Explores the role of emerging technologies in the context of schools. Course is theoretically grounded in the Project-Based Learning literature. Assignments are hands-on, with emphasis placed on producing tangible artifacts that will serve a practical need. Specifically, students will develop PowerPoint presentations to evaluate educational software and Web-based curricular materials. Also, each student will develop a Web site featuring his or her teaching portfolio. Course appropriate for all computer skill levels.
Thomas Keating

Graduate Course Offerings

ED 407 Secondary Curriculum and Instruction (Fall/Spring/Summer: 3)

Designed to introduce prospective secondary teachers to the complexities of the work of secondary school teachers within specific, diverse communities; the historical development of the secondary schools and their curriculum, and the controversies that continue to affect their development; the research base for developing, implementing, and evaluating effective teaching and assessment methods for a variety of learners in diverse settings; and a process of critically and continuously reflecting on how teacher's beliefs, attitudes, and experiences affect their teaching.
The Department

ED 411 Teaching Learning Strategies to Low Achieving Students (Summer: 3)

A one-week summer institute designed for teachers of grades 3 through post-secondary school, special educators, reading specialists, speech pathologists, Chapter 1 teachers, and adjustment counselors. Focuses on learning strategies and instructional procedures that promote active and independent learning for all students, especially those who are low-achieving.
Jean Mooney

ED 413 Models and Methods in Early Childhood Education (Spring: 3)

Presents and discusses the major models of early childhood education, including the Montessori Method, the Developmental-Interaction Approach, Direct Teaching, and Piaget-based models. Reviews and discusses models and methods useful for inclusion, early intervention, child care, and parent involvement. Focuses on the ways in which different models address the individual, social, and cultural differences that young children bring to the learning environment.
The Department

PY 415 The Psychology of Adolescence (Spring: 3)

Provides an overview of the central development issues of adolescence and current research therein. Discusses biological, social, and cognitive changes, as well as issues of autonomy, identity, and sexuality. Also focuses on central relationships and contexts, such as families, peers, schools, and neighborhoods. Includes theoretical, empirical, and case study readings.
The Department

PY 416 Child Psychology (Fall: 3)

Child development is presented as a continuous, complex process involving the interaction of a biological organism with its physical, psychological, and social environment. Typically the school-aged child is discussed within the framework of contemporary theories of child growth.
The Department

PY 417 Adult Psychology (Fall: 3)

This course examines life cycle theory, psychological needs, physiology, interpersonal relations, androgyny, sex roles and sexuality, vocational needs, family life, integrity, aging, and facing death realistically.
John Dacey

PY 418 Applied Developmental Psychology: Emphasis on Child (Fall/Spring: 3)

Will help teachers understand principles of learning and cognitive, linguistic, social, and affective development as they apply to classroom practices. Will focus on the acquisition of strategies that enable teachers to assess and understand how they and their students are constructors of meaning. Designed for individuals beginning their professional development in education who plan to work with children.
The Department

ED 420 Initial License Practicum (Fall/Spring: 6)

A semester-long provisional practicum, five full days per week, for graduate students in the following licensure programs: Early Childhood, Elementary, Secondary, Reading, Moderate Special Needs, Intense Special Needs, and Vision. Placements are made in selected area, international, out-of-state, or non-school sites. This course is usually taken in combination with a clinical experience for standard licensure. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement by March 15 for fall placements and by October 15 for spring placements.

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.
The Department

ED 429 Graduate Pre-Practicum (Fall/Spring: 1)

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 Professional Practicum Experiences 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.
Carol Pelletier

ED 435 Social Contexts of Education (Fall/Spring/Summer: 3)

Examines the historic and evolving development of the major social factors that together create the diverse, competing, and often unequal social contexts influencing the quality and type of education different groups of students experience in particular school sites and across school sites.

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)

Designed to help teachers recognize and respond to the full range of diversity in the classroom. Students study the impact of racial, ethnic, socioeconomic, and linguistic differences and various types of disabilities on a child's cognitive, social, and academic development. Creates a view of classroom management and the instructional process that complements and elaborates on the variety of approaches used in early childhood, elementary, and secondary education. It draws from the general disciplines, special/remedial education, psychology, and health sciences within a context of integration rather than separation.

The Department

PY 440 Principles and Techniques of Counseling (Fall/Summer: 3)
Open in the fall only to Counseling Psychology majors, and in the summer only to non-majors

Provides an introduction to counseling principles and techniques with an emphasis on interviewing skills. The areas of communication skills involving the use of role playing, observation, and practice components are emphasized. Training consists of peer role-plays and laboratory experiences with individual and group supervision.

The Department

PY 443 Psychoanalytic Case Conceptualization (Spring: 3)
Cross Listed with UN 443

This seminar investigates psychoanalytic theory through the context of the clinical encounter. Students will, through reading and case presentations, develop a facility in translating psychoanalytic theory into practice and in understanding their clinical cases through the lens of theory. The course emphasizes how theory becomes alive in therapy, how it guides action and understanding, and how it impacts listening. As such, clinical practice is explored as a creative encounter guided by analytic principles. Concepts such as the unconscious, defense, repetition, neurosis, transference, the holding environment, and others are emphasized.

The Department

PY 444 Theories of Counseling and Personality I (Fall: 3)

First part of a year-long sequence examining personality and counseling theories. Intended to introduce students to major theories of personality in the field of psychology and how those theories are applied in constructing counseling and psychotherapy models. Students will focus on humanistic, behavioral, and cognitive personality theories and how they become operationalized person-centered, behavioral, and cognitive counseling models, respectively. In addition to examining the theoretical foundations, client and counselor dimensions, techniques, and the active ingredients of change for these major models of personality and counseling, students examine how socio-cultural context contributes to client presenting concerns and may be addressed in counseling.

The Department

PY 445 Clinical Child Psychology (Fall: 3)

This course is an introduction to the theory and research that provide the context for understanding the socio-emotional problems of children. Particular emphasis will be placed on the role of risk and protective factors as they contribute to children's resilience and vulnerability to childhood problems. Implications for clinical practice and work in school settings will be considered.

The Department

PY 446 Theories of Counseling and Personality II (Spring: 3)

Prerequisite: PY 444

Second part of a year-long sequence examining personality and counseling theories. Continues introduction to major theories of personality in the field of psychology and how those theories are applied in constructing counseling and psychotherapy models. Focuses on psychoanalytic personality and counseling models as well as critical theory as manifested in the psychology of gender and counseling models that integrate gender into working with clients. Specifically, for each model, students will examine the theoretical foundations developed in its theory of personality, relevant client and counselor dimensions, counseling techniques, and the active ingredients of change that each model uses in bringing about change.

The Department

ED 447 Literacy and Assessment in the Secondary School (Fall/Summer: 3)

Designed to address the subject of teaching reading in the content areas of secondary schools. Demonstrates effective teaching strategies appropriate for all students, including those with special needs. Focuses extensively on concepts, strategies, and issues related to assessment.

The Department

PY 447 Applied Developmental Psychology: Emphasis on Adolescent (Fall/Summer: 3)

Helps teachers understand principles of learning and cognitive, linguistic, social, and affective development as they apply to classroom practices. Focuses on the acquisition of strategies that enable teachers to assess and understand how they and their students are constructors of meaning. Half of each semester is devoted to analysis of case studies. Designed for individuals beginning their professional development in education who plan to work with adolescents.

The Department

PY 448 Career Development (Fall/Spring: 3)

Provides students with a comprehensive introduction to the theoretical and practice aspects of career development and the psychology of working. Students learn existing theories and related research pertaining to the vocational behavior of individuals across the life span. Through readings, case discussions, and lectures, students learn how to construct effective, ethical, and humane means of helping people to develop their work lives to their fullest potential.

The Department

ED 450 Foundations of Educational Administration (Fall/Summer: 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. Students are asked to research the realities at their work sites using the concepts and metaphors developed in the course, and to propose improvements to those realities.
The Department

ED 451 Human Resources Administration (Spring/Summer: 3)

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/PY 460 Interpretation and Evaluation of Research (Fall/Spring/Summer: 3)

Improves students' understanding of quantitative research literature in education and psychology. Concentrates on developing conceptual understandings and communication, skills needed by the competent reader and user of research reports. Particularly emphasizes critical evaluation of published research.
Larry Ludlow

ED/PY 462 Assessment and Test Construction (Fall: 3)

This course addresses the major problems 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. The emphasis is on practical application to classroom use. Basic techniques of test construction, item writing, and analysis are included.
The Department

PY 464 Intellectual Assessment (Fall: 3)
For doctoral students in Counseling Psychology, master's students in Counseling Psychology, and others by permission only

Critically analyses measures of intellectual functioning, with a focus on the Wechsler scales. Develops proficiency in the administration, scoring, and interpretation of intelligence tests and communication of assessment results. In addition, addresses critical questions regarding the use of those instruments, including theories of intelligence, ethics of assessment, and issues of bias and fairness in the assessment of culturally diverse and bilingual individuals.
The Department

PY 465 Psychological Testing (Fall/Spring: 3)

Introduces psychometric theory, selection, and use of standardized aptitude, ability, achievement, interest, and personality tests in the counseling process from a social justice perspective. Includes measurement concepts essential to test interpretation, and experience in evaluating strengths, weaknesses, and biases of various testing instruments. Students will, as well, gain laboratory experience in administration, scoring, and interpretation of psychological tests.
The Department

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.
George Madaus

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.
The Department

ED/PY 468 Introductory Statistics (Fall/Summer: 3)

An introduction to descriptive statistics. Topics include methods of data summarization and presentation; measures of central tendency and variability, correlation and linear regression; the normal distribution; probability; and an introduction to hypothesis testing. Provides computer instruction on PC and Mac platforms and in the SPSS statistical package.
The Department

ED/PY 469 Intermediate Statistics (Fall/Spring: 3)

Prerequisite: ED/PY 468 or its equivalent, and computing skills
This course normally follows ED/PY 468 or its equivalent

Topics and computer exercises address tests of means and proportions, partial and part correlations, chi-square goodness-of-fit and contingency table analysis, multiple regression, analysis of variance with planned and post hoc comparisons, elements of experimental design, and power analysis.
The Department

ED 472 Theory and Pedagogy in the Language Arts Classroom (Fall: 3)
Cross listed with EN 717
Satisfies literary requirement in English and advanced content requirement in Teacher Education

Collaboratively-developed and taught course that explores major theories of literary criticism and investigates how classroom teachers can develop curriculum and instruction that apply these forms to analysis and discussion of text in the classroom. Students will read, discuss, and analyze six major works and examine ways of teaching and viewing texts through several critical theory lenses. Pedagogy also emphasizes culturally-relevant strategies for helping mainstream, special needs, and linguistically-different learners access understanding about theory and content. Additional readings address theories of literary criticism and theories of curriculum and instruction.
Audrey Friedman

ED 473 Teaching Writing (Summer: 3)

This course presents research on children's (K-8) writing development, writing processes, and writing in the classroom. Instructional methods for teaching writing will be explored. Students are expected to participate in extensive writing as part of the course.
Bonnie Rudner

ED 492 Deaf/Blind Seminar (Summer: 3)

Presents histories of deaf, blind, and deaf/blind services. Discusses various etiologies of deaf-blindness along with their implications for intervention with persons with deaf-blindness. Provides overview of legislation and litigation relating to special services for individuals with deaf-blindness. Students complete a project relating to services for persons with multiple disabilities. Several guest speakers representing various agencies and organizations serving individuals with deaf-blindness present this course.
The Department

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)

From conception through adolescence, with concern for the results of physiological malfunction at any stage of development. Presentation, discussions, readings and observation will permit the student to understand the most prevalent handicapping conditions. Included is a consideration of aids and prosthetic devices and medical interventions employed by those with sensory and/or motor handicaps.
Susan Bruce

PY 515 Interprofessional Collaboration: School and Community Services (Spring: 3)
The Department

ED 517 Survey of Children's Literature in the Elementary and Middle School (Summer: 3)

Examines theoretical perspectives of literacy criticism applicable to using literature in elementary and middle school classrooms. It provides an overview of genre including non-fiction, describes literature programs, and examines current controversies in the field of children's literature.
The Department

PY 518 Issues in Life Span Development (Fall: 3)

This course addresses the major psychological and socio-cultural issues in development from childhood through adulthood. The theory, research, and practice in the field of life span development are examined and evaluated.
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 course will include a laboratory experience each week.
The Department

PY 528 Multicultural Issues (Spring/Summer: 3)
For students in Counseling Psychology; other students by permission only

Assists students to become more effective in their work with ethnic minority and LGBT clients. Increases students' awareness of their own and others' life experiences, and how these impact the way in which we approach interactions with individuals who are different from us. Examines the sociopolitical conditions that impact individuals from ethnic and non-ethnic minority groups in the U.S., and presents an overview of relevant research.
The Department

ED 529 Social Studies and the Arts: Teaching, Learning and Curriculum in the Elementary School (Fall: 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

PY 540 Issues in School Counseling (Fall: 3)
School Counseling majors only.

An intensive analysis of philosophical, technical, and administrative issues contributing to the professional identity and function of the counselor in a public educational milieu.
Mary Walsh

ED 542 Teaching Reading and Language Arts (Fall/Summer: 3)

Examines reading development from preschool through early adolescence from a variety of instructional perspectives. Students will gain understanding of major theoretical perspectives on reading and its development and will learn a variety of strategies for teaching reading. Also introduces methods for assessing children's reading skills and weaknesses to plan instruction. Discusses children's literature and teaches students strategies for using literature as part of an instructional program. Expects students to spend at least 16 hours distributed across at least eight sessions in a classroom or other setting where they can work with one or more children.
The Department

ED 543 Teaching Language Arts (Summer: 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. Expects students to spend at least 16 hours distributed across at least eight sessions in a classroom or other setting where they can work with one or more children.

ED 546 Science, Health, and the Natural World: Teaching, Learning and Curriculum in the Elementary School (Fall: 3)

This course introduces students to the theory and practice of instruction in science and health at the elementary school level. It focuses on the importance of science and health in the curriculum and in children's lives, and explores instructional techniques related to teaching about the natural world.
The Department

PY 549 Psychopathology (Fall: 3)
Prerequisite: PY 444 or equivalent

Examines selected DSM-IV disorders and considers diagnostic issues, theoretical perspectives, and research. Through case examples, students will learn to conduct a mental status examination and determine appropriate treatment plans for clients suffering from various diagnoses.
The Department

ED 551 Foundations of Ecology in the Urban Context: Boston as a Field Study Model (Summer: 3)

Explores urban ecosystems to provide ways for teachers, community leaders, and urban professionals to participate in defining a common forum for initiating community-based urban research. Each day incorporates both classroom lectures and field visits that build upon course curriculum focused on Boston as an example. Goals are to build a base for understanding how ecosystems evolve to accommodate urban development, establish sound scientific observation and sampling techniques for teachers to implement in the classroom, and serve as a round-table for discussions about policy and strategies.
Eric Strauss

ED/PY 560 Seminar on Issues in Testing and Assessment (Fall: 3)
Recommended: ED/PY 462 and ED/PY 469

Examines policy issues related to educational testing and assessment.
Albert Beaton

ED/PY 561 Evaluation and Public Policy (Fall: 3)
Prerequisite: ED 466 or consent of instructor

This course will examine the conceptual and practical aspects of evaluating social interventions, with an emphasis on integrated service models.
George Madaus

ED 565 Large-Scale Assessment: Procedures and Practice (Spring: 3)
Recommended: ED/PY 462 and ED/PY 468

Examines measurement concepts and data collection procedures in the context of large-scale (i.e., district, state, national, and international) assessment. Considers technical, operational, and political issues in view of measurement concepts, including reliability, validity, measurement error, and sampling error. Covers framework development, instrument development, sampling, data collection, analysis, and reporting, in relation to both standardized educational achievement tests and questionnaires.
The Department

ED 579 Educational Assessment of Learning Problems (Fall: 3)
Not open to Special Students
Open to students in the Teacher of Students with Moderate Special Needs Program, Counseling Psychology, Vision Studies, and Reading Specialist Programs.

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.
Jean Mooney

ED 583 Foundations of Orientation and Mobility for the Visually Impaired (Summer: 3)

Introduces the principles and fundamentals of orientation and mobility. Emphasis is on the study of each of the sensory systems, concept formation, motor skills, and spatial orientation as these topics relate to environmental orientation and human mobility. A mini-practicum component helps students develop competence in indoor and pre-cane mobility.
Richard Jackson

ED 586 Children's Literature and Mathematics: Interdisciplinary Multicultural Perspectives (Spring: 3)

This course explores the rationale and techniques for achieving curricular integration between mathematics and the language arts, and focuses specifically on multicultural concerns in teaching these subjects. It explores ways to assess, enhance, and write children's trade books, oral stories, dramatic plays, poetry, and songs. Finally, the course looks at ways to use math manipulatives, technology, literacy criticism, social games, and art materials.
Michael Schiro

ED 587 Teaching and Learning Strategies (Spring: 3)
Prerequisite: ED 579
Not open to Special Students
ED 587.01 is intended for general educators, and ED 587.02 for special educators

Oriented to the development of Individual Education Programs (IEP) for students with special needs. Includes effective instructional practices for basic skills development, enhancement of content area instruction, and cognitive and metacognitive learning strategies.
The Department

ED 588 Curriculum and Instructional Strategies for the Visually Impaired (Spring: 3)

This course covers special subject matter adjustments and the "plus curriculum" of special skills for the student with visual impairments. Activities include task analysis of special curriculum needs and writing adaptations to regular education curriculum. The course also covers curriculum and strategies for pre-school and multiply disabled individuals, adaptive technology, and consultation skills.
Richard Jackson

ED 592 Foundations of Language and Literacy Development (Fall: 3)

This course is an introduction and an overview of language and literacy development including the following: basic elements of language acquisition, current theories of normal language development, issues related to delayed or different language development, the transition from oral to literate language, the impact of cultural variations on school-based language performance, and an introduction to bilingualism and second language acquisition for young children and more mature language users.
The Department

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.
The Department

ED 610 Specialist License Practicum (Fall/Spring: 6)
Prerequisite: Approval by the Office of Professional Practicum Experiences, good academic standing, and successful completion of all practicum and advanced provisional certification requirements

This course is a semester-long, full-time clinical experience for advanced level students working in schools in a professional role. This clinical experience covers the following graduate certification programs: Early Childhood, Elementary, Secondary, Reading, Moderate Special Needs, Intense Special Needs, and Vision. Placements are selectively chosen from schools in the greater Boston area and designated out-of-state or international settings. Apply to the Office of Professional Practicum Experiences during the semester preceding the placement by March 15 for fall placements and by October 15 for spring placements.

PY 611 Learning and Development among Early Learners (Spring: 3)

Focuses on learning (including behavioral, cognitive, and information processing approaches), motivation, and social development, while incorporating the role of play in the learning and development of the young child. Examines individual differences and the effects of special needs on learning and development, as well as program implications.
The Department

PY 615 Social and Affective Processes Across the Life Span (Fall/Spring: 3)

This course reviews the theoretical and empirical literatures pertinent to the study of emotional and social development across the life span. Perspectives derived from the disciplines of biology, psychology, anthropology, sociology, and history are presented. The

interrelations between social and affective processes, and their association with familial, societal, cultural, and historical context of development are discussed. Issues derived from social psychology, such as group processes, will also be discussed. Methodological problems present in these literatures and resultant conceptual and empirical challenges involved in developing a life span understanding of social and affective processes are reviewed.
The Department

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. Students will explore the complexities of effective leadership in theoretical and practical terms.
Irwin Blumer

PY 617 Learning and Cognition (Spring: 3)

Will discuss theories of learning and of cognitive development, explore roles of biology and environment, and examine different interpretations of environment. Will discuss whether learning and cognitive development are the same thing or different processes. Will also examine the nature of intelligence, role (or not) of instruction in learning, nature of instruction, and how transfer of learning to new contexts is achieved. Practical applications of theory and research will be discussed.
Joan Lucariello

ED 618 Finance and Facilities Management (Spring/Summer: 3)

Provides basic frameworks for understanding school finance and school facilities management. Students will gain an understanding of how public education is funded at the federal, state, and local levels. Contemporary issues relating to such funding will be closely examined, including issues of fiscal equity and the operation of state and federal categorical aid programs. Students will also examine school district and school site budgeting processes, and relate them to educational planning.
The Department

ED 619 Ethics and Equity in Education (Fall: 3)
The Department

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.

ED 621 Bilingualism, Second Language, and Literacy Development (Fall: 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.
The Department

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 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.

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 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.

ED 625 Managing Emerging Technologies (Summer: 3)

Introduces school administrators to computer-related technologies of use in management, research, and school curricula. Addresses use of spreadsheets, databases, graphics, presentation software, Web pages, and commercially available curriculum software both from a hands-on practical perspective and from the perspective of critical issues such as impact, equity, and/or quality. Course includes substantial lab time, and students are required to supplement this with personal lab time.
Alec Peck

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.
The Department

ED/PY 633 Impact of Psychosocial Issues on Learning (Spring: 3)

An examination, from a holistic perspective, of the psychological and social issues that affect learning in children and adolescents. Will discuss the role of risk and protective factors in the development of vulnerability and resilience. Will highlight collaboration of educators with professionals involved in addressing psychological and social issues.
The Department

PY 638 Issues in Short Term Counseling (Spring: 3)

Examines the theoretical foundations and empirical status of behavior therapy. Analyzes through clinical application the efficacy of these models and other integrative approaches.
The Department

PY 640 Seminar in Group Counseling and Group Theory (Fall/Spring/Summer: 3)
Prerequisite: Permission of instructor. Advance sign up in Counseling Psychology Office required.
Limited to 20 students.

Students participate in group experiences that focus upon group dynamics and development of group norms. Seminar discussions focus on group process and leadership roles in the context of small group theory and research.
The Department

PY 643 Practicum in School Counseling Pre-K-9 (Fall: 3)
Prerequisite: Permission of Practicum Coordinator, Dr. Sandra Morse
Open only to Counseling degree students seeking certification in school guidance counseling grades pre-K-9.

Practicum involves placement in a comprehensive school system full-time in both fall and spring semesters. Minimum hours of practicum are 1,050 per academic year, (450 hours practicum and 600 hours clinical experience) in addition to the pre-practicum. Students enroll for 3 credit hours each semester.
The Department

PY 644 Practicum in School Counseling, 5-12 (Fall: 3)
Prerequisite: Permission of Practicum Coordinator, Dr. Sandra Morse
Open only to Counseling degree students seeking certification in school guidance counseling grades 5-12.

Practicum involves placement in a comprehensive school system full-time in both fall and spring semesters. Minimum hours of practicum are 1,050 for an academic year (450 hours practicum and 600 hours clinical) in addition to the pre-practicum. Students enroll for 3 credit hours each semester.
The Department

PY 646 Internship—Counseling I (Fall: 3)
Prerequisite: Permission of Internship Coordinator, Dr. Sandra Morse

This course is designed to be a post-practicum, curricular supervised experience, and supervised internship experience and seminar. The internship consists of seminar participation and a 600-hour, year-long clinical experience at an approved internship site. The internship and corresponding seminar are designed to enable the student to refine and enhance basic counseling skills, and to integrate professional knowledge and skills appropriate to an initial placement.
The Department

PY 648 Practicum in Counseling (Fall/Spring: 3)
Open only to Counseling Psychology students

Pre-internship, supervised curricular experience that provides for the development of counseling and group work skills under supervision. Training consists of peer role plays and laboratory experiences with individual and group supervision.
Sandra Morse

PY 649 Health Psychology (Spring: 3)

This course is an examination of the role of psychology in the health care system from empirical and clinical perspectives. The cognitive, emotional, and social factors that contribute to wellness and illness will be addressed.
The Department

PY 650 Clinical Experience/School Counseling (5-12) (Spring: 3)
The Department

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.

