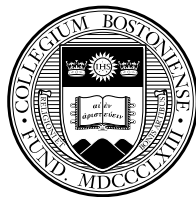


BOSTON COLLEGE

2013–2014



EVER TO EXCEL

Boston College
Chestnut Hill
Massachusetts 02467
617-552-8000

BOSTON COLLEGE BULLETIN 2013-2014

Volume LXXXVI, Number 29, May 2013

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

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

The Boston College Bulletin is published six times a year: once in April, May, August, and September, and twice in July.

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

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

To this end, Boston College has designated its Executive Director for Institutional Diversity to coordinate its efforts to comply with and carry out its responsibilities to prevent discrimination in accordance with state and federal laws, including Title VI, Title IX, Section 504 and the ADA. Any applicant for admission or employment, and all students, faculty members and employees, are welcome to raise any questions regarding this notice with the Executive Director for Institutional Diversity:

Boston College Office for Institutional Diversity (OID)
140 Commonwealth Avenue
Chestnut Hill, MA 02467
Phone: 617-552-2323
Email: diversity@bc.edu

The Executive Director for Institutional Diversity oversees the efforts of the following additional Title IX coordinators: (i) Student Affairs Title IX Coordinator (for student sexual harassment complaints), 260 Maloney Hall, Chestnut Hill, MA 02467, reachable at 617-552-3482 or (odair@bc.edu); (ii) University Harassment Counselor, reachable via OID (see above contact information); and (iii) Athletics Title IX Coordinator, the Senior Women's Administrator, 310 Conte Forum, Chestnut Hill, MA 02467, reachable at 617-552-4801 or (jody.mooradian@bc.edu).

In addition, any person who believes that an act of unlawful discrimination has occurred at Boston College may raise this issue with the Assistant Secretary for Civil Rights of the United States Department of Education.

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INTRODUCTION

The University

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

The University, now located in the Boston suburb of Chestnut Hill, Massachusetts, enrolls 9,110 full-time undergraduates and 4,673 graduate students, hailing from all 50 states and more than 90 foreign countries. Boston College offers its diverse student body state-of-the-art facilities for learning: a full range of computer services including online access to databases in business, economics, social sciences, and law, and a library system with over 2.8 million books, periodicals, and government documents, and more than 4 million microform units.

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

The Boston College School of Theology and Ministry was formed on June 1, 2008, when the former Weston Jesuit School of Theology and the Institute of Religious Education and Pastoral Ministry joined to offer a full array of ministerial and theological courses and degrees. Both a graduate divinity school and an ecclesiastical faculty of theology regulated by the Apostolic Constitution *Sapientia Christiana* (1979), the school offers both master's and doctoral degrees, civil and ecclesiastical degrees, and a wide variety of continuing education offerings, including online programs through Church in the 21st Century (C21 Online).

The Mission of Boston College

Strengthened by more than a century and a quarter of dedication to academic excellence, Boston College commits itself to the highest standards of teaching and research in undergraduate, graduate, and professional programs and to the pursuit of a just society through its own accomplishments, the work of its faculty and staff, and the achievements of its graduates. It seeks both to advance its place among the nation's finest universities and to bring to the company of its distinguished peers and to contemporary society the richness of the Catholic intellectual ideal of a mutually illuminating relationship between religious faith and free intellectual inquiry.

Boston College draws inspiration for its academic and societal mission from its distinctive religious tradition. As a Catholic and Jesuit university, it is rooted in a world view that encounters God in all creation and through all human activity, especially in the search for truth in every discipline, in the desire to learn, and in the call to live justly together. In this spirit, the University regards the contribution of different religious traditions and value systems as essential to the fullness of

its intellectual life and to the continuous development of its distinctive intellectual heritage. Boston College pursues this distinctive mission by serving society in three ways:

- by fostering the rigorous intellectual development and the religious, ethical, and personal formation of its undergraduate, graduate, and professional students in order to prepare them for citizenship, service, and leadership in a global society;
- by producing significant national and international research that advances insight and understanding, thereby both enriching culture and addressing important societal needs;
- and by committing itself to advance the dialogue between religious belief and other formative elements of culture through the intellectual inquiry, teaching and learning, and the community life that form the University.

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

A Brief History of Boston College

Founded by the Society of Jesus in 1863 to serve the sons of local Catholic immigrants, Boston College was the first institution of higher learning chartered in the City of Boston. On September 5, 1864, Boston College opened its doors to 22 students, providing a liberal arts curriculum based on the *Ratio Studiorum* (Plan of Studies) that had guided Jesuit universities in Europe and the Americas, with an emphasis on Greek and Latin classics, English, rhetoric, mathematics, philosophy and religion.

Originally located on Harrison Avenue in the South End of Boston, Boston College outgrew its urban setting early in the 20th century. Then-president Thomas I. Gasson, S.J., selected a new location in Chestnut Hill and in 1907 purchased four parcels of land known as the Lawrence Farm. The firm of Maginnis and Walsh won a design competition for the development of the new campus, and Boston College broke ground on June 19, 1909 for construction of a central Recitation Building, which would later be named Gasson Hall.

The Recitation Building opened in March 1913. The three other buildings that still shape the core of the campus—St. Mary's Hall, Devlin Hall, and Bapst Library—opened in 1917, 1924, and 1928, respectively.

Though incorporated as a university since its founding, it was not until the 1920s that Boston College began to fill out the dimensions of its charter. It established a Summer Session in 1924; followed by the Graduate School of Arts and Sciences in 1925; the Law School and Evening College 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, founded in 1947 and 1952, respectively, are now known as the William F. Connell School of Nursing and the Carolyn A. and Peter S. Lynch School of Education.

The Graduate School of Arts and Sciences began programs at the doctoral level in 1952. Now, courses leading to the doctorate are offered by 13 Arts and Sciences departments. The schools of Education and Nursing, the Carroll Graduate School of Management, the Graduate School of Social Work, and the School of Theology and Ministry also offer doctoral programs.

While Boston College conferred one bachelor's degree and 15 master's degrees on women in 1927 through its Extension Division, the precursor of the Graduate School of Arts and Sciences, it was not until 1970 that all of Boston College's undergraduate programs became coeducational. Today, female students comprise more than half of the University's enrollment.

In 1974, Boston College acquired Newton College of the Sacred Heart, a mile-and-a-half from the Main Campus. With 15 buildings standing on 40 acres, it is now the site of the Boston College Law School and undergraduate residence halls housing 800 freshmen.

In 1996, the Evening College became the College of Advancing Studies, offering bachelor's and master's degrees; in 2002, the College was renamed the Woods College of Advancing Studies in honor of its long-serving Dean, James A. Woods, S.J. In July 1996, the University's longest presidency came to an end after 24 years when J. Donald Monan, S.J., became chancellor and William P. Leahy, S.J., was named Boston College's 25th president.

During the decade of the nineties, the University completed several major construction projects, including the expansion and renovation of Higgins Hall, the updating of residence halls on the Upper Campus and Newton Campus, and the construction of a new office building for academic and administrative offices on Lower Campus.

As a sign of the university's growing selectivity, between 1996 and 2012, freshmen applications increased from 16,501 to 34,090 and the average SAT scores of entering freshmen rose to 2022. During this same period, the dollar amount of sponsored project awards received by the University more than doubled. Since 1996, the University's endowment has grown from \$590 million to approximately \$1.8 billion, the result of successful investment strategies and effective fund-raising campaigns.

Between 2004 and 2007 Boston College acquired from the Archdiocese of Boston 65 acres of land across Commonwealth Avenue in what is now called the Brighton Campus. In November 2004, Boston College purchased St. Stephen's Priory in Dover, encompassing 78.5 acres of land that is used for conference and retreat space. On December 5, 2007, Boston College unveiled its 10-year, \$1.6 billion Strategic Plan, which called for the addition of 100 new faculty, a student center, recreation complex, a fine arts district, playing fields for baseball, softball and intramurals, and 1,200 new beds to meet 100% of undergraduate housing demand.

In June of 2008, the Weston Jesuit School of Theology re-affiliated with Boston College, and joined the Institute of Religious Education and Pastoral Ministry and C21 Online to form the new School of Theology and Ministry. In 2008, undergraduate applications to Boston College passed the 30,000 mark. In June of 2009, the City of Boston approved the University's Institutional Master Plan for the Lower and Brighton campuses.

Boston College won NCAA National Championships in Men's Ice Hockey in 2010 and 2012. In June 2012 Boston College announced its Sesquicentennial Celebration, with events planned through the fall of 2013, in recognition of the University's 150th anniversary. The Celebration opened with a landmark Mass held at Boston's Fenway Park on September 15. Additional Sesquicentennial events scheduled through the fall of 2013 include academic symposia, a Founders Day celebration, a Speakers Series and a student concert at Boston's Symphony Hall.

Accreditation of the University

Boston College is accredited by the Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges (NEASC) and has been accredited by NEASC since 1935.

CIHE is recognized by the U.S. Secretary of Education as a reliable authority on the quality of education and adheres to the standards of the Council for Higher Education Accreditation. As part of CIHE's guidelines, member institutions of NEASC undergo a peer review process every ten years which involves the preparation of a comprehensive self-study. Boston College's next full review for accreditation will occur in 2017.

For information regarding the accreditation process please reference: <http://cihe.neasc.org> or the New England Association of Schools and Colleges, 209 Burlington Road, Suite 201, Bedford, MA 01730-1433. Inquiries regarding BC's accreditation may be directed to the Office of the Provost and Dean of Faculties, Boston College, 270 Hammond Street, Chestnut Hill, MA 02467 (617-552-3260). For a paper copy of this information, please contact the Boston College Office of Institutional Research at 617-552-3111 or oir@bc.edu. The mailing address is Boston College, IRPA, St. Clement's Hall, 140 Commonwealth Avenue, Chestnut Hill, MA 02467.

In addition to NEASC, a variety of schools and programs at BC are affiliated with discipline-based accrediting agencies such as: Connell School of Nursing: American Association of Colleges of Nursing; Carroll School of Management: Association to Advance Collegiate Schools of Business; Law School: American Bar Association; Graduate School of Social Work: Council on Social Work Education; School of Theology and Ministry: The Association of Theological Schools; School of Arts and Sciences, Chemistry Department: American Chemical Society; Lynch School of Education, Teacher Education, Special Education, and Curriculum and Instruction programs: Teacher Education Accreditation Council; Doctoral Program in Counseling Psychology: American Psychological Association.

The Campus

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

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

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

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

ACADEMIC RESOURCES

Art and Performance

Boston College is home to a rich mix of cultural organizations, including musical performance groups, dance troupes, and theatre productions, ranging from classical to contemporary. Among the musical groups, students find a gospel choir, a pep band, a cappella groups, and jazz ensembles. The McMullen Museum of Art regularly mounts critically acclaimed exhibitions, including past surveys of work by Edvard Munch and Caravaggio. The Theatre Department presents six dramatic and musical productions each year while student organizations produce dozens of other projects. The annual Arts Festival is a 3-day celebration of the hundreds of Boston College faculty, students, and alumni involved in the arts.

Campus Technology Resource Center (CTRC)

The CTRC, located on the second floor of the O'Neill Library (room 250), is a resource for campus technology support and services. The CTRC provides a productive environment for the creative use of technology to enhance the academic experience. They offer a wide range of services to the Boston College community including email, printing, scanning, video editing, and music technology stations. Users also have access to Windows and Macintosh computers for various standard and specialized software applications for word processing, spreadsheets, statistical analysis, programming, graphics production, database management, and faculty sponsored applications. The Walk-in Help Desk (located in O'Neill 248) provides troubleshooting services for personal computers, including software configuration, network connectivity, virus protection and removal, and password assistance. To learn more, visit www.bc.edu/ctrc.

The Help Center (2-HELP)

The Help Center provides technical support via telephone (617-552-HELP), email (help.center@bc.edu), and internet (www.bc.edu/help) to the BC community Monday-Friday between 8:30 a.m. and 7:00 p.m. Limited off-hours support is available via telephone 24 hours a day, seven days a week.

The Hardware Repair Center

The Hardware Repair Center is located in O'Neill 208 and provides warranty and non-warranty repair of Apple, Dell, HP, and Lenovo computers. For hours, rates, and contact information visit: <http://www.bc.edu/content/bc/offices/help/essentials/software/hw-repair.html>.

EagleTech

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

Language Laboratory

The Boston College Language Laboratory serves the language learning and teaching needs of all of the University's language and literature departments, non-native speakers of English, and the BC

community at large from its center in Lyons Hall, room 313. By providing access to installed and portable equipment to be used with audio, video, cable television, and multimedia learning tools, the Lab pursues its mission to promote and facilitate the acquisition and enhancement of language skills and cultural competence. In addition to its listening/recording stations and teacher console, the facility includes: Mac and PC workstations, wireless laptops, laser printers, a materials development workstation, TV/video/DVD viewing rooms and media carrels, a CD listening station, and portable audio and video equipment.

The Language Laboratory boasts an extensive catalog of resources in more than 17 languages and in multiple formats (analog and digital audio, videocassette, DVD, cable television programming, computer/multimedia software, print materials—including monolingual and bilingual dictionaries, as well as language textbooks and activity manuals for elementary through advanced language courses). Designed to assist users in the acquisition and maintenance of aural comprehension, oral and written proficiency, and cultural awareness, these resources directly support and/or supplement curriculum requirements in world language, culture, music, and literature.

The Language Lab also supports the course planning and classroom teaching needs of language and literature faculty by encouraging recommendations for new acquisitions, assisting in the preparation of course materials, and serving as a multimedia classroom for the facilitation of curricular programming, including student participation in online language and intercultural learning exchanges with global partners.

Boston College community members who wish to use the Language Laboratory facility and its collection will find the staff available during the day, in the evening, and on weekends to assist them in the operation of equipment and in the selection of appropriate materials for their course-related or personal language needs. For more information about the Language Laboratory, call 617-552-8473 or visit www.bc.edu/schools/case/language.

The Libraries

www.bc.edu/libraries

Ask a Librarian (Including librarians by subject specialty)

www.bc.edu/libraries/help/askalib.html

Research Help by Subject

www.bc.edu/libraries/help/subject.html

HOLMES Library Catalog

www.bc.edu/holmes

O'Neill Library Reference: x2-4472

O'Neill Library Circulation: x2-8038

Bapst Library: x2-3200

Burns Library: x2-3282

Educational Resource Center: x2-4920

Law Library: x2-4434

Social Work Library: x2-3233

Theology and Ministry Library: x2-0549

Weston Observatory Library: x2-8321

The Boston College Libraries offer a wealth of resources and services in support of the teaching and research activities of the University. The book collection numbers more than 2.6 million volumes and over 37,000 print and electronic serials. In addition to O'Neill Library, the Boston College Libraries comprise the Bapst Art Library, the Burns Library (rare books and special collections), the Educational Resource Center, the Social Work Library, the Theology and Ministry Library

(Brighton Campus), the Law School Library (Newton Campus), and the O'Connor Library (at the Weston Observatory). The Libraries have a variety of study spaces, networked printers, and workstations with productivity software, and scanners.

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

Digital Library Services

The Boston College Libraries provide online access to a wide range of articles in journals, magazines, and newspapers, as well as e-books, government documents, images, streaming video and audio, and other digital content. These resources, as well as detailed information about physical books and other items in the Libraries, are accessible via a central online discovery system as well as more than 500 subject-specific databases.

Books, DVDs, and other items checked out from the Libraries can be renewed online. Items not available at BC can be requested online from other libraries via interlibrary loan and WorldCat Local.

The Libraries also provide more than 240 online research guides, including guides for broad and narrow subjects and specific Boston College courses. Library staff supplement in-person instruction, reference, and consultation services with expert help via e-mail, text, 24/7 chat, and online tutorials.

Digital Institutional Repository

The eScholarship@BC digital repository is a central online system maintained by the Boston College University Libraries. The goal is to showcase and preserve Boston College's scholarly output and to maximize research visibility and influence. eScholarship@BC encourages community contributors to archive and disseminate scholarly work, peer-reviewed publications, books, chapters, conference proceedings, and small data sets in an online open access environment.

eScholarship@BC archives and makes digitally available the undergraduate honors theses and doctoral dissertations written by students at Boston College.

As part of its eScholarship services, the Libraries host several open access journals. Library staff members provide set-up, initial design, and technical support to the journal staff. For access and more information about eScholarship@BC, visit www.bc.edu/escholarship.

Media Center

The Media Center on the second floor of the O'Neill Library houses the Library's main collection of DVDs, videocassettes, compact discs, audiocassettes, and LPs. Media materials can be located via HOLMES, the library catalog. The Media Center has individual viewing stations, a preview room for small groups viewing, a classroom that may be reserved by faculty for classes using Media materials, digital video cameras, and a scanning station.

Interlibrary Loan

An Interlibrary Loan service is offered to students, faculty, administrators, and staff to obtain research materials not owned by the Boston College Libraries. Some materials arrive within a day or two and electronic titles are delivered directly to the user's desktop. Requests are made by using forms in the online discovery system and the Find It option that appears in many online databases.

United States Government Publications

Boston College Libraries is a member of the Federal Depository Library Program. O'Neill Library receives selective government documents in electronic format, and maintains a legacy print collection. These materials are available to the general public as well as to Boston College students, faculty, and staff. Researchers can locate government documents in the online discovery system, and through a number of databases such as ProQuest Congressional and Hein Online. Questions about the availability of government publications should be directed to the Government Documents librarian or the Reference staff at O'Neill Library.

The Libraries of Boston College:

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

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

John J. Burns Library of Rare Books and Special Collections: The University's special collections, including the University's Archives, are housed in the Honorable John J. Burns Library, located in the Bapst Library Building, north entrance. Burns Library staff work with students and faculty to support learning and teaching at Boston College, offering access to unique primary sources through instruction sessions, exhibits, and programing. The Burns Library also serves the research needs of external scholars, hosting researchers from around the globe interested in using the collections. The Burns Library is home to more than 250,000 volumes, over 700 manuscript collections, and important holdings of architectural records, maps, art works, photographs, films, prints, artifacts, and ephemera. Though its collections cover virtually the entire spectrum of human knowledge, the Burns Library has achieved international recognition in several specific areas of research, most notably: Irish studies; British Catholic authors; Jesuitica, Fine Printing; Catholic liturgy and life in America, 1925–1975; Boston history; the Caribbean, especially Jamaica; Nursing; and Congressional archives. To learn more about specific holdings in Burns, see www.bc.edu/burns. Burns digital collections can be viewed at: www.bc.edu/libraries/collections/collinfo/digitalcollections.html.

The Educational Resource Center serves the specialized resource needs of the Lynch School of Education students and faculty. The state-of-the-art facility includes children's books, fiction and non-fiction, curriculum and instructional materials in all formats, educational and psychological tests, educational software intended for elementary and secondary school instruction, and educational technology. In addition, the ERC has an interactive technology room designed to assist students in integrating computers and other technology in the K–12

ABOUT BOSTON COLLEGE

classroom as well as to practice lesson plans and presentations. These materials are unique to the needs of the Lynch School of Education and do not duplicate materials found in the O'Neill Library. For more information, visit www.bc.edu/erc.

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

The Theology and Ministry Library (TML) is the newest Boston College library. Serving the research, teaching, learning, and pastoral formation needs of the School of Theology and Ministry and Saint John's Seminary, the library's collections are centered in biblical studies, Catholic theology, history, canon law, and Jesuitana. The TML is a member library of the *Boston Theological Institute Libraries and Resources Network* whose libraries' combined collections number nearly a million and a half volumes in theology and related disciplines.

In addition, because of its close relationship to the highly respected New Testament Abstracts which are edited and published at Boston College, the library is a depository of virtually all significant international publications in New Testament and related fields. For more information, visit www.bc.edu/libraries/collections/theology.html.

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

The Law School Library, located on the Newton Campus, has a collection of approximately 468,000 volumes and volume equivalents of legal and related materials in a variety of media. The collection includes primary source materials consisting of reports of judicial decisions and statutory materials as well as a broad collection of secondary research materials in the form of textbooks and treatises, legal and related periodicals, legal encyclopedias, and related reference works. Most law-related licensed databases, with the exception of LexisNexis and Westlaw, are open for the entire university's use and may be accessed remotely. The Library possesses substantial and growing collections of international and comparative law works. The Daniel R. Coquillette Rare Book Room holds the Law Library's special collections and features an ongoing series of exhibits. For more information, visit www.bc.edu/lawlibrary.

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

The Connors Family Learning Center (CFLC), located on the second floor of O'Neill Library, is a comprehensive, inclusive resource serving all of the University's students and faculty. The mission of the Center is to enhance teaching and learning across the University. One of the CFLC's three professional staff members assists students with learning disabilities, helping to ensure their academic success at Boston College. The Center also sponsors seminars for faculty and graduate teaching fellows on strategies for successful teaching and learning; graduate students can earn a certificate through the Apprenticeship in College Teaching. To address the needs of the great majority of Boston College students, the Center provides tutoring for more than 60 courses, including calculus, statistics, biology, chemistry, nursing, accounting, classical and foreign languages, English as a Second Language, and writing. Most tutoring takes place in the Center, but online writing tutoring is offered through the OWL (online writing lab). Tutoring and all other academic support services are free of charge to all Boston College students and instructors.

Boston Library Consortium

The Boston Library Consortium (BLC) is a group of area libraries which includes Boston College, Brandeis University, Boston University, Massachusetts Institute of Technology, Northeastern University, Tufts University, the University of Massachusetts system, the University of New Hampshire, Wellesley College, and Williams College, as well as the State Library of Massachusetts and the Marine Biological Laboratory at Woods Hole. Boston College offers direct self-service borrowing and delivery from the BLC libraries by using WorldCat Local, one of the databases available to the BC community. With a Consortium borrower's card, faculty and students may visit a BLC library and check-out directly from the member library. In order to receive a BLC card, ask at the O'Neill Circulation Desk for more information about the Consortium services.

Association of Research Libraries (ARL)

ARL is a nonprofit organization of 124 research libraries at comprehensive, research-extensive institutions in the U.S. and Canada that share similar research missions, aspirations, and achievements. It is an important and distinctive association because of its membership and the nature of the institutions represented. ARL member libraries make up a large portion of the academic and research library marketplace, spending more than \$1 billion every year on library materials. Boston College was invited to become a member of ARL in 2000.

Media Technology Services

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

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

Divisions within MTS include:

- Classroom Support Services
- Graphic Services
- Photography Services
- Audio Services
- Video Services
- Cable Television Services
- Film and Video Rentals
- Newton Campus Support Services
- Project Management and Technical Support Services

UNIVERSITY RESEARCH INSTITUTES AND CENTERS

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

Boisi Center for Religion and American Public Life

Through its many campus events, seminars, publications, and visiting fellows program, the Boisi Center creates opportunities for scholars, policy makers, and media and religious leaders to connect in conversation and scholarly reflection around issues at the intersection of religion and American public life. The Center does not seek to advance any ideological or theological agenda, whether conservative or liberal. Rather, it operates on the conviction that rigorous conversation about religion and public life can clarify the moral consequences of public policies in ways that help to maintain the common good while respecting America's increasing religious diversity. For more information, visit www.bc.edu/boisi.

Center for Christian-Jewish Learning

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

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

The Center is thus dedicated to conducting educational research and to offering programs, both in the University and the wider community, in which Christians and Jews explore their traditions together. For more information, visit www.bc.edu/cjlearning.

Center for Corporate Citizenship

The Boston College Center for Corporate Citizenship has a membership base of 400 global companies who are committed to leveraging their social, economic, and human resources to ensure business success and a more just and sustainable world. The Center, which is a part of

the Carroll School of Management, achieves results through the power of research, education, and member engagement. The Center offers publications including an electronic newsletter, research reports, and a weekly media monitor; professional development programs; and events that include an annual conference, roundtables, and regional meetings. Contact the Center for Corporate Citizenship at 617-552-4545, www.bccorporatecitizenship.org, or ccc@bc.edu.

Center for East Europe, Russia, and Asia

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

Information is available from the Directors, Cynthia Simmons (Slavic and Eastern Languages and Literatures, Lyons Hall, Room 210) and Roberta Manning (History, Maloney Hall, Room 417).

Center for Human Rights and International Justice

The Center for Human Rights and International Justice, a collaborative effort of faculty from various departments and schools at Boston College, addresses the increasingly interdisciplinary needs of human rights work. Through multidisciplinary training programs, applied research, and the interaction of scholars with practitioners, the Center aims to nurture a new generation of scholars and practitioners who draw upon the strengths of many disciplines, and the wisdom of rigorous ethical training in the attainment of human rights and international justice. For more information, visit www.bc.edu/humanrights.

Center for Ignatian Spirituality

The Center for Ignatian Spirituality at Boston College offers members of the university—and faculty and staff in particular—opportunities to learn about and experience more deeply the spirituality of Ignatius Loyola, the founder of the Society of Jesus. This spirituality is at the heart of the Jesuit mission of Boston College. The Center sponsors talks on campus, and offers retreats, seminars, and reflection opportunities for groups as well as individual spiritual direction. For more information, visit us at Rahner House, 96 College Road, or call (617-552-1777) or click (www.bc.edu/centers/cis).

Center for International Higher Education

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

Center activities include the publication of *International Higher Education*, a quarterly newsletter dealing with the central concerns of higher education in an international context; a book series on higher education; the maintenance of an international database of administrators, policy makers, and researchers in the field of higher education; and sponsorship of an international conference on higher education

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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.

For more information on the Center for International Higher Education, visit www.bc.edu/cihe.

Center for Optimized Student Support

The mission of the Center for Optimized Student Support is to study the most effective ways to address the out-of-school factors impacting student learning and thriving in schools. The Center develops, tests, and disseminates innovative practices that address these out-of-school factors (social/emotional, health, and family) by optimizing student support in schools.

Center for Retirement Research

The Center for Retirement Research at Boston College was established through a grant from the Social Security Administration in 1998. The goals of the Center are to promote research on retirement issues, to transmit new findings to the policy community and the public, to help train new scholars, and to broaden access to valuable data sources. The Center is the headquarters for researchers and experts in affiliated institutions including MIT, Syracuse University, the Brookings Institution, and the Urban Institute. The Center is structured around an interdisciplinary research team with backgrounds in actuarial science, demography, economics, economic history, finance, political science, sociology, and social work. This team possesses a breadth of knowledge on retirement issues that is virtually unmatched in the field. As the nation confronts the myriad issues surrounding how best to ensure adequate retirement income for an aging population, the Center's research experts explore trends in Social Security, employer-sponsored pensions, and other sources of retirement income and labor force issues involving older workers. The Center also employs undergraduate and graduate research assistants and sponsors competitive grant programs for junior faculty and graduate students.

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

Center for Student Formation

The Center for Student Formation engages students to explore the connection between their talents, dreams, and the world's deep needs. By incorporating faculty and staff into all areas of programming, the Center provides opportunities in which students may fully integrate their intellectual, social, and spiritual experiences. In addition to sponsoring events for faculty, staff, and students, the Center for Student Formation collaborates with University departments to serve as a resource for new program design and implementation.

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

The Lynch School of Education houses the Center for the Study of Testing, Evaluation, and Educational Policy (CSTEETP), a University-supported research center internationally recognized for its work in the policy uses of tests. This research center is a rich resource for all programs in education and is especially known for its work on high-stakes assessment and in the analyses of policies related to test-based educator accountability. It also conducts studies employing data from national and international large-scale assessment surveys such as

the National Assessment of Educational Progress, TIMMS and PIRLS. Further information on CSTEETP is available on its website at www.bc.edu/research/csteetp.

Center on Wealth and Philanthropy

The Center on Wealth and Philanthropy (CWP), formerly the Social Welfare Research Institute, studies spirituality, wealth, philanthropy, and other aspects of cultural life in an age of affluence. The Center's mission is to create fresh and valid thinking about the spiritual foundations of wealth and philanthropy in order to create a wiser and more generous allocation of wealth. CWP is a recognized authority on the meaning and practice of care, on the patterns and trends in individual charitable giving, on philanthropy by the wealthy, and on the forthcoming \$41 trillion wealth transfer.

CWP has published research on the patterns, meanings, and motives of charitable giving; on survey methodology; on the formal and informal care in daily life; and on financial transfers to family and philanthropy by the wealthy. Other areas of research include the "new physics of philanthropy," which identifies the economic and social-psychological vectors inclining wealth holders toward philanthropy. Other initiatives include (1) educating fundraising and financial professionals in the use of a discernment methodology based on Ignatian principles for guiding wealth holders through a self-reflective process of decision making about their finances and philanthropy; (2) analyzing what key religious and philosophical thinkers understand and teach about wealth and charity; (3) estimating wealth transfer projections for states and metropolitan regions; and (4) analyzing the patterns of relative philanthropic generosity among cities, states, and regions in the U.S. Additionally, the Center had conducted the study titled "The Joys and Dilemmas of Wealth," which surveyed people worth \$25 million or more and delved into the deeper meanings, opportunities, and hindrances facing wealth holders. The Center, known for its 2009 wealth transfer estimate of \$41 trillion, has recently produced a completely revised Wealth Transfer model, indicating an even greater projection for wealth transfer than the 2009 study. Based on the new model, the Center has produced a wealth transfer reports for North Dakota and Rhode Island, and is now working on estimates for various Florida metro areas and counties as well as the Boston Metro Area.

Over the past 20 years, CWP has received generous support from the T. B. Murphy Foundation Charitable Trust, the Bill and Melinda Gates Foundation, Wells Fargo, the W. K. Kellogg Foundation, the Lilly Endowment, Inc., the Boston Foundation, the John Templeton Foundation, the Wieler Family Foundation, Eaton Vance Investment Counsel, and Silver Bridge financial advisement. For more information, visit www.bc.edu/cwp.

Center for Work & Family

The Boston College Center for Work & Family (BCCWF) is a global leader in helping organizations create effective workplaces that support and develop healthy and productive employees. The Center, part of the Carroll School of Management, links the academic community to leaders in the working world dedicated to promoting workforce effectiveness. With nearly 100 leading employers as our corporate partners, BCCWF has the potential to impact the lives and work environments of four million employees. As work-life issues continue

to become more prominent in discussion, BCCWF is frequently called upon as an expert contributor to explore the myriad of challenges facing workplaces, families, and society.

The Center's values are:

- **Bridging Research and Practice:** We seek to advance the depth and quality of knowledge in the work-life field and serve as a bridge between academic research and organizational practice.
- **Transforming Organizations:** We believe any work-life initiative is also an organizational change initiative. We help identify and develop organizational models to meet the needs of a contemporary workforce and provide expertise to assist in implementing these changes successfully.
- **Strengthening Society:** We believe employers who recognize and manage the interdependence of work, family, and community build stronger organizations and a more vibrant society.

The Center's initiatives fall into three broad categories: workplace partnerships, research, and education.

- **Workplace Partnerships:** The Center is home to three highly successful employer partnerships: the Global Workforce Roundtable, the National Workforce Roundtable, and the New England Work and Family Association (NEWFA). Each membership group offers interactive events, access to informational resources, and a robust community dedicated to sharing leading practices.
- **Research:** The Center focuses attention on applied studies that contribute knowledge building, meet standards of rigorous research, and are meaningful and practical to practitioners. The Center's research focuses on how organizational leadership, culture, and human resource practices increase work force engagement, productivity and commitment while also improving the quality of employees' lives. Recent topics of focus include career management, workplace flexibility, fatherhood, and Millennials in the workplace.
- **Education:** Consistent with the mission of Boston College, the Center is committed to academic excellence. Several courses are offered within the Boston College community as well as expert-led presentations at corporate, regional and international conferences and events. Center reports, videos and other publications are available as educational resources for individuals, corporate leaders, HR Professionals, academics and the media.

For more information, visit www.bc.edu/cwf or follow @BCCWF

Institute of Medieval Philosophy and Theology

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

To foster this dialogue and encourage the scholarly retrieval of the great medieval intellectual world, the Institute sponsors speakers programs; runs a faculty-student seminar to investigate new areas of medieval philosophical and theological research; and runs a research center to assist in the publication of monographs and articles in the diverse

areas of medieval philosophy and theology to encourage the translations of medieval sources, and to stimulate editions of philosophical and theological texts. For more information, visit www.bc.edu/schools/cas/theology/graduate/special/med-phil.html.

Institute for Scientific Research

Formed in 1954, The Institute for Scientific Research (ISR) is the largest sponsored research center at Boston College. It embodies the University's motto "Ever to Excel." It has been and continues to be at the forefront of world-class innovative research.

Our highly skilled team of scientists, engineers, mathematicians, and research associates uses its expertise for theoretical and experimental studies that include space physics, space chemistry, solar-terrestrial research, space weather, and seismic studies.

Our current projects include heavenly explorations, such as observing the celestial sky to interpret the changes in infrared emissions in space, and earthbound pursuits, such as defining the effects of solar storms on space-based communication and navigation systems.

Our researchers are fully dedicated to their work and have achieved numerous awards and high acclaim from our sponsors, who include the following:

- Air Force Research Laboratory (AFRL)
- Air Force Office of Scientific Research (AFOSR)
- Office of Naval Research (ONR)
- National Science Foundation (NSF)
- National Aeronautics and Space Administration (NASA)
- Federal Aviation Administration (FAA)
- Other sponsors and partners from industry and academia

As an organized research institute at Boston College, ISR supports the research mission of Boston College to conduct national and international significant research that advances insight and understanding, enriches culture, and addresses pressing social needs. Through our research and workshops, ISR also fosters the intellectual development of young scientists from around the world. For more information on our programs, visit www.bc.edu/isr.

Institute for the Study and Promotion of Race and Culture (ISPRC)

The ISPRC was founded in 2000 by Dr. Janet E. Helms to promote the assets and address the societal conflicts associated with race and culture in theory and research, mental health practice, education, business, and society generally.

The Institute solicits, designs, and distributes effective interventions with a proactive, practical focus. Each year the Institute addresses a racial or cultural issue that could benefit from a pragmatic, scholarly, and/or grassroots focus through its Diversity Challenge conference. For more information, visit www.bc.edu/isprc.

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.

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Since its founding in 1997, more than 1,200 decision-makers from all sectors, including government, business, education, environment, policing, media, and nonprofits, have participated in over 100 Irish Institute programs. Programs balance classroom seminars led by Boston College faculty with site visits to innovative and effective industry leaders in Massachusetts and across the United States. The Irish Institute is regarded as an honest broker by all parties on the island of Ireland, and its reputation for delivering quality programming in an inclusive environment attracts leaders from all communities and from across the political spectrum.

The Institute receives annual funding from Boston College, the U.S. Congress through the U.S. Department of State, the Bureau of Cultural and Educational Affairs, as well as through external business partnerships. For more information, visit our website at www.bc.edu/irishinstitute or contact Director, Dr. Robert Mauro 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. Rather, it is a research institute that works in cooperation with existing schools, programs, and faculty 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 www.bc.edu/centers/jesinst.

Lonergan Center

Studies related to the work of the Jesuit theologian and philosopher Bernard Lonergan, S.J., (1904–1984) are fostered and advanced in the Lonergan Center at Boston College. Inaugurated in 1986, the Center houses a growing collection of Lonergan's published and unpublished writings as well as secondary materials and reference works. Boston College sponsors the annual Lonergan Workshop each June, providing resources, lectures, and workshops for the study of the thought of Bernard Lonergan, S.J. Scholarships and fellowships offered by the Lonergan Institute enable scholars from around the world to utilize the resources of the Center. For more information, visit www.bc.edu/lonergan.