ED 656 Administration of Local School Systems (Fall: 3)

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

PY 662 Projective Assessment (Spring: 3)
Prerequisite: PY 464
Limited to doctoral students in Counseling Psychology, although others may be admitted by permission of the instructor

Theory, administration, and interpretation of commonly used projective measures, including Rorschach, thematic, drawing, and sentence completion techniques. Students will learn how to conceptualize and integrate findings from cognitive and personality measures, and to communicate results in a written report. Critical issues in the use of these measures, including ethical, psychometric, social, and legal concerns will be addressed. Case material will be used to illustrate the clinical applications of projective techniques.
Maureen Kenny

ED/PY 667 General Linear Models (Fall: 3)
Prerequisite: ED/PY 469

Addresses the construction, interpretation, and application of linear statistical models. Specifically, lectures and computer exercises will cover multiple regression models; matrix algebra operations; parameter estimation techniques; missing data; transformations; exploratory versus confirmatory models; sources of multicollinearity; residual analysis techniques; partial and semipartial correlations; variance partitioning; dummy, effect, and orthogonal coding; analysis of covariance; and logistic regression.
Larry Ludlow

ED/PY 669 Psychometric Theory (Spring: 3)
Prerequisite: ED/PY 462 and ED/PY 667

Presents a study of theoretical concepts, statistical models, and practical applications in educational and psychological measurement. General topics include the history of measurement, Thurstone and Guttman scales, true-score theory, and item response theory. Specific topics include Rasch model one-parameter estimation, residual analysis, item banking, equating, and computer adaptive testing.
Larry Ludlow

ED 674 Teaching Mathematical Problem Solving in Grades 4-12 (Summer: 3)

Examines complex issues, trends, and research regarding alternative approaches for teaching mathematical problem solving. Topics include the nature of mathematical inquiry; models for collaborative grouping; methods and materials for cultivating problem solving, reasoning, and communication processes; methods of assessing mathematical problem solving; and the impact of Vygotskian Psychology on the teaching and learning of mathematical problem solving.
Lillie Albert

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.
The Department

ED/PY 685 Developmental Disabilities: Evaluation, Assessment, Family and Systems (Fall/Spring: 3)

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.
The Department

ED 686 Augmentative Communication for Individuals with Disabilities (Spring: 3)

This course focuses upon the communication problems of persons who are developmentally disabled, physically challenged, hearing impaired, and deaf-blind. Students learn strategies for enhancing communication and learn how to develop and implement a variety of augmentative communication systems.
Barbara McLetchie

ED 705 Education Law and Public Policy (Fall: 3)

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 public 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

ED 706 Philosophy of Education (Spring: 3)

This course examines the philosophical foundations of higher education in America, the underlying principles of liberal education and the nature of knowledge—how classical, modern and post-modern theories have impacted college and university curricula, pedagogy, academic freedom, and research. It considers the roots, tensions and controversies surrounding the democratic character of American education, especially as it related to Jeffersonian and Jacksonian ideals, and meritocratic and egalitarian principles; the university and political neutrality; academic freedom and speech codes; the place of feminist scholarship in the academy; and scientific research and the public good.
The Department

ED 708 Contemporary Issues in Higher Education (Spring: 3)

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)

This course is designed to introduce Ph.D. students to conceptual and empirical teachers and teaching as well as the contrasting paradigms and methodological approaches upon which this literature is based. The course is intended to help students become aware of the major substantive areas in the field of research on teaching; develop critical perspectives and questions on contrasting paradigms; and raise questions about the implications of this research for curriculum and instruction, policy and practice, and teacher education/professional development.
The Department

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.
The Department

PY 714 Advanced Research Methods in Counseling, Developmental, and Educational Psychology (Fall: 3)
Restricted to doctoral students in Applied Developmental and Educational Psychology

Students design and carry out an original empirical project on a defined area within developmental or educational psychology. Requires design, data collection and analysis, interpretation, and formal APA-style write-up. Students also required to complete two colloquium presentations of their work.
The Department

ED 720 Curriculum Leadership (Fall/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.
Janice Jackson

ED 724 Practicum in Educational Technology: Technology-Enhanced Assessment (Spring: 3)
Prerequisite: ED/PY 462 and ED/PY 667

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.
Michael Russell

PY 740 Topics in the Psychology of Women (Spring: 3)

Explores current theory and research on the psychology of women and implications of this work on psychologists and educators. First half of the course examines and critiques major themes that have emerged in the field over the last three decades; and considers ways in which the field of psychology of women has influenced conceptualizations of development, psychopathology, and intervention. Second half considers some of the psychological underpinnings of a set of social and political issues commonly faced by women. Course designed for developmental and counseling psychology graduate students.
Lisa Goodman

PY 741 Advanced Seminar in Psychopathology (Spring: 3)

A developmental approach to understanding psychological disorders across the life span. The course will examine the emergence of a range of disorders in children, adolescents, and adults (e.g., depression, violent and abusive behavior). Particular attention will be paid to factors that increase risk and resilience. The implications for prevention and intervention strategies will be discussed.
Mary Walsh

PY 743 Counseling Families (Fall/Spring/Summer: 3)

This is a study of basic family system theory and intervention strategies. Didactic approach includes role playing and case presentations. Concurrent clinical involvement with families is recommended.

The Department

PY 746 Internship—Counseling II (Spring: 3)

Prerequisite: PY 646 and permission of the Internship Coordinator, Dr. Sandra Morse

This course is designed to build on Internship I and corresponds to the completion of 600 clock hours the student spends in the internship. The seminar is process-oriented and thus students remain in the same year-long section. As such, it is designed to enable the student to further enhance basic and advanced counseling skills, and to integrate professional knowledge and skills through direct service with individual and group supervision.

The Department

PY 748 Practicum in Counseling II (Spring: 3)
Continuation of PY 648
Open only to Counseling Psychology students

Pre-internship, supervised curricular experience focuses on progressive issues and the treatment of special populations. Lab training consists of peer role-plays and experiences with individual and group supervision.

Sandra Morse

ED 755 Theories of Leadership (Spring: 3)

Explores various epistemologies of practice and theoretical models of leadership through cases taken from a wide variety of educational settings, paying particular attention to the interplay between a personal ethic and issues of race, gender, and social class. Highlights models and processes of institutional restructuring and interprofessional collaboration. Recommended for doctoral students.

The Department

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.

The Department

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.

Kevin Duffy

ED/PY 778 College Student Development (Spring: 3)

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 801 Clinical Experience and Seminar in Administration (Fall/Spring: 3)

Year-long, field-based seminar for students seeking full certification in educational administration. Assists experienced school administrators in dealing effectively with day-to-day school management issues, and linking theory, research, and practice. An intensive journal-writing process is used in conjunction with student and faculty field and course activities to address contemporary issues. Particular attention is given to methods of evaluation and supervision of adult members of the school community.

The Department

ED 803 History of Education (Fall: 3)

Examines history of education in the United States from the colonial period through the 1960s. Particular attention is paid to the political, economic, and cultural factors that shaped American educational institutions and the role schools and colleges play in American life. Issues covered include access, equity, curriculum, organization, and leadership.

The Department

PY 813 Sociocultural Contexts of Development (Fall: 3)

Doctoral seminar focuses on theoretical models and empirical research on the sociocultural contexts affecting child development and family processes. Compares theoretical models and methodologies derived from psychology, sociology, and economics. Primary focus is on reading and interpreting empirical literature drawn from the survey, ethnographic, observational, and experimental methods. Topics include parenting, socioeconomic status, race and ethnicity, neighborhoods and schools.

The Department

ED 819 Educational Change (Fall: 3)

This course focuses on the study of change theories and approaches, their application in educational reform, and their impact on teaching and learning. Students examine the history of educational change and consider the forces for and against change in schools and other educational organizations. Each student is expected to conduct a research study of an educational change initiative.

Gerald Pine

ED/PY 829 Design of Quantitative Research (Spring: 3)

Prerequisite: ED/PY 469

Offers theoretical and practical experience in planning and conducting a quantitative research study. Extends research methods ideas of ED/PY460, and statistical techniques of ED/PY468 and ED/PY469 by combining that material into a proposed research project of the student's choosing, ideally, one's doctoral dissertation.

The Department

ED 830 Directed Research in Religious Education (Fall/Spring: 3)
IREPM Course

See course description under the Institute of Religious Education and Pastoral Ministry.
Jane E. Regan
Thomas Groome

PY 840 Seminar: Professional Issues in Counseling Psychology (Fall: 3)
Prerequisite: Permission of Director of Training
Open to doctoral students in Counseling Psychology only, and master's students in Counseling Psychology with permission

This is an advanced seminar focusing primarily on ethical and legal issues in counseling psychology. Topics will also include certification and licensing, accreditation, professional identity, the history of counseling psychology, and future developments in professional psychology.
The Department

PY 841 Seminar in Evaluation and Research in Counseling (Fall: 3)
Doctoral students in Counseling Psychology only

Examines research design in the Counseling Psychology literature focusing particular attention on research examining psychological intervention. Students present published research exemplifying specific designs, review critically the presented research, propose empirical studies that could advance counseling psychology, and present findings from their own empirical work.
The Department

PY 842 Seminar in Counseling Theory (Fall: 3)
Doctoral students in Counseling Psychology only

The purpose of this course is threefold. First, to examine critically certain basic issues and concepts that must be handled by any theory of counseling. Second, to outline cultural factors mediating between reality and theory and third, to apply those concepts in the analysis of contemporary theories of counseling and psychotherapy. During the semester, nine main issues are dealt with including: (1) the concept of the person; (2) the logic of explanation in counseling theory; (3) the purpose of living; (4) the self; (5) emotion; (6) rationality; (7) freedom and determinism; (8) values and morals; and (9) therapeutic change.
Etiony Aldarondo

PY 843 Seminar in Career Development (Spring: 3)
Prerequisite: PY 448 or equivalent

Advanced doctoral-level seminar on career development theory and research and on the psychology of working. First part of course consists of critical review of major approaches to understanding career behavior and development, empirical support for prevailing theoretical constructs, and empirical efforts related to career interventions. Special attention to issues specific to persons of color, women, gays, lesbians, individuals with disabling conditions, working-class adults, and non-college-bound youth. Examines space between work and interpersonal relationships.
The Department

PY 844 Seminar in Counseling Supervision and Consultation (Fall/Spring: 3)

Designed to provide advanced Counseling Psychology doctoral students with the theoretical knowledge and practical experience necessary to become skilled and effective counseling supervisors and psychological consultants. The course meets for the full academic year; classes are held every other week. Students will examine the current theoretical/empirical research in supervision and consultation, and engage in discussions and experiences designed to develop basic supervisory and consultation skills. An experiential component is required, and involves a 2-hour per week field placement where students will supervise masters-level counseling students and provide psychological consultation in community-based programs serving ethnic minority, low-income children and their families.
The Department

PY 846 Advanced Pre-Internship Counseling Practicum (Fall/Spring: 1)
Prerequisite: Advanced Pre-Internship Counseling Practicum
Two credits in the spring semester

Pre-internship placement in a mental health setting accompanied by a biweekly seminar on campus. Placement requires 20-24 hours per week over two semesters. Focus will be on the integration of theoretical and research perspectives on clinical interventions utilizing the experience of site-based practice. Satisfactory completion of this course is a prerequisite for the doctoral internship.
The Department

PY 849 Doctoral Internship in Counseling Psychology (Fall/Spring: 1)
Prerequisites: Permission of Director of Training, minimum of 400 clock hours of counseling practicum (e.g., PY 646, 746, 846)
Doctoral candidates in Counseling Psychology only. By arrangement only.

Internships cover a calendar year, and students must complete the equivalent of one full year (40 hours/week) either for four semesters (one credit hour per semester) or for two semesters (two credit hours per semester). Applications should be submitted in November of the preceding year. Placement must be in an approved counseling setting for psychodiagnostic and interviewing experience with clients, group counseling, and other staff activities.
The Department

ED/PY 851 Qualitative Research Methods (Fall/Spring: 3)

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 859 Readings and Research In Curriculum and Instruction (Fall/Spring: 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.
The Department

ED 861 Construction of Attitude and Opinion Questionnaires (Fall: 3)
Prerequisite: ED/PY 462 and ED/PY 469

Covers techniques for the construction and analysis of attitudinal and opinion questionnaires. Topics include Likert scales, Thurstonian scales, Guttman scales, and ratio-scaling procedures. Students develop a survey instrument containing a variety of scales and analysis plans for a survey conducted using the instrument.
The Department

ED 867 Diversity in Higher Education: Race, Class, and Gender (Fall: 3)

The purpose of this course is to provide students with the opportunity to examine the theoretical scholarship and empirical research on race, class, and gender in American higher education. The course readings are interdisciplinary in nature and require students to identify research claims and their relationship to higher

education practice and policy in the U.S. We explore such issues as admissions and affirmative action policy, sexual harassment, and access and financial aid practices.
The Department

ED 874 Organizational Decision Making in Higher Education (Spring: 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 I.K. 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.
Frank Campanella

ED 878 Seminar on Law and Higher Education (Spring: 3)
Prerequisite: ED 705 or Law student

This seminar focuses on legal, policy, and ethical issues that affect higher education in the United States. The primary focus will be upon contemporary legal issues confronting public and private higher education, including such topics as due process and equity for students and faculty, tenure, academic freedom, affirmative action, disability rights, and free speech.
Diana Pullin

PY 879 Introduction to Psychoanalysis (Fall: 3)
Cross listed with UN 879
Particularly relevant for clinically oriented graduate students in Counseling and Clinical Psychology, Social Work, and Education
For graduate students and upper division undergraduates with departmental permission.

An introduction to psychoanalysis as an exciting and controversial theory of mind, method of treatment, and critique of culture. Topics to be explored by actively practicing psychoanalysts will include the unconscious, dreams, development, personality, psychopathology, and treatment. The unique stance of psychoanalysis toward culture, politics, and religion will also be explored.
W.W. Meissner, S.J.

ED/PY 885 Interim Study: Master's and C.A.E.S. Students (Fall/Spring: 0)

Master's and C.A.E.S. students who need to take one to two semesters off during the academic year, but wish to remain active in the University system must enroll in this course. Students cannot enroll in this course for more than two consecutive semesters during the academic year. Students who need to be away from their studies for more than two consecutive semesters during the academic year should file for a formal leave of absence.
The Department

ED/PY 888 Master's Comprehensives (Fall/Spring/Summer: 0)

All master's students who have completed their course work and are preparing for comprehensive exams must register for this course.
The Department

ED 901 Urban Catholic Teacher Corps (Fall/Spring: 0)
Open only to teachers participating in the Urban Catholic Teacher Corps program

See Urban Catholic Teacher Corps program brochure for details or contact the program office at 617-552-0602.

ED 910 Readings and Research in Educational Research, Measurement, and Evaluation (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 carries to completion a significant study.
The Department

PY 910 Readings and Research in Counseling and Developmental Psychology (Fall/Spring/Summer: 3)
Prerequisite: Permission of a faculty member
By arrangement

Under the direction of a faculty member who serves as Project Director, a student develops and carries to completion a significant study.
The Department

PY 912 Participatory Action Research: Gender, Race, and Power (Fall: 3)

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

PY 915 Critical Perspectives on the Psychology of Race, Class, and Gender (Spring: 3)

Introduces multiple strategies for thinking culturally about select psychological constructs and processes (for example, the self, family and community relations, and socio-political oppression). Pays particular attention to race and class as sociocultural constructs important for the critical analysis of the relationships of culture and psychology. Also explores the implications of these constructs for intercultural collaboration and action.
Janet Helms

PY 917 Cognitive-Affective Bases of Behavior (Fall: 3)

This course discusses both the concepts of development and the key conceptual issues that are pertinent to the philosophical and scientific study of development across history and currently. The relation between the conceptual issues (nature-nurture, continuity-discontinuity, and stability-instability) and the philosophies of science and paradigms (or meta-models) that have shaped theories of development and the methods employed to study developmental change are reviewed. The range of past and contemporary theoretical models of development are discussed and the methodological proscriptions and prescriptions associated with each type of theory are reviewed.
The Department

PY 920 Seminar on Current Issues in Applied Developmental and Educational Psychology (Spring: 3)

The faculty member teaching it will emphasize his or her own research area, highlighting the relevant theoretical, conceptual, and

methodological issues. This will allow students to become familiar with the research of the faculty in an in-depth way. It will also provide a useful avenue for students' own research participation.
The Department

ED 921 Readings and Research in Educational Administration and Higher Education Administration (Fall/Spring: 3)
Prerequisite: Faculty member approval

Under the direction of a faculty member who serves as Project Director, a student develops and completes a significant study.
The Department

ED 936 Doctoral and Advanced Seminar in Religious Education (Fall/Spring: 3)
IREPM Course
Required for first and second-year IREPM doctoral students; other advanced students admitted with permission of instructor. Limited to 10 participants.

See course description under the Institute of Religious Education and Pastoral Ministry.
Jane Regan

PY 941 Dissertation Seminar in Counseling/Developmental Psychology (Fall/Spring: 3)
Prerequisite: Advanced Statistics and Research Design. Permission of instructor.

This course is designed to assist students in the preparation of a formal doctoral dissertation proposal. All aspects of dissertation development will be discussed. Students must present a series of draft proposals for faculty and student reaction. An acceptable 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.
The Department

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.
The Department

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. Students enrolled in this seminar are expected to write substantive papers that might lead to actual research products.
Ted Youn

ED 975 Internship in Higher Education (Fall/Spring/Summer: 3)
Restricted to M.A. and Ph.D. students in Higher Education

A guided practicum experience for students enrolled in higher education programs, the internship requires supervised field work in a higher education institution or agency and participation in a bimonthly internship seminar. Field work is overseen by program faculty and supervised by a professional administrator at the internship site. The seminar covers practice issues and professional skills development, and related field work issues to theory and research in higher education.
Kevin Duffy

ED 976 Symposium in Higher Education (Fall: 3)
For Administrative Fellows in Higher Education

A guided practicum experience for Administrative Fellows in Higher Education, the internship requires supervised field work in a higher education institution or agency and participation in a bimonthly internship seminar. Field-work is overseen by program faculty and supervised by a professional administrator at the internship site. The seminar covers practice issues and professional skills development, and related field work issues to theory and research in higher education.
Karen Arnold

ED 982 Dissertation Seminar in Educational Administration and Higher Education (Fall: 3)
Prerequisite: Advanced Statistics and Research Design. Permission of instructor.

This course is designed to assist students in the preparation of a formal doctoral dissertation proposal. All aspects of dissertation development will be discussed. Students must present a series of draft proposals for faculty and student reaction. An acceptable dissertation proposal is required for completion of the course.
Joseph O'Keefe, S.J.

ED/PY 988 Dissertation Direction (Fall/Spring: 3)
Prerequisite: Consent of academic advisor

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. Students are expected to work on their dissertation at least 20 hours per week.
The Department

ED/PY 998 Doctoral Comprehensives (Fall/Spring: 0)

All doctoral students who have completed their course work, are not registering for any other course, and are preparing for comprehensive exams must register for this course to remain active and in good standing.
Dennis Shirley

ED/PY 999 Doctoral Continuation (Fall/Spring: 0)

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. A formal petition for extension of time must be submitted and permission granted to continue in a doctoral program beyond the eight year period. Students are expected to work on their dissertation at least 20 hours per week.
The Department

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.

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.

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.

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
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, *Professor and Associate Dean for Academic Affairs;* A.B., J.D., Harvard University
Daniel R. Coquillette, *Rev. Monan, S.J., University Professor;* A.B., Williams College; M.A., Oxford University; J.D., Harvard University
Lawrence A. Cunningham, *Professor;* B.A., University of Delaware; J.D., Benjamin Cardoza School of Law
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 Garvey, *Professor and Dean;* A.B., Notre Dame University; J.D., Harvard University
Phyllis Goldfarb, *Professor;* B.A., Brandeis University; Ed.M., Harvard University; J.D., Yale Law School; LL.M., Georgetown University
Kent Greenfield, *Professor;* A.B., Brown University; J.D., University of Chicago
Ingrid 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, *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
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.C. Yen, *Professor and Director of Emerging Enterprises and Business Law;* B.S., M.S., Stanford University; J.D., Harvard University
R. Michael Cassidy, *Associate Professor;* B.A., University of Notre Dame; J.D., Harvard University
Anthony Farley, *Associate Professor;* B.A., University of Virginia; J.D., Harvard 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
Joseph Liu, *Associate Professor;* B.A., Yale University; J.D., Columbia University; L.L.M., Harvard University
Sharon Hamby O'Connor, *Associate Clinical Professor;* B.A., Southern Methodist University; M.S.L.S., Columbia University; J.D., Harvard University; M.E.S., Yale University
Alexis Anderson, *Associate Clinical Professor;* B.A., Wake Forest; J.D., University of Virginia
Daniel Barnett, *Associate Professor of Legal Reasoning, Research, and Writing;* B.A., J.D., University of the Pacific
Sharon Beckman, *Assistant Clinical Professor;* A.B., Harvard University; J.D., University of Michigan Law School
Joan Blum, *Associate Professor of Legal Reasoning, Research and Writing;* A.B., Harvard College; J.D., Columbia Law School
Mary Ann Chirba-Martin, *Associate Professor of Legal Reasoning, Research, and Writing;* B.A., Colgate University; J.D., Boston College; M.P.H., Harvard School of Public Health
Jane K. Gionfriddo, *Associate Professor and Director of Legal Reasoning, Research, and Writing;* B.A., Wesleyan University; J.D., Boston University
Renee M. Jones, *Assistant Professor;* A.B., Princeton University; J.D., Harvard University
Gregory Kalscheur, S.J., *Assistant Professor;* B.A., Georgetown; J.D., University of Michigan; M.Div., S.T.L., Weston Jesuit School of Theology
Daniel Kanstroom, *Associate Clinical Professor and Director of Human Rights Programs;* B.A., State University of New York, Binghamton; J.D., Northeastern University; LL.M., Harvard University
Elisabeth Keller, *Associate Professor of Legal Reasoning, Research, and Writing;* B.A., Brandeis University; M.A., J.D., Ohio State University
Alan Minuskin, *Associate Clinical Professor;* B.A., University of Miami; J.D., New England School of Law
Mary-Rose Papandrea, *Assistant Professor;* B.A., Yale University; J.D. University of Chicago
Evangeline Sarda, *Associate Clinical Professor;* B.A., Yale University; J.D., Columbia University
Francine T. Sherman, *Adjunct Professor;* B.A., University of Missouri; J.D., Boston College
Judith B. Tracy, *Associate Professor of Legal Reasoning, Research, and Writing;* B.A., University of Michigan; J.D., University of Chicago
Paul Tremblay, *Clinical Professor;* B.A., Boston College; J.D., University of California at Los Angeles
Carwina Weng, *Assistant Clinical Professor;* B.A., Yale University; J.D., New York University School of Law

Wallace E. Carroll School of Management

Undergraduate Wallace E. Carroll School of Management

Mission Statement

Founded as the College of Business Administration at Boston College in 1938, and later named the Wallace E. 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

Future managers will 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, are indispensable in the first year. The only other strict requirement for CSOM freshmen is the completion of MH 011 Introduction to Ethics in either semester. 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. We also recommend that students complete CS 021 Computers in Management during the first year.

What other courses should a freshman pursue? If a student has yet to fulfill the language requirement (see elsewhere in this section for the variety of ways in which it can be satisfied), language study is in order. Note that students contemplating study abroad, and cognizant of the increasingly global nature of business, are well advised to hone existing language skills and consider beginning study of another language. Proficiency in several languages constitutes a significant advantage for aspiring business people. Boston College's international programs include a number of programs—from Scandinavia to the Pacific Rim—which are especially attractive for 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 two-semester Principles of Economics sequence, and a pair of science courses.

While the preceding remarks capture a range of possibilities, even greater possibilities await a student possessed of advanced placement, transfer, or international baccalaureate credit. Such students should consult carefully with the Associate Dean and their faculty orientation advisor in crafting a plan of study for first year.

Management Courses

- 1 MM 011 Introduction to Ethics (1 credit-freshman)
- 1 EC 131 Principles of Economics I-Micro (freshman or sophomore)
- 1 EC 132 Principles of Economics II-Macro (freshman or sophomore)
- 1 CS 021 Computers in Management (freshman or sophomore)
- 1 MA 021 Financial Accounting (sophomore)
- 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

For students who have a very strong interest in an area in Arts and Sciences, it is possible to complete a major in the College of Arts and Sciences by using their electives. For example, it is possible to graduate with a concentration in Finance and a major in Philosophy. 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.

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. 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. The Director of International Programs is Marian St. Onge, Hovey House.

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 David McKenna, 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. 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.

Preprofessional Studies for Law

Prelaw 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.

Preprofessional 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

Regular Carroll School of Management courses integrate ethical issues in business and management. The one-credit course described below is required for CSOM freshmen.

MM 011 Introduction to Ethics (Fall/Spring: 1)

This is an introduction to ethics for Carroll School of Management freshmen. Students will learn the basic modes of ethical reasoning and concepts of moral development. Students will be asked to reflect on their own experiences and actions in light of these ideas.

Carroll School of Management Graduate Programs

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 18 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.).

Master of Business Administration Program

The full-time and evening Master of Business Administration (M.B.A.) programs at Boston College help position students for career success by offering the management skills and perspectives most needed in today's increasingly global and technology-based business environment. The programs are distinguished by their stimulating mix of classroom and real-world learning, which provide students with abundant opportunities to apply their knowledge to solve actual business problems. The full-time and evening programs are each composed of 55 credit hours.

The full-time program is two-years in length. Students in the evening program generally attend classes two evenings a week and often take one or two courses during the summer session; the program is usually completed in three and a half or four years.

Eighteen credits are open to the student's election, with most students choosing to concentrate three of their electives in an area of specialization. Concentrations for students who wish to specialize in functional areas of management are offered in accounting, business law, computer science, economics, finance, management of information technology, management science, marketing, operations management, organization studies, and strategic management. In addition, cross-functional specialty concentrations are available in consulting, development of new ventures and entrepreneurship, international management, management of financial service institutions and management of technology. Techno-M.B.A. concentrations are

available in financial information management, information technology venturing, managing information-intensive change, technology-based marketing, and technology strategies.

M.B.A. Curriculum

Full-Time Program

Management Practice Courses

- MM 720 Management Practice I: Leading Organizations (6 credits)
- MM 730 Management Practice II: Acting in Organizations (5 credits)
- MD 740 Management Practice III: Strategy and Information Systems (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)
- MF 722 Financial Management (2 credits)
- MK 721 Marketing (2 credits)

Core Electives

Two of the following courses (2 credits each):

- MA 726 Accounting Tools for Managers
- MB 728 Current Topics in Human Resource Management
- MD 729 Managing Operations for Competitive Advantage
- MF 727 Current Topics in Financial Management
- MJ 727 Managing the Legal Environment of Business
- MK 719 Key Strategies in Marketing

Electives

- 6 Electives (3 credits each)

Evening Program

Management Practice Courses

- MM 703 Management Practice I: Business Development Workshop (1 credit)
- 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)
- MD 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)

Dual Degree Programs

In response to the growing interest in combining management education with study in non-business fields, the Carroll School of Management has developed a number of dual degree programs in conjunction with other graduate and professional schools at Boston College.

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 18 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 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 Linguistics (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 Arts in Mathematics (M.B.A./M.A.)
- 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, Information, 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

Boston College's M.S. in Accounting program teaches its students the knowledge and skills necessary to succeed in the accounting profession and related fields. The program builds on the student's undergraduate foundation, and equips them with the business, interpersonal, and quantitative tools required of future leaders in an increasingly complex and competitive profession. In addition, the program is designed to satisfy the 150-hour requirement for the certified public accountant (CPA) examination in effect in most states.

Core accounting courses presented in richly detailed business contexts allow our students to use their technical expertise in practical business contexts. There are four required courses covering accounting topics. Students also take six electives, which allow them to develop strength in other disciplines as well as additional accounting topics. Electives can be fulfilled from the majority of the Carroll School of Management's graduate course offerings and may include courses in subjects such as marketing and finance.