TIMSS & PIRLS International Study Center

The TIMSS & PIRLS International Study Center, Lynch School of Education, is a global research enterprise that conducts assessments of student educational achievement in countries all around the world. Drs. Ina V.S. Mullis and Michael O. Martin, Executive Directors, provide the overall international direction of TIMSS (Trends in International Mathematics and Science Study) and PIRLS (Progress in International Reading Literacy Study). In 2011, nearly 90 countries and 900,000 students participated in TIMSS and PIRLS.

TIMSS assesses mathematics and science at 4th and 8th grades, as well as advanced mathematics and physics at 12th grade (TIMSS Advanced). PIRLS assesses reading comprehension at the fourth grade and has a less difficult version for developing countries (prePIRLS). The TIMSS & PIRLS International Study Center is funded by

the International Association for the Evaluation of Educational Achievement (IEA), headquartered in The Netherlands. For more information, visit timss.bc.edu or pirls.bc.edu.

Weston Observatory of the Department of Earth and Environmental Sciences

The Weston Observatory of Earth and Environmental Sciences, formerly Weston College (1928–1949), is the seismology research laboratory of the Department of Earth and Environmental Sciences at Boston College. It is a premier research institute and exceptional science education center. The Observatory's Boston College Educational Seismology Project uses seismology as a medium for inviting students into the world of science research by inquiry-based learning through investigations of earthquakes recorded by seismographs located in dozens of K-12 classrooms. The Weston Observatory provides free guided or self-guided tours of its facilities to numerous private-, public-, charter-, and home-schooled students and teachers, community groups, and the general public. The Weston Observatory also hosts monthly evening science colloquiums for the public, and welcomes a limited number of local high school interns and BC students working on a variety of geophysical research projects to help the senior scientists for a unique educational opportunity. The Weston Observatory serves as the seismology information and data resource center to the Massachusetts Emergency Management Agency (MEMA), the news media, first responders, the general public, and other stakeholders.

Weston Observatory was one of the first participating facilities in the Worldwide Standardized Seismograph Network and currently monitors earthquake activity in the northeast U.S., as well as distant earthquakes. The facilities at Weston Observatory offer students a unique opportunity to work on exciting projects with modern scientific research equipment in a number of different areas of seismology research. For more information, visit www.bc.edu/westonobservatory.

STUDENT LIFE RESOURCES

Office of AHANA Student Programs

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

The overarching aim of the Office of AHANA Student Programs is to support the academic, social, cultural, and spiritual development of all Boston College students, with a particular focus on AHANA students. Examples of services include: College Counseling; Mentoring; Academic and Leadership Programs, such as the Community Research Program and SANKOFA Male Leadership Program; Multicultural Education, such as Ethnic Heritage Months; as well as an Awards and Ceremonies component.

The Office of AHANA Student Programs is located in the Thea Bowman AHANA Center at 72 College Road. For more information, call 617-552-3358 or visit www.bc.edu/ahana.

Options Through Education Transition Summer Program (OTE)

The mission of the Options Through Education Transitional Summer Program is to prepare the transition to Boston College for a select group of diverse students who have demonstrated potential and leadership in spite of challenging educational and financial circumstances. This summer residential program nurtures student's academic, social, cultural, and spiritual development.

Athletics Department

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

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

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

Career Center

The Career Center at Boston College offers an exciting program of services and resources designed to 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 Resource Library offers a variety of online and print resources to assist students with their career exploration, graduate school research, and job search resources. Professional assistance on navigating these resources or our website is available.

Students are encouraged to learn more about career fields by conducting informational interviews with BC alumni. Many Career Center events are designed to introduce students to alumni. LinkedIn and Facebook host a number of Boston College Alumni groups. The RealJobs Blog Series, available through the Career Center web site, provides another opportunity for students to learn about the day-to-day life of professionals.

AHANA students receive a monthly newsletter, highlighting career opportunities and events specifically targeted toward AHANA students. Additionally, the Career Center sponsors an annual AHANA Student-Employer Reception.

Internship and Experiential Learning programs offer students in all class years numerous opportunities to gain practical work experience in a professional capacity over the summer months or during the academic year. The Career Center works closely with students to prepare them for their Internships through building effective networking and interviewing skills. As a member of the University Career Action Network (UCAN), a consortium of 22 prestigious national colleges and universities, Boston College makes available internships in a wide range of professional settings and geographic areas. The annual Internship Fair is held every spring semester on campus. Students are also encouraged to participate in the BC Externship program which offers job-shadowing experiences during the winter break between semesters.

The On-Campus Recruiting Program provides opportunities for students to interview with hundreds of recruiters and hiring managers

throughout the year. Additionally, Employer Information Sessions and Employer-In-Residence schedules are open to all students, offering greater exposure and visibility to recruiters, hiring managers, and potential career path. Active job postings with hundreds more employers are maintained via the EagleLink database which is open to all students and alumni. The annual Boston College Career Fair is held every fall semester on campus.

The Boston College Career Center is located at 38 Commonwealth Avenue. For a list of our services, including in-person and online drop-ins as well as individual career advising appointments, visit us at career-center.bc.edu. Students are also invited to connect with us through LinkedIn, Twitter and the Career Center blog.

Office of Campus Ministry

Boston College is firmly rooted in the Roman Catholic faith tradition and the spirituality of the Society of Jesus. Campus Ministry serves the needs of the Catholic community at Boston College and supports the men and women of other faith traditions in their desire to deepen their relationship to God while at Boston College.

Our hope is that faith and spirituality affect everything we are and do at Boston College from the classroom to the library to research laboratories to residence halls to student organizations to athletic arenas to chapels and beyond. Campus Ministry plays a central role in making this hope a reality. Through worship, religious retreats, catechesis, pastoral care, spiritual guidance, service, and reflection, Campus Ministry fosters a religious environment in which the men and women of Boston College have ample opportunities to grow in faith and to express that faith in public as well as personal ways, both on campus and in the larger world.

The Office of Campus Ministry invites all to visit at McElroy 233. Our phone number and web site are: 617-552-3475 and www.bc.edu/ministry.

Office of the Dean of Students

The mission of the Office of the Dean of Students is to facilitate student development and learning in all facets of the undergraduate experience. Utilizing a comprehensive approach to community development that is informed by the Jesuit, Catholic values of Boston College, we address a variety of issues including civility and respect, disability, students in crisis or distress, civic engagement, diversity, and student conduct both on and off campus.

Guided by the belief that learning occurs both inside and outside of the classroom, we engage in collaborative partnerships with faculty, staff, and students to develop and implement initiatives that foster the exploration and realization of connections between students' academic, social, spiritual, and personal lives. We support students' growth in the areas of personal responsibility, citizenship, and informed decision making in order to facilitate their overall development, commitment to community service, and holistic learning.

Contact the Office of the Dean of Students at Maloney Hall, Suite 212, at 617-552-3470, or at <http://www.bc.edu/dos>.

Dining Services

The University offers an award-winning dining program that features a diverse and nutritionally balanced menu with broad hours of operation seven days a week. Students may dine when they like, where they like, choosing from eight dining opportunities that include: Carney Dining Room and The Eagle's Nest on upper campus; Welch Dining Room and The Bean Counter on middle campus; Stuart

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Dining Hall on Newton campus; Lower Live, and Addie's Loft on lower campus and Café 129 on the Brighton campus. Additionally, students may use the residential dining bucks portion of their meal plan at The Chocolate Bar at Stokes Hall, Hillside Café in Maloney Hall, and concessions stands in Conte Forum.

The Meal Plan is mandatory for resident students living in Upper Campus, Newton Campus, Walsh Hall, 66 Commonwealth Avenue, Greycliff, Vanderslice Hall, Stayer Hall, and 90 St. Thomas More Drive. The cost of the meal plan for 2013–2014 is \$4,914 per year. A dietician is available to those students with special dietary needs or restrictions and can be reached at 617-552-8040.

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

Disability Services Office

Services for undergraduate and graduate students with hearing, visual, mobility, medical, psychiatric, and temporary disabilities are coordinated through the Assistant Dean for Students with Disabilities. Academic support services provided to students who provide appropriate documentation are individualized and may include, but are not limited to, sign language interpreters, CART services, electronic textbooks, extended time on exams, alternate testing locations, facilitation of program modification, course under-loads, readers, scribes, and note-takers. The Assistant Dean works with each student individually to determine the appropriate accommodations necessary for the student's full participation in college programs and activities. The Disability Services Office is located in Maloney Hall suite # 212. For more information, contact Paulette Durrett at 617-552-3470 or visit www.bc.edu/disability.

Services and accommodations for students with Learning Disabilities and Attention Deficit Hyperactivity Disorder are coordinated through the Connors Family Learning Center. The Center, located in O'Neill Library, provides academic support services and accommodations to undergraduate students. The Center's services are extensive and vary depending upon the unique needs of the individual student. For more information, contact Dr. Kathy Duggan at 617-552-8093 or visit www.bc.edu/connors.

Student Programs Office

The mission of the Student Programs Office (SPO) is to promote student learning and community through student engagement and leadership development. The office provides co-curricular opportunities for students to engage in activities designed to promote self-exploration, social interaction, student formation, and leadership development. SPO focuses primarily on four key areas: student governance, student organizations, event programming, and leadership development. SPO supports the academic mission of the institution by linking student experiences that occur both inside and outside the classroom.

SPO advises 150 student organizations and the Undergraduate Government of Boston College. The office also offers a training curriculum that caters to all members of student organizations where training is offered in the following categories: health and wellness, religious and spirituality, civic engagement, cultural diversity, and leadership. The

office also supports other leadership programs including the Emerging Leader Program, BC Leaders for Others, and an annual Leadership Awards Ceremony.

Additionally, SPO facilitates major, campus-wide programs including Welcome Week Activities, Nights on the Heights (late-night, weekend events), and Senior Week events, and operations including the O'Connell House Student Union and *Sub Turri* Yearbook.

Contact the Student Programs Office at Maloney Hall, Suite 242, at 617-552-3480, or at www.bc.edu/spo.

University Health Services

The mission of University Health Services (UHS), is to enhance the physical and psychological well being of Boston College students by providing multifaceted health care services in the Jesuit tradition of *cura personalis* (care for the entire person). UHS provides a compassionate safe haven for those in crisis and improves student learning outcomes through modifying health related barriers to learning, enabling full participation in the college experience. The Department is located in Cushing Hall on the Main Campus and can be contacted by calling 617-552-3225.

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

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

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

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

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

Additional information is available at the University Health Services website: www.bc.edu/healthservices. For additional information regarding services or insurance, call 617-552-3225 or visit the Primary Care Center on the first floor of Cushing Hall.

Immunization

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

School	Credit Level
College of Arts and Sciences	9
Woods College of Advancing Studies—Undergraduate	9
Lynch School of Education	9

Carroll School of Management	9
Connell School of Nursing	9

The College Immunization Law requires proof of the following immunizations:

- Tdap is required for all incoming full-time college freshmen, sophomores, juniors and health science students. If it has been less than 5 years since the last dose of DTaP/DTP/DT/Td, Tdap is not required but is recommended regardless of the interval since the last tetanus-containing vaccine; Tetanus-Diphtheria vaccine within the past 10 years or one dose of Tdap for all other students
- 2 Measles, Mumps, and Rubella
- 3 doses of the hepatitis B vaccine
- Meningitis immunization or submission of waiver form for all students living in University-sponsored housing
- 2 doses of Varicella “chicken pox” vaccine for all college freshmen sophomores, and juniors or a reliable history of chicken pox documented by a health care provider or birth before 1980 in the U.S. is acceptable except for health science students.
- *CSON and CGSON require positive titers, incidence of disease is not acceptable.*

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

Failure to show proof of immunizations within 30 days from the start of classes will result in a block on your registration and an administrative fee of \$65 will be charged to your student account.

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

University Counseling Services (UCS)

University Counseling Services (UCS) provides counseling, psychological, and psychiatric services to the students of Boston College. The goal of UCS is to assist students in understanding and solving problems that interfere with their personal development and success as students. Services available include individual counseling and psychotherapy, psychiatric services, consultation, evaluation, and referral. Students wishing to make an appointment should call 617-552-3310.

Volunteer and Service Learning Center (VSLC)

The mission of the Volunteer and Service Learning Center is to support students who seek opportunities to serve others. We do this by communicating volunteer needs, offering advisement and resources for service initiatives, providing educational opportunities, and collaborating with other University departments who engage with students in service. The Center supports the education and formation of our students by promoting conscientious service in the context of Catholic social teaching and contemporary Jesuit education. Services include:

- An online volunteer database available for students to find service placements in the Greater Boston area that fit their interests and schedules
- Annual programs including the First Year Service Program, Welles R. Crowther Red Bandanna 5k Run, Jemez Pueblo Service Exchange Program, Nicaragua Faculty/Staff Immersion Trip
- Strong partnerships with Boston-based organizations, including Big Brothers Big Sisters of MA Bay
- Volunteer fairs

- An English Language Learners program for BC employees to practice their language skills with BC student tutors
 - Post-graduate volunteer programming, such as an annual fair, discernment retreat, and student advisement for those considering full-time volunteer work after leaving Boston College
 - Support for students, groups, and university departments on volunteer projects
- For more information, visit www.bc.edu/service.

Annual Notification of Rights

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

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

Student Rights Under FERPA

Boston College maintains a large number of records regarding its students in the administration of its educational programs, as well as its housing, athletics, and extracurricular programs. The University also maintains employment and financial records for its own use and to comply with state and federal regulations. Boston College is committed to protecting the privacy interests of its students and to maintaining the confidentiality of student records in accordance with the Family Educational Rights and Privacy Act of 1974 (FERPA).

These rights are as follows:

- The right to inspect and review the student’s education record within 45 days of the day the University receives a request for access.
Any student who wishes to inspect and review information contained in an education record maintained by any office of the University may, with proper identification, request access to the record from the office responsible for maintaining that record. In general, and absent an exception under FERPA, 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 the record should be amended.

If the University concludes that the record should not be amended as requested, the University will notify the student, advise the student of his or her right to a hearing and provide information about the hearing process.

- The right to consent to the disclosure of personally identifiable information contained in the student's education record, except to the extent permitted under FERPA. One exception that permits disclosure without consent is disclosure to University officials with legitimate educational interests, which may include employees in administrative, supervisory, academic or research, or support staff position (including law enforcement unit personnel and health staff); members of the Board of Trustees; and students serving on an official committees, such as a disciplinary or grievance committees, or assisting another University officials in performing their tasks. University officials may also be contractors, consultants, volunteers or other outside parties to whom the University has outsourced institutional services or functions that would ordinarily be performed by University employees. The University may disclose education records without consent to officials of other educational institutions that have requested the records and in which a student seeks or intends to enroll or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.
- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. Written complaints may be directed to the Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, D.C., 20202-4605.

Confidentiality of Student Records

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

Electronic access to selected directory information is available to both the Boston College community and the general public. A student who so wishes has the right to prevent the release of all directory information including verification of enrollment, or to suppress selected directory information in their Agora Portal account under "Privacy Preferences." This must be done by the end of the first week of enrollment.

Disclosures to Parents of Students

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

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

CONSUMER NOTICES AND DISCLOSURES (HEOA)

The university provides access to all the annual consumer notices and disclosures required by the Higher Education Opportunity Act ("HEOA"), which reauthorized the Higher Education Act of 1965, at the following url: <http://www.bc.edu/offices/evp/noticesanddisclosures.html>. Each linked disclosure web page explains how to request a paper copy of that disclosure.

- **Institutional and Student Information**, including information regarding the University's academic programs, facilities, faculty, academic improvement plans, accreditation, student rights with respect to the privacy of student records, transfer of credit policies, resources for students with disabilities, the diversity of the student body, voter registration, copyright and file-sharing, and how to reach the Office of Student Services, which maintains a wealth of resources and information for students and prospective students;
- **Financial Information**, including the cost of attendance, withdrawal and refund policies, information regarding financial aid programs (including information about eligibility requirements and criteria, forms, policies, procedures, standards for maintaining aid, disbursements and repayment), student employment information and exit counseling information, and how to reach Office of Financial Aid;
- **Student Outcomes**, including information regarding retention rates, graduation rates, and placement and education of graduates;
- **Vaccination Policy**, including the University's policies with respect to immunizations required under Massachusetts law;
- **Annual Campus Security and Fire Safety Report**, including statistics for the previous three years concerning reported crimes that occurred on campus and on public property immediately adjacent to and accessible from the campus and fires that occurred in on-campus housing facilities, and descriptions of the campus safety programs and policies, including information regarding safety notification and emergency response procedures, missing student notification procedures, campus law enforcement, sexual assault programs, and fire safety programs;
- **Drug-Free Campus and Workplace Program**, including Boston College's standards of conduct and legal sanctions with respect to the unlawful possession, use and distribution of illegal drugs and alcohol by students, faculty, and staff, including sanctions with respect to the unlawful possession, use and distribution of illegal drugs and alcohol by students, faculty, and staff, some of the health risks and consequences of substance abuse, Boston

College's continuing obligation to provide a drug-free workplace under the Drug-Free Workplace Act of 1988, and the obligation of all individual federal contract and grant recipients to certify that grant activity will be drug-free; and

- **Athletic Program Information**, describing how to request a report about the University's athletic programs that includes participation rates, financial support, and other information on men's and women's intercollegiate athletic programs from the Office of the Financial Vice President and Treasurer.

NOTICE OF NON-DISCRIMINATION

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

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

To this end, Boston College has designated its Executive Director for Institutional Diversity to coordinate its efforts to comply with and carry out its responsibilities to prevent discrimination in accordance with state and federal laws, including Title VI, Title IX, Section 504 and the ADA. Any applicant for admission or employment, and all students, faculty members and employees, are welcome to raise any questions regarding this notice with the Executive Director for Institutional Diversity:

Boston College Office for Institutional Diversity (OID)
140 Commonwealth Avenue
Chestnut Hill, MA 02467
Phone: 617-552-2323
Email: diversity@bc.edu

The Executive Director for Institutional Diversity oversees the efforts of the following additional Title IX coordinators: (i) Student Affairs Title IX Coordinator (for student sexual harassment complaints), 260 Maloney Hall, Chestnut Hill, MA 02467, reachable at 617-552-3482 or (odair@bc.edu); (ii) University Harassment Counselor, reachable via OID (see above contact information); and (iii) Athletics Title IX Coordinator, the Senior Women's Administrator, 310 Conte Forum, Chestnut Hill, MA 02467, reachable at 617-552-4801 or (jody.mooradian@bc.edu).

In addition, any person who believes that an act of unlawful discrimination has occurred at Boston College may raise this issue with the Assistant Secretary for Civil Rights of the United States Department of Education.

RESIDENCE ACCOMMODATIONS

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

Lower Campus

Edmond's Hall: This 9-story apartment style residence hall was completed in the fall of 1975 and houses approximately 800 students. Each completely furnished air-conditioned apartment includes two, double-occupancy bedrooms, one bathroom, living room, dining area, and kitchen. A large lounge space and laundry room are also available in this hall. This residence hall generally houses junior and senior level students. Subscription to the University Meal Plan is optional.

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

Vouté Hall and Gabelli Hall: These apartment-style residence halls were completed in the fall of 1988 and house approximately 375 students. Each completely furnished air-conditioned apartment includes two, double-occupancy bedrooms, one bathroom, living room, dining area, and kitchen. Seventeen two-level townhouses are unique features of these halls. The buildings provide students with access to several lounge spaces for study and social uses and laundry rooms. These residence halls generally house senior level students. Subscription to the University Meal Plan is optional.

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

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

Sixty-Six Commonwealth Avenue: This traditional-style residence hall houses approximately 230 students in predominantly double occupancy rooms. Each room is fully furnished and additional lounge areas and a laundry room is provided. The building also houses the multi-faith worship space, open for private prayer or religious services for all individuals or denominations. This residence hall generally houses sophomore and junior level students. Subscription to the University Meal Plan is mandatory.

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

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

Upper Campus

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

Newton Campus

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

Special Interest

The University offers a variety of special interest housing options to undergraduate students.

The Medeiros Honors House, located on the Upper Campus, houses 100 first-year students who are participating in the Arts & Sciences honors program. Faculty lectures, cultural, and academic programs are held in this residence hall throughout the year.

The Multicultural Leadership Experience floors, open to first-year students of all ethnic and racial backgrounds, provide residents with the opportunity to be introduced to and learn about various cultures. Students will work to further define and promote diversity with the hall and throughout the University through programmatic methods. Students are encouraged to plan and participate in multicultural theme programs that address the issues of our society.

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

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

The Healthy Living Community floors provide students interested in living in an environment free of alcohol, tobacco, and other harmful substances. These communities also encourage students to maintain a lifestyle that supports academic success, personal development, well-being, and a sense of community. Residents will work to further define and promote healthy choices within the hall and throughout the University through a variety of programmatic methods.

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 inside residence halls. Those students who choose to smoke can do so outside, but must be 20 feet away from the entrance of any residence hall. Residents of the Modular Apartments are permitted to smoke on their back porch.

Off-Campus Housing

The University operates an off-campus housing office within the Office of Residential Life (Maloney Hall, Suite 220) for the convenience of those seeking assistance with searching for off-campus housing. The office maintains an online database of updated listings of apartments and rooms available for rent in areas surrounding the campus. These listings may be found within the Office of Residential Life website. Students may also visit the office Monday through Friday, 9:00 a.m. to 5:00 p.m. for assistance in-person.

TUITION AND FEES

Tuition and fees for undergraduates are due by August 9 for first semester and by December 10 for second semester. Restrictions will be placed on any account not resolved by the due dates. These restrictions include denied access to Housing and the Athletic Complex, use of the I.D. Card and Meal Plan, and the ability to drop and add courses. Scholarship holders are not exempt from payment of registration, acceptance fees, insurance, and miscellaneous fees at the time prescribed.

There is a \$150 late payment fee for payments received after the due dates listed above. In severe cases, students whose accounts are not resolved by the due dates may be withdrawn from the University.

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

Undergraduate Tuition

- First semester tuition and fees are due by August 9, 2013.
- Tuition first semester—\$22,435
- Second semester tuition and fees are due by December 10, 2013.
- Tuition second semester—\$22,435

Undergraduate General Fees*

Application Fee (not refundable):	70
Acceptance Fee:	500

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

Health Fee:	442
Identification Card (required for all new students):	30

Late Payment Fee:.....	150
Freshman Orientation Fee:.....	436
(mandatory for all freshman)	

Undergraduate Special Fees*

Extra Course—per credit hour:.....	1,496
Laboratory Fee—per semester:.....	70–325
Massachusetts Medical Insurance:.....	2,432 per year
(1,115 fall semester, 1,317 spring semester)	
Nursing Laboratory Fee:.....	up to 970
NCLEX Assessment Test:.....	70
Special Students—per credit hour:.....	1,496
Student Activity Fee:.....	310 per year

Resident Student Expenses

Board—per semester:.....	2,457
Room Fee (includes Mail Service) per semester	
(varies depending on room):.....	3,985–5,355

Summer Session

Tuition per credit hour.....	686
Auditor’s fee**—per credit hour.....	343

Collection Cost and Fees

The student is responsible for any collection costs should his or her account be turned over to a collection agency as well as any court costs or fees should the account be turned over to an attorney.

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

*All fees are proposed and subject to change.

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

Massachusetts Medical Insurance

In accordance with the Commonwealth of Massachusetts’ law and the policies of Boston College, all students who are registered in a degree program and all international students will automatically be charged by Boston College for medical insurance. Non-degree students registered for at least 75% of the full-time course load will also be charged.

Boston College will offer all students who are required to enroll in the BC insurance plan the option of participating in the plan offered at the University or submitting a waiver if they have other comparable insurance. The details of the University’s insurance plan are available on the web at www.bc.edu/medinsurance.

Students may waive the BC insurance plan by completing the electronic waiver form on the University Portal. Students under the age of 18 are required to submit a written waiver form with the signature of their parent/guardian. This form is available for download at www.bc.edu/ssforms. The waiver must be completed and submitted by September 13, 2013, for the fall semester and by January 24, 2014, for the spring semester. Students who do not complete a waiver by the due dates will be enrolled and billed for the BC plan.

Returned Checks

Returned checks will be fined in the following manner:

- First three checks returned: \$25 per check
- All additional checks: \$40 per check
- Any check in excess of \$2,000: \$65 per check

Withdrawals and Refunds

Fees are not refundable.

Tuition is cancelled subject to the following conditions:

- Notice of withdrawal must be made in writing to the dean of the student’s school.
- The date of receipt of written notice of withdrawal by the Dean’s Office determines the amount of tuition cancelled. The cancellation schedule that follows will apply to students withdrawing voluntarily, as well as to students who are dismissed from the University for academic or disciplinary reasons.

Undergraduate Refund Schedule

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

First Semester

- by Aug. 30, 2013: 100% of tuition charged is cancelled
- by Sept. 13, 2013: 80% of tuition charged is cancelled
- by Sept. 20, 2013: 60% of tuition charged is cancelled
- by Sept. 27, 2013: 40% of tuition charged is cancelled
- by Oct. 4, 2013: 20% of tuition charged is cancelled

Second Semester

- by Jan. 10, 2014: 100% of tuition charged is cancelled
 - by Jan. 24, 2014: 80% of tuition charged is cancelled
 - by Jan. 31, 2014: 60% of tuition charged is cancelled
 - by Feb. 7, 2014: 40% of tuition charged is cancelled
 - by Feb. 14, 2014: 20% of tuition charged is cancelled
- No cancellations are made after the fifth week of classes.

Summer Sessions Refund Schedule: All Schools

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

Federal Regulations Governing Refunds

If a student does not wish to leave any resulting credit balance on his or her account for subsequent use, he or she should request a refund through their Agora Portal account at portal.bc.edu. If a student has a credit balance as a result of Federal Aid and he or she does not request a refund, the University will, within two weeks, send the credit balance to his/her local address.

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

National Student Clearinghouse

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

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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 Hall.

Boston College has also authorized the National Student Clearinghouse to provide degree and enrollment verifications.

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

Undergraduate Degree and Interdisciplinary Programs

College of Arts and Sciences

Art History: B.A.
Biochemistry: B.S.
Biology: B.A., B.S.
Chemistry: B.S.
Classics: B.A.
Communication: B.A.
Computer Science: B.A., B.S.
Economics: B.A.
English: B.A.
Environmental Geosciences: B.S.
Film Studies: B.A.
French: B.A.
Geological Sciences: B.S.
German Studies: B.A.
Hispanic Studies: B.A.
History: B.A.
International Studies: B.A.
Islamic Civilization and Societies: B.A.
Italian: B.A.
Linguistics: B.A.
Mathematics: B.A., B.S.
Music: B.A.
Philosophy: B.A.
Physics: B.S.
Political Science: B.A.
Psychology: B.A., B.S.
Russian Culture and Civilization: B.A.
Russian Language and Literature: B.A.
Slavic Studies: B.A.
Sociology: B.A.
Studio Art: B.A.
Theatre: B.A.
Theology: B.A.

Fifth Year Programs—Graduate School of Arts and Sciences

Linguistics: B.A./M.A.
Philosophy: B.A./M.A.
Psychology: B.A./M.A.
Psychology/Social Work: B.A./M.S.W.
(B.A. Psychology majors only)
Russian: B.A./M.A.
Slavic Studies: B.A./M.A.
Sociology: B.A./M.A.
Sociology/Social Work: B.A./M.S.W.
Theology: B.A./M.A.

Lynch School of Education

Applied Psychology and Human Development: B.A.
Elementary Education: B.A.
Secondary Education: B.A.

Fifth Year Programs—Lynch School of Education, Graduate Programs

Applied Developmental and Educational Psychology: B.A./M.Ed.
Curriculum and Instruction: B.A./M.Ed.
Early Childhood Education: B.A./M.Ed.
Educational Research, Measurement and Evaluation: B.A./M.Ed.
Elementary Education: B.A./M.Ed.
Higher Education: B.A./M.Ed.
Moderate Special Needs: B.A./M.Ed.
Secondary Education: B.A./M.Ed.
Severe Special Needs: B.A./M.Ed.

Early Admit Programs—Lynch School of Education, Graduate Programs

Mental Health Counseling: B.A./M.A.
School Counseling: B.A./M.A.

Carroll School of Management

Accounting: B.S.
Computer Science: B.S.
Corporate Reporting and Analysis: B.S.
Economics: B.S.
Finance: B.S.
General Management: B.S.
Information Systems and Accounting: B.S.
Information Systems: B.S.
Management and Leadership: B.S.
Marketing: B.S.
Operations Management: B.S.

Connell School of Nursing

Nursing: B.S.

Fifth Year Programs—Connell School of Nursing, Graduate Programs

Nursing: B.S./M.S.

Fifth Year Programs—Graduate School of Social Work

Social Work/Applied Psychology and Human Development: B.A./M.S.W.
Social Work/Psychology: B.A./M.S.W.
Social Work/Sociology: B.A./M.S.W.

Woods College of Advancing Studies

American Studies: B.A.
Communications: B.A.
Information Technology: B.A.
Corporate Systems: B.A.
Criminal and Social Justice: B.A.
Economics: B.A.
English: B.A.
History: B.A.
Political Science: B.A.
Psychology: B.A.
Social Sciences: B.A.
Sociology: B.A.

Interdisciplinary Programs

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

UNDERGRADUATE ADMISSION

Admission Information

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

Boston College seeks to maintain an undergraduate student body that represents a broad variety of abilities, backgrounds, and interests. Therefore, in selecting students, the Committee on Admission looks for demonstrated evidence of academic ability, intellectual curiosity, strength of character, motivation, energy, and promise for personal growth and development. Requests for financial aid do not affect decisions on admission. The admission website provides further details on the application requirements and deadlines: www.bc.edu/admit.

Admission from Secondary School

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

Standardized Testing

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

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

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

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

Application Procedures

Regular Freshman Admission

Students applying to Boston College should submit the Boston College Supplemental Application for Admission and the Common Application along with the \$70 application fee (\$70 for students applying from abroad) no later than January 1. Both the Supplemental and the Common Application are available on the Common Application website. Candidates are notified of action taken on their applications by April 15.

Restrictive Early Action

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

Academically outstanding candidates who view Boston College as a top choice for their undergraduate education and who wish to learn of their admission early in their senior year may consider applying Restrictive 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 on or before November 1. At Early Action, students may be admitted, deferred to the Regular Decision program, or denied admission. Candidates will learn of the Admission Committee's decision prior to December 25. Candidates admitted to Boston College under Early Action have until May 1 to reserve their places in the next freshman class.

AHANA Student Information

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

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

Options Through Education Program

Sponsored by the Office of AHANA Student Programs, this 6-week summer residential program has as its objective the goal of equipping 40 pre-freshmen, identified by the Admission Office as being at an educational and economic disadvantage, with the skills necessary to successfully negotiate Boston College's curriculum. At the core of the program's curriculum is a focus on imparting skills in two critical areas, English and mathematics. In addition, the program seeks to introduce its students to the diverse resources available at Boston College and in the Greater Boston community.

International Student Admission

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

Admission-In-Transfer

Transfer admission applications are available to students who have successfully completed three or more transferable courses (9 credits minimally) at a regionally accredited college or university. Transfer students must have a minimum cumulative grade point average of 3.0 to be considered for admission. Competitive applicants have a 3.4 to 3.6 cumulative grade point average. In 2011, the average cumulative grade point average for admitted students was 3.65. Students are encouraged

to finish one full year of studies before seeking admission-in-transfer. Because a record of college achievement would not be available at the time of consideration, **first semester freshmen may not apply for admission to the term beginning in January.**

All candidates for admission-in-transfer should complete the Transfer Common Application, the Boston College Transfer Supplemental Application, and all other required forms along with the \$70 application fee. All portions of the Transfer Application can be found on the transfer website at www.bc.edu/transfer.

NOTE: A College Official's Report must be submitted for every undergraduate institution attended full-time by the applicant. Additional copies of this form may be obtained from BC's website.

All supporting documents must be sent directly to the Boston College Processing Center, PO Box 15, Randolph, MA 02368-0015 by the sending institution. **Transcripts issued to students and photocopies will not be accepted.** The deadline for submitting applications is March 15 for the fall and November 1 for the spring. Fall candidates will be notified of action taken on their applications between May 1 and June 15. Spring candidates will be notified between November 30 and December 25.

Please consult the transfer admission website for additional information about admission-in-transfer.

Transfer of Credit

Boston College transfer credit policies are established by the Deans and Faculty of each undergraduate division. Course evaluations are completed by the Office of Transfer Admission. Any questions regarding the evaluation of courses, either before or after enrollment, should be directed to the Office of Transfer Admission.

At Boston College, transfer credit is established on a course-by-course basis. Transferable courses must have been completed at regionally accredited colleges or universities and must be similar in content, depth, and breadth to courses taught at Boston College. In addition, a minimum grade of C must have been earned. Beginning with the class of 2014, Boston College moved from a course-based system to a credit-based system. BC students must complete the following number of credit hours for graduation: Arts & Sciences—120, Carroll School of Management—either 114 (class of 2014 and 2015) or 120 (class of 2016 and following), Lynch School of Education—120, and Connell School of Nursing—117. A maximum of 60 credit hours will be allowed in transfer. The unit of credit at Boston College is the semester hour. Most courses earn three semester hours of credit. Lab sciences usually earn four semester hours of credit. In order to be eligible for Boston College transfer credit, courses must have earned at least three semester hours or an equivalent number of credits (e.g., four quarter hours).

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

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

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

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

Date of Graduation

All undergraduate students are required to spend four years enrolled as full-time students in order to earn a bachelor's degree. The time spent at another institution combined with the time spent at Boston College must be greater than or equal to four years full time. Summer study cannot be used to shorten a student's time toward his/her degree to less than four years.

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

A transfer student's date of graduation is determined by the number of credits accepted in transfer and the number of Boston College semesters these satisfy. The normal academic load for undergraduates is five 3- or 4-credit courses per semester. Thus, students are expected to have completed 30 credits at the end of one year, 60 credits at the end of two years, etc. In determining a transfer student's date of graduation, leeway of six to eight credits is allowed without loss of status. For example, students completing 24-30 credits are accepted as first semester sophomores.

Residency Requirement

The requirements for the bachelor's degree include a minimum of eight semesters of full-time enrollment, at least four semesters of which must be at Boston College. (Summer sessions do not count toward this minimum of eight semesters.)

Transfer students may need more than eight semesters in total in order to complete all the university's degree requirements. As long as transfer students abide by all relevant University academic regulations, including the completion of eight full-time semesters and at least four semesters at Boston College, they may seek to regain their original graduation-year status through course overloads and summer courses. In such cases, transfer students will not incur additional tuition charges for course overloads. Transfer students who seek to regain their original graduation date should consult with their associate dean to confirm that they are eligible to do so.

Special Students

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

Advanced Placement Units

There are a number of ways to earn advanced placement units at Boston College including qualifying scores on College Board Advanced

THE UNIVERSITY: POLICIES AND PROCEDURES

Placement (AP) exams, International Baccalaureate exams, British A Level exams, French Baccalaureate exams, as well as results from the German Abitur, and the Swiss Maturité and Italian Maturità. Official results from all testing should be sent to the Office of Transfer Admission for evaluation. Qualifying scores will be assigned advanced placement units as outlined briefly below and detailed at www.bc.edu/advancedplacement.

College Board Advanced Placement (AP)

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

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

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

Computer Science: The AP exam in Computer Science does not fulfill Core requirements. Students interested in the CS major should consult with the department to determine if any placement out of major requirements may be earned with scores of 4 or 5. (3 AP units if applicable)

English: Students receiving a 4 or 5 on the AP English Language exam are exempt for the writing core. Students receiving a 4 or 5 on the AP English Literature exam are exempt from the literature core. (3 AP units for each score of 4 or 5).

Foreign Language: Students receiving scores of 3, 4 or 5 in a foreign language exam (4 or 5 only in a classical language) will have satisfied the University foreign language requirement in the College of Arts and Sciences and the Carroll School of Management. Only scores of 4 or 5 will be awarded AP units. (6 AP units for scores of 4 and 5, no AP units are assigned for a score of 3)

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

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

Mathematics: Students receiving exams scores of 4 or 5 on the AB Calculus, BC Calculus, or AB Calculus sub score are considered to have fulfilled the Core requirement in mathematics in all divisions except the Connell School of Nursing. Boston College's MT 180 must be taken for the Mathematics Core in Nursing. (3 AP units are earned for a 4 or 5 on Calc AB or BC subscore, 6 AP units for Calc BC)

Natural Science: Students receiving a 4 or 5 on the AP exams in Biology, Chemistry or Physics B are considered to have fulfilled the two course Natural Science Core requirement. Students receiving a 4 or 5 on both parts of the Physics C exam are considered to have fulfilled the two course Natural Science Core requirement. Students receiving a 4 or 5 on only one part of the Physics C exam (either Electricity/ Magnetism or Mechanics) or the Environmental Science exam are considered to have fulfilled half of the two course Natural Science requirement.

Psychology: Qualifying scores (4 or 5) on the Psychology AP exam fulfill one of the two social science requirements for the College of

Arts and Sciences and the Connell School of Nursing. CSOM and LSOE have other social science requirements. For psychology majors a score of 4 or 5 on the AP Psychology examination can be substituted for either PS 110 Introduction to Psychology as a Natural Science or PS 111 Introduction to Psychology as a Social Science, but students substituting an AP exam score for PS 110 or 111 are required to take an additional 200-level psychology course (for a total of four courses at the 200-level) to complete their major in Psychology. (3 AP units)

Social Science: Students receiving a 4 or 5 on the AP exam in either U.S. Government and Politics, Comparative Government and Politics, Microeconomics, or Macroeconomics are considered to have fulfilled half the Social Science requirement. Students who have received a 4 or 5 on two of the preceding exams are considered to have fulfilled the Core requirement in Social Science for Arts and Sciences and Nursing. Only Micro economics and Macro economics with 4 or 5 can fulfill the Carroll School of Management requirement. The Social Science Core for the Lynch School of Education cannot be fulfilled with these courses. (3 AP units each)

Statistics: Students entering the Carroll School of Management who have received a score of 5 on the AP Statistics exam are considered to have fulfilled the Carroll School of Management Statistics requirement. (3 AP units). NOTE: AP Stats cannot be used to fulfill the Stats requirement in the A&S Economics major.

International Baccalaureate

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

British A Levels

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

6 units for grades of A or B

3 units for grades of C

Grades lower than C do not qualify

3 units will be assigned for AS levels with grades of A or B (nothing for C and lower)

Units may be used to fulfill corresponding Core or major requirements

For further details, visit www.bc.edu/advancedplacement.

French Baccalaureate

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

6 units for scores of 13 or higher

3 units for scores of 10-12

Scores below 10 do not qualify.

Units may be used to fulfill corresponding Core or major requirements.

No advanced placement will be awarded for English.

For further details, visit www.bc.edu/advancedplacement.

Italian Maturità

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

For further details, visit www.bc.edu/advancedplacement.

German Abitur

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

For further details, visit www.bc.edu/advancedplacement.

Swiss Maturité

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

For further details, visit www.bc.edu/advancedplacement.

College Courses Taken during High School

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

Courses taken at a high school:

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

Courses taken on a college campus:

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

For further details, visit www.bc.edu/advancedplacement.

Advanced Standing

Students who earn a total of 24 advanced placement units may be eligible for Advanced Standing and have the option to complete their undergraduate studies in three years. Students interested in this option should be in touch with their Dean following completion of their first semester at BC. No decision on Advanced Standing will be made prior to this time. Students seeking Advanced Standing must be able to complete all degree requirements by the proposed graduation date and be approved for Advanced Standing by the Dean before the start of the third year of undergraduate study.

For further details, visit www.bc.edu/advancedplacement.

Foreign Language Proficiency Requirement:

Arts and Sciences and CSOM

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

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

- By successful completion of the course work for second semester intermediate level in a modern or classical foreign language, or one course beyond the intermediate level.
- By achieving a score of 3 or above on the AP test or a score of 550 or better on the SAT II reading exam in a modern foreign language.
- By achieving a score of 4 or above on the AP test or a score of 600 or better on the SAT II in a classical language.
- By achieving a score of 4 or above on the AP test or a score of 650 or better on the SAT subject test in Chinese, Japanese, or Korean.
- By having a native language other than English. The student should provide documentation of this native proficiency, or be tested by the appropriate department.
- By passing one of the language tests given by the Boston College language departments (for languages other than Romance Languages).

Carroll School of Management students may demonstrate proficiency as follows:

- By successful completion of the course work for second semester intermediate level in a modern or classical foreign language, or one course beyond the intermediate level.
- By achieving a score of 3 or above on the AP test or a score of 550 or better on the SAT II reading exam in a modern foreign language.
- By achieving a score of 4 or above on the AP test or a score of 600 or better on the SAT II in a classical language.
- By achieving a score of 4 or above on the AP test or a score of 650 or better on the SAT subject test in Chinese, Japanese, or Korean.
- By having a native language other than English. The student should provide documentation of this native proficiency, or be tested by the appropriate department.
- By passing one of the language tests given by the Boston College language departments (for languages other than Romance Languages).
- By passing four years of high school language study (which need not be the same language, e.g., two years of Latin and two years of French would fulfill the language requirement).
- By taking one year of a new language or by completing two semesters of an intermediate level language if the Carroll School of Management student enters Boston College with three years of a foreign language.

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

FINANCIAL AID

Boston College offers a variety of assistance programs to help students finance their education. The Office of Student Services administers federal Title IV financial aid programs that include Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, Teach Grants, Federal Direct Loans (Stafford and PLUS), Federal Perkins Loans, and Federal Work-Study, as well as Nursing Loans. In addition,

the office administers need-based institutional undergraduate grant and undergraduate scholarship programs, and undergraduate state scholarship and loan programs.

Financial aid application materials generally become available on the Student Services website (www.bc.edu/finaid) each January for the following academic year. Students wishing to be considered for assistance from federal, state, or institutional sources must complete all required forms.

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

For more complete information on financial aid at Boston College, visit the Student Services website at www.bc.edu/finaid.

General Information

It is the student's responsibility to know and comply with all requirements and regulations of the financial aid programs in which they participate. Financial aid awards may be reduced or cancelled if the requirements of the award are not met. Students receiving any Federal Loans are expected to accept responsibility for the promissory note and all other agreements that they sign. Students must comply with all Federal Work-Study dates and deadlines.

All financial aid awards are made under the assumption that the student status (full-time, three-quarter-time, half-time, and less than half-time enrollment in the Woods College of Advancing Studies) has not changed. Any change in the student's status must be reported, in writing, to the Office of Student Services as it can affect the financial aid award.

A student's enrollment in a study abroad program approved for credit by the home institution may be considered enrollment at the home institution for the purpose of applying for assistance under the Title IV, HEOA programs. Students receiving Federal Title IV funds are subject to the following withdrawal/refund process for those funds: The University is required to return to the federal aid programs the amount of aid received that was in excess of the aid "earned" for the time period the student remained enrolled. Students who remain enrolled through at least 60% of the payment period (semester) are considered to have earned 100% of the aid received. If the University is required to return funds to Title IV aid programs, those funds must be returned in the following order: Federal Unsubsidized Direct Loans (Stafford), Federal Subsidized Direct Loans (Stafford), Federal Perkins Loans, Federal Direct PLUS, Federal Pell Grants, Federal Supplemental Educational Opportunity Grants, and Federal TEACH Grants. **Returning funds to these programs could result in a balance coming due to the University on the student's account.**

In addition, federal regulations require that schools monitor the academic progress of each applicant for federal financial assistance and that the school certify that the applicant is making satisfactory academic progress toward earning his/her degree. Please refer to Boston College's *Satisfactory Academic Progress Policy* for detailed information.

Financial aid recipients have the right to appeal their financial aid award. However, the student should understand that Boston College has already awarded the best financial aid package possible based on the information supplied. Therefore, any appeal made should be based

on new, additional information not already included in the student's original application material. An appeal should be made by letter to the student's Financial Aid Associate.

When applying for financial aid, the student has the right to ask the following:

- what the cost of attending is, and what the policies are on refunds to students who drop out.
- what financial assistance is available, including information on all federal, state, local, private, and institutional financial aid programs.
- what the procedures and deadlines are for submitting applications for each available financial aid program.
- what criteria the institution uses to select financial aid recipients.
- how the institution determines financial need. This process includes how costs for tuition and fees, room and board, travel, books and supplies, personal and miscellaneous expenses, etc., are considered in the student's budget. It also includes what resources (such as parental contribution, other financial aid, student assets, etc.) are considered in the calculation of need.
- how much of the student's financial need, as determined by the institution, has been met. Students also have the right to request an explanation of each type of aid, and the amount of each, in their financial aid award package.
- students receiving loans have the right to know what the interest rate is, the total amount that must be repaid, the length of time given to repay the loan, when repayment must start, and any cancellation and deferment provisions that apply. Students offered a Work-Study job have the right to know what kind of job it is, what hours are expected, what the duties will be, what the rate of pay will be, and how and when they will be paid. A student also has the responsibility to:
 - pay special attention to his or her application for student financial aid, complete it accurately, and submit it on time to the right place. Errors can delay the receipt of the financial aid package.
 - provide all additional information requested by either the Office of Student Services or the agency to which the application was submitted.
 - read and understand all forms he or she is asked to sign, and keep copies of them.
 - perform in a satisfactory manner, as determined by the employer, the work that is agreed upon in accepting a Federal Work-Study job.
 - know and comply with the deadlines for applications or reapplications for financial aid.
 - know and comply with the College's refund procedures.
 - notify the Office of Student Services and the lender of a loan (e.g., Federal Direct Loan (Stafford)) of any change in name, address, or school status.
 - complete the Entrance Interview process if he or she is a new loan borrower.
 - complete the Exit Interview process prior to withdrawal or graduation.

FIRST YEAR EXPERIENCE

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

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

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

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

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

48HOURS is a weekend experience open to all first year students who are interested in finding ways to take advantage of BC's intellectual, social, and spiritual resources. Participants of this program hear senior student leaders speak personally and honestly about their own college experiences, focusing particularly on their first year ups and downs in regards to the topics of freedom and responsibility, the challenge of academics, co-curricular involvement, unexpected social pressures, and friends and relationships.

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

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

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

SPECIAL PROGRAMS

Capstone Seminar Program

The Capstone Seminar Program helps students to "cap off" their Boston College experience by a review of their education and a preview of their major life commitments after college. Capstone offers several integrative seminars each semester exclusively for seniors and second-semester juniors in all schools. The Capstone seminars explore the struggle to discern your own calling in life as you integrate the four crucial areas of work, relationships, society, and spirituality. Capstone seminars are taught by two dozen faculty from 20 different departments and all four colleges—A&S, CSOM, LSOE, and CSON—within Boston College. Seminars are limited to 15 to 20 students. All courses are listed between UN 500 and UN 599 in the University Catalog. Many Capstone Seminars are also cross-listed in the home department of the professor and can be taken for elective credit by majors or minors in that department. Department regulations vary. You may take only one Capstone course during your academic career. Capstones cannot be taken as Pass/Fail. For information, contact the Program Director, Fr. James Weiss via email at james.weiss@bc.edu or see the University Courses section of this Catalog. You may also reference the Capstone Program website at www.bc.edu/capstone.

Office of International Programs (OIP)

An international experience is an integral part of the course of study for approximately 50 percent of BC undergraduates. Each year about 1200 students spend a semester, summer or academic year studying abroad. Boston College collaborates with a variety of partner universities worldwide to administer programs in about 30 countries. To apply for semester/academic year programs abroad, students are required to have a 3.2 GPA and be in good disciplinary standing. Additional non-BC approved programs are listed on the OIP website. The OIP also offers around 30 short-term, faculty-led summer programs that are open to all students and have no minimum GPA requirement. Students should begin planning for study abroad during their freshman year. Study abroad information sessions, the OIP Resource Room, and individual meetings with Advising Assistants and International Study Advisors help students choose the best program for their needs.

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

Academic Year Programs

Argentina

Pontificia Universidad Catolica Argentina

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

Universidad Torcuato Di Tella

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

Australia

Monash University

One of the Australian Group of Eight schools (most distinguished research institutions). Semester or full-year program in a suburb of Melbourne. Offers courses across all disciplines.

Notre Dame University

Semester or full-year program at a small Jesuit university in Fremantle, Western Australia, with a wide range of courses across all subjects. Strongest in arts and humanities. Optional Australian Studies course with field trips.

University of Melbourne

One of the Group of Eight schools located in the heart of the city. Semester or full-year program. Exceptional in all subject areas, especially Arts and Sciences. Business Internship unit is possible.

University of New South Wales

Semester or full-year program in Sydney with broad offerings across all disciplines. A Group of Eight school. Offers internships and optional pre-semester program to study the environment at the Great Barrier Reef.

University of Queensland

A Group of Eight school located in Brisbane. Semester or full-year program with a broad curriculum. Exceptional in all subject areas, especially biology, marine studies, psychology, business and economics. Research opportunities for students.

University of Western Australia

Group of Eight school located in Perth. Semester or full-year program with a broad, excellent curriculum. Strong in all subject areas—particularly music, social sciences, business, education, and sciences.

Austria

Vienna University of Economics and Business

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

Brazil

Pontifical Catholic University of Rio de Janeiro

Semester or full-year program with courses in all disciplines. For students with elementary, intermediate, and advanced Portuguese as well as advanced Spanish skills. New English track in Brazilian and Latin American culture with a mandatory Portuguese course.

Chile

Pontificia Universidad Catolica de Chile

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

Universidad Alberto Hurtado

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

China

China Studies Program

Semester or full-year interdisciplinary program in Beijing focusing on Mandarin language, history, economics, business, philosophy, political science, and the arts. Offers part-time internship opportunities. Homestay option available.

Hong Kong University of Science and Technology

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

University of Hong Kong

Semester or full-year program suitable for most students, especially those concentrating in the humanities and sciences. Business students welcome. On-campus housing, proximity to public transportation. Courses taught in English. No language requirement.

Denmark

Copenhagen Business School

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

Copenhagen University

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

Ecuador

Universidad San Francisco de Quito

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

England

Advanced Studies in England

Semester or full-year program in liberal arts for American students. Based in Bath, with academic ties to University College, Oxford.

Durham University

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

King's College London

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

Lancaster University

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

London School of Economics

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

Queen Mary, University of London

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

Royal Holloway, University of London

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

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

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

University College London

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

University of Liverpool

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

France

BC in Paris—University of Paris

Semester or full-year program based at the University of Paris. BC students attend the University of Paris IV (Sorbonne), the University of Paris VII (Denis-Diderot), or the University of Paris IX (Dauphine). Offers a wide range of disciplines. Courses are taught in French, with a small number taught in English at the University of Paris IX (Dauphine).

BC in Paris—L'Institut de Langue et de Culture Française (ILCF)

A French language institute connected to L'Institut Catholique de Paris (ICP). French-taught semester program offers courses in French language, phonetics, grammar, and conversation. A few English-taught courses in other subjects are available.

BC in Paris—L'Institut Catholique de Paris (ICP)

Semester or full-year program offering French-taught courses in humanities, education, theology, and philosophy.

BC in Paris—ESCP

Semester program based at the oldest business school in France, located in the central East of Paris. Students take courses in international business, finance, economics and marketing. Courses taught in French and/or English.

BC in Paris—L'Institut d'Etudes Politiques (Sciences Po)

Full-year program offering courses in business, history, communications, law, journalism, political science, international relations, economics, and European studies. Courses taught in French and English.

L'Université de Strasbourg (UdS)

Semester or full-year program at l'Université de Strasbourg (UdS), where students take courses in science, the humanities, and psychology. Courses taught in French.

L'institut d'Etudes Politiques (IEP), Strasbourg

Semester or full-year program at L'Institut d'Etudes Politiques (IEP), where students take courses in economics, political science, international relations, history and social sciences. Courses taught in French.

L'Ecole de Management de Strasbourg (EMS)

Semester or full-year program at L'Ecole de Management de Strasbourg (EMS), where students take courses in business. Courses taught in French and English.

L'Institut International d'Etudes Française (IIEF), Strasbourg

Students with elementary to intermediate French can study at L'Institut International d'Etudes Française (IIEF), which offers courses in French language and civilization.

Germany

Eichstatt Catholic University

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

Greece

American College of Thessaloniki (ACT)

Semester or full-year direct enrollment program in Thessaloniki, Greece's second largest city. Course offerings in English in a range of disciplines, including business, the humanities and the social sciences. Internships and volunteer placements are available. Off-campus living in university-assigned housing. Excursions included. No language requirement.

Ireland

National University of Ireland Galway

Semester or full-year program (fall or full year for A&S) with course offerings across the disciplines. Some courses are approved for CSON students. Mandatory Irish Studies class taught by BC on-site coordinator.

National University of Ireland Maynooth

Semester or full-year program in a small campus environment outside of Dublin. Voted Ireland's Outstanding University for 2008. Mandatory Irish Studies course taught by the BC on-site coordinator.

Trinity College Dublin

Full-year program at one of Europe's oldest and most prestigious institutions located in the center of Dublin. Wide range of courses across all disciplines. Mandatory Irish Studies course taught by the BC on-site coordinator.

University College Cork

Fall semester or full-year program offering a broad selection of courses in a wide range of disciplines including business, arts, and sciences. Fall semester students take a university early start program, while spring semester students take a mandatory Irish Studies course taught by the BC on-site coordinator.

University College Dublin

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

Italy

Bocconi University, Milan

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

University of Parma

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

Istituto Dante Alighieri, Parma

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

Venice International University

Semester or full-year program located at Venice International University, an international higher education and research center co-run by fourteen consortium members from around the world. Based on

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San Servolo Island, just a few minutes from St. Mark's Square in the heart of Venice. Students take courses taught in English in the social sciences and international studies.

Japan

Sophia University

Spring semester or full-year program in Tokyo with course offerings in English covering a wide range of disciplines. No Japanese language prerequisite—beginners welcome to apply.

Waseda University

Full-year program in Tokyo with course offerings in English through the SILS School. Two semesters of Japanese language must be completed prior to departure. University housing and homestay options.

Mexico

Iberoamericana University

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

Morocco

Al Akhawayn University

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

Nepal

Center for Buddhist Studies

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

The Netherlands

Amsterdam University College

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

University College Utrecht

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

University of Amsterdam

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

Norway

University of Bergen

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

The Philippines

Anteneo de Manila University

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

Poland

Jagiellonian University

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

Scotland

University of Glasgow

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

Singapore

National Institute of Education (NIE)

Semester or full-year program offering a wide range of courses taught in English. Especially designed for Lynch School of Education students, this program also welcomes Arts and Sciences majoring in the humanities and natural sciences.

South Africa

Rhodes University

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

University of Cape Town

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

South Korea

Seoul National University

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

Sogang University

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

Spain

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

Semester or full-year program for students in all disciplines. New International Relations major offered at Comillas. Non-native Spanish classes offered at Carlos III and Complutense.

Granada Institute of International Studies (GRIIS)

Semester or full-year program with courses that focus on Spanish language, culture, history, literature, art history, economics, and politics. Arabic and Hebrew language courses offered both semesters.

Universidad de Deusto

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

Universidad Pompeu Fabra

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

ESADE

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

Sweden

Uppsala University

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

Summer Sessions

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

Asia

Bali

Immersion in the Culture and Arts of Bali

Introductory-level visual arts program based in Ubud. Designed to appeal to both art and non-art majors. The focus is on travel as a source of visual imagery and inspiration.

China

New China, Old Beijing: History, Politics, and Culture

Understand modern China through Beijing side trips to Shanghai and Tianjin. Program is at once an act of immersion and a history lesson that sweeps through essential Chinese events. Class is both Socratic and peripatetic, encompassing close readings and careful reflections on China's powerful cities.

India

Creative Writing Workshop: Writing Out of Place

Workshop in Mussoorie foregrounds the experience of the journey and questions the notions of "place" and "displacement."

Europe

England

Environmental History of Globalization

Program explores globalization through an environmental history approach by focusing on the origins and consequences of the English Industrial Revolution.

France

Intensive Intermediate French

Program allows students to experience local culture and cuisine in Bordeaux while improving their French. Equivalent to a full year of Intermediate French.

France: Culture, Civilization, Literature, and Film

Independent study in Bordeaux for students who have completed the intermediate level of French.

Popular Culture in France

Program in Bordeaux examines specific media and themes of popular culture in France.

Modernism: Twentieth Century and the Tradition

Honors Program course offering a unique opportunity to encounter salient aspects of the culture of the twentieth century in one of its central sites: Paris, France.

Inspiration on the Streets of Paris

Designed to introduce students to writers and artists inspired by Paris street life, from Baudelaire and the surrealists to American expatriates and contemporary street artists. Program takes students from the classroom into the city and from critical analysis to creative projects.

Germany

Intensive Intermediate German

Five-week German language program in Berlin offers intensive instruction to students who have completed their first year of German language acquisition.

Economic Policy Analysis from a European Perspective

Program in Berlin focuses on the policy challenges facing European economies and the methods used to study and address them.

Ireland

Business, History, and Politics of Sport

Program introduces students to the study of sports from a scholarly perspective, and examines how the sporting world has reflected and informed wider issues in business, history, and politics.

Irish Migrations

As the United States is as the classic nation of immigrants, Ireland is the classic nation of emigrants. No other European country in the modern era lost so high a proportion of its population overseas. Course examines the origins and character of one of the world's great migrations.

Joyce in Dublin

Program's aim is to show that the humor and profundity of this great author, often thought incomprehensible to the ordinary reader, is available to everyone.

Italy

Intermediate Italian

Intensive five-week program in Parma and the island of Elba is equivalent to Intermediate Italian I and II at Boston College, and fulfills the A&S foreign language proficiency requirement.

Food, Power, and Politics

Examines the connections between food and power and looks at how the acquisition of food affects relations within and across societies. As a rich agricultural center for the European Union, the Parma region serves as an ideal location to study these issues.

Art and Patronage in Renaissance and Baroque Rome

Students are introduced to the fundamentals of art history through formal and iconographic analysis.

Rome Revealed: Papacy, Politics, and Theology

Explores the historical development of Catholicism from antiquity to the present, as manifest in the architecture, art, and artifacts of Rome and as reflected in the major theological and spiritual writings of the Catholic intellectual tradition.

Drawing from the Venetian Masters

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

Spain

Spanish Art History: From Al-Andalus to Picasso

Madrid program allows students to gain a comprehensive understanding of Spanish art history from prehistoric manifestations to avant-garde artistic movements.

Contextos

Using verbal and visual texts from a wide range of genres, periods, and artists, students learn the fundamental concepts of verbal and visual rhetoric and practice articulating an analytic argument in Spanish.

Latin America

Argentina

Argentina: History and Culture

Introductory program in Buenos Aires offers an overview of the historical and cultural trajectory of Argentina through essays, literature, and film.

Chile

Through the Eyes of Service: Social Justice in Chile

Program in Santiago explores the interplay of liberation theology and political philosophy in shaping contemporary Chilean culture and society.

Ecuador

Global Health Perspectives

Quito program involves an in-depth study of global health policy from the perspective of the various stakeholders: populations, governments, NGOs, health care providers and health educators.

Middle East

Kuwait

Politics and Oil in the Gulf

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

Internships Abroad

Dublin

Eight-week, non-credit independent internship program offers students the opportunity to experience Ireland's work culture firsthand. OIP staff work with students to design the best possible internship based on student interests, majors, and previous work experience.

Other Opportunities

Overseas Teaching Program

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

Washington Semester Program and SEA Education

Program

Washington Semester Program

The university offers semester-long internship programs in cooperation with universities in Washington, D.C. Multiple tracks are available through American University and Georgetown University. These programs combine academic courses with internship placements in legislative, executive, and interest-group offices in the nation's capital. The academic requirements for participation are the same as those for study abroad and Washington semester programs are administered as approved external programs through the Office of International Programs. These programs can be combined with study abroad for a full year experience. Students interested in the Washington Semester programs can schedule an appointment with Maria Segala (maria.segala@bc.edu). For more information visit: www.bc.edu/offices/international/programs/external.html.

SEA Education Association Program

The university offers a semester-long opportunity with SEA Education Association (SEA), a program option that challenges them intellectually and physically by combining a sailing experience with the study of the deep ocean. The interdisciplinary program tracks are designed for students who wish to gain a comprehensive understanding of the world's oceans. Students, especially those majoring in the natural sciences, can complete a semester with SEA as an alternative to study abroad or in combination with a semester or full-year study abroad program. SEA programs are administered as approved external programs through the Office of International Programs. Interested students can schedule an appointment with Maria Segala (maria.segala@bc.edu). For more information visit www.bc.edu/offices/international/programs/external.html.

Faculty and Staff Children Exchange Program (FACHEX)

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

For Boston College employees, five consecutive years of full-time employment is required for establishing initial eligibility for the program. Employees must complete the FACHEX Certification Form available on the Boston College FACHEX website and return it to the Benefits Office for processing before December 15. Employees should also consult the FACHEX website for information about rules of the program and participating colleges and universities.

Employees should be aware, however, that FACHEX awards tend to be extremely limited in number and are highly competitive. As a result, there are no guarantees to the children of any given faculty or staff member that they will be able to utilize the FACHEX benefit at the institution of their choice. Also, many participating schools only consider incoming freshman applicants for FACHEX, so transfer students or upperclassmen may not be eligible.

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

Pre-Professional Programs

Pre-Law Program

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

Pre-Medical/Pre-Dental Program

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

Health professions schools expect every serious applicant to be well grounded in the basic sciences and to be familiar, through practical experience, with laboratory techniques. For these reasons, most medical, dental, or veterinary schools require one year of the following:

- General Chemistry with lab
- Organic Chemistry with lab
- Biology with lab
- Physics with lab
- English

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

Three Year or Four Year Sequencing:

Three Year Program: Undergraduates who plan to enter medical/dental/veterinary school the fall after they graduate will need to complete all required courses (see above) by the end of their junior year. They, then, can file applications the summer before senior year. While simultaneously taking junior year course work, we recommend that students study for, and take the Medical College Admissions Test (MCAT) at the end of spring semester (late April/May) of their junior year. Students taking the Dental Admissions Test (DAT) are encouraged to take it in early summer (e.g., May/June). In addition to the above, health professions graduate schools expect a high level of academic performance, significant exposure to the health field, and other meaningful experiences.

Clearly this is a good deal to accomplish in three years and, for this reason, increasing numbers of students choose the four year option below. Nevertheless, if you follow the three year program and are a competitive candidate, you would be invited for interviews during the fall or early winter of your senior year. If accepted, you would begin graduate school in August/September after your graduation from BC.

Four Year Program: An increasing number of students at BC, and at other institutions, are applying to graduate schools in the health professions at the end of their senior year—or even later. Students who delay their applications have the opportunity to pursue other interests and/or opportunities (e.g., study abroad, completing a thesis, minoring in a non-science discipline, volunteer work, or research) in a more leisurely fashion, thus potentially making them more attractive candidates. This is also a good option for students who have performed modestly during freshman year, since it may allow them to bring their grades into a more competitive range. The four year option also allows for more flexibility in terms of deciding when to take the entrance exams (MCAT, DAT). The average age for students beginning graduate schools in the health professions is approximately 25, and therefore, the majority of students do not enroll directly after graduating from college.

For a complete list of required prehealth courses, course numbers, and recommended course sequences, please visit the BC Premedical Web Site (www.bc.edu/premed).

Advanced Placement

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

Further Information

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

Presidential Scholars Program

The Presidential Scholars Program is a university-wide, 4-year co-curricular honors program that uniquely expresses the Jesuit heritage of Boston College. Approximately 15 incoming freshmen are chosen each year from the top one to two percent of the national pool of students

applying for Early Action admission to Boston College. Students are selected on the basis of superior academic achievement and promise, leadership potential, and a demonstrated commitment to service to society. The Program offers these extraordinary individuals the richest academic experience available at Boston College, one that encourages the pursuit of excellence both within and beyond the University walls. Presidential Scholars receive a full-tuition merit scholarship.

In addition to enrollment in one of the University's several honors programs, during the academic year Scholars meet weekly to discuss their area of concentrations (science and pre-med, humanities, political science and international studies, and management, economics and finance), to share experiences and find greater wisdom in applying for study grants, language programs, internships, and fellowships, and to partake in the cultural life of Boston at the theater, the ballet, or the symphony. To complement the emphasis on ideas and ideals they encounter in their Honors Seminars, and in their summer programs, Presidential Scholars also give presentations to their fellow scholars about a variety of their experiences including study abroad, Advanced Study Grants, internships and thesis writing. These presentations serve as additional avenues of inspiration to younger scholars, offering them a glimpse of the opportunities that are open to them throughout their college careers. In addition, these presentations offer the upperclassmen scholars the opportunity to develop and refine their public speaking skills.

During the spring semester freshman Presidential Scholars travel to a country in Europe, while the sophomore Scholars travel to a country in Latin America. These trips are intended to be the starting point in the Scholars' journey of becoming "global citizens." In their freshman year, they spend a week in a non-English speaking European country, so as to realize skills that meet the challenge of linguistic differences. In their sophomore year, they have an immersion experience of the social and economic challenges for our neighbors to the South.

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

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

PULSE Program

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

Reserve Officers' Training Corps

Air Force Reserve Officers' Training Corps

Through a cross-enrolled program with Boston University, interested Boston College students may participate in the Air Force Reserve Officers' Training Corps program. Scholarships (full and partial) are available to qualified students for four, three, or two years and include tuition (full or partial), books, fees, and a monthly stipend. Freshmen and sophomores can compete for 2- and 3-year scholarships, some of which would cover full tuition, others which cover \$15,000 per academic year. Academic specialties for scholarships include all majors. All training, drills, and classes are held at the BU campus. Service obligations are one year for each scholarship year (active duty), while pilots are

obligated for eight years active duty after completion of flight school. To obtain further information, contact the Department of Aerospace Studies, Boston University, 617-353-4705, afrotc-all-mail@bu.edu.

Army Reserve Officers' Training Corps

The U.S. Army offers Reserve Officers' Training Corps (ROTC) at Boston College as a partnership school in cooperation with Northeastern University. Combined, Boston College and Northeastern University make up the Liberty Battalion. Boston College students attend classes and training on the Chestnut Hill campus. Upon graduation and successful completion of all pre-commissioning requirements, Cadets receive a commission as a Second Lieutenant in the U.S. Army and serve on active duty or in the reserves in a wide variety of fields. Highly qualified graduates may also be selected to attend professional schools, such as medical or law school.

Scholarships may be available for qualified high school students admitted to Boston College and college students currently attending BC. In addition, scholarships are available to Boston College Nurses through the ROTC program. All scholarships include full tuition and mandatory fees, a monthly stipend, and money for books. Boston College also awards additional incentives for Army ROTC scholarship Cadets. For more information including an application, contact the Boston College Department of Military Science (Carney Hall 25/163/165) at 617-552-3230 or visit www.bc.edu/armyrotc.

Navy Reserve Officers' Training Corps

Qualified BC students may cross enroll in Navy Reserve Officers' Training Corps (and the Marine Corps Option) at Boston University. There are 3- and 4-year programs with possible scholarships (full tuition, some books/fees expenses, monthly stipend, but no room and board). All classes and drills are held at Boston University. Scholarship students incur an active duty service obligation. For further information, please contact the Department of Naval Sciences, Boston University, 617-358-0471, burotc@bc.edu.

Marine Corps Platoon Leaders' Class (PLC)

Available in connection with the Marine Officers Selection Office, Boston, the PLC Program is open to qualified freshmen, sophomores, and juniors. No formal classes or training takes place during the academic year. Students/candidates attend Officer Candidate School (Quantico, VA) training either in two 6-week sessions (male freshmen/sophomores) or one 10-week session (male and female juniors/seniors). Pay and expenses are received during training. No commitment to the USMC is incurred after OCS until a degree is awarded and a Second Lieutenant's commission issued. Service obligations are then three and a half years active duty or longer for aviation positions. Students/candidates may drop from the program at any time prior to commissioning. For more information, contact the Marine Officer Selection Office, Boston, at 888-753-8762.

Undergraduate Faculty Research Fellows Program

Boston College established the Undergraduate Faculty Research Fellows Program for the purpose of enhancing the academic experience of undergraduates by cultivating their research skills and fostering mentor relationships between undergraduates and faculty. The program provides a grant to pay for a student's research assistance with a faculty member's research project. It is considered student employment and the student may work up to 20 hours a week during the academic semester, up to 40 hours a week during semester breaks or the summer,

depending on faculty need, the funding available, and student availability. Students ordinarily do not receive academic credit for work done under an undergraduate research fellowship.

Students do not apply directly. The formal application for an Undergraduate Research Fellowship (URF) must come from the faculty member whose research project the student will assist. Students can inquire directly with faculty to express their interest in being involved in the faculty member's research. Students cannot receive academic credit for work done under an URF. More information is available at: www.bc.edu/offices/ufel/fellowships/undergrad/fellowships.html.

ACADEMIC INTEGRITY

Policy and Procedures

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

Standards

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

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

- the use or attempted use of unauthorized aids in examinations or other academic exercises submitted for evaluation;
- fabrication, falsification, or misrepresentation of data, results, sources for papers or reports, or in clinical practice, as in reporting experiments, measurements, statistical analyses, tests, or other studies never performed; manipulating or altering data or other manifestations of research to achieve a desired result; selective reporting, including the deliberate suppression of conflicting or unwanted data;
- falsification of papers, official records, or reports;
- copying from another student's work;
- actions that destroy or alter the work of another student;
- unauthorized cooperation in completing assignments or during an examination;
- the use of purchased essays or term papers, or of purchased preparatory research for such papers;
- submission of the same written work in more than one course without prior written approval from the instructors involved;
- dishonesty in requests for make-up exams, for extensions of deadlines for submitting papers, and in any other matter relating to a course.