The ten-course program is offered primarily on a full-time basis. Students also have flexibility with respect to the timing of their courses and may enroll in January, June, or September. Students have the option of taking classes under a summer/summer structure over two years, with time off during the intervening fall and winter/spring. This is a popular option for undergraduate accounting students who have secured full-time employment before entering the M.S. in Accounting program. Students may also follow a traditional academic year structure, taking classes in the fall and spring semesters. All students must take a minimum of two of the four core courses during summer sessions. These courses are only offered during the day.

M.S. in Accounting Core Courses

- MA 802 Strategic Cost and Profitability Analysis
- MA 803 Taxes and Management Decisions
- MA 804 Financial Statement Analysis
- MA 811 Assurance and Consulting Services

Electives

Six electives (three credits each).

MASTER OF SCIENCE IN FINANCE

Boston College's Master of Science in Finance (M.S. in Finance) program teaches students to understand complex financial problems. The program builds on the student's foundation of business and quantitative skills and adds advanced financial training. The program's unique depth and focus mean that graduates leave with capabilities rare among financial analysts, and have many attractive career options. An extensive review of fundamental tools and concepts in finance provides students with a foundation for advanced work in corporate finance, investments, and financial institutions. There are eight required courses covering these areas, and two electives in such specialties as portfolio theory, international finance, and the structure of corporations and markets.

The ten-course program is designed to be completed in one year of full-time study or 21 months of part-time study, including one summer. Most students in the program have a bachelor's or master's degree in a business discipline; students with backgrounds in other fields are generally required to complete prerequisites in management courses.

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 880 Fixed Income Analysis or MF 803 Portfolio Theory
- MF 860 Derivatives and Risk Management
- MF 881 Theory of Corporate Finance
- One elective

Summer

- MF 808 Financial Policy
- One elective

M.S. in Finance Curriculum, Part-Time

Fall

- MF 801 Investments
- MF 852 Financial Econometrics

Spring

- MF 807 Corporate Finance
- MF 820 Management of Financial Institutions

Summer

- MF 880 Fixed Income Analysis or MF 803 Portfolio Theory
- One elective

Fall

- MF 860 Derivatives and Risk Management
- MF 881 Theory of Corporate Finance

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.

Ph.D. in Management with a Concentration in Finance Curriculum

First Year/Fall
- MF 820 Management of Financial Institutions
- EC 720 Mathematics for Economists
- EC 740 Microeconomic Theory I
- EC 770 Statistics

First Year/Spring
- MF 891 Ph.D. Seminar: Corporate Finance
- EC 741 Microeconomic Theory II
- EC 760 Econometrics I
- Elective* (Economics or Finance)

Second Year/Fall
- MF 890 Ph.D. Seminar: Capital Markets
- MF 863 Ph.D. Seminar: Asset Pricing Theory
- EC 761 Econometrics II
- EC 827 Econometric Theory I or substitute

Second Year/Spring
- MF 866 Ph.D. Seminar: Financial Econometrics
- EC 828 Econometric Theory II or substitute
- Elective* (e.g., Time Series Econometrics)

Third Year/Fall
- MF 892 Ph.D. Seminar: Teaching Workshop
- Elective*
- Dissertation

Third Year/Spring
- Elective*
- Dissertation

Fourth Year/Fall
- Dissertation

Fourth Year/Spring
- Dissertation

*Four Electives (At least one of the electives should be in econometrics/advanced methods, such as EC 821 Time Series Econometrics or EC 822 Cross Section and Panel Econometrics.)

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 871 Quantitative Research Methods
- SC 702 Statistical Analysis I

First Year/Spring
- MB 851 Macro-Organizational Theory
- MB 870 Qualitative Research Methods
- MB 880 Action Research Methods
- SC 703 Multivariate Statistics

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

M.B.A. students who have no prior graduate management education, but have demonstrated mastery of a core subject area may receive advanced standing credit for up to two courses, thus reducing the total number of courses required to complete the M.B.A. degree. Typically, if a student has an undergraduate major in a core course area or has taken advanced courses in that area with grades of B or better, a student is eligible to receive advanced standing credit. In unusual circumstances, a student will be given the opportunity to

demonstrate competency in an examination. Students who have demonstrated mastery at the undergraduate level in more than two subjects may substitute an elective for a core course.

Graduate and Professional Course Work

Students who have completed graduate management courses at other AACSB-accredited institutions or who have recognized professional certification (e.g., CPA, CFA) may receive advanced standing for a maximum of 12 semester credit hours. Students must have a minimum grade of B in all completed course work. Students who have completed graduate management courses at non-AACSB accredited institutions will not be granted advanced standing, but may be allowed to substitute an elective for a core course.

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, certain 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 Director of Graduate Curriculum and Research 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

The Carroll School of Management welcomes applications from graduates of accredited colleges and universities. For the M.B.A. program, 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 Carroll School of Management's M.B.A. program. However, students are expected to be proficient in English and mathematics. In addition, all applicants are expected to take the GMAT.

In M.B.A. candidates, the Admissions Committee looks for evidence of academic and management potential. Work experience and prior academic performance are significant criteria in their evaluation. In general, 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 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 Carroll School of Management M.S. in Accounting program. However, students are expected to be proficient in English. In addition, all applicants are required to take the GMAT.

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

Most students enter the M.S. in Finance program with a background in business or management. 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. An applicant's quantitative skills are weighed heavily in the admissions decision. The GMAT is required for admission.

M.B.A. Dual Degrees: Master of Science in Finance or Master of Science in Accounting

Students must 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 (equivalency to be determined by the Associate 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

score on the TOEFL is 600 (or 250 on computer-based scores). 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 program. Prospective international students with particular questions may wish to contact the Boston College Intercultural Office, McElroy Commons 114, Chestnut Hill, MA 02467, USA; telephone: 617-552-8005; fax: 617-552-3473.

Financial Assistance

Graduate Assistantships and Scholarships

The Carroll School of Management offers a number of assistantships and scholarships to full-time M.B.A., M.S. in Finance, and dual M.B.A./M.S. in Finance students. Assistantships and scholarships are merit-based awards. Awardees usually have two or more years of full-time work experience, 658 or above on the GMAT, 3.33 or above grade point average, and a strong set of application materials. NOTE: Interested applicants must submit with their application a current resume and a cover letter describing their skills and areas of interest. These materials must be submitted by October 15, 2004 for January 2005 entrance to the M.S. in Finance program; or submitted by March 1, 2005 for September 2005 entrance to the M.B.A. and M.S. in Finance programs.

Graduate assistantships involve research or administrative duties in exchange for a stipend. M.B.A. assistantships are generally 10-hour per week assignments. M.S. in Finance assistantships are generally 8-16 hour 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.

Decisions regarding assistantships and scholarships are made in April and May for September admission. Students who receive a scholarship 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.

Ph.D. 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 a 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 SERVICES AND PLACEMENT

The Office of Graduate Management Career Services supports students in achieving their career goals through placement initiatives, career coaching, recruiting, and other services. At the same time, the office serves as a bridge to corporations through its outreach activities and links to Boston College's worldwide alumni network. Specific services include: Board of Advisors Mentoring Program; Recruiting Program; Resume Books; Corporate Outreach; Alumni Advisory Network; Career Fairs; and Career Advising and 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

For a more detailed description of course offerings and academic policies, applicants should consult the Graduate Programs Courses, Faculty, and Academic Policies guide. Information is also available at http://www.bc.edu/carroll/.

Prospective students should direct inquiries to the specific program in which they are interested:

M.B.A.: M.B.A. Office of Admissions, Carroll School of Management, Boston College, Fulton Hall, Room 315, Chestnut Hill, MA 02467-3808; telephone: 617-552-3920; fax: 617-552-8078; http://www.bc.edu/mba/.

M.S. in Finance and Ph.D. in Finance: Graduate Finance Programs, Carroll School of Management, Boston College, Fulton Hall, Room 315, Chestnut Hill, MA 02467-3808; telephone: 617-552-4488; fax: 617-552-8078; http://www.bc.edu/msf/.

M.S. in Accounting: M.S. in Accounting Program, Boston College, Carroll School of Management, Fulton Hall, Room 520, Chestnut Hill, MA 02467-3808; telephone: 617-552-1371; fax: 617-552-6836; http://www.bc.edu/msa/.

Ph.D. in Organization Studies: Department of Organization Studies, Carroll School of Management, Boston College, Fulton Hall, Room 430, Chestnut Hill, MA 02467-3808; telephone: 617-552-0450; http://www.bc.edu/phdos/.

Graduate Management Practice/International

Graduate Course Offerings

MM 703 Management Practice I: Business Development Workshop (Fall: 3)

MM 720 Management Practice I: Leading Organizations (Fall: 6)

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: 5)

Module 1: 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 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 805 International Management Experience (Fall: 3)
Prerequisite: MM 708 or MM 725
A third International Management Experience involving NAFTA participant countries and Latin America is planned for the near future.

This course provides students with an international immersion opportunity in either Asia or Europe. While in-country, students will meet and discuss business practices with senior executives of international companies and overseas subsidiaries of U.S. corporations. There students will observe first-hand companies and places discussed in classes and experience the exciting challenges that managers in global corporations face.
The Department

MM 811 Advanced Topics: International Consulting Project (Fall: 3)
The Department

MM 888 Interim Study (Fall/Spring: 3)
The Department

MM 891-892 Thesis I and II (Fall: 3)
The Department

MM 897-898 Directed Readings (Fall/Spring: 3)
The Department

Accounting

Faculty

G. Peter Wilson, *Joseph L. Sweeney Professor;* B.A., M.S., Florida Atlantic University; M.S., Ph.D., Carnegie Melon University
Arnold Wright, *Andersen Professor;* B.S., University of Colorado; M.B.A., Ph.D., University of Southern California; C.P.A.
Jeffrey R. Cohen, *Associate Professor;* B.S., Bar Ilan University; M.B.A., Columbia University; Ph.D., University of Massachusetts at Amherst; C.M.A.
Louis S. Corsini, *Associate Professor;* B.S.B.A., M.B.A., Boston College; Ph.D., Louisiana State University; C.P.A.
Theresa Hammond, *Associate Professor and Chairperson;* B.S., University of Denver; M.S.A., Ph.D., University of Wisconsin; C.M.A., C.P.A.
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
Billy Soo, *Associate Professor;* 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.
Andrea A. Roberts, *Assistant Professor;* B.S., Towson State University; Ph.D., George Washington University
Susan Z. Shu, *Assistant Professor;* B.B.A., University of Dubuque Iowa; M.S., Ph.D., University of Rochester
Valentina Zamora, *Assistant Professor;* B.A., M.A., M.B.A., University of Oregon; Ph.D., University of Washington
Vincent O'Reilly, *Distinguished Senior Lecturer;* B.S., Boston College; M.B.A., University of Pennsylvania
Amy LaCombe, *Lecturer;* B.S., Boston College; M.S., C.A.S., Syracuse University; M.B.A., Boston College
Edward Taylor, Jr., *Lecturer;* B.S., Boston College; M.B.A., Bentley College

Contacts
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- Web Site: http://www.bc.edu/accounting/

Undergraduate Program Description

The objective of the curriculum is to prepare the undergraduate student who concentrates in accounting for a professional career in public accounting, industry, financial institutions, not-for-profit organizations, or government. The program of study emphasizes the conceptual foundations of accounting, methods, and procedures relevant for practice, global and ethical considerations, and the relationships between accounting and the other management disciplines.

Concentration in Accounting

Junior Year
- MA 301 Financial Accounting Standards and Theory I
- MA 302 Financial Accounting Standards and Theory II
- MA 307 Managerial Cost Analysis (may be taken in senior year)

Senior Year
- MA 405 Federal Taxation
- MA 320 Accounting Information Systems (may be taken in junior year)

Electives
- MA 309 Audit and Other Assurance Services
- MA 351 Financial Statement Analysis
- MA 399 Directed Readings
- MA 601 Financial Accounting Standards and Theory III
- MA 602 Theory and Contemporary Issues in Accounting

Concentration in Corporate Reporting and Analysis

Junior Year
- MA 301 Financial Accounting Standards and Theory I
- MA 302 Financial Accounting Standards and Theory II

Senior Year
- MA 351 Financial Statement Analysis
- MA 602 Theory and Contemporary Issues in Accounting
- Quantitative Analysis elective (choose one of the following):
  MD 384 Applied Statistics
  MD 606 Forecasting Techniques
  EC 228 Econometric Methods
  EC 229 Economics and Business Forecasting

Dual Concentration in Accounting and Information Technology

Information Technology (IT) has clearly had and will continue to have a profound effect on business entities. Employers continually emphasize the value of professionals who both understand business and IT. IT 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. This six course program (four required courses and two electives) is designed for students interested in either the consulting divisions of professional services firms or in the accounting or IT departments of companies. Students are advised to see a faculty advisor in Accounting or Operations, Information, and Strategic Management in selecting appropriate electives.

Junior Year
- MA 301 Financial Accounting Standards and Theory I
- MA/MD 320 Accounting Information Systems
- MD 240 Management Information Systems
- MD/CS 157 Introduction to Programming for Management

Senior Year
- Accounting elective

- Information Technology elective (choose one)
  MD 253 Electronic Commerce
  MD 254 E-Service Operations Management
  MD/CS 257 Database Systems and Applications (or the previously offered MC 254)
  MD/CS 258 Systems Analysis and Design (or the previously offered MC 252)
  MD 274 Topics in Information Systems

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 Cost Accounting 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 should meet with Professor Ron Pawliczek to plan their study abroad 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 World Wide 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 skills necessary to analyze business transactions, to prepare and to comprehend financial statements, and to examine a firm's profitability and financial condition are developed. Students are required to use the Internet to conduct a financial statement analysis project.

The Department

MA 022 Managerial Accounting (Fall/Spring: 3)

Prerequisite: MA 021

This course explains the usefulness of accounting information for managerial decision-making in the areas of analysis, planning, and control. The fundamentals of managerial accounting, including product costing, cost-volume-profit relationships, cash budgeting and profit planning, and performance evaluation are included. Ethical and international issues of importance to accountants are emphasized.

The Department

MA 031 Financial Accounting—Honors (Fall: 3)

Louis S. Corsini

MA 032 Managerial Accounting—Honors (Spring: 3)

Edward Taylor

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.

Lou Corsini
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.

Ron Pawliczek
Billy Soo

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.

Arnold Wright

MA 320 Accounting Information Systems (Fall/Spring: 3)
Cross listed with MD 320

Prerequisites: MA 022, 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.

Amy LaCombe

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.

Andrea Roberts
Billy Soo

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.

Theresa Hammond

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 (Spring: 3)
Prerequisite: MA 302 (undergraduate), MA 813 (graduate)

This course examines accounting for not-for-profit organizations including pensions, deferred taxes, earnings per share, 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 (Spring: 3)
Prerequisite: 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.
The Department

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 726 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.
Louis Corsini

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.
The Department

MA 814 Financial Accounting Practice II (Spring/Summer: 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. Project assignments require students to perform various aspects of audit practice using simulated audit cases.
Arnold Wright

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: 3)
Cross listed with MD 818
Prerequisites: 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.
Amy LaCombe

MA 819 Foundation for Accounting (Spring/Summer: 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.
Andrea Roberts
Billy Soo

MA 826 Taxes and Management Decisions (Spring/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 undertstanding 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.
George Neble

MA 896 Advanced Topics/Risk Management (Fall: 3)

MA 897 Directed Study 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.
Theresa Hammond

MA 898 Directed Readings (Fall/Spring/Summer: 3)
Prerequisite: Permission of department chairperson
Theresa Hammond

MA 899 Directed Research in Accounting (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.
Theresa Hammond

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 and Chairperson;* 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, *Assistant Professor;* 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
- Web Site: http://www.bc.edu/businesslaw/

Undergraduate Program Description

The Department of Business Law in the Wallace E. Carroll School of Management does not offer a separate major or concentration at the undergraduate level. The courses taught by the Department of Business Law are designed to give students the basics 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. This course covers the legal system, the sources of law, business ethics, the regulatory environment of business including antitrust and employment law, securities regulation, the international trade environment, and contract law. Other elective courses are offered to students who have special interest in various fields of business law or are planning to enroll in a law school in the future. Students in the Master of Business Administration program may elect Business Law as a single concentration or as one of their concentrations. Numerous electives are offered at the graduate level.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide 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 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.
Christine N. O'Brien

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 147 Constitutional Law (Fall: 3)

This course covers, in-depth, the following subjects: the nature and scope of judicial review, national legislative powers, the distribution of federal powers, state power to regulate, state power to tax, substantive protection of economic interests, protection of individual rights, freedom of religion, equal protection, congressional enforcement of civil rights, limitations on judicial power and review, and current trends.
Angela Lowell

MJ 152 Labor and Employment Law (Fall/Spring: 3)

Considerations pertaining to organized labor in society are examined including the process of establishing collective bargaining, representation, and bargaining status under the Railway Labor Act and the National Labor Relations Act. Discussion of leading cases relevant to the legal controls that are applicable to intra-union relationships and the legal limitations on employer and union economic pressures. The law of arbitration, public sector collective bargaining, and employee safety and health law are studied. Topics includ-

ing laws prohibiting discrimination based on race, color, religion, gender, national origin, age, and disability are examined, as well as the developing law of employee privacy.
David P. Twomey

MJ 154 Insurance (Spring: 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.

Undergraduate and Graduate Course Offerings

MJ 600 Topics/Business Law: Bermuda Law and Practice (Spring: 3)

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 as Caribbean integration.
Frank J. Parker, S.J.

MJ 603 Cyberlaw for Business (Spring: 3)

This course in business law examines the legal issues and challenges created by the rapid emergence of the Internet and e-commerce. The course will emphasize issues that effective managers should be familiar with regarding online transactions. Topics discussed in this dynamic area include the following: business and government functions that have migrated to the Internet, contracting, privacy, information security, copyrights, trademarks, patents, obscenity, defamation, crime, international law, securities offerings, jurisdiction, and tax issues.
Margo E. K. Reder

MJ 631 African Business (Fall: 3)
Satisfies Cultural Diversity Core requirement

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.

Graduate Course Offerings

MJ 727 Managing the Legal Environment of Business (Spring: 2)
Core Elective

The course provides students with both a broad and detailed understanding of how the legal environment affects business. Topics such as torts, contracts, regulation of employment, securities, and intellectual property are presented through case analysis.
Stephanie Greene

MJ 803 Topics: Business Law for CPAs (Spring/Summer: 3)

Course focuses on the law of commercial transactions relevant to business professionals, especially accountants. Covers the common law of contracts and comprehensively reviews the Uniform Commercial Code, emphasizing the law of sales, commercial paper, and secured transactions. Agency and major forms of doing business such as partnerships, corporations, and limited liability companies, along with securities regulation are examined. The laws of property, bankruptcy, insurance, wills, trusts and estates, along with accountants' liability round out the course. Leading cases and major statutory laws pertaining to business regulation are discussed.
Matthew Kameron
Gerald Madek

MJ 807 Cyberlaw for Business (Fall: 3)

See course description under MJ 603.
Margo E. K. Reder

MJ 810 Regulation of Securities and Financial Institutions (Fall: 3)

This course will explore the implications of the efficient market hypothesis on securities regulation; the roles and responsibilities of the company and underwriters in a public offering; the securities registration process, and the continuous accounting and financial reporting requirements of publicly held companies; liability for violation of federal securities laws; the proxy solicitation process and shareholders' rights; the roles and responsibilities of directors and officers; the regulation of mutual funds, investment advisers, broker dealers, commercial banks, and their merger and acquisition activities.
Jon Schneider

MJ 856 Real Estate Principles (Fall/Spring: 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.

Management Economics

Undergraduate Program Description

The major in Economics 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)
- Any two electives

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, researchers for government agencies, businesses, and consulting firms, and administrators and managers in a wide range of fields.

Finance

Faculty

Francis B. Campanella, *Professor;* B.S., Rensselaer Polytechnic Institute; M.B.A., Babson College; D.B.A., Harvard University
Wayne Ferson, *Professor and John L. Collins, S.J., Chair in Finance;* B.S., M.A., M.B.A., Southern Methodist; Ph.D., Stanford 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
Alicia Munnell, *Professor and Peter F. Drucker Chair in Management Studies;* B.A., Wellesley College; M.A., Boston University; Ph.D., Harvard University
Alan Marcus, *Professor and Chairperson;* B.A., Wesleyan University; Ph.D., Massachusetts Institute of Technology
Helen Frame Peters, *Professor;* B.A., University of Pennsylvania; M.A., Ph.D., The Wharton School
Robert A. Taggart, Jr., *Professor and Associate Dean;* B.A., Amherst College; M.S., Ph.D., Massachusetts Institute of Technology
Hassan Tehranian, *Professor and Executive Director—Finance Advisory Board;* B.S., Iranian Institute of Advanced Accounting; M.B.A., Ph.D., University of Alabama
George A. Aragon, *Associate Professor;* A.B., University of California at Los Angeles; D.B.A., Harvard University
Elizabeth Strock Bagnani, *Visiting Associate Professor;* B.B.A., College of William and Mary; Ph.D., University of Massachusetts at Amherst
Perluigi Balduzzi, *Associate Professor;* B.A., Universita L. Bocconi; Ph.D., University of California
David Chapman, *Associate Professor;* B.S., Swarthmore College; M.S., Ph.D., University of Rochester
Thomas Chemmanur, *Associate Professor;* B.S., Kerala University; P.G.D.I.M., Indian Institute of Science; Ph.D., New York University
Edith Hotchkiss, *Associate Professor;* B.A., Dartmouth College; Ph.D., New York University
Jeffrey Pontiff, *Associate Professor;* B.A., University of Chicago; M.S., Ph.D., University of Rochester
Philip Strahan, *Associate Professor;* B.A., Amherst College; Ph.D. University of Chicago
Evan Gatev, *Assistant Professor;* B.A., Belmont Abbey College; M.S., M.A., Ph.D., Yale University
Jun Qian, *Assistant Professor;* B.S., University of Iowa; Ph.D., University of Pennsylvania
Michael Barry, *Adjunct Assistant 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

Contacts

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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.

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.

The career opportunities in finance range from line management to advisory staff positions, and encompass a variety of business concerns, both domestically and internationally.

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.

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.

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
- MF 127 Corporate Finance (*Prerequisite:* MF 021)
- MF 151 Investments (*Prerequisite:* MF 021)
- MF 225 Financial Policy (*Prerequisite:* MF 127)
- Student-selected departmental elective.

  Students may select one of the following courses:
- MF 132 Money and Capital Markets (*Prerequisite:* MF 021)
- MF 157 Management of Financial Institutions (*Prerequisite:* MF 021)
- MF 158 Commercial Bank Management (*Prerequisite:* MF 021)
- MF 205 Small Business Finance (*Prerequisites:* MF 021, MF 127)
- MF 207 Real Estate Finance (*Prerequisite:* MF 021)
- MF 230 International Finance (*Prerequisite:* MF 021)
- MF 235 Investment Banking (*Prerequisite:* MF 021)
- MF 299 Individual Directed Study (*Prerequisites:* MF 021, senior status, and permission of faculty member and department chairperson)
- MA 351 Financial Statement Analysis (Offered by the Accounting Department to students of senior status only)
- MF 364 Monetary and Fiscal Policy (*Prerequisite:* MF 021)

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 Financial Accounting (MA 021), as well. The Finance Department encourages taking no more than one finance 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.

While the Finance Department encourages electives to be taken abroad, under special circumstances, major requirements may be taken as well. Programs such as the one offered at the London School of Economics, Trinity College Dublin, and Melbourne University offer excellent opportunities that qualify as the required Finance concentration electives. 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 should meet with Elliott P. Smith, Fulton 437, 617-552-3969, before going abroad. When students wish to have a course considered they should bring 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 World Wide 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 (Fall: 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 teaching method will be a combination of lectures, problems, and cases.
The Department

MF 132 Money and Capital Markets (Fall: 3)
Prerequisite: MF 021

This course is designed to teach students about the nature, role and function of financial markets, and other institutions within the context of funds flow. It deals with the process of financial intermediation historically and analytically. In addition, the course covers the theories of interest rate determination and monetary policy as they affect the performance of financial markets.
The Department

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 159 Information Technology for Financial Services (Spring: 3)
Cross listed with MD 159
Prerequisite: MF 021

See course description in the Operations, Information, and Strategic Management department.
Paul Tallon

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 299 Individual Directed Study (Fall/Spring: 3)
Permission of the faculty member and the department chairperson must be given to a student of senior status in the Carroll School of Management.

This is an opportunity for students interested in independent study to engage in a one-to-one relationship with a faculty member of the Finance Department. This course is only available to students who have demonstrated (1) an extremely strong interest in a particular area of finance, and (2) a strong self-motivation and self-discipline in previous studies. Students are required to present their research results to a departmental faculty group towards the end of the semester.
The Department

MF 364 Monetary and Fiscal Policy (Fall: 3)
Prerequisite: MF 021

This course will examine both the theoretical and practical aspects of monetary and fiscal policy. On the monetary side, it will look at the mechanisms through which monetary policy impacts the real economy and the price level. The fiscal side will explore the theoretical arguments about the effectiveness of fiscal policy and the practical developments that have precluded fiscal policy initiatives in recent years.
The Department

Undergraduate and Graduate Course Offerings

MF 602 Venture Capital and Investment Banking (Fall/Spring: 3)
Prerequisites: MF 807 or MF 801 (graduate), MF 127 of MF 157 (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 material is taught through case studies, text, and in-class discussions led by participants in certain cases.
The Department

MF 616 Investment Banking (Fall/Spring: 3)
Prerequisite: MF 021 Basic Finance (MF 151 or MF 801 is recommended.)