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

Other breaches of academic integrity include:

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

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

Promoting Academic Integrity: Roles of Community Members**Student Roles in Maintaining Academic Integrity**

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

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

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

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

Faculty Roles in Fostering Academic Integrity

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

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

Faculty should promote academic integrity in the following specific ways:

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

Academic Deans

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

- promoting an environment where academic integrity is a priority for both students and faculty,
- ensuring that students who are honest are not placed at an unfair disadvantage, and
- establishing procedures to adjudicate charges of academic dishonesty and to protect the rights of all parties.

Procedures

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

When a faculty member determines that a student's work violates the standards of academic integrity, the faculty member is encouraged to discuss the matter with the student, but in any case the faculty member should notify the student of the substance of the violation and the action that the faculty member proposes to take. If the faculty member decides to impose a grading penalty, a letter of notification describing the incident and the proposed grading penalty is to be sent to the student's class dean.

On receipt of such a notification the class dean will notify the student of the allegation and the grading penalty proposed 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 current academic year (2013–2014) except where a different date is explicitly stated. If there have been changes in the Academic Regulations and degree requirements since a student readmitted after sustained leave was last enrolled, the Academic Regulations in effect at the time of the student's readmission to full-time study will apply, unless the Associate Dean specifies otherwise in writing at the time of readmission.

Academic Grievances

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

Academic Record

A record of each student's academic work is prepared and maintained permanently by the Office of Student Services. While cumulative averages for academic majors are made available to undergraduate students who are currently enrolled, these averages are not maintained as part of a student's academic record. The student's semester averages and final overall cumulative average appear on the academic record. Student academic records are sealed at the time the degree is conferred. After this date changes may not be made, with the exception of errors or omissions.

Attendance

Students are expected to attend classes regularly, take tests, and submit papers and other work at the times specified by the professor on the course syllabus. Students who are absent repeatedly from class or practica will be evaluated by faculty responsible for the course to ascertain their ability to achieve the course objectives and to continue in the course.

Professors may include, as part of the semester's grades, marks for the quality and quantity of the student's participation in class.

Professors will announce, reasonably well in advance, tests and examinations based on material covered in class lectures and discussions, as well as other assigned material. A student who is absent from class on the day of a previously announced examination, including the final examination, is not entitled, as a matter of right, to make up what was missed. The professor involved is free to decide whether a make-up will be allowed.

A student who is absent from class is responsible for obtaining knowledge of what happened in class, especially information about announced tests, papers, or other assignments.

In cases of prolonged absence the student or a family member should communicate with the student's associate dean as soon as the prospect of extended absence becomes clear. The academic arrangements for the student's return to classes should be made with the Associate Dean's Office as soon as the student's health and other circumstances permit.

Absences for Religious Reasons

Any student who is unable, because of his or her religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination, or study or work requirement, and shall be provided with an opportunity to makeup such examination, study or work requirement that may have been missed because of such absence on any particular day. However, students should notify professors at the end of the first class meeting or at least two weeks in advance of any such planned observances, and such makeup examination or work shall not create an unreasonable burden upon the University. No fees will be charged and no adverse or prejudicial effects shall result to any student who is absent for religious reasons.

Audits

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

Core Curriculum—Undergraduate University Core Requirements

The following courses comprise the Core curriculum and are required for all students entering Boston College. All courses must be 3 credits or more.

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

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

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

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

Cross Registration

Woods College of Advancing Studies

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

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

Boston Theological Institute

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

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

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

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

The Consortium

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

Semester Online

The Semester Online consortium includes Boston College, Brandeis University, Emory University, Northwestern University, Notre Dame University, the University of North Carolina-Chapel Hill, and Washington University in St. Louis.

Boston College sophomores, juniors, and seniors with a GPA of 2.0 who are full-time day students are eligible to participate and can apply one Semester Online course toward their BC degree. Any such course will count as an elective and cannot be used toward core, major, or minor requirements. At this time, there is no additional cost for taking a Semester Online course during the academic year. (A student taking a course during the summer is responsible for Semester Online tuition and fees.)

To take a course offered through Semester Online, visit semesteronline.org for information about course offerings, the admissions application, and deadlines. As part of the application process, students must fill out a course approval form and obtain the signature of their Academic Dean.

Semester Online courses are intended to supplement the existing Boston College curriculum and provide BC students with access to courses taught by faculty at other leading institutions. In general, a student should select a Semester Online course that does not duplicate a course offered at BC, and a student participating in study abroad should not take a Semester Online course at the same time. However, exceptions may be made by the student's Academic Dean if the Dean determines that the student's planned program of study does not permit him or her to take the BC course when it is being offered on campus.

Dean's List

The Dean's List recognizes the achievement of undergraduates semester by semester. Beginning with the class of 2014, students will be classified into two groups; First Honors (3.700–4.000) and Second Honors (3.500–3.699).

In order to be eligible for the Dean's List, students must earn at least 12 or more credits in courses evaluated with a letter grade, excluding the P (pass) grade, and receive a passing grade in all courses. Students who have withdrawn from or failed a course and students who have received an incomplete grade (see Grading section) will not be eligible for the Dean's List.

Degree Audit

A degree audit is a computer-generated analysis that enables an undergraduate (except for Woods College of Advancing Studies) or

law student and his or her advisor to assess the student's academic progress and unfulfilled requirements. Students in the Woods College of Advancing Studies can meet with an advisor and obtain a degree audit at any time.

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

Degree with Honors

Latin honors accompanying the degrees of Bachelor of Arts and Bachelor of Science are awarded in three grades according to the cumulative average. Summa cum laude, with Highest Honors, is awarded to the top 4.5 percent of the graduating class in each school; magna cum laude, with High Honors, is awarded to the next 9.5 percent in each school; and cum laude to the next 15 percent in each school. These percentages are based on the student's overall cumulative average.

Enrollment Status

Undergraduate Full-Time Enrollment Status

Beginning with the class of 2014 and following, enrollment status will be based upon credits rather than courses. To be considered full-time, students must be registered for courses totaling at least 12 credits per semester. At least nine of the credits must be in courses of three credits or more. Ordinarily, students should average 15 credits per semester with a target of completing 30 credits per academic year.

Lynch School of Education students take a 2-credit Freshmen Experience course during the first semester of freshman year. Woods College of Advancing Studies students must be enrolled in 12 credits to be considered full-time.

Undergraduate Part-Time Enrollment Status

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

External Courses

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

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

Final Examinations

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

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

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

No exams should be scheduled during the Study Days designated on the Academic Calendar.

Foreign Language Requirement

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

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

- By successful completion of the course work for second semester intermediate level in a modern or classical foreign language, or one course beyond the intermediate level.
- By achieving a score of 3 or above on the AP test or a score of 550 or better on the SAT II reading exam in a modern foreign language.
- By achieving a score of 4 or above on the AP test or a score of 600 or better on the SAT II in a classical language.
- By achieving a score of 4 or above on the AP test or a score of 650 or better on the SAT subject test in Chinese, Japanese, or Korean.
- By having a native language other than English. The student should provide documentation of this native proficiency or be tested by the appropriate department.
- By passing one of the language tests given by the Boston College language departments (for languages other than Romance Languages).

Carroll School of Management students may demonstrate proficiency as follows:

- By successful completion of the course work for second semester intermediate level in a modern or classical foreign language, or one course beyond the intermediate level.
- By achieving a score of 3 or above on the AP test or a score of 550 or better on the SAT II reading exam in a modern foreign language.
- By achieving a score of 4 or above on the AP test or a score of 600 or better on the SAT II in a classical language.

- By achieving a score of 4 or above on the AP test or a score of 650 or better on the SAT subject test in Chinese, Japanese, or Korean.
- By having a native language other than English. The student should provide documentation of this native proficiency or be tested by the appropriate department.
- By passing one of the language tests given by the Boston College language departments (for languages other than Romance Languages).
- By passing four years of high school language study (which need not be the same language, e.g., two years of Latin and two years of French would fulfill the language requirement).
- By taking one year of a new language or by completing two semesters of an intermediate level language if the Carroll School of Management student enters Boston College with three years of a foreign language.

Language courses will count as Arts and Sciences electives.

Students with documented learning disabilities may be exempt from the foreign language requirement and should consult with the Associate Dean. Fulfillment of the proficiency requirement by the examinations listed above does not confer course credit.

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

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

Grading

The grading system consists of 12 categories, as follows: A, A-, B+, B, B-, C+, C, C-, D+, D, D-, and F. A is excellent; B is good; C is satisfactory; D is passing but unsatisfactory; F is failure.

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

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

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

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

received a passing grade, the repeated course is again entered on the transcript and the grade is calculated in the cumulative GPA, but the course is not credited toward the degree.

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

Grading Scale

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

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

Incomplete and Deferred Grades

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

A faculty member may only assign a grade of J for a 2-semester course when the grade in the first semester is dependent on the grade issued at the end of the semester. The J grade has no GPA value. Instructors should assign a grade for each semester at the end of the second semester. Such courses may include an Internship, Dissertation Direction, or Student Teaching.

Pass/Fail Electives

Sophomores, juniors, and seniors may enroll online in a non-major, non-minor, or non-Core course on a pass/fail basis during the first seven class-days of the semester. After the first seven class-days, students may submit requests to have a course credited on a pass/fail basis to their Associate Dean's office. Such requests must be submitted no later than October 1 in the fall semester and February 15 in the spring semester.

Second-semester freshmen who have been approved by their Associate Dean for an overload of a sixth course of three credits or more may take that course on a pass/fail basis, in which case the course may not be used to fulfill a major, minor, or Core requirement.

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

Courses in the Carroll School of Management and the Woods College may not be taken on a pass/fail basis. Departments may designate some courses as not available in general for pass/fail enrollment.

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

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

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

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

Grade Change

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

Graduation

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

In order to ensure timely clearance, all students who plan to graduate should confirm their diploma names online through their Agora Portal account by the following dates:

- Last day of drop/add in January for May graduation
- May 1 for August graduation
- Last day of drop/add in September for December graduation

Internal Transfers

Matriculated students wishing to transfer from one undergraduate college to another within Boston College should contact the Associate Dean's Office of the school to which admission is sought. Students may apply for transfer at the end of their freshman year. Students applying to transfer into the Carroll School of Management, the Connell School of Nursing, or the Lynch School of Education should note that enrollment is limited in the professional schools and internal transfer may or may not be possible in any given year.

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

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

Leave of Absence

A student in good standing who desires to interrupt the usual progress of an academic program may petition for a leave of absence.

The process begins in the 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.

Majors, Minors, and Concentrations

Majors

A major is a systematic concentration of at least 30 credits (ordinarily ten courses) taken in a given academic discipline that enables a student to acquire a more specialized knowledge of the discipline, its history, its methodologies and research tools, its subfields, and the areas of concern in which the discipline is presently involved. This is done by means of a hierarchical sequence of courses or appropriate distribution requirements.

At Boston College, undergraduate majors are available in the following fields: American Heritages (LSOE), American Studies (WCAS), Applied Psychology and Human Development (LSOE), Art History, Biochemistry, Biology, Chemistry, Classics, Communication, Computer Science, Corporate Systems, Criminal and Social Justice (WCAS), Economics, English, Environmental Geosciences, Film Studies, French, Geological Sciences, Perspectives on Spanish America (LSOE), Information Technology (WCAS), German Studies, History, International Studies, Islamic Civilization and Societies, Italian, Linguistics, Mathematics, Math/Computer Science (LSOE), Music, Nursing (CSON), Philosophy, Physics, Political Science, Psychology, Russian, Secondary Education (LSOE), Slavic Studies, Social Sciences (WCAS), Sociology, 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. A student may count no more than one course toward both majors, or one course toward a major and minor.

For the most up-to-date majors listing, visit www.bc.edu/majorslist.

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 18 credits (ordinarily six 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, Geological Sciences, German, History, Hispanic Studies, Italian, Mathematics, Music, Philosophy, Physics, Romance Languages, Russian, Slavic and Eastern Languages and Literatures, Sociology, and Theology. For the most up-to-date minors listing, visit www.bc.edu/minorslist.

Interdisciplinary minors in the College of Arts and Sciences must consist of 18 credits (ordinarily six courses) and must include either a required introductory course or a concluding seminar or project. (Note: Some programs require both.) The list and description of the interdisciplinary minors is available in the College of Arts and Sciences section of this Catalog. Students choose courses for the minor in consultation with the director of the department's minor program.

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

Lynch School of Education

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

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

CConnell School of Nursing

CSOM students may pursue a Hispanic Studies minor specifically for Nursing students by contacting the Associate Dean, Undergraduate Nursing Program. Six courses (18 credits) are required to complete the minor.

Carroll School of Management

Students in the Carroll School of Management may select any minor offered by the College of Arts and Sciences. The minor in Human Resources Management—Applied Psychology and Human Development, offered in conjunction with the Lynch School of Education, is available to CSOM students who have interests in developmental or educational psychology or in the social service professions.

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

Concentrations

Carroll School of Management (CSOM)

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

Overloads

The standard semester course load for undergraduates is five 3-credit courses and a maximum of 20 credits, including labs and other 1- or 2- credit courses. Students are eligible to overload if they have earned at least a 3.0 overall cumulative GPA or a 3.0 GPA in the semester immediately prior to the one for which the overload is sought, in which case they may register online for a sixth course of three credits or more and a maximum of 24 credits, including labs and other 1- and 2-credit courses, during the first seven class-days of the semester.

Students are not permitted to take a sixth course of three credits or more during their first semester at Boston College. Second-semester freshmen who wish to overload with a sixth course of three credits or more must obtain permission from their Associate Dean.

Students with an overall cumulative GPA between 2.0 and 3.0 may, under exceptional circumstances, be allowed by their Associate Dean to enroll in a sixth course.

Students who wish to drop an overload course must fill out the required request form in the office of their Associate Dean by October 1 in the fall semester and by February 15 in the spring semester.

Students in a Woods College of Advancing Studies degree program may take a maximum course load of three courses per semester. Authorization for one additional course will be given only if the student has completed three courses in the previous semester, each with a grade of B- or better. One course may be taken during each Summer Session. Additional courses require authorization. Courses taken without reference to this regulation do not advance a student's Woods College degree program.

Readmission

Students who desire readmission must initiate the process in the Office of the 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 student seeks to resume study.

The Associate Dean will then make the decision about readmission, based on consideration of the best interests of both the student and the University. In instances where a sustained period of time (one year or more) has elapsed since a student was last enrolled, the Associate Dean in consultation with the appropriate representative of the student's department or program will identify the academic requirements, if any, that must be completed after readmission and before awarding the degree. The factors that will be considered in determining these requirements include, but are not limited to: the currency of the student's knowledge in the student's proposed academic major(s); the relevancy of courses completed at Boston College to current degree and licensure requirements; the academic work completed elsewhere that is relevant to degree and licensure requirements; and the length of the student's absence.

If there have been changes in the Academic Regulations and degree requirements since a student readmitted after sustained leave was last enrolled, the Academic Regulations in effect at the time of the student's readmission to full-time study will apply, unless the Associate Dean specifies otherwise in writing at the time of readmission.

Satisfactory Academic Progress

The requirements for Satisfactory Academic Progress are specified in the academic regulations for each school.

Study Abroad—Office of International Programs (OIP)

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

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

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

A student's enrollment in a program of study abroad approved for credit by the home institution may be considered enrollment at the home institution for the purpose of applying for assistance under the Title IV, HEOA programs.

Summer Courses

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

Transcripts

All current students submit requests for academic transcripts through their Agora Portal account. Requests for academic transcripts may also be submitted in writing to the following address: Transcript Requests, Office of Student Services, Lyons Hall, Boston College, Chestnut Hill, MA 02467, or faxed to 617-552-4975. For more information visit www.bc.edu/offices/stserv/academic/students/tranreq.html

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

Transcript/Diploma Holds

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

Transfer of Credit

The unit of credit at Boston College is the semester hour. Most courses earn three semester hours of credit. Lab sciences usually earn four semester hours of credit. 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). A maximum of 60 credit hours will be allowed in transfer.

Courses not presented for review and evaluation at the time of application will not be accepted for credit at a later date. No transfer credit will be granted for internships, field experiences, practica, or independent study.

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

when students transfer from the Woods College of Advancing Studies to one of the full-time undergraduate schools or when a full-time undergraduate transfers to the Woods College of Advancing Studies.

Courses taken at other institutions during the summer prior to enrollment at Boston College must be approved in advance by the Office of Transfer Admission. Courses taken through the Boston College Summer Session during the summer prior to enrollment must be approved by the appropriate Associate Dean. After enrollment at Boston College, all summer courses must be approved in advance by the Associate Deans.

University Communication Policies and Student Responsibilities

Official communications of the University with its currently-enrolled students, including notices of academic and administrative matters and communications from faculty and administrative staff, may be sent via postal service, campus mail, or email. To assure that these communications arrive in a timely manner, all enrolled students have the following responsibilities:

Postal service and Campus mail: For purposes of written communication, the student's local and permanent addresses on record at Student Services will be regarded as the student's official local and permanent residences. All students have a responsibility to provide both local and permanent mailing addresses, and to enter corrections via the Agora Portal if the addresses are not accurate in university records. Students should review their address record for accuracy at the beginning of each semester, and again soon after submitting any corrections.

Students who are studying abroad have a responsibility to provide their local international address via a link on the Office of International Programs website.

Email: The University recognizes and uses electronic mail as an appropriate medium for official communication. The University provides all enrolled students with Boston College email addresses, as well as access to email services from computer stations at various locations on campus. All students are expected to access their email accounts regularly, to check for official University communications, and to respond as necessary to such communications.

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

Students may forward their email messages from their Boston College email address to non-university email systems, if they wish. In such cases, however, students shall be solely responsible for all consequences arising from such forwarding arrangements, including any failure by the non-university system to deliver or retain official University communications. Students should send test messages to and from their University email account on a regular basis, to confirm that their email service is functioning reliably.

University Degree Requirements

Beginning with the class of 2014, the requirements for the bachelor's degree in the undergraduate day colleges are the completion with a satisfactory cumulative average (at least 1.5 in the Carroll School of Management and at least 1.667 in all other schools) and credit requirements which are distributed as follows:

- Arts and Sciences students must accumulate at least 120 credits with 96 of the required 120 credits in departments of the College of Arts and Sciences. Additional courses may be chosen from the offerings of the professional schools. Students in the College of Arts and Sciences complete the Core curriculum, a major of at least 30 credits, and the language proficiency requirement.
- Carroll School of Management students complete 114 credits. Beginning with the class of 2016, all students must complete 120 credits for graduation.
- Lynch School of Education majors complete 120 credits.
- Connell School of Nursing students complete at least 117 credits, distributed over eight semesters of full-time academic work.

Withdrawal from a Course

Undergraduates may drop or add a course(s) online **during the first seven class-days of the semester**. Undergraduates only may drop a course until October 1, in the fall and February 15, in the spring semesters in their Associate Dean’s office. Students may not drop below twelve credits in a semester.

After the extended drop period, undergraduates who withdraw from a course will have a “W” recorded in the grade column of their academic record. A grade of W has no effect on the GPA. A student may re-take a course for which a W has been recorded, in which case both the W and the subsequent grade are entered on the academic record.

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

Withdrawal from Boston College

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

UNIVERSITY (SENIOR) AWARDS AND HONORS

College of Arts and Sciences

The Accenture Award

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

Frank J. Bailey, Sr. Award

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

John Bapst, S.J., Philosophy Medal

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

J. Robert Barth, S.J., Award for Excellence in the Arts

An award in honor of the Dean of the College of the Arts and Sciences (1988–1999), who established and nurtured departments and programs in the arts. This award is presented annually to a senior who has made outstanding contributions to Boston College in the fine or performing arts.

Andres Bello Award

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

George F. and Jean W. Bemis Award

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

Albert A. Bennett Award

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

Wendy Berson Language Award

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

Laetitia M. Blain Award for Excellence in Musical Performance

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

Alice E. Bourneuf Award

In honor of Alice E. Bourneuf, Professor of Economics at Boston College (1959–1977), this award is given to an outstanding senior in Economics based on achievement in both major and non-major courses, strength of curriculum, quality of written and creative work, and attitude toward the study of Economics.

Francis A. Brick Award

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

Donald S. Carlisle Award

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

Normand Cartier Award

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

Brendan Connolly, S.J., Award

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

Matthew Copithorne Scholarship

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

Cardinal Cushing Award

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

Joseph G. and Margaret M. Dever Fellowship

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

John D. Donovan Award

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

Patrick Durcan Award

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

Joseph Figurito Award

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

Maeve O'Reilly Finley Fellowship

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

Edward H. Finnegan, S.J., Award (Given by President)

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

Mary A. and Katherine G. Finneran Commencement Award

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

William A. Gamson Award

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

Thomas I. Gasson, S.J., Award

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

General Excellence Medal

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

Giffuni Prize

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

Janet Wilson James Essay Prize

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

William A. Kean Memorial Award

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

Bishop Kelleher Award

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

William J. Kenealy, S.J., Award

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

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

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

Joseph M. Larkin, S.J., Award

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

John Henry Lawton Award

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

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

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

J. Paul Marcoux Award

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

Richard and Marianne Martin Awards

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

Denis A. McCarthy Award

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

John McCarthy, S.J., Award

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

Arts and Sciences, for those whose Scholar of the College projects are deemed most distinguished in the Humanities, the Social Sciences, the Natural Sciences and in History.

Gail A. McGrath Award

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

Albert McGuinn, S.J., Award

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

Henry J. McMahon Award

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

John F. Norton Award

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

Cardinal O'Connell Theology Medal

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

Princess Grace of Monaco Award

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

John H. Randall, III, Award

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

Mary Werner Roberts Award for Art

An award in honor of Mrs. Vincent P. Roberts, benefactress of the University, for the best art work published in the *Stylus* each year.

Paul J. Sally, Jr., Award

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

Secondary Education Minor Award

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

Harry W. Smith Award

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

Dr. Joseph R. Stanton, M.D., '42 Award

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

Dr. Joseph S. Stanton Award

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

Stotsky Holocaust Essay Prize

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

Tully Theology Award

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

Max Wainer Award

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

Lynch School of Education

Charles F. Donovan, S.J., Award

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

General Excellence Award

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

Saint Edmund Champion Award

Presented for excellence in an academic major.

Saint Richard Gwyn Award

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

Gretchen A. Bussard Award

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

Patricia M. Coyle Award

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

Reverend Edward H. Finnegan, S.J., Nominee Award

Presented to the Lynch School nominee for the top undergraduate prize given to the graduating senior who best exemplifies the qualities of excellence, humility, and service to others and who best epitomizes the University's motto—Ever to Excel.

Dr. Marie M. Gearan Award

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

Mary T. Kinnane Award for Excellence in Higher Education

Given annually to master's or doctoral degree students in Higher Education. The award, named for Professor Kinnane, is given for both academic excellence and the embodiment of the Jesuit ideal of service to others.

Christine Martin '96 Memorial Award

Gift of Robert J. Martin '66, Martha Tilley Martin '66, and Bradley C. Martin in memory of Christine Martin '96. Presented to a fifth-year student who has demonstrated creativity, patience, and curiosity in developing special relationships with children with disabilities while engaged in volunteer service; a person who has shown leadership through quiet competence, organization skills, and enthusiasm inspiring others.

James F. Moynihan, S.J., Award

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

Karen E. Noonan Award

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

Mr. and Mrs. Vincent P. Roberts Award

Presented to a member of the senior class who is distinguished for loyalty to the ideals and purposes of the Lynch School.

John A. Schmitt Award

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

Bernard A. Stotsky/Thomas H. Browne Prize

Awarded to a student who has demonstrated excellence in the area of special education at the graduate level.

Bernard A. Stotsky/Professor John Eichorn Prize

Awarded to a student who has demonstrated excellence in the area of special education at the undergraduate level and does a practicum or pre-practicum at the Campus School as part of an academic program of study in the Lynch School.

Cynthia J. Sullivan '79 Memorial Achievement Award

Presented to members of the junior class who have achieved outstanding academic achievement; demonstrated qualities of loyalty, generosity of self, and integrity; and show an appreciation for the arts.

John Christopher Sullivan, S.J., Award

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

Henry P. Wennerberg, S.J., Award

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

John J. Cardinal Wright Award

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

Nancy E. Segal Award

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

Secondary Education Award

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

Lynch School Awards

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

Carroll School of Management

Thomas I. Gasson, S.J., Award

Founded by Boston College for general excellence in all courses of study during the four years in the Carroll School of Management.

The Outstanding Student in Information Systems Award

Awarded to the student who has demonstrated outstanding achievement in the major field of Information Systems.

The John B. Atkinson Award

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

Dean's Letter of Commendation

For service to the University and the community.

George Aragon Outstanding Student Award

Awarded annually to an outstanding senior majoring in Finance.

The Edgar F. Huse Memorial Award

An award presented annually by the faculty for excellence in Management and Leadership.

The Hutchinson Memorial Award

Presented by the Boston chapter of the American Marketing Association to a Marketing student.

The Raymond F. Keyes Service Award

Awarded to a senior Marketing major who has demonstrated a desire to provide service to the nonprofit community.

Charles W. Lyons, S.J., Award

Founded by Boston College for general excellence in all courses studied in the major field of Accounting.

The Patrick A. O'Connell Finance Award

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

The Patrick A. O'Connell Marketing Award

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

The Eric Allen Serra Award

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

The James E. Shaw Memorial Award

An award given to seniors in the Carroll School of Management who have been accepted to a recognized law school.

Stephen Shea, S.J., Award

Awarded to the senior who has attained the highest average in all courses in Philosophy during four years in the Carroll School of Management.

The James D. Sullivan, S.J., Award

Awarded to a senior judged outstanding in character and achievement by a faculty committee.

The Matthew J. Toomey Award

Founded by Mr. Knowles L. Toomey to honor the outstanding student in the Carroll School of Management Honors Program.

Connell School of Nursing

The Alumni Award

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

The Marie S. Andrews Clinical Performance Award

Established by the faculty of the Connell School of Nursing to honor the student who has demonstrated, through clinical performance, sensitivity to the needs of patients, respect for the dignity and “wholeness” of the patient, and outstanding ability to deliver quality nursing care.

The William F. Connell Award

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

The Susan Donelan Award

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

Edward J. Gorman, S.J., Leadership Award

Given to the student who, in the judgment of classmates, best exemplifies leadership and who has contributed to the Connell School of Nursing through dedication, service, and sincerity.

The Cathy Jean Malek Award

Established by the faculty of the Connell School of Nursing to honor the student whose presence conveys the essence of caring and a loving spirit.

The Jean A. O’Neil Achievement Award

Established by the faculty of the Connell School of Nursing to honor the graduating senior who maximized potential through qualities of conscientiousness, persistence and giving of self beyond expectations.

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.

The College of Arts and Sciences

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

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

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

Major—All students in the College of Arts and Sciences must select a major field of study from the 36 majors offered in the college. Work in the major is not necessarily directly related to career training, but it is meant to develop critical and analytical thinking, professional and presentational skills, and an appreciation for the complexity of an area of study beyond the introductory level. A major generally consists of at least 30 credits (ten to 12 focused courses) in a field, some of which are sequentially organized required courses. Some of the courses are more narrowly focused major electives. A list of majors is available at www.bc.edu/majorslist.

Electives—Electives in the College of Arts and Sciences are designed to challenge students to help define their own individual educations. Students may use electives to pursue intensive work in another field with a second major or minor; to study fields that bridge traditional disciplines through organized interdisciplinary minors; to pursue professional interests in management, education, or nursing; or to explore their own individualized personal, intellectual, and artistic interests.

Thus, the purpose of the College of Arts and Sciences is to produce broadly-educated, as well as highly-skilled graduates.

To ensure a coherent, well-developed program, students must meet with their faculty advisor before registration for each semester. They should also consult with other faculty, students, the Deans, the Premedical and Prelaw advisors, the Counseling Office, and the Career Center.

Special Academic Programs

The Honors Program

All Boston College undergraduates are required to complete the Core curriculum in the humanities and the natural and social sciences. The Honors Program provides students with the opportunity to complete much of this Core in a 4-year sequence of courses that provides an integrated liberal arts education of a kind one can find in few colleges or universities. On this solid foundation, a student can then build a major concentration in one or more specialized disciplines or add one of the interdisciplinary or departmental minors available to all students in the College.

The program offers small classes the give and take of seminar discussion, the close personal attention of instructors, and the companionship of bright and eager classmates on the journey through the history of ideas. It also offers students a set of challenges matched to each level of their development—in first and second years an overview of the whole Western cultural tradition, in the third year a course focused on the twentieth century's reinterpretation of the tradition, and in their final year the chance to bring together what they have learned in a thesis, creative project, or in an integrative seminar.

Scholar of the College

Scholar of the College is a designation given at Commencement to exceptional students (those with overall GPAs of 3.700 or better) who have done independent work of the highest quality for a significant part of their senior year under the supervision of scholars in their major fields. The program is administered by the Dean's Office. Students apply through their major departments and ordinarily do Advanced Independent Research projects within that department. Interdisciplinary projects require the approval of all of the relevant departments, one of which must be the student's major department.

Normally, the Advanced Independent Research that qualifies for Scholar of the College recognition will consist of twelve (12) academic credits, six (6) each in the fall and spring of senior year, although occasionally a 3-credit senior thesis in the fall may develop into a 6-credit Advanced Independent Research in the spring. Students who successfully complete Advanced Independent Research projects with grades of A- or better and maintain cumulative GPAs of 3.700 or higher may be nominated for Scholar of the College recognition at Commencement.

To be considered for Scholar of the College recognition, finished projects, along with the evaluations of the faculty advisor and a department-appointed second and independent reader, must be submitted to the Office of the Dean in mid-April. Student should consult the Dean's office for the exact deadline for the current year. All projects nominated for the McCarthy Prize will be reviewed by a faculty committee appointed by the Dean. The Scholars of the College will be selected from 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 18 credits (typically six, 3-credit courses). These must include one introductory-level course and at least one upper-level course or seminar. Students choose courses for the minor in consultation with the director of the department's minor program. The following restrictions apply:

- No more than two Core courses may be used toward a minor.
- Core courses that do not count toward a departmental major will not count toward a departmental minor.
- Students may not major and minor in the same department unless that department offers more than one major.
- No more than one course may count toward both the student's major and a minor or towards two minors.
- Students carrying a double major are advised not to minor.

Minors are available in Arabic Studies, Art History, Chemistry, Chinese, Computer Science, Economics, Film Studies, French,

Geological Sciences, German Studies, Hispanic Studies, History, Irish Studies, Italian, Linguistics, Mathematics, Music, Philosophy, Physics, Russian, Sociology, Studio Art, and Theology. Information regarding specific requirements is available in the departments.

Interdisciplinary Programs

In addition to the areas of major study offered by individual departments, a variety of special programs are available. All of them are designed to provide a coherent grouping of courses drawn from various disciplines and focused around a specific theme. Through such programs, a student can integrate or enrich an academic program through completing a minor or developing an independent major.

Independent Major

Under usual circumstances, students are advised to follow the formal educational programs offered by departments. In rare instances, for students with special interests that cannot be satisfied in a regular major, double major, or a combined major and minor, the Educational Policy Committee will approve an interdisciplinary Independent Major. Students who wish to apply for an Independent Major must normally have achieved a minimum 3.5 GPA. The student must plan, with the aid of a faculty advisor, a program of thirty-six credits (ordinarily twelve courses), thirty of which must be in upper-division courses. These will extend over no more than three departments and will be selected in accordance with a clearly defined unifying principle. This program should be equal in depth and coherence to a typical departmental major and should include a plan for a final project or paper that demonstrates the intellectual coherence of the Independent Major and for ongoing assessment of the program by the student and the advisor. Each proposed major should be submitted to the Dean's Office before March 1 of the student's sophomore year. The Dean will then present it to the Educational Policy Committee for approval. An Independent Major will ordinarily be the student's only major.

Interdisciplinary Minors

An interdisciplinary minor in the College of Arts and Sciences must consist of at least 18 credits (typically six, 3-credit, courses) and must include either a required introductory course or a concluding seminar or project. (Note: some programs require both.) The minor should aim for a coherent form appropriate to the subject matter and offer courses that give students a definite sense of movement—from a beginning to a middle and an end, from introductory to advanced levels, or from general to specialized treatments.

Students must select at least three of the courses from three different Arts and Sciences departments. With the approval of the program, students may use one Core course or one course from their major toward the minor. For specific program requirements see the individual program descriptions below. Students carrying a double major are advised not to minor.

Each minor will be administered by a coordinating committee, consisting of a Director appointed by the Dean and at least two additional members who represent departments included in the minor. One important function of this committee is the advising of students enrolled in the minor.

Minors are open to all undergraduate students. Courses prescribed by the requirements of the minor must be accessible to the students. Further information can be found in the individual program descriptions.

African and African Diaspora Studies

Contacts

- Director: Rhonda Frederick, 617-552-3717
- Administrator: Richard Paul, 617-552-4938
- www.bc.edu/aads

Undergraduate Program Description

The African and African Diaspora Studies Program (AADS) considers the history, culture, and politics of Africans on the sub-continent and African-descended peoples in the U.S., the Caribbean, South America, Europe, Asia, and the Middle East. Covering vast historical periods and geographies, African and African Diaspora Studies acquaints students with the multiplicity and diversity of the African Diaspora and the world in which we all live. Using an interdisciplinary and comparative approach, the program draws on a broad range of methodologies in English, History, Sociology, Philosophy, Theology, Communications, and Theatre.

Central Themes

To get the most out of an AADS minor, students are encouraged to organize their courses around the central themes of globalization, intersectionality, or social justice.

Globalization: Globalization is as old as the trade in African slaves. Patterns of travel, labor, trade, commerce, and resource extraction have shaped the experiences of African-descended peoples and the peoples they have encountered. Selected courses explore the connections between various geographic regions, cultural traditions, and historical developments that have defined globalization.

Intersectionality: Race is defined by various identity categories and social locations such as gender, class, color, ethnicity, region, nation, age, sexuality, political ideals, and spiritual beliefs. Intersectionality reminds us that race is not a monolithic or homogenous category of human experience.

Social Justice: The history of African and African-descended peoples has been defined by the struggle for social justice as the fight for racial equality, the fight against discrimination, sexism, homophobia, and class exploitation. In resisting enslavement, segregation, patriarchy, imperialism, and colonialism, by striving to overturn discrimination in housing, healthcare, employment, religious institutions, and families, African and African Diasporic peoples have undertaken drives for social emancipation that have expanded the meaning of democratic ideals.

Minor Requirements—18 credits (or more)

Required Courses:

- BK 110 Introduction to African Diaspora Studies—3 credits
- BK 600 Senior Seminar (or the equivalent)—4 credits
- Four additional courses (clustered around a theme)—we recommend that minors take **at least** two courses of three or four credits **before** taking BK 600 Senior Seminar

BK 110 Introduction to African Diaspora Studies familiarizes students with the major issues and methodologies involved in studying the African Diaspora. BK 600 Senior Seminar is an intensive reading and writing course designed to assist students in synthesizing their minor experience.

To affirm and specify our minor's selected Central Theme, we suggest that their four additional courses reflect a particular thematic focus. Some possible themes are:

- Cities and Urban Life
- Economics of Inequality
- Gender and Sexuality

- Globalization and Development
- Intellectual and Philosophical Traditions
- Migration and Immigration
- Music and the Performing Arts
- Political Systems and Grassroots Protest
- Popular Culture and New Media
- Spirituality and Social Protest

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

Contact us at 617-552-3238 or check our website at www.bc.edu/aads

Core Offerings

The Program offers several courses that satisfy the Core requirement in Cultural Diversity and one course that satisfies the requirement in Social Sciences.

American Studies

American Studies is an interdisciplinary program that brings together faculty from several departments to teach a wide range of approaches to American culture past and present. Thematic emphases include race and ethnicity; gender, sexuality, and culture; the cultures of cities; subcultures and society; popular culture and media; law, politics, and culture; America and the world; and a new concentration in journalism. Participating faculty come from English, History, Art History, and Psychology, among other departments. The American Studies Program also supports a special concentration in Asian American Studies.

Courses used for fulfilling the minor must come from outside the student's major and from at least two different departments. Eighteen credits are required for the minor. Nine of these credits must be clustered in a common area of concentration chosen by the student in consultation with the director of American Studies. In the fall semester of the senior year, each student must take the elective designated as the American Studies senior seminar for that year. Also, EN 277 Introduction to American Studies is strongly recommended for minors, but not yet required.

For further information on the American Studies minor, contact Professor Carlo Rotella in the English Department, rotellca@bc.edu, 617-552-3191, or visit the American Studies website at 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 18 credits chosen from two groups:

- CL 186 Greek Civilization, CL 205 Greek History, CL 262 Roman Civilization, and CL 206 Roman History. These general courses, offered every other year, serve as a general overview of the field and an introduction to the minor. Students must take at least three credits in Greek History or Civilization and at least three credits in Roman History or Civilization.
- Twelve (12) other credits, chosen after consultation with the director, from available offerings in Classics and other departments in the areas of literature, philosophy, religion, art and archaeology, history, and linguistics.

A list of the courses that are available each semester from the various departments and that can count for the minor will be published at registration time. Interested students should contact Professor Kendra Eshleman of the Classical Studies Department, Stokes 237S, 617-552-3797, or visit the Classical Studies website at www.bc.edu/classics.

Asian Studies

The minor in Asian Studies consists of six courses. The requirements are:

- One introductory course, typically HS 005 Asia in the World I (fall), HS 006 Asia in the World II (spring), SL 264 Wisdom and Philosophy of the Far East or SL 220 Far Eastern Literary Masterpieces (fall, in alternating years);
- Two courses in an Asian language beyond the elementary level;
- Three remaining electives, which must be approved by the Program Director.

Students are free to take any combination of courses to satisfy the requirements for the minor. It is highly recommended, however, to select courses to form a coherent theme. To register for the minor, as well as develop an individualized program of study, email the program director, Professor Sing-Chen Lydia Chiang at singchen.chiang@bc.edu.

Sample Program

- History: China; Japan; Comparative Asian
- Asian religions
- Chinese language and culture

Note: The more language-intensive Chinese minor is administered separately through the Slavic and Eastern Languages Department. For more information on the Chinese minor, please email Professor Sing-Chen Lydia Chiang at singchen.chiang@bc.edu.

- Japanese language and culture
- East Asia with attention to Korea
- Asian cultures and their Diasporas
- Politics: Contemporary China, Contemporary Japan, Asian regional

Students interested in the minor are encouraged to apply in their sophomore year. This allows students to attend special events to which students in the minor are invited, to appropriately plan their courses of study, and to take full advantage of study abroad opportunities in Asia.

Catholic Studies

The interdisciplinary minor in Catholic Studies at Boston College seeks to develop an intellectual and academic approach to Catholicism which does justice to the full human reality, integrity, and pluralism within this major world religious tradition. Since Catholicism comprises more than a religious institution, a set of moral or ritual practices, a body of doctrines, or individual and communal experiences, no one discipline or several disciplines functioning separately can properly understand it from the vantage point of its lived experience as a culture.

The Catholic Studies minor provides students with the opportunity to explore the Catholic intellectual tradition, emphasizing the richness of its philosophical and theological systems, its artistic and cultural expressions, its historical evolution (including internal and external moments of contestation), its approaches to social analysis and the natural sciences, in order to appreciate the vision and values which emerge from this tradition.

Requirements:

Six approved three-credit courses or a total of 18 credit hours:

- Nine to twelve credit hours selected from the three Catholic Studies clusters: The Catholic Imagination, Catholicism in Time and Space, and Catholic Social Thought.
- Students are strongly encouraged to take TH 023 and TH 024 Exploring Catholicism I and II (6 credits) to fulfill their Theology Core and count them as six of the 18 credit hours.
- Students are encouraged to take a 3-credit research seminar focusing on the enculturation of Catholicism in different geographical/regional locations (e.g., Asia, Latin America, Africa, Oceania, Irish-American, Italian-American, Latino/a, Black, and Amerindian), or a Catholic theme that is approached from several disciplinary perspectives and across historical periods (e.g., Catholic practices of asceticism in art, music, literature, and theology) during their senior year. This seminar should offer the student the opportunity to research, write, and present a senior project that thematically integrates what has been learned in the minor. The choice of this seminar should be approved by one of the co-directors.

Further information is available from the Co-Directors, Professor Mary Ann Hinsdale, IHM, Department of Theology, Stokes Hall N343, 617-552-8603, and Professor Virginia Reinburg, Department of History, Stokes Hall, S329, 617-552-8207, or visit www.bc.edu/schools/cas/catholic/minor.html

East European Studies

The minor in East European Studies encompasses faculty and courses from across the University and spans the entire border of Western Europe, from Russia, through central Europe, to southeastern Europe (the Balkans). The curriculum helps to prepare students for careers focused on the region, in diplomacy, journalism, business, government, social service, as well as for graduate academic or professional study. Students will work toward proficiency in an East European language and attain the breadth of knowledge and skills that an interdisciplinary program can provide.

Students must take a foundation course, SL 231 Slavic Civilizations, one course in East European history or politics, and two elective courses that focus on Eastern Europe (from a list of approved courses that span an number of departments/disciplines). In addition, students must have taken two courses in an East European language at or above the intermediate level.

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

Environmental Studies

The Environmental Studies Program uses an interdisciplinary approach to understanding the science and policy of the Earth's environmental challenges and is designed to complement any undergraduate major. The goals of the Environmental Studies minor are to provide undergraduate students with: (1) an awareness of the scientific, political and cultural aspects of the world's environmental problems and paths toward sustainable solutions; (2) a background for environmentally related careers in business, education, law, policy or research; and (3) preparation for graduate study. Environmental studies minors in the

classes of 2015 and beyond take four credits of Environmental Systems courses (GE 201–208, plus labs GE 211–218), one foundation course in environmental policy, and at least 10 credits of elective courses.

For further information or to register for this program, stop by the program office (Devlin 213), contact the director (Prof. Noah Snyder), or visit the program website at <http://www.bc.edu/envstudies>.

Faith, Peace, and Justice

The Faith, Peace, and Justice minor offers students an interdisciplinary opportunity to explore how their own serious questions about faith, peace, and justice are related to concrete work for peace and justice in our world. The FPJ program goals are to help students to acquire and develop skills in the social scientific analysis of concrete issues for justice and peace, to gain a solid intellectual and moral grasp of the ethical and justice principles which arise from these issues, to learn how to formulate public policy or to initiate social change in the light of critical ethical values, and to implement creative methods for conflict resolution in local, national, and international contexts.

To achieve these goals, each student is required to take the introductory course for the minor, TH/PL 160 The Challenge of Justice and, in their senior year, UN 590 Faith, Peace and Justice Senior Project Seminar. In addition, with the advice and approval of the FPJ Director, the students design a cluster of four elective courses, taken from at least three different academic disciplines, that aims at a truly interdisciplinary investigation of contemporary issues for justice and peace.

Possible themes for a FPJ elective cluster may include topics as varied as economic justice, environmental and sustainability issues, medical ethics and public health policy, war and peace, conflict resolution, peaceful leadership, ethics and social theory, religion and politics. The four elective courses are the foundation for the student's writing project in the FPJ Senior Seminar. Eighteen (18) credit hours are required for the minor.

For further information or to register for the Faith, Peace, and Justice minor, see the Director, Professor Matthew Mullane, Stokes Hall 453N, or visit the program website at www.bc.edu/fpj.

German Studies

The minor in German Studies offers an interdisciplinary approach to the language and cultures of Germany, Austria, and Switzerland. The foremost goal of the program is to provide participants with a broad, in-depth understanding of the various contributions German-speaking civilization have made—from the early Middle Ages to the present—to the development of the Western world. Among the disciplines that may be studied are the literature, art, music, history, theology, and philosophy of the German world.

The interdisciplinary minor consists of 18 credits or six upper-division courses: Germany Divided and Reunited (GM 242), two additional upper-level courses (at least one of which must be conducted in German) from the Department of German Studies, and three courses or nine credits from other departments. The three non-German courses may be chosen, in consultation with the Director of the minor, from the relevant offerings of at least two of the following departments: history, music, theology, fine arts, and philosophy. Such courses should focus upon subjects related to German culture. The following courses are examples of courses usually offered in the spring semester:

- FA 232 Northern Renaissance Art
- FA 356 Art Since 1945
- GM 175 Business German
- GM 202 German Composition and Conversation

ARTS AND SCIENCES

- GM 211 History of German Literature II
- GM 214 Poetic Mind of Germany, GM239 Knights, and Dragons
- GM 290 Advanced Reading in German
- HS 452 European War and Genocide
- MU 175 Music of the Holocaust and Third Reich
- MU 207 Music of the Romantic Era, MU270 Beethoven
- PL 399 Heidegger Project II
- PL 408 Nineteenth and Twentieth Century Philosophy
- PL 595 Kant's Critique
- TH 449 Jewish Liturgy: History and Theology
- TH 495 Hitler, Pius X, and Vatican II

Students who are already pursuing a double major will not be accepted into the German Studies minor. Planning and fulfilling the minor in German Studies requires the final approval of the Director of the minor. Students are encouraged to consult with the Director concerning opportunities for study abroad during their junior year at a German or Austrian university. Interested students are asked to contact the Director of the minor, Rachel Freudenburg, Lyons Hall 201F, 617-552-3745, freudenr@bc.edu.

International Studies

The minor in International Studies offers students the opportunity to combine insights from different disciplines so as to develop a broad understanding of international affairs. Students may earn a minor in International Studies by completing 18 credits (six courses) from at least three different academic departments, selected from among courses approved for the program. Students structure their courses around a thematic concentration (International Cooperation and Conflict, International Political Economy, Development Studies, Ethics and International Social Justice (EISJ)*, or Global Cultural Studies (GCS)**). They must complete a required introductory course (Foundation I), IN 510/PO 510 Globalization, IN 546 World Politics, or PO 501 International Politics (three credits), and five additional courses (fifteen credits). The Foundation I course does not have to be the first course taken.

*(EISJ) Select at least 12 credits in at least 4 electives according to one of the following clusters: International Normative Ethics, Comparative Social Movements, Economic Ethics, Ethics and Gender, Ethics and Race, Global Ethics, Global Health, Global Institutions, Religion and Politics. These lists are not exhaustive; students can suggest their own clusters. Courses and independent clusters must be pre-approved. The twelve credits of electives (four courses) should be from one cluster.

** (GCS) Select electives according to ONE of the following options for GCS:

- Global Culture and the Humanities option
- Global Culture, History, and the Social Sciences option; or
- Area option

The International Studies minor provides a foundation for careers in government, military, business, non-profit organizations, international institutions, state department, NGOs, multi-national corporations, and many other fields.

Guidelines for the International Studies minor and an enrollment form are available on the International Studies website at www.bc.edu/isp or from the International Studies Program office located in Gasson 109. Students may also consult the Director, Professor Robert Murphy, Department of Economics, Maloney Hall, 617-552-3688, Associate

Director, Professor Hiroshi Nakazato, Office of International Studies, Carney 247, 617-552-4892, or the Program Administrator, Patricia McLaughlin, Gasson Hall 109, 617-552-2800.

University regulations state that students taking an Interdisciplinary IS minor may only double count **one** course between University core and a minor **or one** course between student's major and a minor.

Irish Studies

Irish Studies at Boston College is one of four components included in the Center for Irish Programs. Founded in 1978, BC's Irish Studies program provides an interdisciplinary approach to the study of Irish culture and society. The program offers an undergraduate minor in Irish Studies and over 30 courses a year in history, literature, drama, music, art, and Irish language. Irish Studies courses may be found on its website and are also available at Connolly House, the home of the Irish Studies Program. Irish Studies also a renowned concert program developed by Sullivan Artist in Residence, Seamus Connolly.

The minor in Irish Studies requires students to complete 18 credits drawn from more than one discipline and designated as appropriate by the Director of Irish Studies. Students should contact Irish Studies at 617-552-6396 to arrange a meeting for assistance in planning their courses. Those completing the Irish Studies minor are eligible for the Maeve O'Reilly Finley Fellowship for graduate study in Ireland.

Students pursuing the minor are encouraged to take advantage of the partnership programs that Irish Studies and the Center for International Partnerships and Programs have developed with the National Universities of Ireland at Galway and Maynooth, University College Cork, University College Dublin, Trinity College Dublin, the University of Ulster, and Queen's University, Belfast.

Students interested in Irish Studies should call 617-552-6396. Students may also consult the Irish Studies website at www.bc.edu/centers/irish/studies/undergrad/academics/minor.html.

Islamic Civilization and Societies

This program emphasizes the interdisciplinary study of the Middle East and Muslim world from the rise of Islam in the seventh century to the present. Through a sequence of courses, it offers preparation in Middle Eastern and Islamic Studies useful for careers such as journalism, diplomacy, business, and social service as well as graduate programs of academic and professional training. Courses cover the social, economic, political, cultural, and religious heritage as well as contemporary developments in their regional and world settings.

Students interested in the program should contact Professor Kathleen Bailey, Political Science Department, McGuinn 529, 617-552-4170, or Professor Ali Banuazizi, Political Science Department, McGuinn 324, 617-552-4124, or visit www.bc.edu/ics.

Jewish Studies

The Jewish Studies Program seeks to examine the multiple dimensions and complexities of Jewish civilization throughout its broad chronological and geographical range. In so doing, the program contributes to Boston College's efforts to internationalize and enrich its curriculum by creating a space for reflection on an ethnically and religiously diverse campus. Far from being a parochial field, Jewish Studies is a well-established academic discipline, drawing upon almost every area in the humanities and social sciences in order to understand the myriad expressions of Jewish civilization over the course of thousands of years and in every corner of the globe.

The minor in Jewish Studies consists of a total of six 3-credit courses, including one foundation course, four electives selected from at least three departments within the College of Arts and Sciences, and a concluding seminar/Capstone course.

Although the Minor in Jewish Studies has no specific language requirement, students are encouraged to take as many courses as possible in biblical and modern Hebrew. However, a maximum of six credits in Hebrew language may be applied to the minor. Students may participate in Boston College's study-abroad program at The Hebrew University in Jerusalem. They may also avail themselves of summer programs in Yiddish and Judeo-Spanish.

For additional information or to sign up for the Minor in Jewish Studies, contact the program co-director, Prof. Donald Fishman, 541 Maloney Hall (fishmand@bc.edu or 552-4285), or the other co-director, Prof. John Michalczyk, Devlin Hall 420, either by email (michalcj@bc.edu), by phone 552-3895.

Latin American Studies

The Latin American Studies program encompasses faculty and courses from across the University. With academic advisement from participating faculty, students can shape the Latin American Studies minor to fit usefully with their academic major and with the ambitions they hope to pursue after graduation. Students may earn a minor in Latin American Studies by completing 18 credits (approximately six courses) from at least three different academic departments, selected from among courses approved for the program. Proficiency in Spanish or Portuguese that is equivalent to successful completion of a third-year college language course is required for the minor (but this course is not counted as one of the above six).

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

For further information contact the Director, Professor Harry L. Rosser, Department of Romance Languages and Literatures, Lyons 307D, 617-552-3828, or visit www.bc.edu/schools/cas/latinam.

Psychoanalytic Studies

The "unconscious" dimension of human experience has been with us for a long time in art, literature, social studies, and even philosophy, but Freud was the first to give it a clinical status and to propose a method of investigating it. This conception was first presented to the world at large with *Interpretation of Dreams* in 1900 and soon became a challenge to every discipline that proposes to reflect on the nature of the human in all of its dimensions. The Minor in Psychoanalytic Studies offers students the opportunity to broaden their understanding of one of the major cultural and intellectual trends of the twentieth century. The minor consists of six 3-credit courses, one or two of which should be at the introductory level (e.g., PL 429 Freud and Philosophy), and representing a minimum of three departments within the College of Arts and Sciences.

For further information on the minor, consult the Director, Professor Vanessa Rumble, Philosophy Department, rumble@bc.edu, or visit the program website at www.bc.edu/schools/cas/psychoan/minor.html.

Scientific Computation

The minor in Scientific Computation is an interdisciplinary program drawing on faculty in several departments, which complements students' training in the natural and social sciences. The minor focuses on applications of the computational methodologies developed in physics, chemistry, mathematics, economics, and finance for empirical research. Students selecting the minor will be exposed to a wide range of computational techniques of practical value in solving empirical and modeling problems.

Six three-credit courses are required for the minor: two mathematics courses (MT 202 and MT 210), one course in scientific programming (CS 227), one course in numerical methods and scientific computation (PH 430), and two elective courses from an approved list.

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

Women's and Gender Studies

The Women's and Gender Studies Program is an interdisciplinary forum for the study of women's past and present position in American society and in a diversity of nation-state, international, and global contexts. Drawing from a broad range of theoretical frameworks and empirical scholarship, Women's and Gender Studies analyzes the similarities and differences among and between women as the result of such factors as race, class, religion, culture, and sexuality. Women's and Gender Studies shed light on the construction and maintenance of gender ideologies in different societies and considers gender relations a primary factor in our understanding of women's statuses and roles. Multiple perspectives and lenses—literary, historical, sociological, psychological, political, activist, popular culturist—are applied to the study of women's lived realities, contributions, representations, and oppressions. The Women's and Gender Studies Program offers an interdisciplinary minor that consists of two required courses, Introduction to Feminisms (EN 125, HS 148, SC 225) and Advanced Topics in Women's Studies (CO 593, SC 593), plus four additional courses, drawn from a broad selection of choice across the disciplines.

For more information consult the Director of the minor, Professor Sharlene Hesse-Biber, Sociology Department, 617-552-4139, or email: hesse@bc.edu, or visit www.bc.edu/ws.

Fifth Year B.A./M.A.

The College of Arts and Sciences and the Graduate School of Arts and Sciences offer a five-year B.A./M.A. program in some departments. Application to the program normally takes place early in the second semester of the junior year. The applicant must complete an application to the Master's degree program in the Graduate School of Arts and Sciences, McGuinn 221. Admission to the B.A./M.A. program normally requires an overall GPA of 3.333 and a GPA of 3.5 in the major. Although specific B.A./M.A. program requirements will vary across departments, the program limits the number of credits that can be applied towards the master's degree to six credits that may also be applied to the 120 credits required for the undergraduate degree. The undergraduate degree will be conferred upon completion of undergraduate requirements. The master's degree will be conferred upon completion of degree requirements specified by the department.

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Accelerated Bachelor of Arts—Master of Social Work Program

The College of Arts and Sciences and the Graduate School of Social Work offer an Accelerated B.A./M.S.W. Program whereby a limited number of Psychology and Sociology majors may begin the Social Work foundation courses during their junior and senior years and receive the B.A. at the end of four years and the M.S.W. after the fifth year. Students must meet all standard requirements for admission to the Graduate School of Social Work and enroll as final-year M.S.W. candidates for their fifth year. Interested students should contact the Director of Admissions of the Graduate School of Social Work by spring semester of the sophomore year at the latest. For prerequisites and application information, consult the Graduate School of Social Work, McGuinn 118, 617-552-4024.

The School also offers an upper-division introductory course that is not applicable to the M.S.W. degree, SW 600 Introduction to Social Work, which is cross-listed with the Departments of Psychology and Sociology in the College of Arts and Sciences.

Minors in the Lynch School of Education for Arts and Sciences Students

Arts and Sciences students completing minors in the Lynch School of Education must fulfill all major, Core, and elective requirements in the College of Arts and Sciences and have completed at least 96 credits in the College of Arts and Sciences.

Inclusive Education Minor

The Department of Teacher Education, Special Education, and Curriculum & Instruction (LSOE) offers the Inclusive Education minor for students enrolled in the College of Arts and Sciences. The minor is designed to (1) introduce Arts and Sciences students to the world of disabilities and special education, with an emphasis on special education practice, and (2) enhance the ability of future professionals to meet the needs of an increasingly diverse population of students in America's schools. Classes address the nature and implications of disabilities as well as effective practices in special education. The minor consists of six courses and a zero-credit field observation.

Secondary Education

Students majoring in Biology, Chemistry, Classical Studies, English, Geology, History, Mathematics, Physics, or Theology (not for certification) in the College of Arts and Sciences may apply to minor in Education. This program begins in the sophomore year and interested students should contact the Coordinator of Secondary Education or the Associate Dean in the Lynch School of Education during the sophomore year. Only those students majoring in the disciplines listed above may apply for a minor in Secondary Education.

N.B. Students majoring in English have additional requirements. Consult Maureen Raymond at maureen.raymond@bc.edu for more information.

General Education

Students who have an interest in Education may follow a minor of five or six courses with their advisors' approval. This program does not lead to certification, but does offer students an introduction to programs that could be pursued on the graduate level. The following courses constitute a minor in Education: Child Growth and

Development; Family, School, and Society; Psychology of Learning; Classroom Assessment; Working with Special Needs Children; and one Education elective as an optional sixth course.

Minor in the Carroll School of Management for Arts and Sciences Students

Arts and Sciences students completing minors in the Carroll School of Management must fulfill all major, Core, and elective requirements in the College of Arts and Sciences and have completed at least 96 credits in the College of Arts and Sciences.

Minor in Management and Leadership

The Department of Management and Organization offers a minor in Management and Leadership for students enrolled in the College of Arts and Sciences. The minor is designed to help students develop and enhance their ability to lead and manage people and organizations by (1) developing an appreciation for the fundamentals and complexity of successful leadership; (2) identifying exemplary leadership in themselves and others; and (3) learning and demonstrating effective leadership skills. The minor consists of six courses. Students interested in the minor must complete an application, available in either the office of the Dean of Arts and Sciences or the Management and Organization Department, by February 15 or October 15 for the following semester. For more information, please consult the Chairperson of the Management and Organization Department, Professor Judith Gordon, Fulton 430A, judith.gordon@bc.edu or visit www.bc.edu/content/bc/schools/csom/departments/mgtorg/concentration.html.

International Study

The aim of international study is to enable students to become fluent in a foreign language and to better understand a different culture. Students wishing to spend a year or a semester abroad and transfer the credits earned to their Boston College degree must receive approval from a Dean and enroll in a program approved by the College. To qualify for Dean's approval, a student must have at least a 3.2 average in the major and approximately the same cumulative average, have completed a significant number of courses in the major and have made substantial progress on Core requirements, have the approval of the Chairperson of the major department, and have adequate proficiency in the language of the country in which he/she plans to study. For students who have not passed the language proficiency requirement, a minimum of one year of college-level language study is required.

Students should begin the application process by contacting the Office of International Programs early in their sophomore year.

Academic Regulations

Satisfactory Academic Progress

Beginning with the class of 2014, a student in the College of Arts and Sciences must complete at least 120 credits to earn the bachelor's degree.

To continue enrollment in a full-time program of study, a student must ordinarily maintain a cumulative average of at least 1.667 as the minimum standard of scholarship and must not fall more than six credits behind the total number of credits a student of their status is expected to have completed (an average of 15 credits each semester). Any student who is permitted by the deans to continue enrollment in a full-time undergraduate program is considered to be in good standing.

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

A student on probation may return to good standing by approved methods (e.g., make-up of credits via approved summer school work; students may make up no more than ten credits in a single summer.) A student who incurs additional failures or withdrawals, or carries an unapproved underload while on probation, may be required to withdraw from the School at the time of the next review.

Procedure of Appeal

Students with questions of interpretation or petitions for exception from the College of Arts and Sciences Regulations, apart from those specified in the University's academic integrity policy, may submit them to the Associate Deans.

A student should always attempt to resolve problems concerning the manner in which grades have been awarded or the academic practices of an instructor by direct contact with the instructor. In the rare case of an unresolved question the student should first refer the matter to the Chairperson or Director of the relevant department or program.

A formal appeal of a course grade, which ought not be entered lightly by a student nor lightly dismissed by an instructor, should be made no later than the sixth week of the following semester. In making a formal appeal, a student files a written statement with the Dean for his or her class. The Dean will then request written responses from both the instructor and Chairperson and submit the case to the Appeals Committee of the Educational Policy Committee. The committee will review the case thoroughly and make a recommendation on resolution to the Dean of the College. The Dean's decision will be final.

Language Proficiency

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

- By successful completion of the course work for second semester intermediate level in a modern or classical foreign language or one course beyond the intermediate level.
- By achieving a score of 3 or above on the AP test or a score of 550 or better on the SAT II reading exam in a modern foreign language.
- By achieving a score of 4 or above on the AP test or a score of 600 or better on the SAT II in a classical language.
- By achieving a score of 4 or above on the AP test or a score of 650 or better on the SAT subject test in Chinese, Japanese, or Korean.
- By having a native language other than English. The student should provide documentation of this native proficiency or be tested by the appropriate department.
- By passing one of the language tests given by the Boston College language departments (for languages other than Romance Languages).

African and African Diaspora Studies

Contacts

- Director: Rhonda Frederick, 617-552-3717
- Administrator: Richard Paul, 617-552-4938
- www.bc.edu/aads

Undergraduate Program Description

The African and African Diaspora Studies Program (AADS) considers the history, culture, and politics of Africans on the sub-continent and African-descended peoples in the U.S., the Caribbean, South America, Europe, Asia, and the Middle East. Covering vast historical periods and geographies, African and African Diaspora Studies acquaints students with the multiplicity and diversity of the African Diaspora and the world in which we all live. Using an interdisciplinary and comparative approach, the program draws on a broad range of methodologies in English, History, Sociology, Philosophy, Theology, Communications, and Theatre.

Central Themes

To get the most out of an AADS minor, students are encouraged to organize their courses around the central themes of globalization, intersectionality, or social justice.

Globalization: Globalization is as old as the trade in African slaves. Patterns of travel, labor, trade, commerce, and resource extraction have shaped the experiences of African-descended peoples and the peoples they have encountered. Selected courses explore the connections between various geographic regions, cultural traditions, and historical developments that have defined globalization.

Intersectionality: Race is defined by various identity categories and social locations such as gender, class, color, ethnicity, region, nation, age, sexuality, political ideals, and spiritual beliefs. Intersectionality reminds us that race is not a monolithic or homogenous category of human experience.

Social Justice: The history of African and African-descended peoples has been defined by the struggle for social justice as the fight for racial equality, the fight against discrimination, sexism, homophobia, and class exploitation. In resisting enslavement, segregation, patriarchy, imperialism, and colonialism, by striving to overturn discrimination in housing, healthcare, employment, religious institutions, and families, African and African Diasporic peoples have undertaken drives for social emancipation that have expanded the meaning of democratic ideals.

Minor Requirements—18 credits (or more)

Required Courses:

- BK 110 Introduction to African Diaspora Studies—3 credits
 - BK 600 Senior Seminar (or the equivalent)—4 credits
 - Four additional courses (clustered around a theme)—we recommend that minors take at least two courses of three or four credits before taking BK 600 Senior Seminar
- BK 110 Introduction to African Diaspora Studies familiarizes students with the major issues and methodologies involved in studying the African Diaspora. BK 600 Senior Seminar is an intensive reading and writing course designed to assist students in synthesizing their minor experience.

To affirm and specify our minor's selected Central Theme, we suggest that their four additional courses reflect a particular thematic focus. Some possible themes are:

- Cities and Urban Life
- Economics of Inequality
- Gender and Sexuality

ARTS AND SCIENCES

- Globalization and Development
- Intellectual and Philosophical Traditions
- Migration and Immigration
- Music and the Performing Arts
- Political Systems and Grassroots Protest
- Popular Culture and New Media
- Spirituality and Social Protest

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

Contact us at 617-552-3238 or check our website at www.bc.edu/aads.

Core Offerings

The Program offers several courses that satisfy the Core requirement in Cultural Diversity and one course that satisfies the requirement in Social Sciences.

Undergraduate Course Offerings

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

BK 110 Introduction to African Diaspora Studies (Fall: 3)

Cross listed with SC 045

Satisfies Cultural Diversity Core requirement

See course description in the Sociology Department.

C. Shawn McGuffey

BK 118 Haiti and the Dominican Republic: Haitian and Dominican Literature (Fall: 3)

Offered periodically

The island of Hispaniola, the two nations now known as Haiti and the Dominican Republic, has a complex history. This class examines that history through the literature of both countries. Looking at different historic time periods and themes such as dictatorship, migration, race and national identity we will focus on how fiction writers express what it means to be Dominican/Haitian and how the two are constantly in conversation with one another both implicitly and explicitly. We will focus on readings from Junot Diaz, Edwidge Danticat, and Julia Alvarez, and draw from music, politics, and current events of both countries.

Regine Michelle Jean-Charles

BK 120 Religion in Africa (Fall: 3)

Cross listed with TH 107

Satisfies Cultural Diversity Core requirement

See course description in the Theology Department.

Aloysius Lugira

BK 121 Christianity in Africa (Spring: 3)

Cross listed with TH 108

Satisfies Cultural Diversity Core requirement

See course description in the Theology Department.

Aloysius Lugira

BK 138 Race, Class, and Gender (Fall: 3)

Cross listed with SC 038

Satisfies Cultural Diversity Core requirement

Offered periodically

See course description in the Sociology Department.

C. Shawn McGuffey

BK 139 African World Perspectives (Spring: 3)

Cross Listed with SC 039

Offered periodically

See course description in the Sociology Department.

Zine Magubane

BK 201 Versions in Black: Genres of Black Women's Writing (Spring: 3)

Cross Listed with EN 201

Satisfies Cultural Diversity Core requirement

See course description in the English Department.

Deborah Levenson-Estrada

BK 217 Politics and Society in Contemporary Sub-Saharan Africa (Fall: 3)

Offered periodically

Focusing on the study of politics and government in Africa, this course surveys the different approaches used to examine the history of political development on the African continent as well as the institutional structure of the African states. We will explore some of the dimensions of social change and political reform in Post-Colonial Africa, with special reference to factors such as nationalism, ethnicity, state dysfunctionality, the problem of political order, democratization, and development, doing so against the backdrop of the debate between Afro-pessimism and Afro-optimism as we grapple with the fate of the continent—the subject of various controversies.

Aberra Tesfay

BK 222 Black Education Movements (Spring: 3)

Cross listed with HS 192

Offered periodically

This course will cover the history of Black education movements, including freedman schools, citizenship education, court ordered school desegregation, the War on Poverty's education programs, community control of schools, revolutionary political education, liberation schools, affirmative action, and the twenty-first century issue of resegregation.

Lyda Peters

BK 229 Capstone: Multicultural Narratives: Define Past and Invent Future (Fall: 3)

Cross listed with UN 555

Capstone classes cannot be taken pass/fail.

Students may take only one Capstone class before graduation.

See course description under University Courses.

Akua Sarr

BK 243 Gender and Slavery (Fall: 3)

Satisfies Cultural Diversity Core requirement

Offered periodically

Discussions of slavery have focused upon the enslaved males' roles and responses. To gain a more complete picture of the complex social interactions and political and social consequences of slavery, we will examine it from the enslaved female's perspective as well. This course focuses upon women's labor, their roles in family life, the plantation community, and how gender informed the style and types of resistance in which men and women engaged. We will also discuss the effects of white paternalism upon gender roles in the slave communities and white female responses to the effects of slavery upon their lives.

M. Shawn Copeland

BK 248 Community Service Research Seminar (Fall: 3)
 Cross Listed with SC 254 and UN 254
 Students should contact the Office of AHANA Student Programs to obtain permission to register.

See course description under University Courses.

Deborah Piatelli

BK 253 The Modern Black Freedom Movement (Fall: 3)
 Satisfies Cultural Diversity Core requirement
 Offered periodically

This course is a comprehensive history of the people, the stories, the events, and the issues of the civil rights struggle in America. The course focuses on the stories of the little-known men and women who made this social movement and presents the material so that both those who lived through these turbulent years and those too young to remember them will come to know their importance in our lives.

Lyda Peters

BK 262 Gospel According to Hip Hop (Spring: 3)
 Offered periodically

This course will examine the history of hip hop pioneers and their media as it developed on the stage of American history, and then follow hip hop as it emerged as the most powerful force in popular culture in the world. We will then examine the assumptions of homogeneity within the black community of the twentieth century and consider the future of this community that now has disintegrated from “one black America” into four: the Mainstream, the Transcendent, the Emergent and the Abandoned.

Chauncey McGlathery

BK 267 Red, Whites, and the Blues: Fears and Faith in America (Spring: 3)
 Offered periodically

This course will first explore the how political media has exploited fear in its constituents to attain more political power. This course will also track how performers of protest songs within popular music in general and within African American music in particular have used their platform to publish and challenge this exploitation. From Bob Dylan to Bob Marley, the tradition of combating politics with protest music has flourished to create a grassroots system of checks and balances that is needed now more than ever.

Chauncey McGlathery

BK 280 Race and Visual Culture (Spring: 3)
 Cross listed with EN 284

See course description in the English Department.

Cynthia Young

BK 290 Gospel Workshop (Fall: 0)

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

Cross listed with MU 096
 Performance course

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

Chauncey McGlathery

BK 291 Voices of Imani (Spring: 0)

Prerequisite: Performance course

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

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

Chauncey McGlathery

BK 299 Readings and Research (Fall: 3)

The Department

BK 301 Race, Ethnicity and Popular Culture (Fall: 3)

Prerequisite: Students taking this course must have taken at least one other sociology course. Familiarity with postmodernism, post-colonial studies, and gender and/or race theory suggested.

Cross listed with SC 304

Offered Periodically

See course description in the Sociology Department.

Zine Magubane

BK 310 Studies of Race, Law, and Resistance (Spring: 3)

This course might be of special interest for students pursuing a pre-law concentration and/or the AADS minor.

This course will examine and analyze protest movements for racial and economic justice from 1954 to 1968 and how these struggles contributed to sweeping reforms in U.S. law and public policy during and beyond this period. This course will examine violence and resistance, focusing on the legal and extra-legal strategies by “discrete, insular minorities” in the South and the North challenging *de jure* and *de facto* discrimination based on race, color, national origin, and/or ancestry. This course will be of special interest to students interested in social justice and the law and to those considering post-graduate legal studies.

Juan Concepcion

BK 312 Witches and Apocalypses in Young Adult Fiction (Spring: 3)

Cross listed with EN 302

Offered periodically

See course description in the English Department.

Cynthia Young

BK 315 Africa and the World (Spring: 3)

Offered periodically

This course seeks to provide an introduction to key concepts, theoretical debates and analytical tools in comparative politics with a special focus on Sub-Saharan Africa. It is designed to increase your knowledge and critical thinking skills by examining and comparing a variety of different systems of government on the African continent. Using the comparative method, the course prepares you to answer some important questions about politics, such as: Why are certain countries better governed than others? Why do some states become democracies while others remain authoritarian?, and What is the relationship between a type of political regime and economic development?