We will study the investment banking industry with a specific focus on the role of investment bankers in capital markets and recent regulatory changes. Provide both an institutional perspective on the investment banking industry and an opportunity to apply financial theories and models. We will cover stock underwriting and valuation, fixed-income securities underwriting, including junk bonds, asset securitization, merchant banking and private equity firms, money management and mutual funds, structuring deals, including mergers, acquisitions, and divestitures, global financial markets, securities regulations, and ethics.
The Department

Graduate Course Offerings

MF 603 E-Banking (Fall: 3)
Ray Graber

MF 704 Financial Management (Fall/Spring/Summer: 3)
Prerequisite: Introduction to Accounting

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 801 Investments (Fall/Spring: 3)
Prerequisite: MF 704 or MF 722

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 (Fall/Spring/Summer: 3)
Prerequisite: MF 801 and MF 852

This course has three broad objectives: (1) to examine relevant theories and empirical evidence pertaining to the construction, management, and evaluation of securities portfolios, (2) to provide exposure to the practical aspects of portfolio management, and (3) to help the student apply course concepts in a research project.
The Department

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)
Prerequisites: 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 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.
Charles E. Babin

MF 814 Ph.D. Seminar: Empirical Studies:Corporate Finance (Fall: 3)
Clifford Holderness

MF 820 Management of Financial Institutions (Fall/Spring/Summer: 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 851 Advanced Topics: Information Systems for Financial Services (Spring: 3)
Cross listed with MD 851
Offered Periodically

See course description in the Operations, Information, and Strategic Management department.
Paul Tallon

MF 852 Financial Econometrics (Fall/Spring/Summer: 3)
Prerequisite: Introductory 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 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 869 Fundamental Analysis (Fall: 3)
Prerequisite: MF 852

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 897-898 Directed Readings (Fall/Spring/Summer: 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: 0)
The Department

General Management

Undergraduate Program Description

The General Management concentration provides an avenue for the pursuit of cross-disciplinary studies of management in the context of an integrated and rigorous curriculum.

Students choose to concentrate in this area for many reasons, but it is especially attractive to those students who desire to pursue a cross-disciplinary approach to management or 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 Analysis
- MA 320 Accounting Information Systems
- MA 351 Financial Statement Analysis

Information Systems

Required Course:

- MD 157 Introduction to Programming in Management

Electives:

- MD 257 Database Systems and Applications
- MD 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 152 Consumer Behavior
- MK 154 Communication and Promotion
- MK 148 Services Marketing
- MK 153 Retail and Wholesale Distribution
- 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
- MK 258 Advanced Market Analysis

Organization Studies—Human Resources Management

Required Course:

- MB 110 Human Resources Management

Electives:

- MB 111 Organization, Ethics, and Employment Law
- MB 119 Interpersonal Communication in Organizations
- MB 120 Employment Policy
- MB 123 Negotiation
- MB 127 Leadership
- MB 135 Career and Human Resources Planning
- MB 313 Personnel and Organizational Research

Operations and Technology Management

Required Courses:

- MD 240 Management Information Systems
- MD 375 Operations and Competition

Electives:

- None

Students considering these options should discuss particular course selections with appropriate department faculty.

Management Honors Program

Undergraduate Program Description

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 have a desire to develop abilities by being 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. A brochure giving more details regarding requirements and activities will be mailed on request.

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 World Wide Web at http://www.bc.edu/courses/.

MH 011 Introduction to Ethics (Fall/Spring: 1)

This is a one-credit sixth course taken during one semester of the freshman year taught by professors in CSOM.

Students will learn the basic modes of ethical reasoning and concepts of moral development. Students will be asked to reflect on their own experiences and actions in light of these ideas.

The Department

MH 126 Business and Professional Speaking (Fall/Spring: 3)

This course is restricted to students in the CSOM Honors Program.

This course is designed to be an introduction to the theory, composition, delivery, and criticism of speeches. Individual as well as group speaking assignments will be used to help the student become more comfortable and confident in speaking situations. The following areas will be developed: the uses of evidence, the development of clear organizational structure, and the development of a dynamic presentational style. The student will also examine speaking from the audience perspective, and learning ways to analyze and evaluate the oral presentations of others.

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 most important criteria of this work is that it be of high academic excellence and that it be of importance and interest to the student.

The Department

Marketing

Faculty

Arch Woodside, *Professor;* B.S., M.B.A., Kent State University; Ph.D., Pennsylvania State University

Victoria L. Crittenden, *Associate Professor and Chairperson;* B.A., Arkansas College; M.B.A., University of Arkansas; D.B.A., Harvard University
Katherine N. Lemon, *Associate Professor;* B.A., Colorado College; M.B.A., Wichita State University; Ph.D., University of California, Berkeley
Kathleen Seiders, *Associate Professor;* B.A., Hunter College; M.B.A., Babson College; Ph.D, Texas A&M
Gerald E. Smith, *Associate Professor;* B.A., Brandeis University; M.B.A., Harvard University; D.B.A., Boston University
Richard Hanna, *Assistant Professor;* B.S., B.A., M.S, Boston University; D.B.A., Boston University
Jeffrey Lewin, *Assistant Professor;* B.B.A., Florida State University; M.B.A., Florida Atlantic University; Ph.D., Georgia State University
Elizabeth Gelfand Miller, *Assistant Professor;* B.A., Cornell University; M.A., Ph.D., The Wharton School, University of Pennsylvania
Sandra J. Bravo, *Lecturer;* B.A., University of Massachusetts-North Dartmouth; M.B.A., Babson College
Maria Sannella, *Lecturer;* B.A., San Jose State College; M.Ed., M.B.A., Ph.D., Boston College
Cathy Waters, *Lecturer;* B.S., University of Vermont; M.B.A., Boston College
Patricia Clarke, *Adjunct Lecturer;* B.S., Boston College; M.B.A., Babson College
William Prenovitz, *Adjunct Lecturer;* B.A., SUNY Binghamton; M.B.A., Bentley College
Philip J. Preskenis, *Adjunct Lecturer;* B.A. Framingham State College; M.B.A., Suffolk University

Contacts

- Department Secretary: Maureen Preskenis, 617-552-0420, maureen.preskenis@bc.edu
- Department Fax Number: 617-552-6677
- Web Site: 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.

Concentration in Marketing

Marketing Principles is a prerequisite for all other Marketing courses. Beyond the required Core course (MK 021 Marketing Principles) students must take four courses for the Marketing concentration. Of these four courses, the two required are as follows:

- MK 253 Marketing Research
- MK 256 Applied Marketing Management

Marketing Research should be taken in the spring semester, junior year. Applied Marketing Management should be taken in the senior year.

The two additional courses may be taken from any of the following electives:

- MK 148 Service Marketing
- MK 152 Consumer Behavior
- MK 153 Retail and Wholesale Distribution
- MK 154 Communication and Promotion
- MK 157 Professional Selling and Sales Management
- MK 158 Product Planning and Strategy
- MK 161 Customer Relationship Management (cross listed with MD 161)
- MK 168 International Marketing
- MK 170 Entrepreneurship: Innovation and Marketing in a New Venture
- MK 172 Marketing Ethics and Creative Thinking
- MK 252 E-Commerce (cross listed with MD 253)
- MK 258 Marketing Analysis

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 Maria Sannella prior to going abroad.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide Web at http://www.bc.edu/courses/.

MK 021 Marketing Principles (Fall/Spring: 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.
Sandra Bravo
Patricia Clarke
Elizabeth Miller
Philip Preskenis
Maria Sannella
Cathy Waters

MK 031 Marketing Principles—-Honors (Fall: 3)

See course description under MK 021.
Elizabeth Miller

MK 148 Services Marketing (Fall: 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 individual behavioral variables such as motivation, learning, perception, personality, and attitudes, group influences such as family, culture, social class, and reference group behavior, and consumer decision processes such as cognitive dissonance, brand loyalty, and new product adoption, and risk reduction.
Arch Woodside

MK 153 Retail/Wholesale Distribution (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 and a business-to-business perspective. Additionally, the course examines the various methods of retailing (e.g., bricks and mortar, bricks and clicks) and how these methods have evolved and will evolve in the future.
Kathleen Seiders

MK 154 Communication and Promotion (Fall: 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.
Sandra Bravo

MK 157 Professional Selling and Sales Management (Fall/Spring: 3)
Prerequisite: MK 021

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.
Patricia Clarke
Jeffrey Lewin

MK 158 Product Planning and Strategy (Spring: 3)
Prerequisite: MK 021

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.
Cathy Waters

MK 161 Customer Relationship Management (Fall: 3)
Prerequisite: MK 021
Cross listed with MD 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 via new wireless technologies. In this course we will focus on understanding the underlying strategies necessary to integrate these new marketing technologies with traditional non-electronic approaches to marketing.
The Department

MK 168 International Marketing (Spring: 3)
Prerequisite: MK 021

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.
Victoria Crittenden

MK 170 Entrepreneurship: Innovation and Marketing in a New Venture (Fall/Spring: 3)
Prerequisites: MK 021, MF 021, MA 021, MA 022

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.
William Prenovitz

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 252 Electronic Commerce (Fall/Spring: 3)
Prerequisite: MK 021
Cross listed with MD 253

See course description in the Operation, Information, and Strategic Management department.
Nigel Melville

MK 253 Marketing Research (Fall/Spring: 3)
Prerequisite: MK 021

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.
Adam Brasel
Richard Hanna
Jeffrey Lewin
Arch Woodside

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.
John Hogan
Jeffrey Lewin
Cathy Waters

MK 258 Advanced Market Analysis (Spring: 3)
Prerequisites: MK 021, MK 253

This course provides students with an in-depth view into the analysis of practical marketing data. The course integrates knowledge learned in MK 253 Marketing Research Methods and practical issues in marketing management. A range of multivariate techniques will be introduced (descriptive analysis, data reduction techniques, and predictive modeling), and students are expected to become pro-

ficient in data into marketing strategies using these analytical methods. The Statistical Package for the Social Sciences (SPSS) will be an integral part of the course and is packaged with the textbook.
Richard Hanna

MK 299 Individual Study (Fall/Spring: 3)
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 your 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

Graduate Course Offerings

MK 705 Marketing (Fall/Spring: 3)
For part-time M.B.A. students

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. 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.
Kathleen Seiders

MK 719 Key Strategies in Marketing (Spring: 2)

Building on the knowledge gained in the core marketing class, this course pursues key strategic marketing issues in-depth. With market orientation as the central focus, areas examined include growth strategies, target market strategies, marketing relationships, marketing program development, organizing the marketing function, implementation and marketing performance assessment.
John Hogan

MK 721 Marketing (Fall: 2)
For full-time M.B.A. students

Part one of this course 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.
Katherine Lemon

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.
Richard Hanna

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.
Arch Woodside

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.
Victoria Crittenden

MK 808 Communication and Promotion (Spring: 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.
Gerald Smith

MK 811 Customer Relationship Management (Spring: 3)
Prerequisite: MK 705 or MK 721
Cross Listed with MD 811

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.
Kay Lemon

MK 813 Services Marketing (Spring: 3)
Prerequisite: MK 705 or MK 721. MK 801 is 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.
Kathleen Seiders

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 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.
John Hogan

MK 853 Electronic Commerce (Fall/Spring: 3)
Cross listed with MD 853

See course description in the Operation, Information, and Strategic Management department.
Mary Cronin

MK 897 Directed Readings (Fall/Spring: 3)
Gerald Smith

Operations, Information, 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
Mary Cronin, *Professor;* B.A., Emmanuel College; M.L.S., Simmons College; M.A., Ph.D., Brown University
James Gips, *Professor and John R. and Pamela Egan Chair;* S.B., Massachusetts Institute of Technology; M.S., Ph.D., Stanford University
Samuel B. Graves, *Professor;* B.S., U.S. Air Force Academy; M.S., D.B.A., George Washington University
Jeffrey L. Ringuest, *Professor;* B.S., Roger Williams College; M.S., Ph.D., Clemson University
M. Hossein Safizadeh, *Professor;* B.B.A., Iran Institute of Banking; M.B.A., Ph.D., Oklahoma State University
Sandra A. Waddock, *Professor;* B.A., Northeastern University; M.A., Boston College; M.B.A., D.B.A., Boston University
Robert G. Fichman, *Associate Professor;* B.S.E., M.S.E., University of Michigan; Ph.D., Massachusetts Institute of Technology
Joy Field, *Associate Professor;* M.S., M.B.A., Ph.D., University of Minnesota
John Gallaugher, *Associate Professor;* B.A., M.B.A., Boston College; Ph.D., Syracuse University
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 and Chairperson*; B.B.S., New Hampshire College; M.B.A., D.B.A., Indiana University
C. Peter Olivieri, *Associate Professor;* B.S., B.A., M.B.A., Boston College; Ph.D., Columbia University
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Nigel P. Melville, *Assistant Professor;* B.S., University of California, Los Angeles; M.S., University of California, Santa Barbara; Ph.D., University of California, Irvine
Robert Sroufe, *Assistant Professor;* B.S., Lake Superior State University; M.B.A., Ph.D., Michigan State University
Mohan Subramaniam, *Assistant Professor;* B.Tech., M.S., University-Baroda, India; M.B.A., Indian Institute of Management; D.B.A., Boston University
Paul Tallon, *Assistant Professor;* B.C., M.M.S., University College Dublin; Ph.D., University of California, Irvine
Mei Xue, *Assistant 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, *Assistant Professor;* B.S., Nankai University; M.S., Fudan University; Ph.D., Texas A&M University
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
Frederick C. Van Bennekom, *Visiting Assistant Professor;* A.B., Bowdoin College; M.B.A., D.B.A., Boston University
Lawrence Halpern, *Lecturer;* B.A., Harvard University; M.B.A., Columbia University
David R. McKenna, *Lecturer and Director of the Honors Program;* B.S., M.B.A., Boston College

Contacts

- Department Secretary: Joyce O'Connor, 617-552-0460, joyce.oconnor@bc.edu
- Web Site: http://www.bc.edu/osm/

Undergraduate Program Description

The Department offers undergraduate and graduate courses in the areas of Decision Analysis, Operations Management, Information Systems, and Strategic Management. Undergraduate concentrations are offered in Operations and Technology Management and Information Systems.

Concentration in Operations and Technology Management

The Operations and Technology Management concentration is designed to provide students with knowledge of the current issues in the fields of operations management and information technology. The concentration satisfies the need for students with in-depth knowledge of issues in both disciplines.

This unique concentration combines teaching of analytical methods, operations management issues, information technology, and strategic management. The curriculum recognizes the importance of environmental, ethical, and social issues. The pedagogy entails field studies, case studies, design of information systems, 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 functional disciplines making Operations and Technology Management a good choice as a second major for those who may have already decided upon a primary concentration in Accounting, Finance, Marketing, Computer Science, or Human Resource Management.

Objectives of the Undergraduate Concentration in Operations and Technology 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 use information technology
- understand and appreciate the emerging ethical issues arising from ubiquitous networking
- appreciate the role of operations and information technology within the structure of an organization
- possess a high level of communication and interpersonal skills
- apply quantitative techniques

Careers in Operations and Technology 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, Deloitte & Touche, General Electric, IBM, Goldman Sachs, JP Morgan Chase, UBS Warburg, Hewitt and Associates, and Teradyne.

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 Vice President of Information Systems. 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.

Courses Required for the Operations and Technology Management Concentration

The following two courses are required for the concentration:

- MD 240 Management Information Systems (fall and spring)
- MD 375 Operations and Competition (fall)

The student must also take at least one of the following:

- MD 384 Applied Statistics (spring)
- MD 604 Management Science (fall)
- MD 606 Forecasting Techniques (fall)

The student should also take one of the following:

- MD 253 Electronic Commerce (fall and spring)
- MD 254 E-Service Operations Management (spring)

Students are strongly encouraged to take additional courses from those listed above.

Concentration in Information Systems

The Operations, Information, and Strategic Management Department is responsible for administering the Information Systems concentration, offering advanced elective courses, and providing principal advising for students. The Computer Science Department actively participates in the IS program, offering the First Year course in the IS program, and providing advising support and consultation on an as-needed basis for IS students.

IS Concentration Coordinators: Professors John Gallaugher and James Gips

Information Systems (IS) are the lifeblood of the modern enterprise, making up the single largest portion of capital spending among US corporations. Information Systems have the power to create and restructure industries, empower individuals and firms, and dramatically reduce costs. 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 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 entry-level 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 and technology.

The Information Systems concentration emphasizes both team and individual work, allowing students to gain the skills and experience to analyze, 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 a strategic perspective on information systems, enabling them to particiate in and support the increasingly visible role of information technology in corporate decision-making.

The concentration builds on the CSOM core functional areas of accounting, finance, marketing, operations and organization behavior, and strategy, complementing the more analytic courses in statistics, economics, management science to ground students in technical analysis while maintaining managerial focus.

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

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. These include consultant, systems analyst, systems programmer, systems designer, systems integrator, database administrator, network administrator, as well as careers in IS and technology management. At higher levels within the firm, the job titles would include Director of MIS, Vice President of Information Technology, Chief Information Officer, Chief Knowledge Officer, and Chief Technology Officer. 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

- MD/CS 157 Introduction to Programming in Management (or the previously offered MC 201, MC 140 or MC 101)
- MD/CS 257 Database Systems and Applications (or the pre-

viously offered MC 254)
- MD/CS 258 Systems Analysis and Design (or the previously offered MC 252)
- Any one of the following: MD 240, 253, 254, 274, or MA 320 (Courses completed by the end of 2003 that were MC 200 or above will fulfill this requirement.)

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 the 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 David Murphy, 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 World Wide Web at http://www.bc.edu/courses/.

MD 021 Operations Management (Fall/Spring: 3)
Prerequisites: EC 131, EC 132, EC 151, MA 022, MC 021, and MT 235

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)
Prerequisite: EC 131, EC 132, EC 151, MA 022, MC 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. 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 157 Introduction to Programming in Management (Fall/Spring: 3)
Prerequisite: CS 021
Cross listed with CS 157
This course is required for Information Systems concentrators.

See course description in the Computer Science department in the College of Arts and Sciences.
Craig Brown
James Gips
Ed Sciore

MD 159 Information Technology for Financial Services (Spring: 3)
Prerequisite: MF 021
Cross listed with MF 159

The Financial Services sector occupies a prominent position in the early adoption of leading edge Information Technology. This course investigates current and future IT operations in three key areas: securities trading, brokerage operations, and retail banking. Students will review how IT impacts personal insurance, mutual funds, mortgage origination, credit card processing and cashless payment systems. Student teams will play a virtual stock market game designed to showcase how IT shapes investment decisions. The course also examines the IT implications of recent legislation such as the Patriot Act.
Paul Tallon

MD 161 Customer Relationship Management (Fall: 3)
Prerequisite: MK 021
Cross listed with MK161

See course description in the Marketing department.
John Westman

MD 240 Management Information Systems (Fall/Spring: 3)
Prerequisite: MC 021

This course introduces the student to the strategic value and the organizational effects of modern information systems and communications technology. It looks at information systems and their development from the department level, the division level, and the enterprise level.
The Department

MD 253 E-Commerce (Fall/Spring: 3)
Cross Listed with MK 252

Electronic commerce is more than just 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 corpo-

ration. 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.
The Department

MD 254 E-Service Operations Management (Spring: 3)
Prerequisite: MD 021

Successful e-businesses must execute their e-commerce strategies and marketing plans effectively, using order procurement and fulfillment processes that sense customer needs and respond with appropriate products. We will examine e-services from a service operations management perspective, considering information technology as an input to e-service production processes. We will survey how person-to-person service operations differ from person-to-technology e-service operations. Topics include management of e-service processes, inventories, capacities, and quality, among others.
Gregory Heim

MD 257 Database Systems and Applications (Fall/Spring: 3)
Prerequisite: CS 021, MD/CS 157
Cross listed with CS 257
This course is required for Information Systems concentrators.

See course description in the Computer Science department in the College of Arts and Sciences.
Edward Sciore

MD 258 Systems Analysis and Design (Fall/Spring: 3)
Prerequisite: CS 021, MD/CS 157. MD/CS 257 is recommended.
Cross listed with CS 258
This course is required for Information Systems concentrators.

See course description in the Computer Science department in the College of Arts and Sciences.
Katherine Lowrie

MD 260 Social and Ethical Issues in Information Technology (Spring: 3)

This course seeks to provide students with the conceptual tools to understand the social, political, and legal environment affecting telecommunications and information processing. Among the questions considered will be the following: what is a sensible telecommunications policy for the information age? What are the key policy and ethical issues in a networked world? Who governs and who should govern the Net? Specific topics include copyright protection, free speech, privacy rights, and public policies governing the use of encryption.
Richard Spinello

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. There are selected readings about the beliefs, ideals, and values at the core of these different cultures.
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 320 Accounting Information Systems (Fall/Spring: 3)
Prerequisite: MA 022, CS 021
Cross listed with MA 320

See course description in the Accounting department.
Amy LaCombe

MD 375 Operations and Competition (Fall: 3)
Prerequisite: MD 021
Required for the Operations and Technology Management concentration.

This course examines the interplay between the operations function and competitive advantage. The purpose of the course is to provide evidence and an understanding of the tangible link between operations practices and competitive success. Topics to be covered include an overview of manufacturing and operations strategy, process analysis and design, productivity and performance, worker management, quality management, process improvement and learning, new technology choice, and new product and process introduction.
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)
Prerequisite: MD 021, MD 707, or MD 723
Strongly recommended for students interested in operations management.

Covers the most frequently used quantitative tools of management: linear programming, integer programming, network models, multiple objective and goal programming, nonlinear programming, dynamic programming, inventory models, queuing models, Markov chains, game theory, decision theory, and decision trees.
David McKenna

MD 606 Forecasting Techniques (Fall: 3)
Prerequisite: Previous exposure to statistics and an ability to use computing facilities.

The planning process is dependent on both forecasting ability and logical decision-making. This course focuses on forecasting models of processes that occur in business, economics, and the social sciences. The techniques presented include time series models, single equation regression models, and multi-equation simulation models. The underlying theory is presented through real cases.
Richard McGowan, S.J.

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 701 Economics (Fall: 2)
See course description under MD 700.
The Department

MD 703 Computer Information Systems (Fall/Spring/Summer: 3)
This course is designed for executives and other managers who must resolve an often bewildering array of organizational, strategic, resource allocation, integration, planning, and performance issues involving information systems.
The Department

MD 705 Statistics (Fall/Spring/Summer: 3)
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
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)
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)
Prerequisites: 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)
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.
The Department

MD 725 Managing in the Global Environment (Spring: 1)
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 729 Managing Operations for Competitive Advantage (Spring: 2)
Prerequisite: MD 723 or equivalent
Covers the decisions and practices of operations managers concerning suppliers, inventories, output levels, staffing patterns, schedules, just-in-time practices, and distribution. Decisions in these areas of operations management are made frequently, often daily, and have a major cumulative effect in all organizations. A key question becomes how this function can be managed to gain competitive

advantage, both in organizations that provide services and in manufacturing organizations. Techniques such as ABC analysis, lot sizing, aggregate planning models, JIT, and scheduling systems are covered. These topics and techniques are studied using a blend of theory, cases, analytical techniques, class discussion, and business examples.
The Department

MD 740 Management Practice III: Strategy and Information Systems (Fall: 3)
Prerequisites: Management Practice I and II and M.B.A. Core

This is a strategy class with a strong technology focus. The ability to craft and execute strategy effectively lies at the heart of organizational success. It is impossible to separate an organization's competitiveness from its ability to use and leverage technology effectively, so particular attention is given to the relationship between strategy and information systems (IS). Information systems can be used to create assets that yield sustainable advantage, as well as to liberate and leverage an organization's existing competitive assets.
John Gallaugher

MD 750 Management Practice IV: Managing in a Changing World (Spring: 3)
Prerequisites: 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 803 Management Decision Making (Fall/Spring: 3)
Prerequisite: MD 710 or MD 740, or permission of instructor

Uses a general management simulation to clarify the relationships among the functional departments. Students prepare and analyze financial reports, fund flows, budgets, and sales forecasts. Each student acts as a member of a particular company organization in an industry having a few relatively equal firms, so that there are both internal problems of communication and external problems of competition.
John Van Tassel

MD 806 Strategic Planning and Implementation (Fall: 3)
Prerequisite: MD 710 or MD 740, or permission of instructor

Presents advanced concepts for the design, use, and implementation of strategic planning systems. Explores the future environment through the following: economic, ideological, sociopolitical, and technological forecasting; stakeholder analysis; public and strategic issues management; and scenario writing. Develops implementation considerations in terms of strategy formulation, organizational politics, corporate cultures, organizational ethics, management of values, legitimacy strategy, organization development, human resource planning, and defensive routines. Uses case analysis extensively.
Mohan Subramaniam

MD 807 Database Systems (Fall/Summer: 3)

An introduction to relational database systems. Topics include relational database principles, the SQL query language, application development using forms, database design, and implementation issues. There will be extensive use of an actual database package such as Microsoft Access or Oracle.
John Spang

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.
Ron Guerriero

MD 809 Strategic Management in Financial Service Institutions (Spring: 3)
Prerequisites: 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.
Hassell McClellan

MD 811 Customer Relationship Management (Spring: 3)
Prerequisite: MK 705 or MK 721
Cross listed with MK 811

See course description in the Marketing department.
Kay Lemon

MD 812 Information Systems Development (Fall/Spring: 3)

This course prepares students to take an active involvement in information systems development projects. The course covers techniques used for systems analysis, design, programming, and technologies used during the development of information systems. The course will take an applied approach. Students will follow the process of systems development from inception of a project through design, development, and implementation.
The Department

MD 815 Management of Technology and Innovation (Spring: 3)
Offered Periodically

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. Case examples will focus primarily on high technology and service industries.
Robert Fichman

MD 818 Accounting Information Systems (Fall: 3)
Prerequisite: MA 701 or MA 713
Cross listed with MA 818

See course description in the Accounting department.
Amy LaCombe

MD 823 International Information Management (Fall: 3)

This course traces the evolution of national and regional communications infrastructure, with a particular focus on how the global convergence of telecommunications, wireless technologies, smart cards, and the Internet is impacting corporate information management strategies. The course will address worldwide differences in business models, standards, regulation, wireless adoption rates, and the emergence of mobile commerce.
Mary Cronin

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 835 Advanced Topics: New Product Development (Fall: 3)

Student teams take an existing product for which a viable business plan has already been developed and perform the activities necessary to bring the product to market. This involves identifying target markets, determining effective product design, identifying & costing required productive resources, identifying marketing channels, locating and garnering capital resources. The course is augmented by studying business cases and hearing from guest speakers who focus on issues that are inherent to the new product roll-out process. The deliverable will be a detailed business case for the product which will be ready for production funding and roll-out.
Larry Meile

MD 839 Advanced Topics: Impact of Technology on the U.S. and Global Economies (Spring: 3)
Offered Periodically

Extraordinary technology development is taking place at companies and institutions in the greater Boston area. Products emerging from research and development will impact our culture/economy and various cultures/economies around the globe. Through readings and guest lectures we will look at three cutting-edge technology areas: 1) Humanistic Computing; 2) internet infrastructure as a backbone for commerce, education and communication; 3) the convergence between bioscience and other technical disciplines to drive bio-scientific solutions to patients.
Ron Guerriero

MD 840 Advanced Topics: Social Entrepreneurship (Fall: 3)
Andrew Wolk

MD 843 Advanced Topics: Enterprise Resource Planning (ERP) Systems (Spring: 3)

This course familiarizes students with financial processes and administration in an ERP environment. Utilizing the university's Peoplesoft ERP implementations as models, this course focuses on the goals and history of ERP solutions; architecture and project management for implementation; common technical tools, constructs and services; delivery of financial services via an ERP application (procurement, budgeting, etc.); and application development/integration in an ERP environment. We will demonstrate and study technical decisions and resources that provide the services, both delivered and locally developed. Students will also be exposed to the ERP environment through lab walk-thrus of ERP functions and administration.
John Spang

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 (Spring: 3)
Cross Listed with MB 845

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 851 Advanced Topics: Information Systems for Financial Services (Spring: 3)
Cross listed with MF 851
Offered Periodically

The course covers two major themes: IT Architecture and Applications. In the architecture component, students study and diagram the process and information flows of leading financial services organizations. Additionally, the course identifies and explains the major hardware, software, database and telecommunication technologies which support these flows. In the applications component, students study applications which are unique to the industry, including automated markets, electronic broker networks, electronic payment mechanisms, back-office processing systems, web-based systems, and financial modeling systems.
Paul Tallon

MD 853 E-Commerce (Fall: 3)
Cross listed with 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.
The Department

MD 854 Management of Service Operations (Fall/Spring: 3)
Prerequisite: MD 707 or MD 723

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.
Gregory Heim

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 898-899 Directed Research I and II (Fall/Spring: 3)
Prerequisite: Permission of the department chairperson

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.
The Department

Organization Studies—Human Resources Management

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;* A.B., Maryville College; A.M., Ph.D., University of Illinois at Chicago
Richard P. Nielsen, *Professor;* B.S., M.A., University of Pennsylvania; Ph.D., Syracuse University
William R. Torbert, *Professor;* B.A., Ph.D., Yale University
Stephen Borgatti, *Associate Professor;* B.A., Cornell University; Ph.D., University of California, Irvine
Judith Clair, *Associate Professor and Chairperson;* B.A., University of California; Ph.D., University of Southern California
Dalmar Fisher, *Associate Professor;* B.S., Northwestern University; M.B.A., Boston College; D.B.A., Harvard University
Judith R. Gordon, *Associate Professor;* A.B., Brandeis University; M.Ed., Boston University; Ph.D., Massachusetts Institute of Technology
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

Contacts

- Department Secretary: Jean Passavant, 617-552-0450, jean.passavant@bc.edu
- Web Site: http://www.bc.edu/orgstudies/

Undergraduate Program Description

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 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, 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.

Information for Study Abroad

Students may take any number of electives abroad to count toward the Organization Studies major. Many students take the equivalent of MB 021 Introduction to Organization Behavior course abroad. This course, however, often is not the same as courses titled Human Resource Management or Management and are not equivalent to MB 021. All students wishing to study abroad should meet with the chairperson for advising and course approval.

Career Opportunities

Jobs for Human Resources Management concentrators are primarily in the areas of personnel management and industrial relations. They range from entry-level to senior management positions. Increasingly human resources professionals participate in the highest management councils in organizations. There are jobs available in recruiting, human resource planning, employee training, compensation, benefits, organizational development, and personnel research. Individuals can work in public or private sector organizations, including large corporations, government agencies, or consulting firms.

Organizations that are unionized (and some that are not) want to have human resources management professionals who are conversant in industrial relations. Collective bargaining, grievance handling, and arbitration and mediation are of major concern to organizations that have union contracts. Other jobs available to students interested in the private sector include personnel forecaster, affirmative action planner, or legal analyst. In the public sector students can hold jobs as employment and training administrator, labor market researcher, job development specialist, or personnel analyst. Generally, employees in the industrial relations sector are middle management or higher, but managers at all levels benefit from understanding the collective bargaining processes.

Since many companies and other organizations prefer human resources professionals with experience in the field, internships can provide concentrators with experience in human resources management and serve as an inroad to job openings. Students have held internships in hospitals, hotels, banks, and other profit and nonprofit organizations.

Concentration in Organization Studies—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.

A minor in Human Development is available each year. It may be of particular interest to students with special interests in counseling, training, personnel assessment, or work within social service organizations. Visit the department office, Fulton 433, for information on this minor.

Required of all concentrators:

- MB 021 Organizational Behavior or MB 031 Organizational Behavior—Honors
- MB 110 Human Resources Management (ordinarily taken junior year)
- MB 313 Personnel and Organizational Research (normally taken in the fall, senior year)

Electives:

- MB 111 Organization Ethics and Employment Law
- MB 119 Interpersonal Communication in Organizations
- MB 123 Negotiation
- MB 127 Leadership
- MB 130 Managing Change
- MB 135 Career and Human Resources Planning
- MB 137 Managing Diversity
- MB 140 Design of Work and Organizations
- MB 145 Environmental Management
- MB 299 Independent Study (by permission of instructor)
- MB 399 Advanced Topics in Organizational Behavior and

Human Resources Management
- MB 601 Comparative Industrial Relations
- MB 606 Consultation in Industrial/Organizational Psychology (by permission of instructor)
- MB 648 Management of Technology

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide 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 course is designed to help the student understand and influence the groups and organizations to which he/she currently belongs and with which he/she will become involved in a later career.

The Department

MB 031 Organizational Behavior—Honors (Spring: 3)

Satisfies the Carroll School of Management Core requirement in Organizational Behavior.

Counts as an intensive course in the Carroll School of Management Honors Program.

This course focuses on the study of individual, group, and organizational behavior. It emphasizes a diagnostic approach and ethical problem solving in varied organizational settings. The course differs from MB 021 in including an independent field project relating to an actual organization, as well as assignments that encourage more extensive reflection on and evaluation of contemporary organizational practice.

Judith Clair
Robert Radin

MB 109 Human Groups at Work (Fall: 3)

This course examines the dynamics of groups—such as teams—within organizations. One of the key questions we will ivestigate is what makes some groups more effective than others. Another area we will cover is the causes and consequences of interpersonal conflict within groups.

Stephen Borgatti

MB 110 Human Resources Management (Fall/Spring: 3)

Prerequisite: MB 021, MB 031, or permission of instructor

This course will examine the professional functions, processes and tools of human resource management, including collective bargaining and arbitration, from the perspectives of the line manager, human resources professional, and organization member.

The Department

MB 111 Organization Ethics and Employment Law (Spring: 3)

Prerequisite: MB 021, MB 031, or permission of instructor

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 123 Negotiation (Fall: 3)

Prerequisite: 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 P. Nielsen

MB 130 Managing Change (Spring: 3)

Prerequisite: MB 021, MB 031, or permission of instructor

This course is intended to introduce students to major large-scale change initiatives being undertaken in organizations within the context of change management. First, it will address the current trends in large-scale system change; at this time, this means an emphasis on total quality management, reengineering in organizations, and the nature of learning organizations. Second, it will focus on the process of change and the role of executives, mid-level managers, and non-managerial employees in the change.

Judith Gordon

MB 135 Career and Human Resource Planning (Fall: 3)

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 Multicultural Diversity and Differences (Spring: 3)

Prerequisite: MB 021, MB 031, or permission of instructor

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 145 Environmental Management (Fall: 3)

Fulfills an elective requirement in public policy for Environmental Studies minors, an elective requirement for Human Resource concentrators, and a general elective requirement for Carroll School of Management undergraduates.

In this course we will consider the problems of organizational environmental responsibility from the point of view of corporations and environmentalists. We will examine how corporate environmental policies are formulated and how individuals can affect those policies. We will consider the pressures on corporations from government regulators, citizens, and environmental groups. The impact of new standards for environmental performance such as ISO 14000 on corporate performance will be examined. We will discuss how corporations measure environmental performance, and how organizations can engage in Total Quality Environmental Management.

William Stevenson

MB 299 Independent Study (Fall/Spring: 3)

Prerequisite: Permission of the instructor

The student works under the direction of an individual professor, with whom he or she has made specific advance arrangements.

The Department

MB 313 Personnel and Organizational Research (Fall: 3)

Prerequisite: MB 021 or 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.
The Department

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.
The Department

MB 712 Managing People and Organizations (Fall: 3)

Among the major facets of an organization's existence, 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.
Judith Gordon

MB 728 Current Topics in 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 811 Advanced Topics in Organizational Behavior: Critical Competencies for Executive Leadership (Fall/Spring: 3)

Prerequisite: MB 709, MB 712, or permission of instructor

The course will look at some of the more interesting failures and lapses to perform in recent years including Enron, WorldCom, and the New York Stock Exchange. We will consider the environment and circumstances that allowed certain events to unfold in an unintended way and link these events to the resulting changes in behavior and governance. The course will also develop your knowledge of board governance by exploring the regulatory environment including recent changes enacted through Sarbanes-Oxley in addition to looking at the underlying norms and rules of boards developed through your own research.
Brad Harrington
Robert Radin

MB 814 Advanced Topics in Organizational Behavior: Social Networks (Fall/Spring: 3)

This is a course that looks at organizational behavior issues from the perspective of social networks. Specific topics will include power, innovation, knowledge utilization, attitude contagion, organizational change, ethical behavior and career management. Students will learn network concepts (such as social capital and centrality), network theory (such as weak tie theory, embeddedness and network governance), and network analysis (i.e., using social network software to analyze real organizational networks).
Stephen P. Borgatti

MB 845 Managing Corporate Responsibility (Spring: 3)
Cross listed with MD 845

See course description in the Operations, Information, and Strategic Management department.
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 851 Macro-Organizational Theory (Spring: 3)

The seminar provides a foundation in traditional and emerging topics in theory at the organizational level of analysis. Several perspectives are explored such as Weberian bureaucracies, open systems theories, contingency theory in organization design, political economy, resource dependence and demography, institutional theories, population and community ecology, organizational culture, and interpretivist perspectives.
Candace Jones

MB 852 Perspectives on Individual and Organizational Change (Fall: 3)

This course introduces topics relating to individual and organizational change and development. Topics include approaches to career development, and organizational-level change issues, such as the early formation and development of organizations, planned change, organizational learning, organizational life cycles, organizational transformations, and organizational decline and death.
Jean Bartunek

MB 853 Organizational Change and Transformation (Fall: 3)

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 870 Qualitative Research Methods (Spring: 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.

Stephen Borgatti

MB 871 Quantitative Research Methods (Fall: 3)

This course deals with quantitative measurement and interpretation of phenomena in organization studies. Topics include theory construction, the development of causal models, the problems of the reliability and validity of measures, survey research, questionnaire design, sampling design, interviewing techniques, data collection, coding and database design, experimental and quasi-experimental design, and meta-analysis.

William Stevenson

MB 872 Research Seminar I (Fall: 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 completion of the second year paper, to improve research and presentation skills through public discussion, and to enhance the organization studies community.

Jean Bartunek

MB 873 Research Seminar II (Fall: 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 880 Action Research Methods (Spring: 3)

This course invites students to first-, second-, and third-person research methods to be used in the midst of practice on oneself, in meetings, and in organizational change efforts. The methods are actually practiced in class. Each class member writes a first-person autobiography, exploring ones's own developmental history, a second-person analysis of a class session based on a tape transcript, and a third-person research paper. Readings focus both on the philosophical foundations and the practical applications of action research.

William Torbert

MB 881 Teaching Practicum (Spring: 3)

Primarily intended for doctoral students in the Organization Studies Department.

Designed to accompany a doctoral student's first teaching experience, this course addresses issues associated with teaching in a university. The course traces typical course progression and identifies the issues faculty encounter during various phases of a course. Peer observations and critique through videotaping are integral parts of the course.

Judith Gordon

MB 897 Directed Readings (Fall/Spring: 3)

Prerequisite: Permission of a faculty member

Extensive reading in a selected area under the direction of a faculty member. Student presents written critiques of the readings, as well as comparisons between readings.

The Department

MB 898-899 Independent Study I and II (Fall/Spring: 3)

Prerequisite: Permission of a faculty member

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

The Department

MB 999 Doctoral Continuation (Fall/Spring: 0)

The Department

William F. Connell School of Nursing

CONNELL UNDERGRADUATE SCHOOL OF NURSING

Founded in 1947, the Boston College School of Nursing offers a four-year program of study leading to a Bachelor of Science degree with a major in Nursing. At the completion of the program, graduates are eligible to take the state 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 grounded in the Judeo-Christian tradition, 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, which include 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 University Policies section of this catalog.) Students are encouraged to complete their history, philosophy, mathematics, and English Core courses in the first and second years. Students must meet with their faculty advisers before each registration period. 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.

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. The graduate is prepared as a generalist able to care for individuals and groups at all developmental levels and in all health care settings.

Students should consult the curriculum plan and see their advisors as they plan for registration.

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.

Nursing students have studied nursing at Monash University in Melbourne, Australia, and at Notre Dame University in Fremantle, Australia. For students who are fluent in Spanish, Alicante in Spain may be of interest. Students are free to study abroad in any location approved by the Center for International Partnerships and Programs.

The prerequisites for going abroad include the following: completion of the "Rationale for Study Abroad" form, Curriculum Plan B, meeting with Associate Dean Loretta Higgins during sophomore year, and fulfillment of the academic requirements stipulated by the Center for International Partnerships and 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

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. Students should consult an academic adviser and/or the Associate Dean of the Undergraduate program about their proposal.

Research Assistant Position

Students in excellent academic standing may apply to assist faculty in a faculty-directed research project and gain valuable experience in nursing research.

PLAN OF STUDY

Freshman Year

Semester I

- CH 161, 163 Life Science Chemistry
- BI 130, 131 Anatomy and Physiology I
- Core
- Core

Semester II

- BI 132, 133 Anatomy and Physiology II
- NU 060 Professional Nursing I
- Core
- Core
- Core

Sophomore Year

Semester I

- BI 220, 221 Microbiology
- Core
- Core
- Core
- Core

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
- Core

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
- 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
- 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
- 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.

Information for First Year Students

During the first year, students must complete two semesters of Anatomy and Physiology with laboratories, Life Science Chemistry with Laboratory, English Writing and Literature, Mathematics, Modern History I and II and Professional Nursing I. During orientation, students will meet with faculty members who will assist them with registration for the fall. In September, students will be assigned advisers who will guide them through the Nursing program.

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 please 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.

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. The policy is available in the associate dean's office.

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 Connell School of Nursing.

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.

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, rubella titre, varicella titre, 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.

Nursing students are required to be certified in Cardiopulmonary Resuscitation (CPR) before enrolling in NU 121, and must continue to keep this certification current.

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.

College Credit for Transfer Students

Candidates possessing a bachelor's degree in another field, or 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.

Registered Nurses

Registered nurses should see the section in this catalog under Master's Program Options for the R.N./Master's plan.

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. With graduate study, there are opportunities to do consultation, serve as health care planners, and participate on governmental committees dealing with health care issues.

Graduates of the Boston College School of Nursing have become researchers in clinical settings, faculty members at schools of nursing, and administrators of clinical and educational institutions. The baccalaureate program of study prepares its graduates for entry into Master's degree programs in nursing.

Fees

Connell School of Nursing students pay the same tuition, fees, and room and board costs as other college enrollees. In addition, nursing students have the following expenses:

- Standardized examination (NCLEX Assessment Test) $45.00
- Laboratory Fee $190.00-$200.00 (Payable for certain clinical nursing courses)

Transportation to Clinical Agencies

Experiences in a wide variety of hospitals, clinics and other health-related agencies are a vital part of the nursing program. 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.

CONNELL GRADUATE SCHOOL OF NURSING

Introduction

In its quest for excellence and influence, the William F. Connell School of Nursing offers a Master of Science degree program preparing individuals for advanced nursing practice. The Connell Graduate School of Nursing also offers a doctor of philosophy degree program for qualified individuals who seek advanced study in nursing as preparation for clinical research and clinical leadership.

Doctor of Philosophy Degree Program with a Major in Nursing

The Ph.D. Program in Nursing focuses on preparation for leadership roles in nursing, 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. track 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
- NU 702 Strategies for Knowledge Development: 3 credits
- PL 593 Philosophy of Science: 3 credits
- NU 710 Themes of Inquiry: Clinical Topics: 3 credits
- NU 711 Themes of Inquiry: Clinical Judgment: 3 credits
- NU 820 Expanding Paradigms for Nursing Research: 3 credits
- NU 821 Nursing Research and Health Policy Formulation: 3 credits
- Quantitative/Qualitative Methods of Research: 6 credits
- Statistics/Computer Application and Analysis of Data: 3 credits
- Measurement in Nursing: 3 credits
- Advanced Qualitative/Quantitative Methods: 3 credits
- NU 810, 811, 812, 813 Research Practicum I-IV: 4 credits
- Cognate or Elective: 3 credits
- NU 998 Doctoral Comprehensives: 0 credits
- NU 901 Dissertation Advisement: 3 credits
- NU 902 Dissertation Advisement: 3 credits
- NU 999 Doctoral Continuation: 0 credits

Total: 46 credits

The required number of credits in cognates and electives is based on the needs of the student and prior educational background and course work.

Ph.D. Colloquium

The Ph.D. Colloquium is a monthly seminar for doctoral students on various topics of nursing research. Content is based on student needs and interests.

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

- Three-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 January 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 in nursing at Boston College.

- University Fellowships are awarded to five full-time students per year on a competitive basis. 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.
- The highly competitive National Research Service Award for Individuals provides federal monies to cover tuition and a stipend.
- Graduate assistantships that consist of a stipend provided by Boston College.
- Research Associate positions as provided through faculty research grants. Additional grants and 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, Pediatric, Women's Health, Psychiatric Mental Health Nursing, and Nurse Anesthesia.

The focus in the specialty areas is on human responses to actual or potential health problems. The approach to clients is multifaceted 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: 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, Children's Hospital, and New England Medical Center.

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, and 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).

Nurse Anesthesia Program

The Program in Nurse Anesthesia is a collaborative effort between the William F. Connell School of Nursing and Anaesthesia 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 Anaesthesia 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 and Recertification.

Master's Program Options

Students with B.S.N.

Programs designed for registered nurses who have a baccalaureate degree in nursing from a nationally 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 fifty-six credits. The program of study includes three credits of electives, twenty-four credits of core courses, and eighteen credits of specialty and theory clinical practicum (29 credits for the nurse anesthesia program).

The **part-time option,** completed in two to five years, is also forty-five credits and is identical to the full-time program of study. Students take electives and core courses prior to, or concurrently with, specialty courses. On admission, part-time students design individualized programs of study with a faculty advisor.

The nurse anesthesia program requires 56 credits of full-time coursework over 27 months.

Master's Entry Program

This program is designed for those who hold baccalaureate or higher degrees in fields other than nursing and who wish to become advanced practice nurses in the following specialty areas: adult health, gerontology, family, community, pediatrics, women's health or psychiatric-mental health nursing.

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 one-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 Plan

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, exemption exam, mobility profile, or actual course enrollment. The length of the program will vary with each individual's background.

The Master's Completion Program

The Master's Completion Program allows nationally certified nurse practitioners to earn a master's degree with advanced placement in their clinical specialty.

Dual Degree Programs

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 the Institute of Religious Education and Pastoral Ministry (IREPM) 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 Program

Non-degree program 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 Program is January 1 for September enrollment.

The application deadline for the Nurse Anesthesia Program is September 15 for January enrollment.

The deadlines for other Master's Programs are as follows: March 15 for September and May enrollments and October 15 for January enrollment.

International Students (students who are not U.S. citizens or permanent residents) must provide additional information. See the section for International Students.

Applications for the Master's Program can be obtained from the School of Nursing by calling 617-552-4250 or can be downloaded from: 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 required for 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 (not required for admission to the Additional Specialty Concentration or Post-Master's Teaching Certificate)
- 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 a nationally accredited program with a major in nursing
- An undergraduate scholastic average of B 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 or Thesis*: 3 credits
- 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

  Options following NU 520, prerequisite choose one:

  NU 523 Computer Data Analysis: 3 credits*

  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 Theory Courses: 6 credits (Nurse Anesthesia: 21 credits)
- Two Specialty Practice Courses: 12 credits (Nurse Anesthesia: 11 credits)

Total: 45 credits (Nurse Anesthesia: 56 credits)

*Optional, following 6 credits of research:

- NU 801 Master's Thesis: 3 credits

The elective courses must be at the graduate level and may be taken in any department or used as a specialty requirement, e.g., Theoretical Foundations of Gerontological Nursing. 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 of registration as a deposit for a clinical practicum placement. A survey will be mailed to students in December to solicit clinical placement plans. The laboratory fee will be paid to the School of Nursing with an affirmative intention to register for clinical practicum in the next academic 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.nchu.edu/.

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 request to the Office of Graduate Admission.

Applicants who do not enter the program the semester following the semester for which the deferral was granted will need to reapply to the program. This can be accomplished by submitting a letter requesting that their application be reactivated in addition to one updated letter of reference. No additional application fee will be required for applicants who reactivate within one year of the original application date.

Applicants who apply more than one year from their original application date will need to submit a new application packet and pay the application fee. Files that remain in deferral status for over one year will become inactive.

Housing

The Boston College Off-Campus Housing Office offers assistance to graduate students in procuring living arrangements.

Transportation

Learning activities in a wide variety of hospitals, clinics, and health-related agencies are a vital part of the nursing program. The clinical facilities are located in the greater Metropolitan Boston area. Students are responsible for providing their own transportation to and from the clinical facilities.

Faculty

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

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

Mary Elizabeth Duffy, *Professor and Director of Center for Nursing Research;* B.S.N., Villanova University; M.S., Rutgers University; Ph.D., New York University

Laurel A. Eisenhauer, *Professor and Associate Dean of Graduate Programs;* B.S., Boston College; M.S.N., University of Pennsylvania; Ph.D., Boston College

Joellen W. Hawkins, *Professor;* B.S.N., Northwestern University; M.S., Ph.D., Boston College

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

Barbara Hazard Munro, *Professor and Dean;* B.S., M.S., University of Rhode Island; Ph.D., University of Connecticut

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;* B.S.N., Syracuse University; M.S.N., Yale University; Ph.D., Boston College

Paul M. Arnstein, *Associate Professor;* B.S.N., St. Louis University; M.S.N., University of Utah; Ph.D., Boston College

Jane E. Ashley, *Associate Professor;* B.S., California State University; M.S., Ph.D., Boston College

Barbara L. Brush, *Associate Professor;* B.S.N., Southeastern Massachusetts University; M.S.N., Ph.D., University of Pennsylvania

Nancy J. Fairchild, *Associate Professor;* B.S., Boston University; M.S., University of Rochester

Lois A. Haggerty, *Associate Professor;* B.S., Simmons College; M.S., Ph.D., Boston College

Loretta P. Higgins, *Associate Professor and Undergraduate Associate Dean;* B.S., M.S., Ed.D., Boston College

Margaret H. Kearney, *Associate Professor;* A.B., Marlboro College; B.S.N., Columbia University; M.Ed., Plymouth State College; M.S., Boston College; Ph.D., University of California

Ronna E. Krozy, *Associate Professor;* B.S., M.S., Boston College; Ed.D., Boston University

Ellen K. Mahoney, *Associate Professor;* B.S.N., Georgetown University; M.S.N., University of Pennsylvania; D.N.S., University of California, San Francisco

Carol Lynn Mandle, *Associate Professor;* B.S.N., M.S.N., University of Pennsylvania; Ph.D., Boston College

Sandra R. Mott, *Associate Professor;* B.S., Wheaton College; M.S., Boston College; Ph.D, University of Rhode Island

Anne E. Norris, *Associate Professor;* B.S., Michigan State University; B.S.N., Rush University; M.S., Ph.D., University of Wisconsin

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

Judith Shindul-Rothschild, *Associate Professor;* B.S., Boston College; M.S.N., Yale University; Ph.D., Boston College

Patricia A. Tabloski, *Associate Professor;* B.S.N., Purdue University; M.S.N., Seton Hall University; Ph.D., University of Rochester

Robin Y. Wood, *Assistant Professor;* B.S., University of Michigan; M.S., Ed.D., Boston University

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

Thomas W. Connelly, Jr., *Assistant Professor;* B.S.N., M.S., Syracuse University; Ph.D., University of Massachusetts, Amherst

Rosanna F. DeMarco, *Assistant Professor;* B.S., Northeastern University; M.S., Boston College; Ph.D., Wayne State University

Pamela J. Grace, *Assistant Professor;* B.S.N., M.S.N., West Virginia University; Ph.D., University of Tennessee, Knoxville

Holly M. Harner, *Assistant Professor;* B.S.N., Gwynedd Mercy College; M.P.H., Harvard School of Public Health; M.S., Ph.D., University of Pennsylvania

Catherine Yetter Read, *Assistant Professor;* B.S.N., University of Illinois, Chicago; M.S., University of Illinois, Urbana; M.S., Salem State College; Ph.D., University of Massachusetts, Lowell

Stacey Hoffman Barone, *Clinical Instructor;* B.S.N., Duke University; M.S., Boston University; Ph.D., Boston College

Katherine Barry Frame, *Clinical Instructor;* B.S., M.S., Boston College; M.S., Salem State College

Kristin Markowski Goedkoop, *Clinical Instructor;* B.S., Boston College; M.S.N., University of Virginia

Dianne Hagen, *Clinical Instructor;* B.S.N., State University of New York, Buffalo; M.S.N., Columbia University

Karen E. Hall, *Clinical Instructor;* B.S., University of Michigan; M.S., Salem State College

Nanci Haze, *Clinical Instructor;* B.S., Western Connecticut State University; M.S., Northeastern University
Michelle Mendes, *Clinical Instructor;* B.S., Simmons College; M.S., Boston University; Ph.D., University of Rhode Island
Judith S. Pirolli, *Clinical Instructor;* B.S., M.S., Boston College
Phyllis M. Shaw, *Clinical Instructor;* B.S., Fitchburg State College; M.S.N., Boston University
M. Colleen Simonelli, *Clinical Instructor;* B.S.N., Marquette University; M.S.N., Boston College
Sherri B. St. Pierre, *Clinical Instructor;* B.S., Simmons College; M.S. University of Massachusetts, Lowell
Pamela A. Terreri, *Clinical Instructor;* B.S.N., Boston College; M.S.N., Boston University
Susan A. Emery, *Director of Nurse Anesthesia Program;* B.A., Northeastern University; B.S., Salem State College; M.S., Columbia University
Denise B. Testa, *Assistant Director of Nurse Anesthesia Program;* B.S.N., Boston University; M.S., Rush University
W. Jean Weyman, *Director of Nursing Continuing Education Program;* 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 World Wide Web at http://www.bc.edu/courses/.