Aberra Tesfay

ARTS AND SCIENCES

BK 316 Racism: French and American Perspectives (Spring: 3)

Cross listed with RL 302

Satisfies Cultural Diversity Core requirement

Offered periodically

See course description in the Romance Languages and Literatures Department.

Jeff Flagg

BK 325 Revolutionary Cuba: History and Politics (Fall: 3)

Cross listed with HS 325

Satisfies Cultural Diversity Core requirement

Offered periodically

See course description in the History Department.

Frank Taylor

BK 370 African Business (Spring: 3)

Cross listed with MJ 631

Offered periodically

See course description in the Business Law Department in the Carroll School of Management.

Frank J. Parker, S.J.

BK 396 Decolonization and the War in Africa (Fall: 3)

Prerequisite: Any two semesters of HS 001–094

Cross listed with HS 396

Offered periodically

See course description in the History Department.

Priya Lal

BK 400 Making and Remaking Americans: Race in Literature (Fall: 3)

Cross listed with EN 531

Offered periodically

See course description in the English Department.

Lori Harrison-Kahan

BK 410 African-American Writers (Fall: 3)

Cross listed with EN 482

Satisfies Cultural Diversity Core requirement

This course explores literature of the African Diaspora, while concentrating on the sub-division called “African Americana.” Accordingly we will read productions that cover a range of genres from fiction, to poetry, to film and advertisements, with the intention of discovering what literature tells us about how racial ideologies work in practice.

Cynthia Young

BK 466 Litterature et Culture Francophone (Fall: 3)

Cross listed with RL 360

See course description in the English Department.

Nelly Ronsenberg

BK 512 History of Black Nationalism (Spring: 3)

Cross listed with HS 280

See course description in the History Department.

Peace Medie

BK 516 African Rhythms in Latin American Music (Spring: 3)

Offered periodically

No musical skills are required.

This course studies the African influence on the music of Latin America and the Caribbean as a reflection of historical, social, religious,

cultural, and economic events. Emphasis will be placed on selected music genres in South America. Students will have the opportunity to learn and play traditional rhythms on native percussion instruments.

Leo Blanco

BK 565 American Immigration I (To 1865) (Fall: 3)

Prerequisite: Any two semesters of HS 001–094

Cross listed with HS 565

Offered periodically

See course description in the History Department.

Kevin Kenny

BK 597 Contemporary Race Theory (Spring: 3)

Cross listed with SC 597

Offered periodically

See course description in the Sociology Department.

Zine Magubane

BK 600 Senior Seminar (Spring: 4)

Prerequisite: BK 110, Department permission required

This course explores the discourses of diaspora by taking into account the origins, various meanings, multiple dimensions, cultural iterations, and restrictive limitations of the term. How does the practice of diaspora translate in different forms of cultural work such as music, film and literature? How has diaspora shifted in the age of globalization? How can we use diaspora as an analytical tool for reading from a critical perspective? We will consider closely how diaspora is theorized, practiced, and represented in various forms of cultural production. Therefore we will be taking an interdisciplinary approach reading across genre, medium, and disciplines.

Regine Jean-Charles

Undergraduate and Graduate Course Offerings

BK 291 Voices of Imani (Spring: 0)

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

Performance course

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

Chauncey McGlathery

BK 322 Haiti Cherie: Haitian Literature and Culture (Fall: 3)

Cross listed with RL 473

Offered periodically

Conducted in French

See course description in the Romance Languages and Literatures Department.

Regine Michelle Jean-Charles

BK 410 African-American Writers (Fall: 3)

Cross listed with EN 482

Satisfies Cultural Diversity Core requirement

See course description in the English Department.

Cynthia Young

BK 493 Diversity and Cross-Cultural Issues (Fall/Spring: 3)

Prerequisite: Permission of Graduate School of Social Work

The course provides a critical perspective on current issues and problems in American racism, sexism, heterosexism, ablism, and ageism. These issues and problems are studied in the context of the dynamics of social process, historical and anthropological perspectives, and theories of prejudice and social change. Social work's responsibility to contribute to solutions is emphasized. Different models for examining the issues of race, sex, sexual orientation, age and ability are presented.

The Department

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

- Prof. Evan Kantrowitz (239 Merkert)
- Prof. Jianmin Gao (203 Merkert)

Biology Department

- Prof. Anthony Annunziato (401A Higgins)
- Prof. Kathy Dunn (412 Higgins)

Program Description

This interdisciplinary major in Biochemistry, administered jointly by the Chemistry and Biology Departments, provides the student with a broad background in biochemistry and related courses in chemistry and biology. This major is intended for those interested in the more chemical and molecular aspects of the life sciences. More information about the Biochemistry major can be found at www.bc.edu/content/bc/schools/cas/biochemistry.html.

Biochemistry Major requirements for the Class of 2016 and beyond:

- BI 200 Molecules and Cells (3 credits)
- BI 201 Ecology and Evolution OR BI 303 Introduction to Physiology (3 credits)
- BI 204 Investigations in Molecular Cell Biology (3 credits)
- One course in cell biology from the following list (3 credits):
BI 304 Cell Biology
BI 321 Plant Biology
BI 414 Microbiology
- One course in genetics or genomics from the following list (3 credits):
BI 315 Introduction to Genomics
BI 319 Genetics and Genomics
BI 417 Microbial Genetics
- CH 109–111 (or CH 117–119) General Chemistry I and Laboratory (4 credits)
- CH 110–112 (or CH 118–120) General Chemistry II and Laboratory (4 credits)
- CH 231–233 (or CH 241–243) Organic Chemistry I and Laboratory (4 credits)
- CH 232–234 (or CH 242–234) Organic Chemistry II and Laboratory (4 credits)
- CH 351–353 Analytical Chemistry and Laboratory (4 credits)
- CH 473 Physical Chemistry for Biochemistry majors (3 credits)
- CH 561–562 Biochemistry I and II; OR
BI 435 Biological Chemistry and BI 440 Molecular Biology (6 credits)
- PH 211–203 Physics I (calculus) and Laboratory (5 credits)
- PH 212–204 Physics II (calculus) and Laboratory (5 credits)

- MT 101 (or MT 105) Calculus II (4 credits)
- Two advanced electives from the following list* (6 credits):
BI 420 Introduction to Bioinformatics
BI 429 Medical Biochemistry and Metabolism
BI 451 Cancer Biology
BI 483 Research in Molecular Biology Lab
BI 484 Research in Biochemistry Lab
BI 487 Research in Molecular Genetics Lab
BI 506 Recombinant DNA Technology
BI 529 Biomolecules: Driving Molecular Forces
BI 536 Viruses, Genes and Evolution
BI 537 Literature for Neurological Diseases
BI 570 Biology of the Nucleus
CH 564 Physical Methods in Biochemistry
CH 565 Chemical Biology: Nucleic Acids
CH 566 Metallopharmaceuticals
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
BI 463–464 Research in Biochemistry**
BI 498 Advanced Independent Biochemical Research**
CH 497–498 Advanced Research in Biochemistry**
CH 593–594 Introduction to Biochemical Research**

Total Credits: 64

*Additional electives may sometimes be announced in this category, depending upon advanced course offerings in the Biology and Chemistry Departments.

With Biology or Chemistry Department approval, two semesters of Undergraduate Research may be substituted for **one advanced elective.

Advanced Placement: Biochemistry majors who have a 5 on the Biology AP exam in their senior year may elect to begin the major with BI 304 Cell Biology, and take an additional course from the advanced elective list (total of three advanced electives). Advising note: During sophomore year, Biochemistry majors on the AP track will have some options for spring semester courses. They should see a Biochemistry Advisor **before** they register for fall classes to avoid either taking courses that cannot be applied to the major or inadvertently creating a heavy course load in the senior year.

Biochemistry Major requirements for the Class of 2014 and 2015

Biochemistry Major requirements as described above for the Class of 2016 represent minor adjustments to the current Biology intermediate course requirements and advanced elective options. Members of the Class of 2014 and 2015 may follow this new curriculum or they may continue with the current requirements listed on the Biochemistry web site. The current requirements can be found on the Biochemistry web site. While no new requirements have been added for the Classes of 2014 and 2015 the current requirements have been updated to include additional options. See the Biochemistry website (www.bc.edu/content/bc/schools/cas/biochemistry.html) for complete information.

Recommended course sequencing for Biochemistry majors*Freshman Year*

General Chemistry and Labs
BI 200 and either BI 201 or BI 303
BI 204 lab (if possible)

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Sophomore Year

Organic Chemistry and Labs
One course from the cell biology list
One course from the genetics/genomics list
BI 204 lab (if needed)

Junior Year

Biochemistry sequence

Senior Year

Analytical Chemistry and lab
Physical Chemistry
Two advanced electives

Note:

- Calculus is typically completed by the end of the sophomore year.
- Physics can be taken at any time beginning with the sophomore year.
- Students are encouraged to participate in Undergraduate Research, typically beginning in the junior year; other options are available. Students should speak to individual professors regarding research opportunities.

Biology

Faculty

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

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

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

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

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

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

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

Marc A.T. Muskavitch, *Professor*; B.S., University of Wisconsin, Madison; Ph.D., Stanford University

Thomas N. Seyfried, *Professor*; B.A., St. Francis College; M.S., Illinois State University; Ph.D., University of Illinois

Kenneth C. Williams, *Professor*; B.A., Northland College; M.A., University of Hartford; Ph.D., McGill University

Mary Kathleen Dunn, *Associate Professor*; B.A., University of Kansas; M.S., Michigan State University; Ph.D., University of North Carolina at Chapel Hill

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

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

Gabor T. Marth, *Associate Professor*; B.S., M.S., Technical University of Budapest; D.Sc., Washington University, St. Louis

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

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

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

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

Robert J. Wolff, *Adjunct Associate Professor*; B.A., Lafayette College; Ph.D., Tufts University

Joseph Burdo, *Adjunct Assistant Professor*; B.S., Western Michigan University; Ph.D., Penn State College of Medicine

Danielle Taghian, *Adjunct Assistant Professor*; B.S., Tufts University; Ph.D., Harvard University

Contacts

- Director of Graduate Studies: Charles Hoffman, hoffmacs@bc.edu
- Director of Undergraduate Studies: Kathy Dunn, dunnm@bc.edu
- Director, Administration, Biology Department: Guillermo Nuñez, guillermo.nunez.1@bc.edu
- Undergraduate Program Administrator: Kristen Adrien, adrien@bc.edu
- Department and Graduate Program Administrator: Peter Marino, marinope@bc.edu
- Director of Laboratories: Douglas Warner, douglas.warner@bc.edu
- Technology Coordinator: Andrew Pope, tc.bio@bc.edu
- Administrative Assistant: Diane Butera, buterada@bc.edu
- Office Coordinator: Collette McLaughlin, kelleysc@bc.edu
- 617-552-3540
- www.bc.edu/biology

Undergraduate Program Description

The Biology Department considers a basic understanding of biological systems to be an essential skill in our increasingly technological society and offers a range of courses for both biology majors and non-majors. Courses are designed to promote scientific literacy and a sophisticated understanding of complex biological systems. Our courses introduce students to life at various levels of organization, with topics ranging from the molecular basis of cellular function, to the coordination of organ systems in the physiology of organisms, to the interactions of organisms with each other and the environment. The importance of research and experimentation in biology is stressed throughout the curriculum, which includes both lab courses and research experiences.

The Biology Department offers the following degrees:

Bachelor of Science (B.S.) in Biology is a structured program for biology majors who are interested in pursuing those aspects of the field that require a strong background knowledge in physics, chemistry, and mathematics and for students who want to fulfill premedical/pre dental requirements.

Bachelor of Arts (B.A.) in Biology is a flexible program that can prepare students for graduate school in the life sciences or can be integrated with other areas, including law, ethics, history, sociology, computer science, and management. The B.A. provides a solid foundation in biology, but allows more flexibility in course selection by removing some of the chemistry and quantitative requirements that characterize the B.S. program. Thus, students in the B.A. program can

either add more depth and focus around a sub discipline or have more breadth, either within the biology curriculum or by taking advantage of the B.A. elective options. Students should note that, unlike the B.S. program, the B.A. program does not fulfill medical school admission requirements.

The Biology Department also co-sponsors a B.S. degree in Biochemistry together with the Chemistry Department. The Biochemistry degree is described separately in this Catalog.

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

- BI 200 Molecules and Cells (3 credits)
- BI 201 Ecology and Evolution (3 credits)
- BI 204 Investigations in Molecular Cell Biology (3 credits)
- One course from Category A: Genes and Genomes (3 credits)
 - BI 315 Introduction to Genomics
 - BI 319 Genetics and Genomics
 - BI 417 Microbial Genetics
- One course from Category B: Organismal and Systems Biology (3–4 credits)
 - BI 303 Introduction to Physiology
 - BI 321 Plant Biology
 - BI 432 Developmental Biology
 - BI 433 Human Physiology with lab
 - BI 481 Introduction to Neuroscience
- One course from the Advanced Experience list—a minimum of 2 credits
- For the B.S.: Additional electives numbered 300 and above to reach a minimum of 30 Biology credits for **all** Biology courses. A complete listing of Biology courses is available on the departmental website.
- For the B.A.: Additional electives numbered 300 and above to reach a minimum of 33 credits for **all** Biology courses. (Nine credits can be from the B.A. elective list available on the departmental website.)

Advance Experience courses include undergraduate research, research lab courses, and smaller classes involving the primary literature and data analysis. Courses fulfilling this requirement are available on the Biology Department website. **Note:** While independent undergraduate research courses can be taken over several semesters for credit, only three of these credits can be applied toward the 30 required credits for the Biology major (B.A. or B.S.). Students using undergraduate research to fulfill the Advanced Experience requirement and/or to have the three credits applied to the Biology major must complete at least two semesters.

Corequisite Courses for the Bachelor of Science (B.S.) Program *Chemistry (15–16 credits)*

- General Chemistry I and II with Labs (CH 109–110, CH 111–112)
- Organic Chemistry I with Lab (CH 231–232)
- Organic Chemistry II with Lab (CH 233–234) OR Biological Chemistry (BI 435) OR Biochemistry I (CH 561)*

*Premedical students should check medical school programs and/or the premedical office for specific requirements regarding organic chemistry and biochemistry.

Quantitative Requirements: Mathematics, Physics, and Computer Science (four course equivalent 6–18 credits)

- Calculus I (MT 100)
 - Calculus II (MT 101) OR Biostatistics (BI 230 or equivalent)
 - Two additional courses from the following list:
 - PH 211 Physics I (calculus) with Lab
 - PH 212 Physics II (calculus) with Lab+
 - BI 230 Biostatistics (or another department-approved course in statistics)
 - BI 508 Algorithms in Computational Biology*
 - BI 524 Computational Foundations of Bioinformatics*+
 - BI 529 Biomolecules: Driving Molecular Forces*
 - CS 101 Computer Science I
 - CS 102 Computer Science II
 - MT 101 Calculus II
 - MT courses numbered 200 or higher+
- *BI 435, CH 561, BI 508, BI 529, and BI 524 cannot be used to satisfy both a corequisite and a biology elective.
+Requires Calculus II

Note: Biology majors in the Premedical Program take Physics I and II with labs and should consider adding a statistics course.

Calculus Placement and Course Sequencing

- Calculus I requirement is satisfied by completing MT 100 or with an AP score of 4 or 5 on the AB exam or a score of 3 on the BC exam
 - Calculus I and II can be satisfied by completing MT 101 or with an AP score of 4 or 5 on the BC exam
 - Calculus II (or the AP option) and Biostatistics can both be applied to the four course requirement, but each course can only be applied once.
- Note: Biology majors typically begin and/or complete calculus courses during the freshman year.

Corequisite Courses for the Bachelor of Arts (B.A.) Program (8–12 credits)

- General Chemistry I and II with Labs (CH 109–110, CH 111–112)
- Calculus I (MT 100)

Course Sequencing

All students should complete BI 200 Molecules and Cells as soon as possible. A generalized course sequence is shown below. Because there are several possible progressions through the major, depending on long-term goals, students are strongly urged to consult with their academic advisor.

Freshman/Sophomore Courses

BI 200 Molecules and Cells
 BI 201 Ecology and Evolution
 BI 204 Investigations in Molecular Cell Biology (prerequisite CH 109–111)*
 BI 303 Introduction to Physiology
 BI 304 Cell Biology**
 BI 321 Plant Biology

Sophomore/Junior Courses

BI 315 Introduction to Genomics (prerequisite or concurrently BI 204)
 BI 319 Genetics and Genomics (prerequisite or concurrently BI 204)
 BI 401 Environmental Biology

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- BI 414 Microbiology
- BI 417 Microbial Genetics (prerequisite BI 204)
- BI 435 Biological Chemistry (prerequisite Organic Chemistry I)
- BI 440 Molecular Biology
- BI 445 Animal Behavior

Junior/Senior Courses

- BI 420 Introduction to Bioinformatics
- BI 426 Human Anatomy with lab
- BI 432 Developmental Biology (prerequisite BI 304 or BI 440 or equivalent)
- BI 433 Human Physiology (prerequisite BI 304)
- BI 457 Principles of Immunology (requires course work in cell or molecular biology beyond BI 200)***
- BI 481 Introduction to Neuroscience (prerequisite BI 304)
- All other 400 level biology courses (some carry prerequisite course work beyond BI 200)

Senior Courses

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

Prerequisites

*BI 204 Investigations in Molecular Cell Biology is a prerequisite (or concurrent enrollment) for all of the genetics and genomics courses and for many of the upper level electives.

**BI 304 Cell Biology is a prerequisite for the following popular courses (list is not exhaustive). Students are advised to check the course descriptions:

- BI 432 Developmental Biology
- BI 433 Human Physiology with Lab
- BI 481 Introduction to Neuroscience

***Many 400 and 500 level biology courses require additional course work beyond BI 200 in areas of cell or molecular biology. BI 304 Cell Biology, BI 321 Plant Biology, BI 414 Microbiology, and BI 440 Molecular Biology all provide coverage in these areas at an intermediate level.

Advanced Placement Programs for the B.A. and B.S. Degrees

Students who received a score of 5 on the AP exam in their senior year of high school and wish to consider advanced placement may enroll in BI 304 in place of BI 200. Freshmen should enroll in BI 201 first semester (there is no AP substitution for BI 201), and take BI 304 in the second semester, if they wish to continue with the AP substitution for BI 200.

Biology Honors Program

Students apply for the Biology Honors Program during the spring semester of their junior year. To be eligible for the honors program, students must have a minimum science GPA of 3.2 and be working on an independent research project under the mentorship of a biology faculty member. Applications for the program include a description of the research project and a letter of support from the student's faculty mentor. During senior year, students in the honors program continue their research project, write a thesis describing their research, and participate in a 1-credit honors seminar. All students in the honor's program present their research at Undergraduate Research Day and give an oral presentation open to all members of the Biology Department.

Information for First Year Students: Biology majors and others considering a major in Biology

Biology majors in the regular B.A. and B.S. programs are advised to enroll in BI 200 Molecules and Cells and BI 201 Ecology and

Evolution their freshman year. Freshmen are also advised to enroll in CH 109/CH 110 General Chemistry (with corequisite labs) and Calculus I or II, depending on their AP scores. First-term AP students will enroll in BI 201 Ecology and Evolution. Second term, students using the AP option will enroll directly in BI 304 or they can continue with the regular program by enrolling in BI 200 Molecules and Cells. Freshmen who have completed BI 200 and AP students can take the 3-credit biology laboratory during the second semester of their freshman year, if space is available.

Freshmen who are interested in biology but feel unprepared to go directly into BI 200 or simply want to try out the discipline should consider enrolling in BI 110 General Biology. This one-semester Core course is designed for non-majors, and will introduce students to the basics of cell structure and function. Students should see an advisor regarding concurrent enrollment in General Chemistry. BI 110 satisfies the Natural Science Core but cannot be applied to the Biology or Biochemistry major.

Information for Non-Majors

Non-majors interested in fulfilling their Natural Science Core requirements may enroll in one of several university Core courses offered by the department. Non-majors interested in pursuing careers in the allied health professions should enroll in BI 200 Molecules and Cells and BI 303 Introduction to Physiology. In a subsequent year, students will take the one-semester, 3-credit investigative laboratory to fulfill the lab requirement for medical school or other health-related programs. They may wish to take additional biology courses either required or desired for a specific pre-professional course of study. Additional information about preparation for the allied health professions is available online at www.bc.edu/premed.

Information for Study Abroad

Students may apply for department approval to take one upper division biology or B.A. elective for each semester that they are abroad. To be considered as a possible substitute for a biology elective, a course must be a second level course; that is, it must have published biology prerequisites and not be an introductory level course or a course intended for non-biology majors. Once matriculated at Boston College, the Biology Department allows a maximum of six credits to be substituted for 300 level courses and above. This includes substitutions from all sources (course taken abroad, summer school, undergraduate research, etc.).

Research Opportunities for Undergraduates

Research is a fundamental aspect of undergraduate training in the sciences, and the Biology Department actively encourages interested majors to take advantage of the undergraduate research programs that are available. There are two distinct options for engaging in research activity.

Option 1: Students do research in the laboratory of a Biology Department faculty member, or at an off-site laboratory with departmental approval. Most students begin research in late sophomore or junior year. Research classes can be taken for multiple semesters and during their senior year, students are encouraged to write a senior thesis describing their research. Exceptional students may apply to enroll in BI 499 Advanced Independent Research, a 12-credit commitment over the two semesters of their senior year. If the research is of sufficient quality, these students advance to Scholar of the College status during the spring semester of their senior year, and this designation appears on the student's official transcript.

Option 2: The Department offers a number of research lab courses where students build technical skills in the context of an ongoing research project. These one-semester courses are taught by Biology faculty and focus on their current area of research. Students have full access to dedicated lab space throughout the semester.

Undergraduate Course Offerings

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

BI 110 General Biology (Fall: 3)

Satisfies Natural Science Core requirement

Designed for non-science majors who desire an introduction to cell and molecular biology, this course is also suggested for students who may be interested in the Biology major but lack sufficient preparation to enroll directly into BI 200. Topics include the chemistry of life; biological membranes; cellular metabolism; cell structure; cell division; DNA replication/RNA transcription; protein synthesis; genetics/evolution. Lectures include discussions of the scientific method and current applications of biological investigations. **Note:** this course does not fulfill any requirement for the biology major, biochemistry major, or the pre-medical program.

Anthony T. Annunziato

The Department

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

Carol Chaia Halpern

BI 131 Anatomy and Physiology Laboratory I (Fall: 1)

Corequisite: 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 Chaia 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 drop/add period on a seat-available basis.

This course is a continuation of BI 130/131, with a primary emphasis on the physiology of the major body systems. Systems studied in this course include the sensory, endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems. While the physiological functions under normal conditions are emphasized, relevant disease or dysfunctional conditions are also discussed.

Carol Chaia Halpern

BI 133 Anatomy and Physiology Laboratory II (Spring: 1)

Corequisite: BI 132

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 Chaia Halpern

BI 142 The Genetic Century (Spring: 3)

Satisfies Natural Science Core requirement

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

Clare O'Connor

BI 200 Molecules and Cells (Fall/Spring: 3)

Prerequisite: (or concurrent) CH 109 or equivalent or permission of the department.

Satisfies Natural Science Core requirement

Foundational course required for Biology majors that introduces students to living systems at the molecular and cellular level of organization. Topics introduced in this course include basic cellular biochemistry, gene regulation, cellular organization and metabolism, and cell signaling and genetics.

The Department

BI 201 Ecology and Evolution (Fall/Spring: 3)

Satisfies Natural Science Core requirement

Foundational course required for Biology majors with a focus on the ecology and resilience of living systems across all levels of spatial scales. Topics introduced in this course include evolution, population dynamics, behavioral ecology, ecosystems, co-evolution, and human ecology.

The Department

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BI 204 Investigations in Molecular Cell Biology (Fall/Spring: 3)

Prerequisite: BI 200, CH 111

Lab fee required

A 3-credit laboratory course designed to introduce students to the core techniques and experimental strategies of modern molecular cell biology within the context of an original research investigation. Students will learn to construct testable hypotheses, design experiments, and critically analyze experimental results. During the course of their investigations, students will gain proficiency in microbial cell culture, molecular cloning, genetic analysis, and molecular characterization. Students will also gain proficiency in scientific communication and the use of biological databases.

Clare O'Connor

Douglas Warner

BI 220 Microbiology for Health Professionals (Fall: 3)

Prerequisite: BI 130–133

**Does not satisfy the Natural Sciences Core requirement
Intended only for School of Nursing students.**

This course is a study of the basic physiological and biochemical activities of bacteria and viruses. Emphasis will be placed on virulence factors and the mechanism by which a variety of microorganisms and viruses establish an infection. The use of anti-viral drugs and antibiotics, the host immune response to microbial infection, and the effectiveness of various vaccination strategies will also be discussed.

Kathleen Dunn

BI 221 Microbiology for Health Professionals Laboratory (Fall: 1)

Corequisite: BI 220

Lab fee required

One two-hour laboratory period per week

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

The Department

BI 230 Biostatistics (Fall/Spring: 3)

This course will introduce biology students to the basic statistical techniques that are used in conducting biological and medical research. The course is divided into four parts: (1) descriptive statistics (averages, variability); (2) probability and probability distributions (basic probability theory and the binomial, poisson, and normal distributions); (3) statistical inference (parametric and non-parametric tests); and, (4) relationships between variables (simple and multiple regression). Students will become familiar with a standard statistical analysis software package and will critique actual research papers.

The Department

BI 303 Introduction to Physiology (Fall/Spring: 3)

Prerequisite: BI 200

This course is intended for Biology, Psychology, and Biochemistry majors and students in the pre-medical program seeking a broad overview of human physiology.

This course will offer a comprehensive exploration of fundamental life systems with a primary emphasis on human physiology. The chemical and physical processes common to all living organisms, including hemodynamics, respiration, circulation, acid/base regulation, synaptic

transmission, and kidney and muscle function will be discussed. Also included are related topics on development of the organism and functional aspects of the immune system in host defense strategies.

The Department

BI 304 Cell Biology (Fall/Spring: 3)

Prerequisite: BI 200

This course is designed to provide students with a strong foundation in the molecular biology of the cell. Topics covered in the course include cellular biochemistry, regulation of gene expression, subcellular organization, regulation of the cell cycle, membrane trafficking, cell-substrate interactions, cytoskeleton, cancer, and cell signaling. It serves as excellent preparation for more advanced courses in cell biology, molecular biology, developmental biology, and genetics.

Junona Moroiianu

BI 315 Introduction to Genomics (Fall: 3)

Prerequisite: BI 204 (can be concurrent)

Biology of genomes: functions of genes and their products on a global scale using high throughput approaches, genome organization, transcriptomes and proteomes, and genomics and diseases.

Hugh Cam

BI 319 Genetics and Genomics (Fall/Spring: 4)

Prerequisite: BI 204 (or can be concurrent)

Corequisite: BI 312

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

Marc Muskavitch

Tim Van Opijnen

BI 321 Plant Biology (Spring: 3)

Prerequisite: BI 200

This course focuses on the critical importance of plants on earth, and how their physiology (cell structure, photosynthetic ability, flowering, specialized structures allowing water and nutrient absorption and transport, defense strategies against predators, etc.) allows them to perform their diverse functions. Additional topics will include strategies that plants employ for adapting to environmental stresses such as pollutants and changing climate, as well as the development of transgenic strains of crop plants.

The Department

BI 414 Microbiology (Spring: 3)

Prerequisites: BI 200, BI 204 is recommended or concurrently

This course provides a foundation in molecular cell biology for biology majors, focusing on bacteria, viruses, immunology and host/microbe relationships. Bacterial structure and function are addressed in terms of physiology, genetics, and biochemistry. Gene expression, replication, and transmission are examined in a variety of eukaryotic viruses. A review of the innate and adaptive phases of the immune response is presented with an emphasis on pathogen recognition, cellular communication and lymphocyte development. The course concludes with selected topics on pathogenesis, epidemiology, and microbial ecology.

Kathleen Dunn

BI 417 Microbial Genetics (Spring: 3)*Prerequisite:* BI 204

This course will focus on the use of genetic analysis to study microorganisms. Topics will include: maintenance, inheritance, and transfer of genetic material; mechanisms that introduce genetic diversity; regulation of gene expression, and how genomics impacts genetics. Examples will be drawn from prokaryotic, eukaryotic, and viral systems.

*Michelle Meyer***BI 420 Introduction to Bioinformatics (Fall: 3)***Prerequisite:* A genetics course (BI 315, BI 319 or BI 417)

Bioinformatics is an emerging field at the intersection of biology, mathematics and computer science. It harnesses the power and speed of computers to analyze the molecules essential for life. This introductory course requires that students have a basic understanding of molecular biology, genetics, and the Internet, but does not require extensive background in mathematics or programming. Students will learn bioinformatic tools from the public domain, public databases, and simple programming tasks in MATLAB and PERL.

*Gabor Marth***BI 421 Plant Biology Lab (Spring: 2)**

This laboratory introduces students to original research in plant biology. Students will learn ecological experimental design and the application of statistical analysis in plant research. Research will include the use of the scientific literature, online databases and the generation of publication quality data. Specific topics will focus on the role of plant defense in community structure specifically in multi-trophic interactions. Students will be expected to generate a paper and poster presentation on their work and be able to discuss their research with peers. This course is recommended for students who are interested in pursuing advanced research.

*The Department***BI 426 Human Anatomy (Fall: 4)***Prerequisite:* BI 200*Corequisite:* BI 427

In this course, students will explore and compare the form and function of representative members of the five vertebrate classes. Evolutionary similarities and differences in form and function will be investigated, as will both the selective pressures, and non-selective constraints that have contributed to vertebrate structure. The course will conceptually integrate vertebrate anatomy with developmental biology, evolutionary biology, and ecology, and will provide skills valuable to careers in a range of biological disciplines, including molecular cell biology, medicine, evolutionary biology, and ecology.

*The Department***BI 427 Human Anatomy Laboratory (Fall: 0)***Prerequisite:* BI 200*Corequisite:* BI 426

This course provides hands-on experience with the form and function of major vertebrate groups, including cartilaginous fishes, bony fishes, amphibians, reptiles, birds, and mammals. The focus will be on understanding evolutionary relationships and origins in different vertebrate groups. Exercises will include investigations of models,

skeletons, and preserved organisms. One component of the class will involve a research project in which students compare and contrast the form and function of a specific anatomical trait of their choosing.

*The Department***BI 429 Medical Biochemistry and Metabolism (Spring: 3)***Prerequisite:* BI 435 or CH 561 or equivalents

Living organisms require constant input of energy and raw materials, acquired from their surroundings and harnessed by numerous metabolic pathways. An ever-increasing knowledge of the integration and regulation of these pathways has deepened our understanding of both health and disease. Using studies from recent research and articles in the popular press, and based on fundamental biochemistry, we will investigate various topics: the increase in obesity and diabetes, the metabolism of cholesterol, inborn errors of metabolism, the connection between how we eat and the global carbon cycle, the sense/nonsense of nutritional supplementation, and the evolution of metabolic pathways.

*Arlene Wyman***BI 432 Developmental Biology (Fall: 3)***Prerequisites:* BI 204 and additional course work in molecular cell biology (such as BI 304, BI 414, BI 440)

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 433 Human Physiology (Spring: 4)***Prerequisites:* BI 304 and junior class standing (or permission of instructor)*Corequisite:* BI 434

This course will examine the normal functions of a living human organism including its physical and chemical processes. An integrative approach will be used to explore the physiological processes of the nervous, respiratory, cardiovascular, renal, and the gastrointestinal and endocrine systems and the relationships between them. In the computer-based laboratory, which is a corequisite, students will investigate the functions of intact, living human organisms through real-time, hands-on data acquisition and analysis of the neuromuscular, cardiovascular and respiratory systems using clinical measurements including EMG, EEG, cardiac electrophysiology, and spirometry.

*Debra Mullikin-Kilpatrick***BI 434 Human Physiology Lab (Spring: 1)***Debra Mullikin-Kilpatrick***BI 435 Biological Chemistry (Fall/Spring: 3)***Prerequisite:* BI 200 and CH 231

This course, together with BI 440, satisfies the one year requirement of basic biochemistry for the biochemistry major.

This course is designed to introduce biology and biochemistry majors to the subject with an emphasis on understanding the biochemical principals that are crucial to biological function at the molecular, cellular, and organismal levels. The material includes: (1) the structure

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and chemistry of biomolecules, including amino acids, proteins, lipids, carbohydrates, and nucleic acids; (2) the key metabolic pathways and enzymology involved in the synthesis/degradation of carbohydrates; and (3) the cycling of energy through biological systems. Reference will be made to alterations in biochemical structures, processes, and pathways that relate to specific diseases.

Rebecca Dunn

Daniel Kirschner

BI 440 Molecular Biology (Fall/Spring: 3)

Prerequisite: BI 200

This course, together with BI 435, satisfies the one year requirement of basic biochemistry for the biochemistry major.

This course will explore the structure, function, synthesis and interaction of nucleic acids and proteins. The mechanisms involved in maintaining cellular genetic and epigenetic information, and in reading this “code” to generate specific patterns of gene expression, will be studied in detail. Topics include classic and newly-developed techniques for studying macromolecules; biotechnology; the functional organization of chromosomes; protein folding and modifications; DNA replication, repair and supercoiling; RNA synthesis and processing; translation and the levels of gene regulation. Literature from the foundational investigations that led to our understanding of these processes and the current research in these areas will be presented.

Anthony T. Annunziato

Danielle Taghian

BI 445 Animal Behavior (Spring: 3)

Prerequisite: BI 201

This course will focus on the behavior of animals under natural conditions with an emphasis on both mechanistic and evolutionary approaches. Lectures and readings from the primary literature will address major studies in ethology including: learning and memory, communication, orientation and migration, optimal foraging, sexual selection, parental investment and mating systems, anti-predator behavior, and sociality.

Colleen Hitchcock

BI 451 Cancer Biology (Spring: 3)

Prerequisites: BI 204 and additional coursework in molecular cell biology (such as BI 304, BI 414, or BI 440)

The onset of cancer occurs through a multi-step process that is accompanied by the deregulation of fundamental cellular processes, including cell cycle control, apoptosis and angiogenesis. This course will provide an overview of the molecular and cellular changes associated with these processes and with the initiation, progression and metastasis of tumors. Topics covered will include tumorigenesis, tumor viruses, oncogenes, tumor suppressor genes, genomic instability and the current treatments for cancer. The class will draw on textbook and primary literature readings to enrich the current view of this complex disease.

Danielle Taghian

BI 457 Principles of Immunology (Fall: 3)

Prerequisites: BI 204 and additional coursework in molecular cell biology (such as BI 304, BI 414, or BI 440)

An introductory survey of the immune system, this course will examine the development and deployment of immunity from a molecular and cellular perspective. Topics will include innate versus adaptive immunity, B and T cell activation, antibodies and antigens,

and immunological memory. Modern experimental techniques and the immune system’s roles in infectious disease, cancer, and autoimmune disease will also be discussed.