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

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.
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 or concurrently

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 and analysis of data for nursing diagnosis are the components of clinical reasoning that are emphasized in this course. Principles of communication and physical examination are introduced.
The Department

NU 121 Nursing Health Assessment Across the Life Span Clinical Laboratory (Fall/Spring: 3)
Prerequisite: See NU 120

Campus and community laboratory experiences provide opportunities to apply theoretical concepts presented 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.
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.
The Department

NU 230 Adult Health Nursing Theory I (Fall/Spring: 3)
Prerequisites: NU 100, NU 120, NU 121, NU 080
Corequisite: NU 231

This course focuses on the care of adults with altered states of health. Emphasis is placed on the application of the clinical reasoning process with a focus on frequently occurring nursing diagnoses, interventions, and outcomes for adults in a variety of acute care settings.
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 course focuses on fostering skill in the planning and implementation of care for adults with an altered health status. College laboratory sessions focus on developing basic intervention skills associated with care. One 2-hour college laboratory and six hours of clinical laboratory weekly.
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

The course focuses on concepts associated with the unique responses of families during the childbearing cycle, including normal and high risk pregnancies, and normal and abnormal events in women and health across the life span.
The Department

NU 245 Clinical Laboratory of Childbearing Theory (Fall/Spring: 3)
Prerequisites: NU 230, NU 231, NU 204
Corequisite: NU 244

This experience focuses on the application of childbearing theory to the diagnoses, interventions, and outcomes for the care of families in structured clinical settings. Focus is on prenatal, perinatal, and post-natal activities. Nine hours of clinical laboratory weekly.
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 illness, nursing judgments, and adapting plans of care to child and family.
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. Nine hours of clinical laboratory weekly.
The Department

NU 252 Psychiatric Mental Health Nursing Theory (Fall/Spring: 3)
Prerequisites: NU 242, NU 243
Corequisite: NU 253

This course focuses on the principles and concepts associated with mental illness and the care of patients and families with acute and chronic mental health problems.
The Department

NU 253 Psychiatric Mental Health Nursing Clinical Laboratory (Fall/Spring: 3)
Prerequisites: NU 242, NU 243
Corequisite: NU 252

This course focuses on the application of the clinical reasoning process, diagnoses, interventions, and outcomes for patients and families with acute and long-term mental health problems. Special emphasis is placed on assessment, the establishment of a therapeutic relationship between the nurse and patient, and participation in the therapeutic milieu. Nine hours of clinical laboratory weekly.
The Department

NU 260 Community Nursing Theory (Fall/Spring: 3)
Prerequisites: NU 250, NU 251, NU 252, NU 253
Corequisite: NU 261

This course focuses on individuals, families, and groups in the community setting. Emphasis is placed on the care of population groups and aggregates within this setting using the 11 functional health patterns as the organizing framework. The history and evolution of community health nursing, community health principles, case management concepts, and collaboration with other members of the health care team 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 individual, family, and community responses to actual or potential health problems. Health promotion, disease prevention, and care of clients with long term illness are addressed. The clinical reasoning process is used to determine nursing diagnoses, interventions, and outcomes to promote optimal level of functioning in families and groups in the community. Special emphasis is given to accessing community resources and evaluating care. Nine hours of clinical laboratory weekly.
The Department

NU 263 Nursing Synthesis Clinical Laboratory (Fall/Spring: 3)
Prerequisites: NU 260, NU 261 or concurrently
Corequisite: NU 262

This course provides intensive, in-depth clinical experience with a selected client population. Students work with clinical preceptors and faculty to synthesize nursing concepts, refine clinical reasoning competencies, and use nursing research in practice. An average of nine hours of clinical laboratory weekly. A proposal for individual learning program and for a clinical placement is required.
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 as related to society's needs, and develop and articulate emerging trends that will have an impact on the profession. The types of research questions asked by nurses and their relationship to theory, health, research design, sample, data collection, and data analysis are discussed.
The Department

NU 299 Directed Independent Study (Fall: 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)

This 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 crimes, federal crimes, and Internet crimes. Class format utilizes cases from the forensic practice of the lecturers.
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 civil. Content will cover such topics as: 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 Wolbert Burgess

NU 318 Forensic Science I (Fall: 3)
Offered Biennially

The purpose of this course is to prepare students to understand basic scientific, ethical, and legal principles related to evidence acqui-

sition, preservation, and application. Specifically, this course examines cases where there has been a death, e.g., suicide, homicide, accidental, and criminal, as well as cases in which the victim is a survivor.
Ann Wolbert Burgess

NU 325 Perspectives in Managed Health Care (Fall: 3)
Restricted to seniors and graduate students

The purpose of this interdisciplinary course is to introduce the participants to health care financing from private and public perspectives. It is designed for individuals (e.g., advanced practice nurses, personnel managers) who will interface with the managed care and health insurance industries in a professional capacity.
Judith A. Vessey

Graduate Course Offerings

NU 402 Nursing Science I (Fall: 6)
Corequisites: NU 408, NU 403, NU 204

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)
Corequisites: 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)
Prerequisites: NU 402, NU 403
Corequisites: 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 Department

NU 407 Clinical Practice in Nursing II (Spring: 6)
Prerequisites: NU 402, NU 403, NU 204, NU 408
Corequisites: 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 inpatient and community agencies.
Anne Norris

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 415 Conceptual Basis for Advanced Nursing Practice (Fall/Spring: 3)
Offered Biennially

The theoretical foundations of advanced nursing practice as an art and a science are the focus of this course. 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.
Thomas Connelly
Pamela Grace

NU 417 Advanced Practice Nursing within Complex Health Care Systems (Fall/Spring: 3)
Prerequisites: NU 415 and NU 416
Offered Biennially

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.
Rosanna DeMarco
Joellen Hawkins
Joyce Pulcini

NU 420 Pharmacotherapeutics and Advanced Nursing Practice (Spring/Summer: 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.
Patricia Tabloski

NU 426 Advanced Psychopharmacology (Spring: 3)
Prerequisite: Graduate standing

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
Offered Biennially
Course is taken the semester prior to practicum entry.

This course utilizes 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 441 Systems of Therapy in Psychiatric Mental Health 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.

The course explores the systems of psychotherapy for individuals, families and groups. Selected theories include psychodynamic, interpersonal, behavioral, cognitive, crisis, brief, feminist and multicultural approaches. Video taped psychotherapy sessions are used to examine commonalities and differences in process and techniques. Psychotherapy modalities are critiqued for efficacy, the range of problems treated, the nature of the psychotherapeutic relationship, and sensitivity to differences in culture, race, age, and gender.
Anne Norris

NU 443 Advanced Practice and Theory in Psychiatric Mental Health Nursing I (Fall: 6)
Prerequisite: NU 430
Corequisite: NU 441

First of two required specialty courses in Psychiatric-Mental Health Nursing examining components of comprehensive psychiatric evaluation of adults, children, and adolescents, assessment of families, evaluation of mental health agencies, and application of the DSM-IV systems. Culture, race, ethnicity, gender, economics, and legal and ethical issues are discussed as influences on our understanding of mental health, diagnoses, and treatment. Clinical practicum involves a minimum of 250 supervised hours of PMH nursing practice with adults, families, and/or children and adolescents. Students develop advanced practice competencies that include conducting mental status evaluations, formulating diagnoses, developing treatment plans, and engaging in psychotherapeutic intervention.
June Andrews Horowitz

NU 452 Advanced Theory: Human Responses of Women, Children, Adolescents, and Their Families (Fall: 3)
Prerequisites: NU 415, NU 417 or 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.
Lois Haggerty

NU 453 Advanced Practice in Women's Health Nursing I (Fall: 6)
Prerequisites: 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. Theories and research from nursing and other disciplines are synthesized and evaluated through seminars, clinical conferences, clinical experiences (20 hours/week), and course assignments.
Lois Haggerty
Joellen Hawkins

NU 457 Advanced Practice in Ambulatory Care Nursing of Children I (Fall: 6)
Prerequisites: 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.
Dorothy Jones

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.
Patricia Tabloski
Carol Lynn Mandle

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.
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.
Paul Arnstein

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.
Paul Arnstein
Barbara Brush

NU 480 Clinical Strategies for the Clinical Nurse Specialist (Spring: 6)
Prerequisites: NU 415, NU 416, NU 417, NU 420, NU 672, NU 520, and Specialty Theory I and II
Corequisite: Specialty Theory II

This clinical course concentrates on the direct care and indirect roles of the clinical nurse specialist (CNS). Students focus on the care of patients (individuals, families, aggregates, and/or communities) within a specialty area. A specialty area may be identified on the basis of patients with specified nursing or medical diagnoses, patients in specific health care delivery systems, and/or patients requiring specific nursing interventions. Within the framework of the course objectives and the student's selected area of specialization, the student (with faculty guidance and approval) develops and implements a plan for specialization.
The Department

NU 484 Interprofessional Collaboration: School-Community Service (Spring: 3)

NU 490 Physiologic Variables for Nurse Anesthesia I-Respiratory (Spring: 3)
Corequisite: 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)
Corequisite: 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.
Susan Emery

NU 492 Basic Principles of Nurse Anesthesia Practice (Summer: 3)
Prequisites: NU 490, NU 491
Corequisite: NU 493, NU 494

This course is an introduction to the clinical application of nurse anesthesia practice. An historical perspective of the nurse anesthetist role will be explored and current anesthesia practice and techniques will also be described. Students will be introduced to anesthesia delivery systems and to concepts of patient safety and advocacy. Specific local and national legal aspects of nurse anesthesia practice will be examined.
Lisa Stryker

NU 493 Pharmacology of Anesthetics and Accessory Drugs (Summer: 03)
Prerequisite: NU 490, NU 491
Corequisite: NU 492, NU 494

This course is a study of the pharmacologic theories as they relate to nurse anesthesia practice. The application of pharmacokinetic and pharmacodynamic principles as they relate to specific anesthetic and adjunct drugs used in anesthetic practice will be explored. Integration of theory into practice will be emphasized through the use of case studies. Ethical, legal and economic considerations of drug selection will also be discussed as the student learns to develop an anesthesia plan of care.
Susan Emery

NU 494 Physiologic Variables for Nurse Anesthesia II-Card (Summer: 03)

This course builds on basic concepts of the anatomy, physiology, and pathophysiology of the cardiovascular system and provides in depth information about the cardiovascular system and anesthesia. The impact of anesthesia on the structure and function of the heart as a pump as well as the characteristics of both systemic and pulmonary circulation will be explored. Measures to evaluate cardiovascular function, including electrocardiography, cardiac output, blood volume and arterial and venous pressures will be described

using clinical examples. Alterations in normal anatomy and physiology and implications for the anesthetic plan for both non-cardiac and cardiac surgery will be discussed.
Catherine Woodward

NU 520 Nursing Research Theory (Fall: 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.
Margaret Kearney

NU 523 Computer Analysis of Health Care Data (Fall: 3)
Prerequisite: NU 520 or concurrent with NU 520, or with permission of instructor
Ability to use computer mouse and familiarity with Windows or Macintosh operating systems

This course focuses on the choice of appropriate statistics for analyzing nursing and health care data for various populations and settings. Students will analyze healthcare data using appropriate software packages. An existing data set will provide practical experiences. Course content will include defining research questions, data coding and entry, and using descriptive and inferential statistics for hypothesis testing. Students will explore online resources to access health care information.
Anne Norris

NU 524 Master's Research Practicum (Fall/Spring: 3)
Prerequisite: NU 520 or concurrently
Offered Biennially

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
Offered Biennially

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 541 Stress and Trauma: Individual/Family Responses (Spring: 3)
Required for graduate Psychiatric Mental Health Nursing students. Open to a limited number of graduate students in other nursing specialties, as well as non-nursing graduate students involved in counseling/therapy.

This course examines the existing and evolving theories of stress responses and responses to trauma, particularly post-traumatic stress disorder. Preventive and therapeutic interventions will be examined in relation to scope and limitations. Literature from nursing, social work, psychiatry, psychology, sociology, and the biological sciences are used. Relevant theory, current research, and intervention models are examined in relation to clinical problems.
Ann Wolbert Burgess

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 552 Advanced Theory II: Human Response Patterns of Women, Children, Adolescents, and Their Families (Spring: 3)
Prerequisites: NU 415, NU 417, or 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. The continuing evolution of health care delivery systems in the United States as well as political and policy issues at the national and international levels and their impact on advanced practice in MCH are explored.
Lois Haggerty

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. Theories and research from nursing and other disciplines are applied and integrated through seminars, clinical conferences, clinical experiences (20 hours/week), and course assignments.
Lois Haggerty
Joellen Hawkins

NU 557 Advanced Practice in Ambulatory Care Nursing of Children II (Spring: 6)
Prerequisites: NU 457, NU 552

The focus is on management of children with more complex or chronic health problems. Theories and research from nursing and other disciplines are synthesized, with special consideration of the influences of culture and SES on wellness and health care. Students continue in precepted clinical practice (20 hours/week) to develop advanced skills in differential diagnosis and gain increased comfort in managing psychosocial problems. In consultation with precep-

tors, students make referrals, develop treatment and teaching plans with clients, document accurately, and further develop confidence and competence in the role of pediatric nurse practitioner.
Mary Aruda

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. Theories and research from nursing and other disciplines are applied and evaluated through classes and assignments. Linkages between theory, practice, and research are explored.
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.
Carol Lynn Mandle
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.
Paul Arnstein

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.
Paul Arnstein
Barbara Brush

NU 580 Foundations in Teaching and Learning in Nursing (Spring: 3)
Prerequisite: Completed or enrolled in Masters of Nursing Program

This course focuses on introducing teaching and learning constructs and concepts in the context of nursing education. This includes philosophy of education, principles of teaching and learning, history of nursing education, learning styles, curriculum development and design, and teaching critical thinking. The role of nurse educators will be explored.
Rita Olivieri

NU 583 Teaching Practicum and Performance Evaluation (Fall: 3)
Prerequisites: NU 580 and NU 582
Offered Biennially

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.
Christine Village

NU 591 Clinical Practicum in Nurse Anesthesia I (Fall: 3)
Prerequisites: NU 490-NU 494, NU 415
Corequisite: NU 590

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

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 Emery

NU 593 Clinical Practicum in Nurse Anesthesia II (Spring: 3)
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

NU 595 Clinical Practicum in Nurse Anesthesia III (Summer: 03)
Prerequisite: NU 592, NU 593

This course focuses on the delivery of anesthesia care within advanced nursing practice in a broad range of clinical situations for patients with multiple, complex health problems. Through the refinement of assessment and management skills, critical thinking is further developed. Collaborative practice within a care team model is emphasized. With supervision, the student assumes more overall responsibility for the health care setting's quality of care for the patients throughout the perioperative experience. Clinical experiences are enhanced by participation in interdisciplinary clinical conferences and departmental meetings as the student transitions to the role of the advanced practice nurse.
Susan Emery

NU 672 Pathophysiologic Processes (Fall/Spring: 3)
Prerequisite: Baccalaureate degree in nursing or permission of the instructor
Offered Biennially

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. Current research, clinical examples, and application to advanced nursing practice are incorporated throughout the course.
Catherine Read

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

NU 699 Independent Study in Nursing (Fall/Spring: 3)
Prerequisite: Permission of an instructor and the chairperson. Recommendation of a second faculty member is advised.
Offered Biennially

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.
Sr. Callista Roy

NU 702 Strategies of Knowledge Development (Spring: 3)
Prerequisite: NU 701

This is an in-depth study of the processes of theory construction and knowledge development. This course includes concept and statement analysis, synthesis, and derivation from both inductive and deductive perspectives. Propositional statements are defined by order of probability and the processes for deriving and ordering such statements are analyzed. Issues and examples of empirical, deductive, interpretive, and statistical strategies for developing knowledge are examined. Experience is provided in concept analysis and knowledge synthesis of selected topics within one of the research foci: clinical and ethical judgments and human life processes and patterns.
Sr. Callista Roy

NU 710 Themes of Inquiry: Clinical Topics (Spring: 3)
Prerequisite: NU 702

This course analyzes selected middle-range theories related to life processes. Emphasis is placed on the structure of knowledge, research design, and selected current research programs in nursing. Emerging themes of life processes at the individual, family, and group levels are considered.
Ellen Mahoney

NU 711 Themes of Inquiry: Clinical Judgment (Fall: 3)
Prerequisite: NU 702

In this course, students examine several programs of nursing research as themes of inquiry. Analysis and synthesis of selected middle range theories related to the clinical science of nursing, that is, the diagnosis and treatment of health patterns and responses. Examination of state of the art research in ethical and diagnostic-therapeutic judgment is used as a basis for generating further research questions.
Pamela Grace
Lois Haggerty

NU 740 Nursing Research Methods: Quantitative Approaches (Fall: 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 Application and Analysis of Data (Spring: 3)
Prerequisite: NU 742

A study of the interrelations between research design and quantitative analysis of data. The focus will be on the use of analytic software on the personal computer to create, manage, and analyze data. The specific statistical techniques will include those most frequently reported in the research literature of the health sciences.
Barbara Hazard Munro

NU 746 Measurement in Nursing Research (Fall: 3)
Prerequisites: NU 740 and NU 744

This course focuses upon measurement theory and practice as it is used in nursing and health-related research. Measurement theo-

ry and major concepts of norm-referenced and criterion-referenced approaches are explored. Emphasis is placed on the critical appraisal of the psychometrics of various types of instruments within the two measurement approaches, including physiological and observational measurement, and bio-behavioral markers, interviews, questionnaires, and scales.
Anne Norris

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.
Margaret Kearney

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.
Margaret Kearney

NU 801 Master's Thesis (Spring: 3)
Prerequisites: Six credits of research, including NU 520 and one of the following: NU 523, NU 524, or NU 525. Specialty Theory and Practice I and II as well as NU 417 or concurrently

The nursing thesis follows the research theory and research option. Students elaborate on learning experiences gained in the research courses by completing an individual clinical research project under the guidance of a faculty member and a reader.
The Department

NU 810 Research Practicum I (Fall/Spring: 1)
Prerequisite: NU 701 or concurrently

This is the 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, and to collaborate with faculty on existing projects and publications.
The Department

NU 811 Research Practicum II (Fall/Spring: 1)
Prerequisites: NU 810, NU 702, or concurrently

This is the second in the series of four research practica that offer the student the continuation of practicum with emphasis on individually developed research experiences that contribute to the design of a preliminary study.
The Department

NU 812 Research Practicum III (Fall/Spring: 1)
Prerequisites: NU 810, NU 811

This is the third in the series of four research practica that offers the student individualized research experience in a concentration area. The student begins to implement a small research study (qualitative or quantitative methodology).
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 individualized research experience in a concentration area. Continuation of preliminary research study begun in NU 811 and NU 812, with emphasis on data analysis, drawing conclusions, and communication of findings/implications.
The Department

NU 820 Expanding Paradigms for Nursing Research (Fall: 3)
Prerequisites: NU 702, NU 812, NU 710, or concurrently

Review and synthesis of research related to selected clinical research topics within the substantive knowledge area that is the focus of study: a given human life process, pattern, and response, or diagnostic or ethical judgment.
Dorothy Jones

NU 821 Nursing Research and Health Policy Formulation (Spring: 3)
Prerequisite: NU 820

Course is for doctoral students interested in health services research. Social, economic, and political influences on health policy internationally and nationally are analyzed from a political economy perspective. Students critique and debate a variety of health care reforms to enhance quality, assure access, and improve cost efficiency. The application of nursing research in outcome studies, program evaluation, and needs assessment is explored. Case studies are used to illustrate the social and ethical responsibilities of nurses in the conduct of research. Strategies are designed to promote role development and utilization of the nurse researcher in academic and clinical settings.
Joyce Pulcini

NU 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

NU 901-902 Dissertation Advisement (Fall/Spring: 3)
Prerequisite: Doctoral Comprehensives

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: 0)

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: 0)

All students who have been admitted to candidacy for the Ph.D. degree and have not completed their 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 Jesuit tradition of educating students in the service of humanity, Boston College established a Graduate School of Social Work in March 1936. In addition to providing foundation courses for all students, its professional programs afford each the opportunity to concentrate in a social work method: clinical social work or community organization, policy, planning, and administration on the Master's level. Course clusters in practice areas, such as Child Welfare, Occupational Social Work, Health and Medical Care, Forensic Social Work, Gerontology, and Social and Economic Development are also available within the Master's level concentrations. The School also offers a practice-research oriented Doctoral program that combines the scientific orientation of research with the service orientation of the social work profession.

PROFESSIONAL PROGRAM: MASTER'S LEVEL

The Master's Program is accredited by the Council on Social Work Education and is designed for completion in two full-time academic years of concurrent class and field work. Students may also complete the program on a part-time basis. All degree requirements are to be fulfilled within a period of five years.

Off-campus Opportunities: In addition to Chestnut Hill, a major portion of the part-time component is available at sites in Worcester, Southeastern Massachusetts, and in Portland, Maine. While classes for all students in the final full-time year are conducted on the main campus, field placements can be arranged in the respective geographic areas.

Social Work Practice

The foundation course in social work practice is designed to acquaint students with the generic aspects of theory and practice skills common to all modes of intervention with individuals, families, small groups, and communities. It also incorporates a prerequisite bridging component, relating the content to the specific modes in which the students plan to concentrate. There are also several free-standing practice electives that combine or transcend concentration-specific methods.

- SW 700 Introduction to Social Work Practice
- SW 790 Social Work in the Work Place
- SW 798 Human Services in Developing Countries
- SW 799 Independent Study: Practice Sequence
- SW 801 Interprofessional Collaboration
- SW 815 Impact of Psychosocial Issues on Learning
- SW 820 Social Work Response to the AIDS Epidemic
- SW 825 Social Work with Groups
- SW 830 Social Work and Pastoral Ministry
- SW 879 Social Work Practice with Women
- SW 880 Social Work Practice in Child Welfare

Social Welfare Policy and Services

Foundation courses in the Social Welfare Policy and Services area are designed to give the student knowledge of the various social welfare problems and issues that affect individuals in today's world. Offerings include foundation courses and electives with advanced content.

- SW 701 The Social Welfare System
- SW 702 Social Policy Analysis
- SW 802 The Challenge of the Aging Society: Issues and Options
- SW 805 Policy Issues in Family and Children's Services
- SW 807 Social Policy and Services in the Global Context
- SW 808 Legal Aspects of Social Work
- SW 813 Comparative Policy Analysis and Field Experience
- SW 814 Policy and Ethical Issues in Contemporary Health Care
- SW 818 Forensic Issues for Social Workers—Focus: Prison
- SW 819 SWPS Independent Study

Human Behavior and the Social Environment

Courses in the Human Behavior and Social Environment area are designed to give the student knowledge of the physical, psychological, and social/environmental forces that affect human development. Course offerings are the following:

- SW 721 Human Behavior and the Social Environment
- SW 722 Psychosocial Pathology
- SW 723 Racism, Oppression, and Cultural Diversity
- SW 724 Social Work Perspectives on Organizations and Communities
- SW 727 Substance Abuse: Alcohol and Other Drugs
- SW 821 The Emerging Self Across the Life Span
- SW 822 The Impact of Traumatic Victimization on Child and Adolescent Development
- SW 828 Adult Relationships
- SW 833 Social Gerontology
- SW 834 Managed Care: Behavioral, Socio-Political, and Economic Aspects
- SW 836 Self Psychology
- SW 838 Family and Children's Services: Group Independent Study
- SW 839 HBSE Independent Study

Social Work Research

Research is viewed as an action-oriented method of social work intervention, building knowledge to improve social work and social welfare services. The curriculum focus is to produce social work practitioners who (1) are concerned and knowledgeable about issues, needs, and service delivery problems of at-risk groups, and (2) are able to design and implement research efforts relevant to social work practice with such groups. Foundation and elective courses include the following:

- SW 747 Research Methods in Social Work Practice
- SW 751 Quantitative Methods in Social Work Practice
- SW 840 Advanced Quantitative Analysis
- SW 848 Women's Issues: Policy and Research
- SW 849 Independent Study in Research
- SW 851 Policy Analysis Research for Social Reform

Field Education

Social Work graduate education requires that students complete two field practica in affiliated agencies/organizations under qualified field instructors. Field placements offer students opportunities to become involved in hands-on experience; to learn agency functions and policy; to become familiar with community resources; to apply theory to practice; and to develop a professional social work identity. Placements are in public and private social agencies, clinics, hospitals, schools and prisons, community, social and health planning agencies, and in selected occupational settings. Field offerings include the following:

- SW 921 Field Education I
- SW 932 Field Education II, CSW
- SW 933-934 Field Education III-IV, CSW
- SW 942 Field Education II, COPPA
- SW 943-944 Field Education III-IV, COPPA

Clinical Social Work

Clinical Social Work is an orderly process of working with individuals, families, and groups to help them in dealing with personal, interpersonal, and environmental difficulties. The process includes an exploration and understanding of the person and the nature of his/her difficulties and the purposeful use of a variety of interventive skills designed to reduce the difficulties and to increase the individual's capacity for adequate social functioning. The curriculum is arranged so that the student acquires a foundation in the generic aspects of clinical social work and is afforded an opportunity to expand his/her knowledge and skill through the selection of electives that are related to specific aspects of practice. The course offerings are as follows:

- SW 762 Basic Skills in Clinical Social Work
- SW 855 Advanced Clinical Practice with Children and Families: Assessment, Intervention, and Evaluation Research
- SW 856 Advanced Clinical Practice with Adults: Assessment, Intervention, and Evaluation Research
- SW 860 Couples Therapy
- SW 863 Cross-Cultural Social Work Practice
- SW 864 Group Therapy
- SW 865 Family Therapy
- SW 866 Therapeutic Interventions with the Aged
- SW 867 Clinical Social Work Treatment of Children and Adolescents
- SW 868 Integrative Seminar in Clinical Social Work
- SW 869 Clinical Social Work Independent Study
- SW 871 Social Work in an Extreme, Stressful Environment: The Prison
- SW 873 Psychosocial Dimensions of Health and Medical Care Practice
- SW 874 Adult Psychological Trauma: Assessment and Treatment
- SW 876 Time-Effective Therapy
- SW 878 Adolescent Mental Health Treatment

Community Organization, Planning, Policy, and Administration

Emphasizing disciplined inquiry, theoretical and skill-based knowledge for practice and commitment to social justice, the concentration prepares students for leadership roles in human services. The program seeks to attract students capable of making important contributions in their professional careers to human services and other social interventions that enhance individual, family, and societal well-being. More particularly, this area of the curriculum is designed to provide students with the knowledge and skills necessary for the following:

- Planning, implementing, and managing human services
- Using participatory strategies that involve individuals, groups, and organizations in planned development processes
- Providing executive leadership that is both creative and practical for private and public human service agencies
- Advancing social policy that enhances the well-being of individuals, families, communities, and society, with special regard for the needs of low-income and otherwise vulnerable populations
- Researching, analyzing, and evaluating policies and programs

Students may choose varied foci within the concentration. These prepare social workers for staff and leadership roles in advocacy, community development, policy development, social planning, and policy analysis, as well as managers committed to social work goals and skilled in techniques of human services administration. By grouping electives, students may also emphasize a field of practice. Course offerings are as follows:

- SW 800 Basic Skills in Macro Practice
- SW 809 Administration of Human Services Programs
- SW 810 Seminar in Administration: Financial Management
- SW 816 Supervision and Staff Management
- SW 882 Socioeconomic Development
- SW 883 Social Planning in the Community
- SW 884 Strategic Planning
- SW 887 Urban Development Planning
- SW 888 Seminar in Community Organization and Political Strategy
- SW 897 Planning for Health and Mental Health Services
- SW 899 COPPA Independent Study

DUAL DEGREE PROGRAMS

The Graduate School of Social Work has instituted three dual degree programs with other graduate units of Boston College. Particulars on each are available from the respective admission offices, and 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 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 crosslisted with the departments of Psychology and Sociology in the College of Arts and Sciences.

PROFESSIONAL PROGRAM: DOCTORAL LEVEL

The School offers a practice-research oriented Ph.D. program for M.S.W. graduates interested in pursuing careers in teaching, research, and practice. The Ph.D. program is designed to help students develop the ability to analyze theories critically; understand the theoretical, philosophical, and empirical foundations of social welfare; and acquire skill in applying tools of scientific inquiry. In addition the program affords the opportunity for further specialization in a social problem or issue, an intervention approach, and research methods.

The program consists of a minimum of fourteen academic courses, a qualifying exam, and a dissertation. The course schedule

has been designed for either full-time or part-time study, generally over three years. Part-time students are expected to carry two courses each semester. Some credits may also be obtained in the May-July Intersession to facilitate completion of degree requirements.

The curriculum includes eight common courses which provide an introduction to a range of social and behavioral theories and to social policies and theories of social change, leadership, and organizational behavior along with training in research methods and statistics. Students also choose six electives which meet their individual career goals and provide opportunities for in-depth study and specialization in a substantive area. These include formal courses as well as teaching laboratories, research laboratories, or independent study projects with faculty mentors.

A total of fifty-one (51) credit hours is required to complete the degree: forty-two (42) credits for academic courses and nine (9) credits for the dissertation. Before beginning research on the dissertation, the student must pass a qualifying examination.

Required courses include the following:

- SW 966 An Introduction to Research Methods and Statistics
- SW 967 Statistical Analysis for Social Work Research
- SW 968 Multivariate Analysis and Statistical Modeling
- SW 971 Theories and Research on Human Development and Change Processes
- SW 972 Theories and Research on Social Relationships
- SW 985 Social Policy and Social Welfare: Institutional and Philosophical Contexts
- SW 986 Theoretical and Research Perspectives on Social Change
- SW 987 Theories and Research on Societal Processes
- Independent Studies, Tutorials, Teaching Labs, Dissertation Direction, and Professional Workshops by arrangement

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. Some of the topics recently offered were related to loss and grief, delivering services to children who have been exposed to violence, treatment of substance abuse disorders, and understanding self-mutilative behavior.

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 sixteenth 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. It is a conference that is unique in American social work and continues to draw approximately 500 AIDS-care social workers each year.

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 writing to the Director of Admissions, Boston College Graduate School of Social Work, 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

Robert L. Castagnola, *Associate Professor Emeritus;* B.S., M.S.W., Boston College

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

James Garbarino, *Professor;* B.A., St. Lawrence University; M.A.T., Ph.D., Cornell University

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

Anthony N. Maluccio, *Professor;* B.A., Yale University; M.S., D.S.W., Columbia University

Pauline Collins, *Associate Professor;* B.A., University of Michigan-Dearborn; M.A., M.S.W., Ph.D., University of Michigan

Hugo Kamya, *Associate Professor;* Dip. Philosophy and Religious Studies, University of Nairobi; M.S.W., Boston College; M.Div., Harvard University; Ph.D., Boston University

Kevin J. Mahoney, *Associate Professor;* B.A., St. Louis University; M.S.W., University of Connecticut; Ph.D., University of Wisconsin, Madison

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

Nancy W. Veeder, *Associate Professor;* A.B., Smith College; M.S., Simmons College; C.A.S., Smith College; Ph.D., Brandeis University; M.B.A., Boston College

Leon F. Williams, *Associate Professor;* B.A., Ohio State University; M.S.W., West Virginia University; Ph.D., Brandeis University

Paul Kline, *Adjunct Associate Professor;* B.A., St. Bonaventure University; M.S.W., Ph.D., Boston College

Richard H. Rowland, *Adjunct Associate Professor;* B.S., University of Wisconsin; M.S.S.S., Boston University; Ph.D., Brandeis University

Robbie Tourse, *Adjunct Associate Professor;* B.A., Spelman College; M.S., Simmons College; Ph.D., Boston College

Thomas Walsh, *Adjunct Associate Professor and Associate Dean;* B.A., Boston College; M.S.W., Simmons College; Ph.D., Boston College

Othelia Lee, *Assistant Professor;* B.A., Catholic University of Korea; M.S.W., Smith College; Ph.D., Columbia University

Marcie Pitt-Catsouphes, *Assistant Professor;* B.A., Tufts University; M.S.W., Boston College; Ph.D., Boston University

Ce Shen, *Assistant Professor;* B.A., Nanjing Theological Seminary; M.A., Ph.D., Boston College

Leslie Wind, *Assistant Professor;* B.A., California State University; M.S.W., University of California at Los Angeles; Ph.D., University of Southern California

Robin Warsh, *Lecturer;* B.S., American University; M.S.W., University of Connecticut

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed on the World Wide 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

Graduate Course Offerings

SW 700 Introduction to Social Work Practice (Fall: 3)
Corequisite: SW 921
Required of all students. Prerequisite for all other Practice courses and Summer Block Placement.

A course designed to provide students with foundation knowledge in those generic aspects of theory and practice skill common to social work with individuals, families, small groups, and communities. The theoretical base combines content in theory, research, and practice wisdom. The practice skill component includes generic methods of exploration and data gathering, assessment and planning, intervention, and evaluation with application to field experience.
The Department

SW 701 The Social Welfare System (Fall: 3)
Prerequisite for all other Policy courses. Required of all students.

An examination of the nature of social welfare and of the social, political, and economic context within which social welfare policies and programs are conceived and administered to meet social objectives and needs. This course is conceptually related to SW 702 and includes participating in Social Policy Action Day at the State House.
The Department

SW 702 Social Policy Analysis (Spring: 3)
Prerequisite: SW 701
Required of all students

An exploration of alternative strategies to the solution of social problems through analysis of specific social welfare policy issues (such as income maintenance, housing, and health) and their priorities nationally. Emphasis is directed towards the poor, minorities, women, unemployed, elderly, children, and other at-risk groups.
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 students.

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 Racism, Oppression, and Cultural Diversity (Fall/Spring: 3)
Cross listed with BK 493
Required of all students in first year

An analysis of the current issues and problems in American racism. These 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 class develops models examining the problems of racism.
The Department

SW 724 Social Work Perspectives on Organizations and Communities (Spring/Summer: 3)
Prerequisite: SW 721
Required of COPPA students; elective for others

A seminar designed to provide students with an understanding of the social context in which social work is practiced. Its purpose is two-fold: to examine how the behavior of individuals is influenced by the organizations in which they work as well as by the values and norms of today's culture; and to identify points of social work intervention, that is, how social workers can effect change within organizations and communities by working collaboratively with individuals and groups in the pursuit of social justice.
William Keaney

SW 727 Substance Abuse: Alcohol and Other Drugs (Fall/Spring: 3)
Prerequisite: SW 721
Required for Occupational Social Work, Forensic Social Work, and Social/Economic Development Field of Practice options; elective for other students

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.
Thomas O'Hare

SW 747 Research Methods in Social Work Practice (Fall: 3)
Prerequisite for all advanced research courses. Required of students in first year.

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 751 Quantitative Methods in Social Work Practice (Spring: 3)
Prerequisite: SW 747
Required of students in first year. Prerequisite for all advanced research courses.

Content includes the use of bivariate and multivariate techniques of data analysis involving two or more samples, and focuses on hypothesis testing utilizing parametric and non-parametric techniques to analyze practice problems. Topics include bivariate analysis, analysis of variance, linear regression analysis, measures of asso-

ciation and correlation, and an extended discussion of research designs, and sampling theory and designs. Students will conduct statistical analyses using SPSS.
The Department

SW 762 Basic Skills in Clinical Social Work (Spring: 3)
Prerequisites: SW 700 and SW 721
Corequisite: SW 932 (academic year)
Required of clinical social work 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 and families using the Assessment, Relationship and Treatment (ART) model. Special attention is given to direct supportive work with the client and indirect work with the immediate environment and community resources. Students will learn how to conduct and write a psychosocial assessment.
The Department

SW 790 Social Work in the Work Place (Spring: 3)
Prerequisite: SW 700
Required for Occupational Social Work Field of Practice option; elective for other students

An examination of the establishment and delivery of social services within the industrial setting. The course explores the various models of service delivery including employee assistance programs, occupational alcoholism, and professional social service programs.
The Department

SW 798 Human Services in Developing Countries (Fall/Summer: 3)
Prerequisite: SW 700
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 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)
Prerequisite: SW 700
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 COPPA and clinical social work.
The Department

SW 800 Basic Skills in Macro Practice (Spring: 3)
Prerequisites: SW 700 and SW 721
Corequisite: SW 942 (academic year)
Required of COPPA students

A course building on SW 700 and introducing students to specific knowledge and skills useful to achieve change in organizational and community settings. These include needs assessment, goal and objective setting in the planning process, and basic techniques of evaluation.
Marcie Pitt-Catsouphes

SW 801 Interprofessional Collaboration (Spring: 3)
Prerequisite: SW 700
Cross listed with NU 484

This course will prepare professionals from different disciplines to collaborate in a transdisciplinary fashion for effective services to children-at-risk. Transdisciplinary (or interprofessional) work involves joint planning and delivery of services and at times blending roles as appropriate in the best interests of the identified client with special needs. This elective will define the need for, barriers to, and strategies of successful transdisciplinary collaboration among clinical, educational, and nursing practitioners.
The Department

SW 802 The Challenge of the Aging Society: Issues and Options (Spring: 3)
Prerequisites: SW 701-702
Required for Gerontology Field of Practice option; elective for other students

A seminar designed to help students develop their understanding of the major policy issues relative to the aged in American society. Areas discussed include income maintenance, social security, health care, long-term care, social services, housing, and special concerns of minority aged. The major objective of the course is for students to link theory and policy and thereby develop means of exploring order and change in American policy toward aging and the aged.
Kevin J. Mahoney

SW 805 Policy Issues in Family and Children's Services (Fall: 3)
Prerequisites: SW 701-702
Required for Child Welfare Field of Practice option; elective for other students

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 807 Social Policies and Services in the Global Context (Spring: 3)
Prerequisites: SW 701-702
Elective

An advanced course designed to focus on basic social policy practice issues of development. In the context of social justice and equality, it provides an international social policy perspective on the following: social work practice in selected less developed and developing countries, and selected crucial social policy practice issues such as hunger, poverty, and powerlessness.
Betty Blythe

SW 808 Legal Aspects of Social Work (Spring: 3)
Prerequisites: SW 701-702
Elective

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 (Fall: 3)
Prerequisite: SW 800
Corequisite: SW 943 or permission of the instructor
Required of COPPA 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.
Richard H. Rowland

SW 810 Seminar in Administration: Financial Management (Spring: 3)
Prerequisite: SW 800
Elective

An examination of theory and practice of financial management of human services in private, not-for-profit, and public organizations. The course emphasizes skill development in the accounting essentials for administrators, budgeting, spread sheets, time analysis and service statistics development, grant seeking, contracting, and the political aspects of financial management.
Harry Dumay

SW 813 Comparative Policy Analysis and Field Experience (Fall/Spring: 3)
Prerequisite: SW 701
Elective for both master's and doctoral level

This seminar provides an introduction to Social Policy Planning in socialist systems through a comparison of market and non-market approaches to the development and the delivery of human services. A fifteen-day field work experience (in Cuba or Greece) is part of the course. The course compares the ways in which capitalist and socialist approaches promote socioeconomic development for the well-being and protection of the population from unemployment, income insecurity, illness, discrimination, social injustice, and inequality. The course is open to all Boston College students and professionals in the greater Boston area.
Demetrius Iatridis

SW 814 Policy and Ethical Issues in Contemporary Health Care (Spring: 3)
Prerequisites: SW 701-702
Required for Health and Medical Care Field of Practice option; elective for other students

A seminar engaging students in reflective consideration of the moral problems and practice situations which confront social workers in health care settings. These include social, financial, and research perspectives. In addition to field experience, interviews with health care professionals and careful analysis of the literature provide the base for class discussion and presentations.
Richard H. Rowland

SW 816 Supervision and Staff Management (Fall: 3)
Prerequisites: SW 721 and SW 762 or SW 800
Elective

A seminar addressing the organizational context within which supervision/management occurs; personal and organizational factors in leadership and employment motivation; different models and techniques of supervision/management and how these interact; and staff planning/recruitment, development, and evaluation.
Nancy W. Veeder

SW 818 Forensic Issues for Social Workers—Focus: Prison (Spring: 3)
Prerequisites: SW 701-702
Required for Forensic Social Work Field of Practice option; elective for other students

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.
Samuel Azza

SW 819 SWPS Independent Study (Fall/Spring: 3)
Prerequisites: SW 701-702
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 820 Social Work Response to the AIDS Epidemic (Spring: 3)
Prerequisite: SW 721
Required for Health and Medical Care Field of Practice option; elective for others

An advanced course focusing on the following: the unique biopsychosocial issues in HIV-AIDS; service delivery issues facing social work agencies because of the epidemic; and policy issues and their implications for service delivery. These three dimensions are considered in relation to the major populations at risk of HIV infection. Preventive, educational, coping, and service requirements for an adequate response to the epidemic are the major emphases.
Vincent J. Lynch

SW 821 The Emerging Self Across the Life Span (Fall: 3)
Prerequisite: SW 721
Elective

An advanced course exploring concepts from research on cultural differences, attachment, object relations, self psychology, ego structure, learning theory, and separation/individuation to understand the developing self across the life span. A biopsychosocial perspective shapes the approach to this exploration. The goal of the course is for students to acquire an empathic understanding of the complex of forces that shape the emerging sense of self.
The Department

SW 822 The Impact of Traumatic Victimization on Child and Adolescent Development (Spring: 3)
Prerequisites: SW 722, SW 762
Required for Child Welfare Field of Practice option; elective for others

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.
Paul Kline

SW 825 Social Work With Groups (Fall/Spring: 3)
Prerequisite: SW 700
Fulfills requirement for advanced group content

A course incorporating both micro and macro elements in focusing on social worker analysis of group development, worker member interactions, and interventions in the helping process. Emphasis is placed on understanding and learning new skills and

theories that build on and integrate foundation teachings in social welfare policy, human behavior and the social environment, research, and social work practice.
The Department

SW 828 Adult Relationships (Spring: 3)
Prerequisite: SW 721 or permission of the instructor
Elective

A course focusing on the centrality of meaningful relationships to the emergence of a sense of self in adulthood. Developmental as well as contextual factors are viewed as essential to understanding the bio-psycho-social dimensions of the self in adult relationships. Different theoretical perspectives are employed to understand how relationships develop over time. The Mackey/O'Brien method of studying lasting relationships between heterosexual and same sex partners is used to explore an integrated approach to research. As members of small research teams, students have the opportunity to study an aspect of relationships as the semester unfolds.
Richard A. Mackey

SW 830 Social Work and Pastoral Ministry (Fall: 3)
Prerequisite: SW 700
Cross Listed with TH 838
Required for students in Dual M.S.W./M.A., and open to other graduate students as an elective

A course developing interdisciplinary modes of analysis to reflect systematically and critically the role of social workers and pastoral ministers in building a just and caring society, in relationship to foundational values drawn from professional codes of ethics as well as from the traditions of religion and civil society. The course will include topics such as the following: historical perspectives on religion and social services in the United States; religious communities as change agents in society; the nature of religious and social work identity; the role of religion in a pluralistic and multicultural society; and social work as a vocational call.
Hugo Kamya

SW 833 Social Gerontology (Fall: 3)
Prerequisite: SW 721
Required for Gerontology Field of Practice option; elective for other students

An advanced course on the normal aging process, the developmental tasks of the aged, and theories of aging. The goal is to create a holistic understanding of the aging process by examining the cultural, economic, physical, environmental, social, and psychological influences on old age. Included is the role of the family in providing care to elders.
The Department

SW 834 Managed Care: Behavioral, Socio-Political, and Economic Aspects (Spring: 3)
Prerequisite: SW 721
Elective

A course examining the behavioral, socio-political, and economic aspects of managed health and mental health services. The course specifically addresses the at-risk status of individuals, families, groups, and organizations within the managed care services delivery system. At-risk factors such as existing health status, gender, race, ethnicity, culture, and socioeconomic status produce systemic and wide-spread inequities in the form of lack of access to services, lack of parity for mental health services, inability to obtain adequate health insurance, and inequitably dispensed health services and medications.
The Department

SW 838 Family and Children's Services: Group Independent Study (Fall/Spring: 3)
Prerequisite: SW 722 or SW 724
Elective

Emphasis will be on the issues of human behavior and the social environment and/or social work services with and for children and families that are economically deprived. Potential topics include family preservation, family reunification, foster family care, day care, residential treatment, and adoption.
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 848 Women's Issues: Policy and Research (Spring: 3)
Prerequisites: SW 701-702, SW 747-751
Elective

An advanced policy analysis and research course focusing on women in all societies who suffer from lack of access and parity in health, mental health, and social services, as well as lack of comparable and equitable incomes. This course advances student knowledge of the policy sciences and research as relative to women in the areas of aging, managed health and mental health care, welfare, substance abuse, child welfare, and balancing work/family issues. Students will analyze current policies and research, and will develop new policies in each of these selected areas, based on extensive web-based research data.
Nancy W. Veeder

SW 849 Independent Study in Research (Fall/Spring: 3)
Prerequisites: SW 747-751
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 851 Policy Analysis Research for Social Reform (Spring: 3)
Prerequisites: SW 747-751
Elective

A seminar preparing students for practice-oriented policy analysis research roles. It offers advanced research content of particular use to administrators, planners, advocates, and others interested in participating in policy analysis and development efforts, particularly those related to vulnerable populations. It provides knowledge of and opportunity to apply the following: (1) the logic of inquiry into social policy issues; (2) policy analysis research methods (e.g., population projections, input-output analysis, cost-effectiveness analysis); and (3) writing skills and quantitative reasoning necessary to use data and policy research methods creatively in making effective policy arguments.
The Department

SW 855 Advanced Clinical Practice with Children and Families: Assessment, Intervention, and Evaluation Research (Fall: 3)
Prerequisites: SW 722, SW 747-751, 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 Advanced Clinical Practice with Adults: Assessment, Intervention, and Evaluation Research (Fall: 3)
Prerequisites: SW 722, SW 747-751, SW 762
Corequisite: SW 933
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.
The Department

SW 860 Couples Therapy (Spring: 3)
Prerequisite: SW 762 or permission of instructor

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.
Jay Morrison

SW 863 Cross-Cultural Social Work Practice (Spring: 3)
Prerequisites: SW 723 and SW 762 or SW 800

A course examining effective intervention with persons of diverse cultural backgrounds. Special attention is given to the need for practitioners to have an approach that supports and enhances the culture and ethnic identity of the client. Using the transactional nature of culture and the dynamics of power as contextual factors shaping people's realities and, consequently, the values and behavioral adaptations they develop, the course focuses on the helping relationship and issues in evaluation and intervention.
The Department

SW 864 Group Therapy (Fall/Spring: 3)
Prerequisite: SW 762
Elective
Fulfills CSW requirement for advanced group content

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/Spring: 3)
Prerequisites: SW 722, SW 762 or permission of instructor
Elective

An advanced clinical elective focusing primarily on in-depth analysis of theories, research, and strategies for change relative to families. Family therapy theories are critically evaluated. Emphases include adaptation of family therapy to diverse cultural contexts, influence of gender on practice, and ethical issues in working with families. Issues of blended families, families coping with chronic illness, work with couples within a family context and families with substance abuse are explored. Integration of research, tapes of live interviews, and role plays enable students to put the most relevant therapy and skills into practice.
Jay Morrison

SW 866 Therapeutic Interventions with the Aged (Spring: 3)
Prerequisite: SW 762 or SW 800
Required for Gerontology Field of Practice option; elective for others

Therapeutic interventions with aged persons require the integration of biopsychosocial knowledge in gerontology into direct practice with aged individuals, couples, families, groups, self-help groups, and systems. Skill development and techniques in working with the aged and their environment are the focus of this course, as well as the special problems of elderly widows, minorities, residents in institutions, those with sensory deficits, and those requiring protective services. Methodology includes lectures, readings, case discussions, role playing, and films.
Kathleen McInnis-Dittrich

SW 867 Clinical Social Work Treatment of Children and Adolescents (Spring: 3)
Prerequisites: SW 722, SW 762
Elective

A comparative analysis of different approaches to treatment of children. Attention is given to similarities and differences in work with children and adults, especially in relation to assessment, communication, relationship, and play. Assessment and treatment of children and adolescents with various problems and pathology are included.
Paul Kline

SW 868 Integrative Seminar in Clinical Social Work (Spring: 3)
Prerequisites: SW 762, SW 855, SW 856
Corequisite: SW 934
Required of Clinical Social Work students

A course designed to help students develop and formulate an integrated model for understanding social work practice, policy, ethical, and research dimensions using selected social problem areas. It will build on knowledge, skills, and values acquired in the first year curriculum to assist the students in conceptualizing their approaches to practice and to integrate more fully knowledge of human behavior, social systems, and the clinical social work process. Attention will be paid to issues of cultural difference/diversity and spirituality.
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 871 Social Work in an Extreme Stressful Environment: The Prison (Fall: 3)
Prerequisite: SW 722, SW 762
Required for Forensic Social Work Field of Practice option; elective for others

A course focusing on the historical development of institutional custody of the public offender and the treatment of prisoners exhibiting a wide range of emotional disorders. Complicating factors, such as substance abuse, paranoia, and danger to self and others, are addressed. Psychopharmacological treatment and case management are also examined.
The Department

SW 873 Psychosocial Dimensions of Health and Medical Care Practice (Fall: 3)
Prerequisite: SW 762
Required for Health and Medical Care Field of Practice option; elective for other students