The Department

BI 462 Undergraduate Research II (Spring: 3)

Prerequisite: Permission of the Department

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

The Department

BI 464 Research in Biochemistry II (Spring: 3)

Prerequisite: BI 463 or permission of the Department

Continuation of BI 463. With permission, BI 463–464 can be used to fulfill the laboratory requirement for biochemistry majors.

The Department

BI 466 Advanced Undergraduate Research II (Spring: 3)

Prerequisite: Permission of the Department

Designed for students who have completed two or three semesters of undergraduate research under course numbers BI 461, BI 462, and BI 465 and who desire to continue independent research projects under the guidance of department faculty.

The Department

BI 469 Biology Honors Research Thesis II (Spring: 3)

Prerequisite: BI 468

By arrangement only

Students continue independent research projects begun in BI 468 and write a thesis describing the project and its results.

The Department

BI 471 Undergraduate Research Investigations II (Spring: 3)

The Department

BI 473 Advanced Undergraduate Research Investigations II (Spring: 3)

The Department

BI 476 Senior Thesis Research II (Spring: 3)

The Department

BI 479 Research in Molecular Microbiology Lab (Fall: 3)

Prerequisite: BI 204

Satisfies the advanced experience requirement for the Biology major

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

Douglas Warner

BI 481 Introduction to Neuroscience (Fall: 3)

Prerequisites: BI 304. Biochemistry is recommended.

An introduction to basic neuroanatomy and cellular neurobiology as well as a more detailed description of the electrophysiological properties of neural cells and the specialized communication that takes place between them. We will discuss how memories arise and are stored in the healthy brain and what goes wrong in some pathological conditions like Multiple Sclerosis and Parkinson’s Disease.

Joseph Burdo

BI 483 Research in Molecular Biology Lab (Fall: 3)*Prerequisite:* BI 204**Satisfies the advanced experience requirement for the Biology major
Lab Fee required**

An advanced project laboratory course for hands-on training in the experimental techniques of molecular biology under faculty supervision. In addition to formal lab training and discussions, students will have access to the lab outside class hours to work on projects intended to produce publication quality data. The research project will focus on environmentally-mediated gene expression in the organism *Pseudomonas fluorescens*. Methods taught include: DNA cloning techniques, DNA sequencing, polymerase chain reaction, and the use of national databases for research and analysis. It is ideal for students who desire a solid introduction to hypothesis-driven research in molecular biology through practical training.

*Noreen Lyell***BI 484 Research in Biochemistry Lab (Spring: 3)***Prerequisites:* BI 204 and BI 435 or CH 561 or equivalent**Satisfies the advanced experience requirement for the Biology major
Lab fee required**

This course introduces students to experimental techniques used in modern biochemistry within the context of original investigations. Students will learn methods involved in the separation and characterization of biological macromolecules, including electrophoresis, protein over-expression, HPLC and mass spectroscopy. Students will work in teams on projects that they have designed in consultation with the instructors, with the goal of generating data that will be used in a research publication. Ideal for students interested in gaining practical experience in biochemical research.

*The Department***BI 485 Research in Neuroscience Lab (Fall/Spring: 3)***Prerequisite:* BI 481**Satisfies the advanced experience requirement for the Biology major
Lab fee required**

This course is an introduction to original research in neurobiology. Students will learn about neuroanatomy and neural cell biology, and basic aspects of mammalian cell culture and bioassay analyses. Using primary literature searches, students will design specific experiments to test hypotheses of their own generation. From these experiments they will be able to generate quantitative data, and using basic statistical analyses, be able to identify significant versus non-significant changes in their data. This course is recommended for students who are interested in moving on to graduate school or careers in biomedical/pharmaceutical research.

*Joseph Burdo***BI 486 Methods in Community Ecology Lab (Fall: 3)***Prerequisites:* BI 201, BI 204 and a statistics course (can be concurrent)**Satisfies the advanced experience requirement for the Biology major
Lab Fee Required**

This laboratory introduces students to original research in community ecology. Students will learn ecological experimental design and the application of statistical analysis in community ecology. Specific topics will focus on multi-trophic interactions. Research will include the use of the scientific literature, online databases, and the generation of publication quality data. Students will be expected to generate a

poster presentation on their work and be able to discuss their research with peers. This course is recommended for students who are interested in pursuing advanced research.

*Colleen Hitchcock***BI 487 Research in Molecular Genetics Lab (Spring: 3)***Prerequisites:* BI 204 and a genetics course (BI 315, BI 319 or BI 417) or instructor permission**Satisfies the advanced experience requirement for the Biology major
Lab fee required**

The fission yeast *Schizosaccharomyces pombe* is an important model organism for the study of intracellular processes such as cell cycle control, transcription, DNA replication, chromosome maintenance, and signal transduction. This laboratory will involve original molecular genetic research using *S. pombe* that involves concepts related to forward genetics and gene manipulation. This course is recommended for students interested in pursuing graduate studies or careers in biomedical research.

*Charles Hoffman***BI 490 Tutorial in Biology (Fall: 3)***Prerequisite:* Permission of the instructor

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

*The Department***BI 497 Biology Honors Seminar II (Spring: 1)***Corequisite:* BI 469 or BI 499

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

*The Department***BI 498 Advanced Independent Biochemistry Research
(Fall/Spring: 6)***Prerequisite:* Permission of Department

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

*The Department***BI 499 Advanced Independent Research (Fall/Spring: 6)***Prerequisite:* Permission of Department

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

*The Department***BI 506 Recombinant DNA Technology (Spring: 3)***Prerequisites:* BI 204 and additional course work in molecular cell biology (such as BI 304, BI 414 or BI 440) or genetics (BI 315, BI 319 or BI 417) or instructor permission.

This course will describe the theory and practice of recombinant DNA technology and its application within molecular biology research. Topics will include the cloning of genes from various organisms, plasmid construction, transcriptional and translational gene fusions, nucleic acid probes, site-directed mutagenesis, polymerase chain

reaction, and transgenic animals. The goal of the course is to make the research-oriented student aware of the wealth of experimental approaches available through this technology.

Charles S. Hoffman

Undergraduate and Graduate Course Offerings

BI 509 Cellular Differentiation (Fall: 3)

Prerequisites: BI 204 and additional course work in cell and molecular biology. A course in biochemistry is strongly recommended.

Satisfies the advanced experience requirement for the Biology major.

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

Debra Mullikin-Kilpatrick

BI 513 Environmental Disruptors of Development (Spring: 3)

Prerequisite: BI 432 or instructor permission

Satisfies the advanced experience requirement for the Biology major

More than 100,000 chemicals are manufactured and may end up as environmental pollutants. Some have toxic effects at high concentrations and protection plans are already in place. However, embryonic, fetal or neonatal exposure to low "safe" levels of numerous pollutants can (1) induce subtle changes in developmental programs regulated by steroid hormones; (2) increase the reproductive, immune, metabolic or cognitive disorders and (3) increase the risk of adult-onset disorders (breast cancer, prostate cancer, diabetes, reduced fertility). This course will examine experiments regarding Environmental Endocrine Disruptors and consider how this work is important in the development of regulatory policy.

Laura Hake

BI 517 Human Parasitology (Fall: 3)

Prerequisites: BI 204 and additional course work in molecular cell biology (such as BI 304, BI 414, or BI 440)

Satisfies the advanced experience requirement for the Biology major

This course is an introduction into the biology and biochemistry of parasites, organisms that live at the expense of other organisms. Parasitology covers a wide range of organisms ranging from protozoa like malaria to roundworms, tapeworms, fleas and ticks. Parasites have an important impact on human health, and global public health efforts toward control will be highlighted. The course will study the adaptations of parasites to their ecological niches in their infected hosts and the pathology resulting from parasitic infections.

Marc Jan Gubbels

BI 523 Immunity and Infectious Disease (Spring: 3)

Prerequisite: BI 457 or BI 414 or instructor permission

Satisfies the advanced experience requirement for the Biology major

This course will focus on immune cells, the immune system's response to viral and bacterial infection and the pathogenesis resulting from these responses. Topics will include questions of self and non-self in immune responses, the role of mucosal immunity and gut flora in immune responses and pathogenesis, AIDS pathogenesis, vaccines, and

cutting edge technological approaches to immune therapy. Reading materials will consist of a basic immunology text, classical primary papers, and research reports.

Kenneth Williams

BI 533 Virus Infections and Cellular Transport (Fall: 3)

Prerequisite: BI 304 or BI 414 or permission of the instructor

Satisfies the advanced experience requirement for the Biology major

This advanced biology course is focused on the intracellular traffic of macromolecules to different organelles inside the cell, the transport signals, the receptors and pathways. In addition, during the course we will analyze how different major human viruses (including HIV, human papillomaviruses, adenoviruses, hepatitis B virus, herpes simplex virus, vesicular stomatitis virus) exploit the intracellular transport pathways of host cells during their viral infections and the transformation processes leading to different types of cancer. Students will be exposed to both lectures and analysis and discussion of recent research papers.

Junona Moroianu

BI 536 Viruses, Genes, and Evolution (Spring: 3)

Prerequisites: BI 204, a genetics course (BI 315, BI 319 or BI 417) and a course in molecular or cell biology (such as BI 304, BI 440, or BI 414), or instructor permission

Satisfies the advanced experience requirement for the Biology major

By definition, viruses are absolutely dependent on host infection for their existence. As a consequence, most viruses are exquisitely well-adapted to their respective hosts. Hosts, in turn, have evolved numerous countermeasures to prevent viral infection. This course will focus on the molecular interplay between viruses and their hosts, and how this genetic arms-race plays out over vastly different timescales (within an infected individual, within and between host populations, and ultimately, across millions of years of virus-host co-evolution).

Welkin Johnson

BI 537 Literature for Neurological Diseases (Spring: 3)

Prerequisite: BI 435 or CH 461

Satisfies the advanced experience requirement for the Biology major

Focusing on neurological diseases such as Alzheimer's disease, Parkinson's disease, multiple sclerosis, Guillain-Barre syndrome, and leukodystrophies, we will use sources from the primary and review literature to explore fundamental scientific research in these diseases, and creative non-fiction and memoirs to understand the personal, ethical, sociological, and scientific/medical issues pertaining to these diseases.

Daniel Kirschner

BI 543 Genomics and Personalized Medicine (Spring: 3)

Prerequisites: BI 204 and a genetics or genomics course. Additional course work in biochemistry and molecular biology is strongly recommended.

Satisfies the advanced experience requirement for the Biology major

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

information has advanced understanding of a human disease and how translation of genomic information will impact treatment or disease detection in the future.

*Thomas Chiles
Gabor Marth*

BI 545 Advanced Lab in Cell Imaging (Fall/Spring: 2)

Prerequisites: BI 204 and additional course work in cell and/or molecular biology.

Satisfies the advanced experience requirement for the Biology major

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

Bret Judson

BI 546 Topics in Microbial Pathogenesis (Fall: 2)

Prerequisites: BI 204 and additional course work in immunology, microbes, molecular/cell biology, undergraduate research, or other demonstrable experience in reading primary research literature

Satisfies the advanced experience requirement for the Biology major

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

Marc-Jan Gubbels

BI 563 DNA Viruses and Cancer (Spring: 3)

Prerequisite: BI 204 and BI 304 or BI 414 or BI 440 or permission of the instructor

It is estimated that 15–20% of human cancers worldwide have viral etiology. There are several DNA viruses, including Human Papillomaviruses, Adenoviruses, Epstein-Barr virus, Herpes virus type 8, Hepatitis B and C viruses and Merkel cell polyomavirus that are associated with different types of cancer. This course is focused on these DNA tumor viruses, their replication cycles and the cellular transformation pathways leading to different cancers (including cervical cancer, Burkitt's lymphoma, Hodgkin's disease, a subset of T-cell lymphoma, hepatocellular carcinoma, Kaposi's sarcoma and Merkel cell carcinoma), and therapeutic strategies. Students will be exposed to both lectures and presentations of research papers.

Junona Moroiianu

BI 570 Biology of the Nucleus (Fall: 3)

Prerequisite: One of the following: BI 435, BI 440, CH 561, or CH 562 or instructor permission

Satisfies the advanced experience requirement for the Biology major

This course provides an in-depth treatment of the molecular biology of DNA and RNA, with particular emphasis on the control and organization of the genetic material of eukaryotic organisms. Topics include chromatin structure and function, histone modifications, DNA

replication, gene activation and silencing, DNA methylation, and RNA interference. Emphasis is on experimental design, and analysis of the primary literature.

Anthony T. Annunziato

Chemistry

Faculty

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

Paul Davidovits, *Professor*; B.S., M.S., Ph.D., Columbia University

Amir H. Hoveyda, *Joseph T. and Patricia Vanderslice Millennium Professor*; Chairperson of the Department; B.A., Columbia University; Ph.D., Harvard University

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

T. Ross Kelly, *Thomas A. and Margaret Vanderslice Professor*; B.S., Holy Cross College; Ph.D., University of California at Berkeley

David L. McFadden, *Professor*; A.B., Occidental College; Ph.D., Massachusetts Institute of Technology

Larry W. McLaughlin, *Professor*; B.Sc., University of California at Riverside; Ph.D., University of Alberta

Udayan Mohanty, *Professor*; B.Sc., Cornell University; Ph.D., Brown University

James P. Morken, *Professor*; B.S., University of California at Santa Barbara; Ph.D., Boston College

Mary F. Roberts, *Professor*; A.B., Bryn Mawr College; Ph.D., Stanford University

Lawrence T. Scott, *Louise and James Vanderslice Professor*; A.B., Princeton University; Ph.D., Harvard University

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

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

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

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

Kian Tan, *Assistant Professor*; B.S., University of Virginia; Ph.D., University of California at Berkeley

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

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

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

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

Contacts

- Undergraduate Programs Information:
Professor Lynne O'Connell, occonnell@bc.edu, 617-552-3626
- Graduate Programs Information: Dale Mahoney,
mahonedf@bc.edu, 617-552-1735
- Department Reception: Terri Wallace, wallactb@bc.edu,
617-552-3605
- www.bc.edu/chemistry

Undergraduate Program Description

The Chemistry Department offers a comprehensive curriculum to students in the College of Arts and Sciences who wish to acquire a knowledge of chemistry. The Chemistry Department is approved by the American Chemical Society (ACS) Committee on Professional Training. By electing to supplement the degree requirements for the chemistry major with a year of independent research under the direction of a faculty member, the student qualifies for degree certification by the ACS.

Major Requirements

The major in chemistry consists of ten 1-semester courses as follows: two semesters of general chemistry with laboratory (CH 109–110 and CH 111–112 or CH 117–118 and CH 119–120), two semesters of organic chemistry with laboratory (CH 231–232 and CH 233–234 or CH 241–242 and CH 243 and 234), one semester of analytical chemistry with laboratory (CH 351 and CH 353), one semester of inorganic chemistry with laboratory (CH 222 and CH 224), two semesters of physical chemistry (CH 575–576), one semester of advanced methods with laboratory (CH 554 and CH 557), and one semester of biochemistry (CH 461). In addition, the following are required: two semesters of physics with laboratory (PH 209–210 and PH 203–204), and two or three semesters of calculus (MT 102–103 or MT 105, and MT 202).

The preceding fulfills the Boston College requirements for a B.S. degree in chemistry. For this degree to be certified by the American Chemical Society, two additional chemistry laboratory electives are required, usually CH 591–592.

The recommended sequence for the Chemistry major is as follows:

First year: CH 109–110 General Chemistry with Laboratory or CH 117–118 Honors Modern Chemistry with Laboratory; two semesters of Physics with Laboratory (PH 209–210 with PH 203–204); Calculus (MT 102–103 or MT 105); 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); elective or Core courses.

Third year: CH 575–576 Physical Chemistry; CH 557 Advanced Methods in Chemistry I with CH 554 Advanced Methods in Chemistry Laboratory I; elective or Core courses.

Fourth year: CH 461 Introduction to Biochemistry; elective or Core courses.

Note: All courses numbered 500 and above have as a prerequisite previous courses in organic, inorganic, and analytical chemistry.

The ten 1-semester chemistry courses that comprise the chemistry major amount to 37 credits. The 5 non-chemistry courses amount to 17 or 22 credits, depending on the selection chosen for Calculus.

Information for First Year Majors

Students who intend to be Chemistry or Biochemistry majors must enroll in CH 109 General Chemistry and CH 111 General Chemistry Laboratory, or CH 117 Honors Modern Chemistry and CH 119 Honors Modern Chemistry Laboratory. The choice of chemistry or biochemistry as a major requires that certain courses in other disciplines be taken as soon as possible.

Minor Requirements

The minor in chemistry consists of six courses. Two semesters of general chemistry (CH 109–110 or CH 117–118, with associated

laboratories) are required as the introductory courses for the minor. Four additional chemistry courses are chosen in consultation with a faculty advisor and approved by the Director of the departmental minor, Professor Lynne O'Connell (Merkert 125D, 617-552-3626). Normally, two of the four additional courses would be Organic Chemistry I and II, but other selections might be better choices, depending on the student's objective in attaining the minor. In accordance with university policy, a student may count no more than one course toward both a major and a minor.

The following courses for non-science majors cannot be used to complete the minor: CH 102 Intersection of Science and Painting, CH 105 Chemistry and Society I, CH 106 Chemistry and Society II, CH 107 Frontiers in the Life Sciences, or CH 163 Life Science Chemistry. The following research courses cannot be used to complete the minor: CH 391-392 Undergraduate Research I and II, or CH 591-592 Introduction to Chemistry Research I and II.

Information for Study Abroad

Before going abroad, Chemistry majors must have completed the following prerequisites: General Chemistry, CH 109–110 or CH 117–118 and lab; Organic Chemistry, CH 231–232 or CH 241–242 and lab; Analytical Chemistry, CH 351 and lab; Inorganic Chemistry, CH 222 and lab; Calculus, MT 102–103 and MT 202; Physics, PH 209–210 and lab. Exceptions must be approved by the department.

In order for a course studied abroad to count for major credit, prior department approval is required for each course. Students must meet with the department study abroad advisor for course approval, advisement, and planning.

Fulfilling the Core Science Requirement

The requirement of two courses in natural science may be fulfilled by any of the following courses: CH 102, CH 105, CH 106, CH 107, CH 109 with CH 111, or CH 110 with CH 112. The courses specifically intended for students who are not science majors are CH 102, CH 105, CH 106, and CH 107.

Biochemistry Major

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

Undergraduate Course Offerings

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

**CH 102 Intersection of Science and Painting (Spring: 3)
Satisfies Natural Science Core requirement**

In this course, material is drawn from physics, chemistry, and mineralogy to give the non-science student a scientific understanding of light, color, and colorants used in painting, as well as an introduction to the methods of scientific analysis that can be brought to bear on conservation and restoration of paintings, on investigating hypotheses in art history, and on establishing authenticity of artwork.

David McFadden

**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 two-semester sequence with the emphasis during the first semester placed on basic chemical principles and their application to environmental issues. Topics covered include air and water pollution, global warming, ozone depletion, hazardous waste, and energy use and

alternative energy sources. The goal of these courses is to develop a knowledge base from which one can make intelligent decisions about local global environmental issues as well as formulate solutions to the ever-increasingly complex problems of today's technological society.

William Armstrong

CH 107 Frontiers in the Life Sciences (Fall: 3)

Satisfies Natural Science Core requirement

Offered periodically

Frontiers in Life Sciences, which serves as a Core chemistry course, will introduce students to basic concepts in chemistry (elements, molecules, bonding, states of matter, chemical reactions, etc.) and use these to explore current topics such as acid rain, recombinant DNA technology (e.g., the Human Genome Project, DNA fingerprinting, disease detection), medical techniques (CAT scans, MRI) and therapies.

Mary F. Roberts

CH 109–110 General Chemistry I and II (Fall/Spring: 3)

Prerequisite: One year of high school chemistry. CH 109 is a prerequisite for CH 110.

Corequisites: CH 111–114

Satisfies Natural Science Core requirement

These courses are intended for students whose major interest is science or medicine. They offer a rigorous introduction to the principles of chemistry with special emphasis on quantitative relationships and chemical equilibrium and the structures of atoms, molecules, and crystals. The properties of the more common elements and compounds are considered against a background of these principles and the periodic table.

David McFadden

Udayan Mohanty

Neil Wolfman

CH 111–112 General Chemistry Laboratory I and II

(Fall/Spring: 1)

Corequisite: CH 109

Lab fee required

Laboratory required of all students enrolled in CH 109–110. One three-hour period per week. Experiments reflect and apply the principles learned in the lecture course. Computers are used to both acquire and analyze data. The semester concludes with a group project where students are required to design their own experiments to solve a problem.

The Department

CH 117–118 Honors Modern Chemistry I and II (Fall/Spring: 3)

Prerequisite: Permission of instructor. CH 117 is a prerequisite for CH 118.

Corequisites: CH 119–122

Satisfies Natural Science Core requirement

Department permission required

These courses are 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.

Lawrence T. Scott

Dunwei Wang

CH 119–120 Honors Modern Chemistry Laboratory I and II

(Fall/Spring: 1)

Corequisites: CH 117–118

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.

Christine Goldman

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.

William Armstrong

CH 163 Life Science Chemistry Laboratory (Fall: 1)

Corequisite: CH 161

Lab fee required

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

David McFadden

CH 222 Introduction to Inorganic Chemistry (Spring: 3)

Prerequisites: CH 109–110

Corequisite: CH 224

This course offers an introduction to inorganic chemistry. Topics include: applications of group theory to describe structure and bonding, coordination chemistry, organometallic chemistry, bioinorganic chemistry, crystal packing, and semiconducting and superconducting materials.

Jeffery Byers

CH 224 Inorganic Chemistry Laboratory (Spring: 1)

Corequisite: CH 222

Lab fee required

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

Kenneth R. Metz

CH 231–232 Organic Chemistry I and II (Fall/Spring: 3)

Prerequisites: CH 109–112. CH 231 is a prerequisite for CH 232.

Corequisites: CH 233–236

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.

The Department

ARTS AND SCIENCES

CH 233–234 Organic Chemistry Laboratory I and II

(Fall/Spring: 1)

Corequisites: CH 231–232

Lab fee required

Laboratory required of all students enrolled in CH 231–232. One four-hour period per week. Students acquire fundamental organic lab techniques in the context of principles learned in the lecture course. The semester concludes with a group project where students are required to design their own experiments to solve a problem.

The Department

CH 241–242 Honors Organic Chemistry I and II (Fall/Spring: 3)

Prerequisites: CH 117–120

Corequisites: CH 234, CH 243, CH 245–246

Registration with instructor's approval only

These courses are 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.

Jianmin Gao

Lawrence Scott

CH 243 Honors Organic Chemistry I Laboratory (Fall: 1)

Corequisite: CH 241

Lab fee required

Laboratory course required for students enrolled in Honors Organic Chemistry (CH 241). Students will be instructed in experimental techniques relevant to research in contemporary organic chemistry. It will solidify concepts that are taught in lecture and provide a forum for discovery-based learning in organic chemistry.

Christine Goldman

CH 247 Honors Organic Pre-Lab (Fall: 0)

Corequisite: CH 243

This 50 minute lecture will discuss the principles and theories behind the experiments performed in the laboratory course.

The Department

CH 351 Analytical Chemistry (Fall: 4)

Prerequisites: CH 109–110

Corequisites: CH 353, CH 355

Designed primarily for sophomore and junior students, this course is an introduction to the principles and practice of analytical chemistry, including the statistical analysis of data and widely-used chemical methods and instrumental approaches such as chromatography, spectrophotometry, and electrochemistry. In the laboratory, the aims are for students to develop good analytical technique and to acquire accurate, precise data.

Kenneth R. Metz

CH 353 Analytical Chemistry Laboratory (Fall: 0)

Corequisite: CH 351

Lab fee required

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

Kenneth R. Metz

CH 391–392 Undergraduate Research I and II (Fall/Spring: 3)

Prerequisites: CH 109–110

Arrangement with an individual faculty member and departmental permission are required. CH 591–592 or CH 593–594 cannot be taken concurrently.

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

The Department

CH 461 Introduction to Biochemistry (Fall: 3)

Prerequisites: CH 231–232

This course is an accelerated one-semester survey of the basic principles of biochemistry emphasizing a broad understanding of the chemical events in living systems. Although the course is an introduction to biochemistry, prior proficiency in general and organic chemistry is required. Topics will include structure and function of biological molecules, including proteins, enzymes, nucleic acids and biological membranes. Also covered in the course will be bioenergetics, metabolism and photosynthesis. Experimental methods will also be discussed as they relate to course topics. This course fulfills the biochemistry requirement for the Chemistry major.

Jianmin Gao

CH 473 Physical Chemistry (Biochemistry Majors) (Spring: 3)

Prerequisites: CH 231–232, MT 100–101

Corequisites: PH 211–212 (or equivalent)

This course is an introduction to physical chemistry. The following topics are covered: thermodynamics, transport properties, chemical kinetics, quantum mechanics, and spectroscopy. Applications to biochemical systems are emphasized.

Jianmin Gao

CH 554–555 Advanced Methods in Chemistry Laboratory I and II (Fall/Spring: 0)

Corequisites: CH 557–558

Laboratory required of all students enrolled in CH 557–558. Two four-hour periods per week.

Kenneth R. Metz

CH 557–558 Advanced Methods in Chemistry I and II (Fall/Spring: 3/4)

Prerequisites: CH 351 and CH 575

Corequisites: CH 554–555

Offered periodically

These courses discuss the principles, methods, and applications of instrumental techniques such as calorimetry, chromatography, electrochemistry, lasers, and optical spectroscopy in modern chemistry, along with techniques for the analysis and interpretation of experimental data. The courses are intended mainly for third year students. The accompanying laboratories include experiments with these methods and emphasizes experimental design, data interpretation, and the presentation of results in written and oral formats.

Kenneth R. Metz

CH 575–576 Physical Chemistry I and II (Fall/Spring: 3)

Corequisites: MT 202 and PH 209–210 (or equivalent)

These courses deal with the foundations and applications of thermodynamics and reaction kinetics. Topics include: (1) classical thermodynamics, including the Laws of Thermodynamics, Helmholtz and Gibbs energies, chemical potential, and thermodynamic descriptions of phase equilibria and chemical equilibrium; (2) kinetic theory of gases; (3) chemical reaction rate laws and mechanisms.

Paul Davidovits

Chia-Kuang Tsung

CH 591–592 Introduction to Chemical Research I and II (Fall/Spring: 3)

Seniors only

Arrangement with an individual faculty member and departmental permission is required.

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

The essential feature of these courses 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 departmental permission is required.

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

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

The Department

CH 595–596 Advanced Research in Chemistry I and II (Fall/Spring: 6)

Seniors only

Arrangement with an individual faculty member and departmental permission is required.

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

A substantial independent research project performed under the supervision of a faculty member. Seniors whose projects are judged by the department to be of the highest quality, and who maintain a minimum GPA of 3.70, will be nominated for Scholar of the College recognition.

The Department

CH 597–598 Advanced Research in Biochemistry I and II (Fall/Spring: 6)

Seniors only

Arrangement with an individual faculty member and departmental permission is required.

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

A substantial independent research project performed under the supervision of a faculty member. Seniors whose projects are judged by

the department to be of the highest quality, and who maintain a minimum GPA of 3.70, will be nominated for Scholar of the College recognition.

The Department

Undergraduate and Graduate Course Offerings**CH 523 Organometallic Chemistry (Spring: 3)**

Offered periodically

The course is intended for graduate students and advanced undergraduates who have completed or are currently enrolled in organic and inorganic chemistry courses.

This course will present concepts of organometallic chemistry, e.g., the chemistry of compounds that have bonds between metals and carbon. Organotransition metal chemistry will be emphasized. Among the areas to be covered will be structure and bonding in organotransition metal complexes, ligand systems, catalysis, polymerizations, common reactions, and applications in organic synthesis.

Kian Tan

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

Survey and analysis of reactions employed in the synthesis of medicinally significant compounds. An in-depth understanding of the mechanistic details for each transformation will be emphasized. Topics will relate fundamental structural and electronic properties to issues of chemical reactivity. An emphasis will be placed on carbon-carbon bond and ring forming reactions.

The Department

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.

Jeffery Byers

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

Offered periodically

This course will provide a detailed understanding of the principles and applications of NMR spectroscopy. The course is intended for chemistry and biochemistry students who will use NMR in their research. Four general aspects of NMR will be considered: theoretical, instrumental, experimental, and applied. Emphasis will be placed on understanding the theoretical concepts and experimental parameters necessary to acquire, process, and interpret NMR spectra. The course will include a practical component on departmental NMR spectrometers.

John Boylan

CH 544 Modern Methods in Organic Synthesis II (Spring: 3)

Prerequisite: CH 531

Survey and analysis of contemporary strategies employed in the synthesis of medicinally significant natural and unnatural products. Examines the creativity and logic of approaches toward medicinally important compounds. Topics will include novel strategies toward synthetic problems and landmark total syntheses as well as issues in the current chemical literature.

Marc L. Snapper

ARTS AND SCIENCES

CH 560 Principles of Chemical Biology (Fall: 3)

Prerequisites: 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.

The Department

CH 561–562 Biochemistry I and II (Fall/Spring: 3)

Prerequisites: CH 231–232 or equivalent

Corequisites: CH 515–516

This are two-semester introductory-level courses 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 Kantrowitz

Eranthie Weerapana

CH 567 Chemical Biology: Structure and Function (Fall: 3)

Prerequisites: CH 231–232, CH 561–562 or BI 435–440, CH 473 or CH 475–476, or permission of the instructor

A selection of current topics in chemical biology will be examined through critical analysis of current literature. Students are expected to have a basic understanding of biochemistry and organic chemistry. The course will involve student presentations, group discussions and independent research proposals geared toward gaining a comprehensive knowledge on the application of chemical tools to understanding complex biological processes.

Eranthie Weerapana

CH 571 Surface Chemistry (Fall: 3)

Prerequisites: CH 222 and CH 575–576 or permission of the instructor

Topics covered in this course include an overview of the fundamentals of solid state chemistry, the surface properties, catalysis, electrochemistry, techniques for investigating surfaces, and nanotechnology. The course will involve presentation and research proposal writing.

Chia-Kuang Tsung

CH 772 Advanced Physical Chemistry/Electronics and Optics

(Spring: 3)

Prerequisite: Permission of instructor

Offered periodically

Most people working in a laboratory encounter electronics and optics in one form or another. The aim of the course is to provide a basic and intuitive understanding of the subjects both from theoretical and experimental points of view. Electronics: The operation of electrical circuits will be described, and the effect of the electronic processing on the measured parameters will be discussed. Operation of various electronic devices will be covered. Optics: The optics part of the course

will cover wave motion, geometric optics, Maxwell's equations, diffraction, interaction of light with matter and applications such as fiber optics, lasers and microscopy.

Paul Davidovits

Classical Studies

Faculty

Mary Crane, *Thomas F. Rattigan Professor*; Chairperson of the Department; A.B., Harvard College; A.M., Ph.D., Harvard University

Dia M.L. Philippides, *Professor*; B.A., Radcliffe College; M.A., Boston College; M.A., Ph.D., Princeton University

Kendra Eshleman, *Associate Professor*; B.A., Swarthmore College; Ph.D., University of Michigan

Gail L. Hoffman, *Assistant Professor*; A.B., Yale University; M.A., Ph.D., University of Michigan

Brigitte Libby, *Assistant Professor*; B.A., Columbia University; Ph.D., Princeton University

Contacts

- Secretary: Susan Leonard, 617-552-3661, susan.leonard@bc.edu
- www.bc.edu/classics

Undergraduate Program Description

Classical Studies encompasses all the social, material, and intellectual culture of the ancient Greek and Roman worlds, as they can be studied both in the original languages and in English.

The department offers courses under four headings, including (1) elementary and intermediate courses in Latin and Greek, designed to teach a student to read the languages, (2) courses in Greek and Roman literature, society, and culture, including Core Literature courses, taught in English and designed to acquaint a student broadly with the world of classical antiquity, (3) advanced reading courses in ancient authors and genres taught in the original languages, and (4) courses in Modern Greek language, literature, and culture. Courses related to antiquity are also available in other departments.

Major Requirements

The major includes courses in Latin and/or Greek language and literature, from the elementary to the advanced level, and courses in ancient civilization and culture. Readings in the latter courses are in English. There are no separate majors in Latin or Greek. The program is designed to be flexible in response to the interests and prior experience of individual students. Requirements, totaling a minimum of ten courses (or thirty credits), fall under three headings:

- Three courses or nine credits (minimum) in Latin and/or Greek at the advanced level.
- Three courses or nine credits (minimum) in the area of ancient civilization and culture.
- Four other courses or 12 credits, either in Latin and/or Greek language at any level (excluding only Elementary Latin) or in ancient civilization and culture, in any combination.

NOTES:

- Students who may think of going on in Classics are strongly advised to study both languages and to take as many advanced courses as possible. They should also discuss their interest with a faculty member at the earliest opportunity.

- Courses in Modern Greek language and culture are also taught within the department, but cannot be counted towards the major.

The Minor in Ancient Civilization

The interdisciplinary minor in Ancient Civilization is designed to make the study of the ancient world available to students without the requirement of learning Latin or Greek. Students learn about the history, literature, art, and culture of antiquity in courses that emphasize the study of primary texts in English translation. As a minor, it naturally looks to students whose main interests lie in other areas, but who are curious about the ancient world, and who seek a program that is at once structured and interdisciplinary. It makes a good complement in particular to majors in English, History, Fine Arts, Philosophy, and Theology but is available to everyone regardless of major. A list of the courses that are available each semester from the various departments and that count for the minor will be available at registration time. A program consists of six courses under three headings:

- One course in Greek History (CL 205) or Greek Civilization (CL 186). As a rule one or the other of these courses will be taught each year.
- One course in Roman History (CL 206) or Roman Civilization (CL 262). Again, as a rule one or the other of these courses will be taught each year.
- Four electives, taught in Classics and other departments, chosen from various offerings in ancient culture, for instance, in the areas of literature, philosophy, religion, history, art, and archaeology.

Information for First Year Majors and Non-Majors

“Classics” as outlined above is a broad, interdisciplinary field of study. For a first-year student, courses of two types are likely to be of most immediate interest: (1) Core literature courses, in which the reading is entirely in English, and (2) elementary and intermediate language courses in Latin and Greek.

If you would like to begin a language now or have had only one year of a language in high school, you should choose an elementary course: CL 010 Elementary Latin I or CL 020 Elementary Greek I. If you have studied a language for two or three years in high school, you may want to choose an intermediate course: CL 056 Intermediate Latin I or CL 052 Intermediate Ancient Greek I.

Completion of the second semester 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 you have studied Latin or Greek for three or four years in high school, you may wish to try courses in Greek and Roman authors. For further information, consult the Chair of the Department.

Information for Study Abroad

The Classics Department does not have a general set of requirements for study abroad. Students are advised individually and, based on their academic records and the specific program, recommendations are made. Students should arrange to meet with the Chair of the Department when planning to study abroad.