An examination of psychological and social stress on individuals and families who are confronted with a physical illness, trauma, or handicap. Themes include the common psychological reactions of people to medical treatment; the effect on social functioning or rehabilitative and habilitative processes, and of the health care system itself; the medical team's respective roles and value orientation, and their impact on the patient and his/her family; and issues of loss and death. Special attention is given to health care settings vis-a-vis those of traditional agencies, and to methods appropriate to interdisciplinary practice.
The Department

SW 874 Adult Psychological Trauma: Assessment and Treatment (Spring: 3)
Prerequisites: SW 721 and 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: 3)
Prerequisite: SW 762
Elective

An advanced clinical course focusing on time-effective assessment and treatment of clients: individuals, families, and groups. 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; explores various time-effective models, e.g., intermittent therapy; provides experiential exercises; and links concepts and skills to home-based services.
The Department

SW 878 Adolescent Mental Health Treatment (Spring: 3)
Prerequisite: SW 762
Elective

A course designed to provide a core body of knowledge about the developmental and psychosocial dynamics of adolescence, problems experienced by adolescents, and significant issues related to the treatment of troubled, disadvantaged youth. Emphasis is on enhancing students' ability to evaluate adolescents and their families in relation to developmental needs, family dynamics, and social factors impacting on a given issue; and on designing interventions based on psychodynamic, cognitive, and behavioral approaches.
Paul M. Kline

SW 879 Social Work Practice with Women (Fall: 3)
Prerequisite: SW 700
Elective

A course examining psychological and sociological approaches to the study of women and the application of these theories to social work practice. The course focuses on models that have been based on and developed for women and critically analyzes the related empirical research. Special practice issues covered include women and mental health, domestic violence, the feminization of poverty, women of color, motherhood, women and aging, and community organizing with women.
The Department

SW 880 Social Work Practice in Child Welfare (Spring: 3)
Prerequisite: SW 762 or SW 800
Required for Child Welfare Field of Practice option; elective for other students

A course with a dual focus on macro and micro interventions that promote healthy child development and effective parenting. Emphasized are the knowledge and skills practitioners need for decision making in situations of abuse and neglect, keeping families together, and minimizing length of placements and trauma in cases of parent-child separation. Topics include development and attachment issues for children and parents, work in the courts, sexual abuse, adoption, teenage pregnancy, and service to troubled adolescents/families. Attention is given to administering monitoring systems and mobilizing community support networks, both to help individual families and to change and implement policy.
Robin Warsh

SW 882 Socioeconomic Development (Fall: 3)
Prerequisites: SW 724 and SW 800

This course introduces students to theories, values and skills of socioeconomic development (SED) of large-scale social systems, including organizations, communities and institutions. In the context of social justice, socioeconomic development aims to improve the social and material well being of people by promoting investments in human capital including mutuality, self-determination, active citizenship, social skills and stability as well as investing in physical capital, including financial assets and increased labor force participation and productivity.
Demetrius Iatridis

SW 883 Social Planning in the Community (Fall: 3)
Prerequisite: SW 800
Corequisite: SW 943
Required of COPPA students

An examination of the theory and context of social planning for human services in community settings. The course (1) emphasizes how theories of planning and social change inform planning, and (2) explores the planning context including linkages among

service systems within communities; policy linkages; social, political, and economic constraints; and the locational aspects of planning human services.
Marcie Pitt-Catsouphes

SW 884 Strategic Planning (Spring: 3)
Prerequisite: SW 762 or SW 800
Elective

An exploration of a method used by organizations to develop in a systematic way long-range objectives and programs of action in order to take advantage of opportunities and to avoid threats. The purpose of the course is to provide a conceptual understanding of planning within an organizational environment and to develop an understanding of strategic planning techniques and methods. Focus is on not-for-profit organizations in general and the human service organizations in particular.
The Department

SW 887 Urban Development Planning (Spring: 3)
Prerequisite: SW 800 or permission of chairperson
Corequisite: SW 944
Required of COPPA students; elective for others

This seminar addresses COPPA's goal of socioeconomic development interventions in neighborhoods and larger communities. Building on foundation courses and the Boston Day experience (a joint G.S.S.W./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.
Demetrius Iatridis

SW 897 Planning for Health and Mental Health Services (Fall: 3)
Prerequisite: SW 762 or SW 800
Elective

An analysis of historical perspectives, institutional structures, and service roles as they influence the design, delivery and coordination of health and mental health services. Models of planning these services are explored within the framework of primary, secondary, and tertiary levels of prevention. Key issues for seminar discussion include costs and financing of services, accountability, racism, women's services, health and mental health, and the law, and the role of social work in the health and mental health system.
The Department

SW 899 COPPA Independent Study (Fall/Spring: 3)
Prerequisite: SW 800
Elective

An opportunity for COPPA 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 COPPA 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: 3)
Prerequisites: SW 700 and SW 762 or SW 800 (for Summer Block Placement)
Corequisite: SW 700 (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)
Prerequisite: Department permission
The Department

SW 932 Field Education II-CSW (Spring: 3)
Prerequisite: SW 921
Corequisite: SW 762 (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: 4)
Prerequisite: SW 932
Corequisites: SW 855 and SW 856
Required of CSW 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: SW 868
Required of CSW 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 fourth semester.
The Department

SW 939 Field Continuation-CSW (Fall/Spring: 0)
Prerequisite: Department permission
The Department

SW 942 Field Education II-COPPA (Spring: 3)
Prerequisite: SW 921
Corequisite: SW 800 (academic year)
Required of COPPA 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 COPPA (Fall: 4)
Prerequisite: SW 942
Corequisites: SW 809 and SW 883
Required of COPPA 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 COPPA (Spring: 4)
Prerequisite: SW 943
Corequisite: SW 887
Required of COPPA students

Advanced learning and practice which emphasizes knowledge and skill in community organization, planning, policy, and/or

administration. Each student is responsible for leading at least one major project and submitting a written final report. Three days per week in the fourth semester.
The Department

SW 949 Field Continuation-COPPA (Fall/Spring: 0)
Prerequisite: Department permission
The Department

SW 966 Introduction to Research Methods and Statistics (Fall: 3)
Required of all doctoral students
Prerequisites: SE 967, SW 968

A course emphasizing the role of research in the profession, the logic of research, the stages of the research process, the major strategies for collecting data, and approaches to analyzing data. The research methods covered are common to many of the social and behavioral sciences and human service professions. The course also introduces doctoral students to fundamental concepts and practical aspects of statistical analysis using SPSS.
The Department

SW 968 Multivariate Analysis and Statistical Modeling (Spring: 3)
Prerequisites: SW 966 and SW 967
Required of all doctoral students

A course designed to provide students with skills to perform advanced statistical analysis, building on their basic knowledge of research methods and statistics. The lectures and exercises cover multiple linear regression analysis, multiple logistic regression analysis, confirmatory factor analysis, and structural equation modeling. Multiple linear regression analysis, however, is the major emphasis of the course.
The Department

SW 971 Theories and Research on Human Development (Fall: 3)
Required of all doctoral students

This course will explore how concepts from major developmental theories have shaped the direction of human services and will engage students in an exploration of the concepts which have an influential effect on their paradigms of practice and their current research interest(s). An integral part of these explorations is to understand how paradigms are adopted within the contexts of different historical, social, and practice realities.
Thomas O'Hare

SW 972 Theories and Research on Social Relationships (Spring: 3)
Required of all doctoral students

A major goal is to review and analyze critically contemporary models of marital and family therapy in terms of the empirical basis for the assumptions on which they are based, the adequacy and specificity of the practice procedures, and the research relating to therapeutic outcomes. Emphasis is placed on the adaptation of family therapy to families with diverse ethnic and cultural backgrounds, and on gender influences in family therapy theory and practice.
Karen Kayser

SW 985 Social Policy and Social Welfare: Institutional and Philosophical Contexts (Spring: 3)
Required of all doctoral students

This course takes up the question of universal social provision versus targeted need, explores the trends in industrialized countries, and compares those trends with less industrialized countries. Special attention is given to labor force economics and the structure of income inequality. Theories of social stratification and power are examined.
Demetrius S. Iatridis

SW 987 Theories and Research on Societal Processes (Fall: 3)
Required of all doctoral students

This course explores knowledge formulations relevant to ethnicity, race, gender, and class as societal processes which impact various levels of social functioning: individual, interactional, family-group, organizational, community, and societal. These theories, concepts, and ideas will be analyzed in relation to their empirical base, their potential or limitations for informing accountable practice, and for generating further research.
The Department

SW 990 Doctoral Independent Study (Fall/Spring: 3)
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.
The Department

SW 991 Doctoral Teaching Lab (Fall/Spring: 3)
Prerequisite: M.S.W. degree
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 993 Doctoral Research Lab (Fall/Spring: 3)
Prerequisite: M.S.W. degree
Elective for Doctoral students

Opportunity to carry out a research study under the supervision and guidance of a faculty mentor. The study would need to be part of an ongoing research project directed by a faculty member.
The Department

SW 995 Dissertation Direction I (Fall/Spring: 3)
Prerequisite: SW 998
Required for all doctoral students

First of three tutorials in the nine-credit dissertation phase of the program.
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.
The Department

SW 997 Dissertation Direction III (Fall/Spring: 3)
Prerequisite: SW 996
Required of all doctoral students

Last of three tutorials comprising the nine-credit directed dissertation phase of the program.
The Department

SW 998 Qualifying Exam Study (Fall/Spring: 0)
Prerequisite: Completion of Core courses
Required of all doctoral students

A non-credit reading and research preparation for the Qualifying Examination which must be completed prior to Dissertation Direction and advancement to candidacy.
The Department

SW 999 Doctoral Continuation (Fall/Spring: 0)
Prerequisite: 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.
The Department

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

Unparalleled challenges confront the twenty-first century: 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 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: 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 College, S.J., 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 seventy-six of Boston College's one hundred and forty-one 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 (500/50 or above) 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 Information 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 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 Information for Change
- AD 703 New Markets: 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 Organization Development
- AD 711 Complexities of Ethical Action
- AD 712 Critical Analysis: Developing the Framework
- AD 713 Behavior and Organizations
- AD 714 Focusing the Message: Creative Formats
- AD 715 Professional Presentations
- AD 716 Designing Contexts for Success
- AD 717 Mastering Communication
- 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 Performance: New Market Leaders
- AD 723 Competitive Climates: A Leading Edge
- AD 724 New Organzier: 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 Overcoming Gender Barriers in the Workplace
- AD 732 Information Systems: Team-Based Computing
- AD 735 Developing Dynamic and Productive Organizations
- AD 736 Accounting Information and Statement Analysis
- AD 737 Issues in the Global Marketplace: Progress and Protection
- AD 738 Managing Data and Information in Organizations
- AD 739 Accounting: Government and Non-Profits
- AD 740 Behavioral Economics: Emerging Perspective

- AD 741 Imaging: Brands, Personality, and Persuasive Communication
- AD 742 Creating Scenarios for Success: From Corporate America to Working for Yourself
- AD 775 American Corporation and Global Business
- AD 777 Marketing Issues in the Millennium
- AD 778 Emerging Environment Issues
- AD 779 Aging Well: Nutrition and Lifestyle Connections
- AD 780 Forecasting: Predictors and Influences

Information and Office Location

The James A. Woods College, S.J., 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 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 March. Visit our website at http://www.bc.edu/summer/.

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Patricia A. Touzin, M.S.W.
Director of Faculty/Staff Assistance Program
Anita E. Ulloa, B.S.
Director of Employment
Richard M. Young, B.S.
Director of Human Resources Service Center

Academic Calendar 2004-2005

FALL SEMESTER 2004

August 13	Friday	Last date for all students who plan to graduate in August 2004 to confirm on-line
September 6	Monday	Labor Day—No classes
September 7	Tuesday	Classes begin
September 13	Monday	Drop/add period ends
October 1 to October 3	Friday Sunday	Parents' Weekend
October 11	Monday	Columbus Day—No classes
November 1	Monday	Academic Advising period begins
November 11	Thursday	Graduate registration period for spring 2005 begins
November 12	Friday	Undergraduate registration period for spring 2005 begins
November 24 to November 26	Wednesday to Friday	Thanksgiving Holidays
November 29	Monday	Last date for official withdrawal from a course or from the University
December 1	Wednesday	Last date for all students who plan to graduate in December to confirm on-line
December 3	Friday	Last date for master's and doctoral candidates to turn in signed and approved copies of theses and dissertations for December graduation
December 11 to December 12	Saturday to Sunday	Study days—No classes for undergraduate day students only
December 13 to December 20	Monday to Monday	Term Examinations
December 15	Wednesday	Last date for all students who plan to graduate in May 2005 to confirm on-line

SPRING SEMESTER 2005

January 17	Monday	Martin Luther King, Jr. Day—No classes
January 18	Tuesday	Classes begin
January 24	Monday	Drop/add period ends
March 7 to March 11	Monday to Friday	Spring Vacation
March 24 to March 28	Thursday to Monday	Easter Weekend—No classes Holy Thursday, Good Friday, Easter Monday (except classes beginning at 4:00 P.M. and later)
March 28	Monday	Academic advising period begins
April 1	Friday	Last date for master's and doctoral candidates to turn in signed and approved copies of theses and dissertations for May 2005 graduation
April 6	Wednesday	Graduate registration period for fall and summer 2005 begins
April 7	Thursday	Undergraduate registration period for fall 2005 begins
April 18	Monday	Patriot's Day—No classes
April 26	Tuesday	Last date for official withdrawal from a course or from the University
May 6 to May 9	Friday to Monday	Study day—No classes for undergraduate day students only
May 10 to May 17	Tuesday to Tuesday	Term Examinations
May 23	Monday	Commencement
May 27	Friday	Law School Commencement

Directory and Office Locations

Academic Development Center
Suzanne Barrett, Director .....O'Neill 200
Accounting
Theresa Hammond, Chairperson .....Fulton 552A
Admission
Undergraduate: John L. Mahoney, Jr., Director .....Devlin 208
Graduate: Department Chairpersons .....McGuinn 221
Advancing Studies
James Woods, S.J., Dean.....McGuinn 100
AHANA
Donald Brown, Director.....72 College Road
American Studies
Carlo Rotella.....Carney 451
Arts and Sciences
Joseph F. Quinn, Dean.....Gasson 103
William Petri, Acting Assoc. Dean—Seniors .....Gasson 106
Ourida Mostefai, Assoc. Dean—Sophomores.....Gasson 109
Gilda Morelli, Acting Assoc. Dean—Juniors .....Gasson 109
Sr. Mary Daniel O'Keeffe, Assoc. Dean—Freshmen ..Gasson 109
Biology
Marc A.T. Muskavitch, Chairperson .....Higgins 355
Black Studies
Frank Taylor, Director.....Lyons 301
Business Law
Christine O'Brien, Chairperson .....Fulton 420C
Campus Ministry
James D. Erps, S.J., Director.....McElroy 215
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Theresa Harrigan, Director .....Southwell Hall
Chemistry
David McFadden, Chairperson .....Merkert 222
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Charles Ahern, Chairperson .....Carney 123
Communication
Dale Herbeck, Chairperson.....21 Campanella Way 521
Computer Science
Robert Muller, Chairperson.....Fulton 414B
Counseling Services
Campion Hall Unit .....Campion 301
Fulton Hall Unit.....Fulton 254
Gasson Hall Unit .....Gasson 108
Economics
Marvin Kraus, Chairperson.....21 Campanella Way 487
Education
Joseph O'Keefe, S.J., Interim Dean .....Campion 101E
John Cawthorne, Associate Dean.....Campion 104
Mary Ellen Fulton, Associate Dean .....Campion 101C
Arline Riordan, Assistant Dean of Admission ....Campion 103
Irwin Blumer, Chairperson, Educational Administration and Higher Education.....Campion 229
Elizabeth Sparks, Chairperson, Counseling, Developmental, and Educational Psychology ..Campion 308
Larry Ludlow, Chairperson, Educational Research, Measurement, and Evaluation ....Campion 336D
Dennis Shirley, Chairperson, Teacher Education, Special Education, and Curriculum and Instruction ..Campion 210
English
Paul Lewis, Chairperson.....Carney 450
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Rev. Joseph P. Marchese, Director.....O'Connell House 109
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Michael Smyer, Dean and Assoc. VP for Research...McGuinn 221
Candace Hetzner, Associate Dean .....McGuinn 221
Robert Howe, Assistant Dean .....McGuinn 221
History Department
Peter Weiler, Chairperson.....21 Campanella Way 424
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Mark O'Connor.....Gasson 102
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Peter Airasian.....Campion 336D
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David McKenna.....Fulton 226A
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Richard Keeley, Undergraduate Associate Dean.....Fulton 360
Robert A. Taggart, Graduate Associate Dean.....Fulton 520
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Victoria L. Crittenden, Chairperson .....Fulton 450B
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Gerard E. Keough, Chairperson .....Carney 375
Music Department
Thomas Oboe Lee, Chairperson.....Lyons 427
Jeremiah McGrann, Assistant Chairperson .....Lyons 407
Nursing
Barbara Munro, Dean .....Cushing 203
Laurel Eisenhauer, Graduate Associate Dean ....Cushing 202H
Loretta Higgins, Undergraduate Associate Dean. .Cushing 202G
Operations, Information, and Strategic Management
David C. Murphy, Chairperson.....Fulton 350C
Organization Studies
Judith Clair, Chairperson .....Fulton 433
Philosophy
Patrick H. Byrne, Chairperson .....21 Campanella Way 393
Physics
Kevin Bedell, Chairperson.....Higgins 335
Political Science
Susan Shell, Chairperson.....McGuinn 231
Psychology
James Russell, Chairperson .....McGuinn 349
Religious Education Program (IREPM)
Thomas Groome, Director.....31 Lawrence Ave.
Residential Life
Henry J. Humphreys, Director.....21 Campanella Way 220

Romance Languages and Literatures
Franco Mormando, Chairperson .....Lyons 304C
Slavic and Eastern Languages
Cynthia Simmons, Chairperson.....Lyons 210K
Social Work, Graduate School
Alberto Godenzi, Dean .....McGuinn 132
Sociology Department
Stephen Pfohl, Chairperson .....McGuinn 415
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Robert Sherwood, Dean.....21 Campanella Way 212
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Louise Lonabocker, Director .....Lyons 102
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James Woods, S.J., Dean.....McGuinn 100
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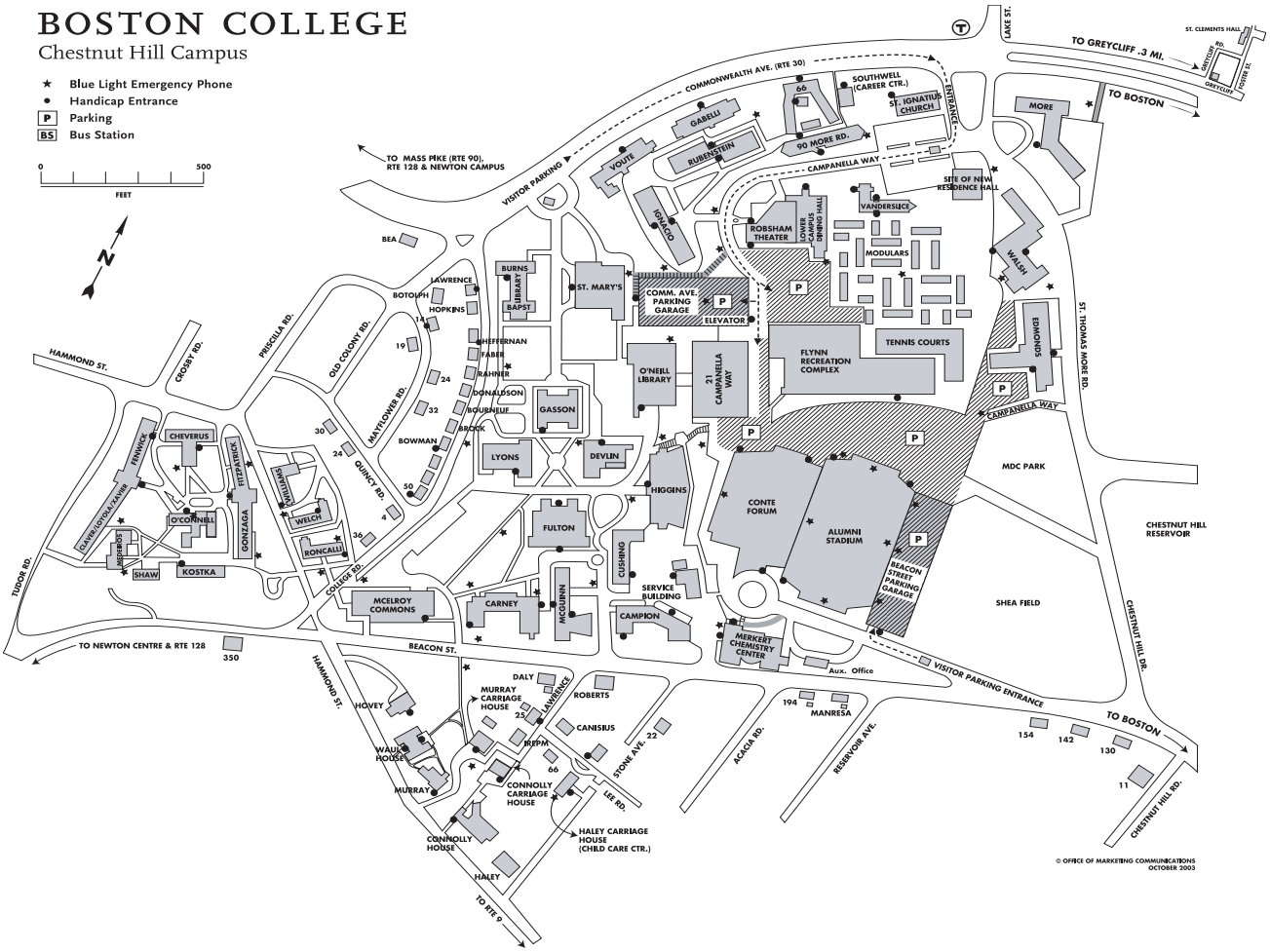
Stuart J. Hecht, Chairperson.....Robsham Theater
Theology
Kenneth Himes, Chairperson.....21 Campanella Way 313
University Librarian
Jerome Yavarkovsky.....O'Neill Library 414

BOSTON COLLEGE

Chestnut Hill Campus

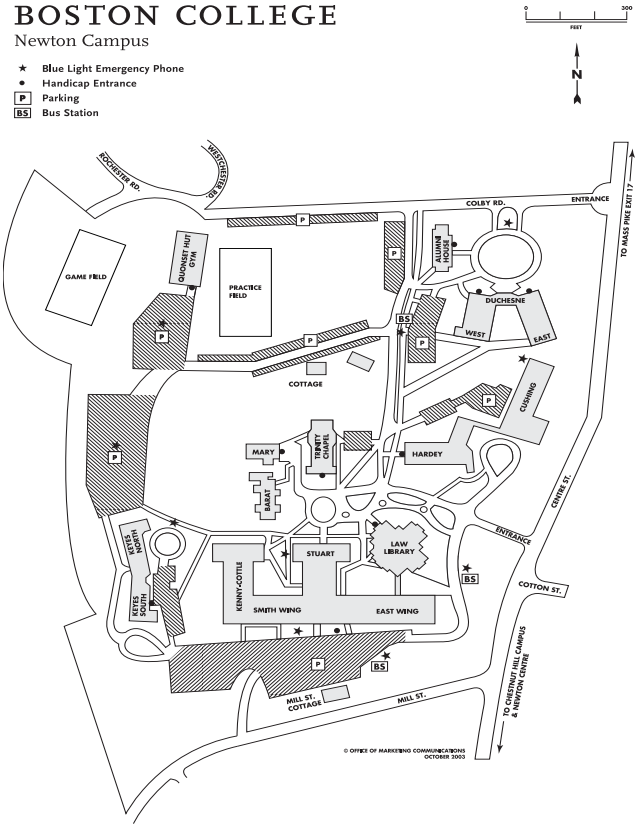
★ Blue Light Emergency Phone
• Handicap Entrance
P Parking
BS Bus Station



BOSTON COLLEGE

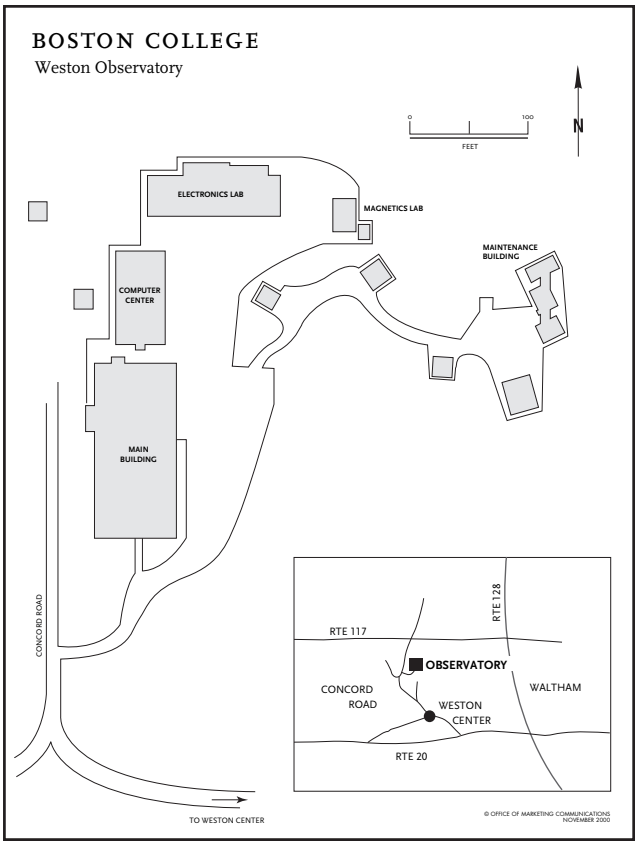
Newton Campus

★ Blue Light Emergency Phone
• Handicap Entrance
P Parking
BS Bus Station



BOSTON COLLEGE

Weston Observatory



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