Core Offerings

The Department offers several courses that satisfy Core requirements. *Storytelling and Deceptive Narrators in Ancient Rome* (CL 110/EN 084) satisfies the Literature requirement; *Art and Myth in Ancient Greece* (CL 208/FA 206) satisfies the Fine Arts Core. Both will be offered in 2013–2014.

Licensure for Teachers

The Undergraduate Initial License as Teacher of Latin and Classical Humanities 5–12 may be gained by pursuing a Classics major in addition to the Secondary Education major or the minor in Secondary Education. For further information, contact the Chair of the Department.

Undergraduate Course Offerings

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

CL 020–021 Elementary Ancient Greek I and II (Fall/Spring: 3)

These courses will introduce the fundamentals of ancient Greek grammar and vocabulary. The aim is to prepare students to read something like Plato’s *Apology* after a year of study.

Gail Hoffman

CL 052–053 Intermediate Ancient Greek I and II (Fall/Spring: 3)

These courses are 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*.

The Department

CL 056–057 Intermediate Latin I and II (Fall/Spring: 3)

These courses give a thorough review of the essential grammatical forms presented in Elementary Latin along with a close reading of an introductory selection of Roman prose and poetry.

The Department

CL 110 *Storytelling and Deceptive Narrators in Ancient Rome* (Spring: 3)

Cross listed with EN 084

Offered periodically

How do we make others believe us when we stretch the truth? Ancient Roman literature serves in this course to introduce classic tools of storytelling and deception that we still encounter today. We will study how ancient authors manipulate our perception of the stories they tell and see how these techniques recur in modern examples. Topics include the courtroom strategy of Cicero, political propaganda in epic poetry, Aesopic fables, forged eye-witness reports of the Trojan War, ghost stories, and the account of a man transformed into a donkey. We end with several modern short stories. Readings are in English.

Brigette Libby

CL 286 *The History and Structure of Latin* (Fall: 3)

Prerequisite: Prior study of Latin

Cross listed with SL 324

Offered periodically

See course description in the Slavic and Eastern Languages and Literatures Department.

M.J. Connolly

ARTS AND SCIENCES

Undergraduate and Graduate Course Offerings

CL 010–011 Elementary Latin I and II (Fall/Spring: 3)

These courses will introduce the fundamentals of Latin grammar and vocabulary. The aim is to prepare students to read simple Latin prose.

The Department

CL 060–061 Elementary Modern Greek I and II (Fall/Spring: 3)

Offered biennially

These courses are an introduction to the study of Demotic Greek. It will introduce the fundamentals of grammar and will focus on reading ability, oral comprehension, and oral expression. Class instruction is supplemented by required laboratory work.

Maria Kakavas

CL 205 Greek History (Fall: 3)

Cross listed with HS 162

A study of the history of Greece from the Bronze Age in the second millennium BCE to the preeminence of Alexander of Macedon in the 4th century. The course will focus on such broad topics as the development of Greek social and political institutions, notions of justice, freedom, and Greek identity, relations among Greek city-states and with foreign nations, imperialism, the golden age of Greek literature, and the rise of Macedonian monarchy. Emphasis will be on the study of the ancient sources: literary, historiographic, archaeological, and epigraphic.

Kendra Eshleman

CL 208 Art and Myth in Ancient Greece (Spring: 3)

Cross listed with FA 206

Satisfies Fine Arts Core requirement

An introduction to the visual representation of the Greek gods and goddesses and to the artistic depiction of the primary cycles of Greek legends (e.g., the Trojan War and heroes such as Herakles, Perseus, and Theseus). This course focuses on how specific visual attributes serve to identify mythological characters and how the development of narrative in Greek art helped to relate their stories. Inquiring into the use of mythological imagery to decorate temples, cult statues, and vases used primarily for the symposium (male drinking parties), we will consider the functions of mythological imagery within Greek society.

Gail Hoffman

CL 223 The Art Museum: History, Philosophy, and Practice

(Fall: 3)

Cross listed with FA 370

A study of emergence of museums tracing development from private, ecclesiastical collections of classical and medieval periods to their present form as public institutions. This course will focus on the practice of organizing an exhibition of art from the ancient city of Dura Europos in Asia Minor. Topics include the following: selecting, researching, and installing works of Classical art; the museum's function in its social context; the role of the museums in creating culture; how practices of visual and material culture are linked to constructing meaning; the constituency of museums, their educational mission; philosophy of installation and care of collections.

Gail Hoffman

Nancy Netzer

CL 230 Classical Mythology (Fall: 3)

Cross listed with EN 220

This course will explore the world of Greek and Roman mythology, focusing on what these civilizations' traditional stories tell us about the culture, politics, and psychology of their creators. Mythic texts such as Homer's *Odyssey*, Hesiod's *Theogony*, and Virgil's *Aeneid* will be read using the analytical tools created by ancient and modern theorists of myth (e.g., Euhemerus, Metrodorus, Malinowski, Freud, and Levi-Strauss). By the end of the semester, students will be familiar with many of the Great Books of the Western Canon and will also be able to apply a number of important and useful techniques of literary analysis.

Brigitte Libby

CL 242 Roman Religion (Fall: 3)

Cross listed with HS 229, TH 241

In this class we will explore the theory and practice of religion in the ancient Roman world, as reflected in ancient literary texts as well as in epigraphic and archaeological evidence. Themes will include the nature of Roman worship, from state cult to magic and mysteries, the interplay between religion and politics, and the development of Christianity in its pagan context.

Kendra Eshleman

CL 254 The Culture of Athenian Democracy (Spring: 3)

Cross listed with HS 476

A political and cultural history of Athens during the creation and height of its democracy (circa 480–400 B.C.E.). The course will consider the Persian Wars and their effect on political and constitutional developments in Athens, the workings of the Athenian Democracy under Pericles, and the eventual collapse following the Peloponnesian War. Readings in translation include Thucydides, Plutarch, Aristotle, Xenophon, Plato, and the Greek playwrights (Aeschylus, Sophocles, Euripides, and Aristophanes). 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

CL 356 Tacitus (Fall: 3)

Offered periodically

A reading of the Nero books of Tacitus' *Annals*, accompanied by an investigation of Roman historiography and the history and culture of the Age of Nero, including the evolution of the Julio-Claudian principate, the flourishing of art, literature, and philosophy under Nero, and the complex interaction between art and imperial power.

Kendra Eshleman

CL 375 Advanced Latin Poetry: Virgil's *Aeneid 2 and 6* (Fall: 3)

Offered periodically

Virgil's epic accounts of the past and future of the Roman Empire. In *Aeneid 2*, Aeneas narrates the fall of Troy, including the ruse of the Trojan Horse, Pyrrhus' brutal murder of King Priam, and Aeneas' own escape from burning Troy. In *Aeneid 6*, Aeneas descends into the Underworld, where he meets literal skeletons from his closet and receives glorious vision of Rome's future history. Throughout we will consider how Virgil's poem functions as a complex, sometimes grim foundation myth for Augustus' Imperial Rome.

Brigitte Libby

Communication

Faculty

Lisa Cuklanz, *Professor*; Chairperson of the Department; B.S., Duke University; M.A., Ph.D., University of Iowa

Marilyn J. Matelski, *Professor*; A.B., Michigan State University; A.M., Ph.D., University of Colorado

Ann Marie Barry, *Associate Professor*; B.S., M.A., Salem State College; M.S., Ph.D., Boston University

Ashley Duggan, *Associate Professor*; B.A., M.A., University of Georgia; Ph.D., University of California, Santa Barbara

Donald Fishman, *Associate Professor*; B.A., University of Minnesota; M.A., Ph.D., Northwestern University

Seung-A Jin, *Assistant Professor*; B.A., Yonsei University, Seoul, Korea; M.A., Ph.D., Annenberg School for Communication, University of Southern California

Kelly Rossetto, *Assistant Professor*; B.A., University of California, Davis; M.A. University of Montana–Missoula; Ph.D., University of Texas at Austin

Matt Sienkiewicz, *Assistant Professor*; B.A., Wesleyan University; M.A., Ph.D., University of Wisconsin–Madison

Michael Keith, *Adjunct Associate Professor*; B.A., M.A., Ph.D., University of Rhode Island

William Stanwood, *Adjunct Associate Professor*; B.S., Ithaca College; M.Ed., Ed.D., Boston University

Rita Rosenthal, *Lecturer*; B.A., Appalachian State University; M.A., Bowling Green State University

Elfriede Fürsich, *Research Associate Professor*; B.A., Katholische Universitaet Eichstatt, Germany; M.A., Ph.D., University of Georgia

Contacts

- Director of Undergraduate Studies/Department Counselor: Christine Caswell, Maloney Hall, Room 515, 617-552-6148, christine.caswell@bc.edu
- New Major Advisor: Sanchali Biswas, Maloney Hall, Room 527, 617-552-2515, sanchali.biswas@bc.edu
- Office Administrator: Leslie Douglas, Maloney Hall, Room 513, 617-552-4280, leslie.douglas@bc.edu
- www.bc.edu/communication
- Fax: 617-552-2286

Undergraduate Program Description

The Department of Communication is concerned with the study, criticism, research, and teaching of the artistic, humanistic, and scientific principles of communication. Through a series of required classes, the department provides all majors with a basic understanding of communication research and theory. The department also offers upper-level courses in interpersonal communication, media and cultural studies, and rhetoric and public advocacy.

This program of study has led graduating majors to careers in communication industries and to success in fields related to communication such as business, education, government/politics, health, international relations and negotiations, and social and human services. Majors have successfully completed graduate programs in many fields including communication, business, and law.

For the class of 2014

Thirty-three credits are required for the major, consisting of the following four common requirements, four distributed requirements, and three electives.

Four Common Requirements (12 credits)

- CO 010 Rhetorical Tradition
This course, and/or CO 020, should be taken before any other course in the major.
 - CO 020 Survey of Mass Communication
This course, and/or CO 010, should be taken before any other course in the major.
 - CO 030 Public Speaking
 - One of CO 330 Communication Methods: Social Science or CO 340 Communication Methods: Critical/Cultural*
- *Please note for the Class of 2014 – CO 330, CO 340, or CO 350 can fulfill the major research methods requirement.

Four Distributed Requirements (12 credits)

One of the Cluster Courses:

- CO 040 (formerly numbered CO 253) 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

One of the Theory Courses:

- Any course numbered between CO 360 and CO 380
- Theory courses should not be taken until after a student has completed CO 010 Rhetorical Tradition, CO 020 Survey of Mass Communication, CO 030 Public Speaking and one of CO 330 Communications Methods: Social Science or CO 340 Communication Methods: Critical/Cultural.

Two Writing-Intensive Seminars:

- Any two courses numbered between CO 425 and CO 475
Note: These are upper-level courses and should not be taken until after a student has completed CO 010 Rhetorical Tradition, CO 020 Survey of Mass Communication, CO 030 Public Speaking, and one of CO 330 Communication Methods: Social Science or CO 340 Communication Methods: Critical/Cultural. Freshmen and sophomores should never register for writing-intensive seminars.

Three Electives (9 credits)

- May be chosen from available courses in the department.
Note: Any three-hour class offered by the department can be counted as an elective, including CO 589 Senior Internship Seminar and CO 592 Honors Thesis.

For the Class of 2015 and Beyond

Thirty-three credits are required for the major, consisting of the following five common requirements, three distributed requirements, and three electives.

Five Common Requirements (15 credits)

- CO 010 Rhetorical Tradition
This course, and/or CO 020 and CO 040, should be taken before any other course in the major.
- CO 020 Survey of Mass Communication
This course, and/or CO 010 and CO 040, should be taken before any other course in the major.
- CO 030 Public Speaking

ARTS AND SCIENCES

- CO 040 Interpersonal Communication
This course, and/or CO 010 and CO 020, should be taken before any other course in the major.
- One of CO 330 Communication Methods: Social Science or CO 340 Communication Methods: Critical/Cultural
Three Distributed Requirements (9 credits)
One of the Theory Courses:
 - Any course numbered between CO 360 and CO 380
 - Theory courses should not be taken until after a student has completed CO 010 Rhetorical Tradition, CO 020 Survey of Mass Communication, CO 030 Public Speaking, CO 040 Interpersonal Communication, and one of CO 330 Communication Methods: Social Science or CO 340 Communication Methods: Critical/Cultural.*Two Writing-Intensive Seminars:*
 - Any two courses numbered between CO 425 and CO 475
These are upper-level courses and should not be taken until after a student has completed CO 010 Rhetorical Tradition, CO 020 Survey of Mass Communication, CO 030 Public Speaking, CO 040 Interpersonal Communication, and one of CO 330 Communication Methods: Social Science or CO 340 Communication Methods: Critical/Cultural. Freshmen and sophomores should never register for writing-intensive seminars.*Three Electives (9 credits)*
 - May be chosen from any three-hour class offered by the department. Note the following: (1) a maximum of six transfer credits will be accepted by the department and (2) a limit of one 3-credit internship may be taken as an elective.
 - Full-time communication majors in the College of Arts and Sciences can count one three-credit course from the Woods College as a communication elective. This rule does not apply to courses transferred from another institution or to students transferring from another college within Boston College.

Non-Cumulative Credits

One-credit internships and/or 2-credit Debate Practicum cannot be combined to total a 3-credit course in any of the other required categories for the major.

Information for First Year Majors

Freshmen and sophomores can declare the Communication major with the New Major Advisor in Maloney Hall, Room 527. Juniors and seniors should schedule an appointment with the Director of Undergraduate Studies to determine whether they can reasonably complete the required course work prior to graduation.

The five required courses, CO 010 Rhetorical Tradition, CO 020 Survey of Mass Communication, CO 030 Public Speaking, CO 040 Interpersonal Communication, and either CO 330 Communication Methods: Social Science or CO 340 Communication Methods: Critical/Cultural, are prerequisites for all other communication classes. Majors should not register for a theory course, writing-intensive seminars, or any elective until after they have completed the required common courses noted above.

Information for Study Abroad

To receive the department's permission for study abroad, students must have completed seven Communication courses by the end of their junior year including CO 010 Rhetorical Tradition, CO 020 Survey of Mass Communication, CO 030 Public Speaking, CO 040 Interpersonal Communication, and one of CO 330 Communication

Methods: Social Science or CO 340 Communication Methods: Critical/Cultural. The seven course requirement may be met by either of the following:

- Taking seven Communication courses at Boston College including Communication courses and approved summer school courses
- Taking five Communication courses at Boston College and transferring two courses from the junior year abroad placement
For additional information, please visit our department website or contact Christine Caswell, Director of Undergraduate Studies.

Internship Program

CO 501 Communication Internship, a 1-credit pass/fail course, is open to Communication majors who have sophomore, junior, or senior standing and a minimum 2.5 GPA.

CO 589 Senior Internship Seminar, a 3-credit course, is open to Communication majors who have senior standing and a 3.1 overall GPA (or a 2.8 overall with at least a 3.2 in the major). In addition, potential interns must have completed a minimum of six courses in communication including CO 010 Rhetorical Tradition, CO 020 Survey of Mass Communication, CO 030 Public Speaking, CO 040 Interpersonal Communication, and one of CO 330 Communication Methods: Social Science or CO 340 Communication Methods: Critical/Cultural plus appropriate preparatory course work necessary for the specific field placement.

For internship applications, visit our department website. For departmental approval, contact Christine Caswell, Director of Undergraduate Studies.

Honors Program

Juniors with a qualifying grade point average (3.75 or higher) are eligible for the program. To remain in the program, students must maintain a cumulative grade point average of 3.75 or higher until graduation. To complete the honors program, students will need to take two specified honors writing intensive seminars, perform well in those courses (receive grades of A or A-), and successfully complete an honors thesis under the direction of the instructor of one of those courses. Honors students will receive a total of nine credit hours for their participation in, and completion of, the program. A more complete description of the program is available on the department website or in the Honors Handbook in the department's main office.

Undergraduate Course Offerings

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

CO 010 The Rhetorical Tradition (Fall/Spring: 3)

Required course for all Communication majors

This is an introductory course that is designed to examine the classical periods of rhetoric, as well as the Enlightenment and modern periods. The course focuses on pivotal concepts in rhetoric and their application to contemporary discourse. This is a foundation course in the field of communication. It introduces students to perennial issues and concerns in rhetoric and looks at communication as a way of knowing about self and society.

The Department

CO 020 Survey of Mass Communication (Fall/Spring: 3)**Required course for all Communication majors**

This course will introduce you to the basics of the field, including industries, industry trends, regulations, and ethics. It will address historical developments that have shaped the mass media, particularly through the rise of newspaper, book, music, radio, television, film, advertising, and public relations industries. It will consider the influences of new media and their impacts on culture and industry. It will explore topics such as blockbusters, globalization, digital photography, social media, sports, “fake news,” fans and fan cultures, and media violence. Further, it will ask you to consider your position as a media consumer.

The Department

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.

The Department

CO 040 Interpersonal Communication (Fall/Spring: 3)

Satisfies cluster requirement for Communication majors in class of 2014; required course for Communication majors in class of 2015 and beyond

Interpersonal communication is the study of human interaction. This course provides an introductory survey of the main concepts and research findings in the study of interpersonal communication. The course serves as a foundational course for further study in the interpersonal and organization communication area of the field.

The Department

CO 213–214 Fundamentals of Audio I and II (Fall/Spring: 3)**Lab fee required**

These courses are designed to introduce the student to the multifaceted world of sound, in theory and practice. Topics covered include the history of recording techniques, design and use of microphones, and careful listening techniques. These courses will present an overview of current audio production software typically used in modern recording studios. Students will work in the audio labs to create professional quality pieces, and will take home a portfolio of work at the end of the semester.

The Department

CO 222 Studio Television Production (Fall/Spring: 3)**Lab fee required**

This course is designed to introduce students to the theories, tools, and techniques of television production. The focus of this class is on developing the production skills necessary for creating effective television communication. To pursue this goal, students will combine the information from the course’s texts with practical experience in the form of exercises and the creation of their own television programs. While producing and directing their programs, students, working in crews, will learn to operate studio television equipment and develop an understanding of how messages are communicated using “live” or “life-on-tape” production methods.

The Department

CO 223 TV Field Production (Fall/Spring: 3)**Lab fee required**

This course is designed to develop the skills and disciplines necessary for creating television programs outside of a television studio. Emphasis will be placed on shooting programs with a single, portable video camera and then assembling the finished product using a non-linear editing system. Elements of production, such as videography, sound recording, location lighting, producing, performance, and directing, as well as other topics, will be featured. Students will work in groups to produce their own video programs.

The Department

CO 254 Web Application Development (Spring: 3)**Cross listed with CS 254**

In this course students will create interactive web-based applications. We will begin by learning basic web page creation, database design, and database access techniques. Then emphasis will shift to creating pages that use server-side scripting to provide secure dynamic access to databases over the web. Sample projects might include movie rentals, shopping-cart based sales, student registration systems, etc. The course is currently taught using PHP and MySQL.

Katherine Lowrie

CO 260 American Public Address (Fall/Spring: 3)

Prerequisite: CO 010

Satisfies the cluster requirement for Communication majors in the class of 2014; satisfies one communication elective for the class of 2015 and beyond

This course studies important contemporary speakers, issues, and movements. Speeches and speakers from World War II to the present will be studied. We will examine the material from a historical as well as a critical perspective using the methodologies of rhetorical criticism. Areas to be covered include rhetoric of the campaign, rhetoric of war, rhetoric of social change, rhetoric of fear, and the rhetoric of scandal and public ridicule.

The Department

CO 268 The Business of Electronic Media (Fall/Spring: 3)

Satisfies the cluster requirement for Communication majors in the class of 2014; satisfies one communication elective for the class of 2015 and beyond

In this course, students will learn about the electronic media from a financial perspective. They will discover how media industries work. They will investigate electronic media business ownership and how those industries make profits. They will determine how the electronic media are controlled and how their products are measured for success. Students will delve into how new technologies are rewriting the economic models for media industries. Throughout the course, we will examine how the electronic media operate through the lenses of a variety of forces that influence and shape these engines of our economy.

The Department

CO 271 Communicating Nonverbal Messages (Fall/Spring: 3)

This course will explore different aspects of nonverbal communication (body language, facial expression, physical appearance, etc.) and the many ways in which they impact our lives. Class activities and discussions will be applicable directly to relationships with friends, family, and romantic partners. By the time you complete this course you will have acquired a resource-base to understand why and how nonverbal signals are used to communicate, to understand the role of theory

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related to nonverbal communication, and to improve your ability to apply these principles to your day-to-day interpersonal relationships and work settings.

The Department

CO 285 Cultural Diversity in Media (Fall: 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.

The Department

CO 291 Persuasion (Fall/Spring: 3)

The course combines the theory and practice of persuasion. Students will examine current theories and research concerning influence, coercion, and manipulation. They will then apply these theories to current events and design a persuasive campaign.

The Department

CO 330 Communication Methods: Social Science (Fall/Spring: 3)

One of CO 330 or CO 340 is required for the Communication major

This course is designed to introduce students to social scientific methods in Communication research. Among the topics emphasized are: (1) development of questions and hypotheses, (2) quantitative and/or qualitative data collection methods (e.g., experiments, interviews, and surveys), and (3) data analysis and interpretation (e.g., interpretive and statistical analysis). The objective of the course is to provide students with the resources to interpret, evaluate, and conduct research in Communication from a social science perspective.

The Department

CO 340 Communication Methods: Critical/Cultural (Fall/Spring: 3)

One of CO 330 or CO 340 is required for the Communication major

This course is designed to introduce students to historical, critical, and cultural methods in Communication research. Among the topics emphasized are: (1) development of theses and arguments, (2) critical/cultural data collection methods (e.g., archival research and locating texts), and (3) data analysis and interpretation (e.g., critical discourse analysis and textual analysis). The objective of the course is to provide students with the resources to interpret, evaluate, and conduct research in Communication from a critical/cultural perspective.

The Department

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.

The Department

CO 374 Human Communication Theory (Fall: 3)

Satisfies the required theory course in the Communication major

This course provides an understanding of the role of theory in the study of human communication. Students will learn the process of theory development, the role of theory in the research process, and tools for evaluating theories. The course also surveys the prominent

theories in the fields of interpersonal, relational, and group communication. This course should serve as a bridge between basic introductory courses and more advanced seminars in these fields.

The Department

CO 375 Argumentation Theory (Fall: 3)

Satisfies the required theory course in the Communication major

This course considers the theory of argumentation, in contrast to "Elements of Debate," which teaches students how to argue. Argumentation Theory begins by considering the nature of argumentation, proceeds to discuss the qualities of good argument, and concludes with a discussion of fields or communities of argumentation.

The Department

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.

The Department

CO 408 Advanced Visual Communication and Aesthetics (Fall: 3)

Corequisite: CO 377

Satisfies one elective course for the Communication major

This course builds on principles and theories studied in Visual Communication Theory, extending them into principles of beauty and attraction founded in Eastern and Western visual cultural ideals. Basic elements of visual design are explored through various media, and within the context of both a natural appreciation of beauty and social constructions and manipulations. Neurological principles provide the foundation for exploring visual persuasion, art appreciation, advertising techniques, political propaganda, and how visual culture creates our mental world. Topics include art, architecture, visual media, norms of physical beauty, and visually expressed ideals of a successful life.

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 broadcast media. Topics will be examined within the context of their relationship to society and culture.

The Department

CO 426 TV and Society (Fall/Spring: 3)

Satisfies one of two writing intensive courses required within the Communication major

This class will provide a forum for investigating the role of television in our society. Students will examine such topics as how television messages are crafted and distributed, the impact of TV's messages on public discourse, and other issues raised by television in our society. A variety of theoretical frameworks, research methods, and texts will be used to help draw conclusions about the impact of television on our culture.

The Department

CO 429 Globalization and the Media (Fall: 3)

Satisfies one of two writing intensive courses required within the Communication major

This class examines the cultural impact of globalization on the traditional centers and peripheries of media production. The course will cover topics such as the shifting definitions of cultural imperialism; the role of the United Nations in regulating cultural products; the latest transnational media mergers; the strategies of global television programmers such as CNN, MTV, or Discovery; the increasing commercialization of media systems around the world; and the role of media in relation to war and terrorism. This writing-intensive seminar is open to juniors and seniors.

The Department

CO 434 Advanced Visual Theory and Aesthetics (Spring: 3)

Prerequisite: CO 377

This invitational honors seminar explores how visual images affect us personally and culturally. Building on topics covered in Visual Communication Theory from perceptual process to media influence, this seminar examines how images come to have meaning, how their aesthetic appreciation enriches our world, how their manipulation changes the way we see the world, how we think about it, and how we respond to it.

The Department

CO 439 Reporters in U.S. History (Fall/Spring: 3)

Satisfies one of two writing intensive courses required within the Communication major

Journalism has toppled governments, sent criminals to prison, spared innocents from execution, exposed corruption in public office, and recorded moments of human suffering and triumph. This writing intensive course will examine the lives and works of American reporters who served to comfort the afflicted and afflict the comfortable. Texts by and about U.S. journalists and reporters across eras and across various media will be analyzed.

The Department

CO 442 Intercultural Communication (Spring: 3)

Cross listed with BK 442

Satisfies Cultural Diversity Core requirement

Satisfies one of two writing intensive courses required within the Communication major

This course studies communication as it relates to society and as it occurs inter-culturally and internationally. In those contexts, questions and issues will be pursued which reveal processes, effects, methods, and critical norms for evaluating interpersonal, group, and mass communication.

Marilyn Matelski

The Department

CO 448 Television Criticism (Fall/Spring: 3)

Satisfies one of two writing intensive courses required within the Communication major

This course provides students with methods for critically evaluating the cultural and social impact of television. First, students learn some fundamentals of television production and the structure of the media industry. Based on this knowledge, students examine and

practice the critical analysis of contemporary television programs. The goal of the course is to make students more informed critics of our television-saturated age.

The Department

CO 449 Crisis Communication (Fall/Spring: 3)

Satisfies one of two writing intensive courses required within the Communication major

Restricted to Communication majors only

This course is designed to examine events and situations that potentially threaten the viability of an organization. Attention is devoted to developing an effective crisis communication plan, speaking to multiple stakeholders, decision-making under pressure, and resolving—rather than litigating—organizational problems. Among the studies examined are the Tylenol product tampering incident, the Exxon Valdez accident, the Union Carbide gas leak, the Challenger Space Shuttle disaster, the Three Mile Island accident, and the Pepsi syringe hoax.

The Department

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 and Gender Studies minor course. Focus is on the social construction of gender through communication. The early section of the course compares historical and theoretical approaches to representations of gender in communication texts. Then, building on these comparisons, students read about, examine, and analyze texts, focusing particularly on television programming and advertising.

The Department

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) as well as in special areas of the general population. In the last quarter century, so-called "outerculture" or "fringe" groups have asserted their rights to fair and equal access to the airwaves as a means for mollifying the negative perceptions and stereotypes that have prevented them from fully benefiting from citizenship in the world's largest democracy. Students will gather research data for an extensive paper designed to probe and evaluate the effects and implications of American Radio Broadcasting.

The Department

CO 461 Communication in Family Relationships (Fall/Spring: 3)

Satisfies one of two writing intensive course requirements within the Communication major

This course explores communication occurring in family relationships, including marital pairs, siblings, parents and children, divorced families, stepfamilies, and gay and lesbian families. Through reading, discussion, and research, the class will examine definitions of family, family roles and types, theories of family communication, and communication patterns in families (e.g., conflict, stress, coping, secrets, disclosure, intimacy, and support).

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CO 465 Health Communication (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.

The Department

CO 485 Advanced Intercultural: studyabroad.com (Fall/Spring: 3)

Prerequisites: Enrollment in a BC-sponsored international program, permission of instructor

Satisfies Cultural Diversity Corerequisite

This is a web-based, advanced intercultural communication course intended for those studying abroad. Students should be enrolled in a BC-sponsored international program. The purpose of this course is to measure the "immeasurable," in three ways: 1) to extend students' intercultural scholarship through field research; 2) to prepare them for possible senior theses in some aspect of intercultural/international communication; and 3) to help them to create a world view corresponding to the rising demands of globalization. For a complete description of the course and its assignments, check the website at <http://www2.bc.edu/~matelski>.

Marilyn Matelski

CO 500 Debate Practicum (Fall/Spring: 1)

Prerequisites: Participation on the intercollegiate debate team and permission of the instructor

Advanced discussion of argumentation theory and debate practice with an emphasis on contemporary intercollegiate debate.

John Katsulas

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. A supervisor evaluation is due at the end of the internship in order to be issued a grade.

Christine Caswell

CO 589 Senior Internship Seminar (Fall/Spring: 3)

Prerequisites: Senior standing, 3.1 overall GPA/3.2 in major, six completed BC communication courses (including core requirements), and permission of the instructor

This course may not be repeated.

This course gives senior communication majors an opportunity to pursue a 15–20 hour per week internship in a specific field of Communication. Practical experience will be supplemented by discussions of relevant theoretical constructs. Periodic discussion group seminars will enhance a student's immersion in the industry. Adherence to professional protocol is expected. A field research paper is required as well as supervisor evaluations. This course counts as a 3-credit Communication elective.

Christine Caswell

CO 592 Honors Thesis (Fall/Spring: 3)

A research course under the guidance of a faculty member for those writing an Honors Thesis.

The Department

CO 593 Advanced Topics (Spring: 3)

This course is an advanced seminar restricted to second-semester senior Women's and Gender Studies minors. Enrollment is by permission only.

Lisa Cuklanz

CO 597 Readings and Research—Communication (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 defining characteristics of the course are that (1) it must involve extensive readings and (2) it must include a formal term paper of twenty or more pages.

The Department

CO 599 Advanced Independent Research (Spring: 6)

Prerequisite: Permission of the department

This course is for seniors only.

The Department

Computer Science

Faculty

Peter G. Clote, Courtesy Appointment, *Professor*; B.Sc., Massachusetts Institute of Technology; M.A., Ph.D., Duke University; These d'Etat, University of Paris

James Gips, Courtesy Appointment, *Professor*, *John R. and Pamela Egan Chair*; S.B., Massachusetts Institute of Technology; M.S., Ph.D., Stanford University

Howard Straubing, *Professor*; A.B., University of Michigan; Ph.D., University of California at Berkeley

Sergio Alvarez, *Associate Professor*; B.S., Universidad Javeriana; M.S., Universidad de los Andes; Ph.D., University of Maryland

Hao Jiang, *Associate Professor*; B.S., M.S., Harbin Engineering University; D. Eng., Tsinghua University; Ph.D., Simon Fraser University

Robert Muller, *Associate Professor*; A.B., M.S., Indiana University; Ph.D., Boston University

Edward Sciore, *Associate Professor*; Chairperson of the Department; B.S., Yale University; M.S.E., Ph.D., Princeton University

Robert P. Signorile, *Associate Professor*; B.S., Queens College; M.S., New York University; M.S., Ph.D., Polytechnic University

Katherine Lowrie, *Adjunct Associate Professor*; B.S., M.S., Ph.D., Purdue University

William G. Ames, *Senior Lecturer*; M.S., University of Michigan

William Griffith, *Lecturer*; Ph.D., Boston College; Ph.D., University of Massachusetts Amherst

Contacts

- Administrative Assistant: Jane Costello, 617-552-3975, jane.costello@bc.edu
- Systems Administrator, Phil Temples, 617-552-0153, ptemples@cs.bc.edu
- www.cs.bc.edu

Undergraduate Program Description

The Computer Science Department offers major programs in the College of Arts and Sciences leading to the degrees of Bachelor of Arts and Bachelor of Science as well as minor and concentration programs in Computer Science, Bioinformatics, and Scientific Computation, and a concentration in Computer Science for students in the Carroll School of Management. The Information Systems Department offers a program in Information Systems. Consult their listing under the Carroll School of Management for a program description. For further information, contact the Computer Science Department at Maloney Hall, Room 559, 617-552-3975.

Bachelor of Arts in Computer Science

The curriculum for the Bachelor of Arts degree in Computer Science is based on current recommendations offered by the Association for Computing Machinery (ACM) for liberal arts institutions. The program is designed to provide a solid foundation in the fundamentals of computer science. At the same time, it provides practical, hands-on experience with computing systems, as the current technology job market dictates.

Bachelor of Arts students complete a 34-credit computer science component, supplemented by a mathematics component rooted in calculus. For most students, the program requires completion of 14 three-credit courses along with one one-credit lab.

Computer Science Component

The 34 credits required for completion of the Bachelor of Arts major are grouped into two categories, seven required core courses (totaling 22 credits) and four electives (totaling 12 credits). The seven required core courses are the following:

- CS 101 Computer Science I
- CS 102 Computer Science II
- CS 243 Logic and Computation
- CS 244 Randomness and Computation
- CS 271 Computer Systems
- CS 272 Computer Organization/CS 273 Computer Organization Lab (this combination counts as one course)
- CS 383 Algorithms

All these courses are three credits with the exception of CS 273, which is a one-credit lab.

Computer Organization (CS 272) has a required one-credit corequisite lab (CS 273). The remaining twelve credits will typically be earned from four courses: at least nine of the credits must be earned from courses at the CS 300 level. The remaining credits may be earned through any CS courses numbered CS 200 or above.

CS 243 and CS 244 provide students with mathematical fundamentals necessary for Computer Science. It is especially important that these be completed **no later than the end of junior year**, since this material is prerequisite for the required course CS 383 Algorithms. CS 243 and CS 244 are required prerequisites for many 300-level CS electives.

Mathematics Component

One semester of calculus at the level of Calculus II or higher is required for completion of the Bachelor of Arts major. Students will ordinarily complete the calculus requirement with any one of the following courses: MT 101, MT 103, MT 105, or MT 202. Realistically,

most students will need to complete a prerequisite calculus course (e.g., MT 100 before MT 101, or MT 102 before MT 103), so this calculus requirement will usually be met by enrolling in a two-semester sequence.

Bachelor of Science in Computer Science

The curriculum for the Bachelor of Science major in Computer Science is based on requirements specified by the Computer Science Accreditation Board (CSAB). The program is designed to provide an extensive background in computer science and is well-suited for students considering graduate study or students planning to pursue careers in science or engineering.

Bachelor of Science students must complete a 12-course (equivalent to 36 credits) computer science component, supplemented by a mathematics component and a natural science component.

Computer Science Component

A minimum of 38 credits in computer science are required for completion of the Bachelor of Science major in Computer Science. The computer science credits are grouped into two categories, eight required CS courses (totaling 26 credits) and four elective courses (totaling at least 12 credits).

The eight required core courses are:

- CS 101 Computer Science I
- CS 102 Computer Science II
- CS 243 Logic and Computation
- CS 244 Randomness and Computation
- CS 271 Computer Systems
- CS 272 Computer Organization/CS 273 Computer Organization Lab (this combination counts as one course)
- CS 372 Computer Architecture/CS 373 Computer Architecture Lab (this combination counts as one course)
- CS 383 Algorithms

Computer Organization (CS 272) has a required corequisite lab (CS 273); Computer Architecture (CS 372) has a required corequisite lab (CS 373). All these courses are three credits with the exception of CS 273 and CS 373, which are 1-credit labs.

Of the 12 credits of electives, at least nine must be from courses numbered CS 300 or above. The remaining three credits must be earned from one course in the social and ethical issues cluster: CS 260–CS 269.

CS 243 and CS 244 provide students with mathematical fundamentals necessary for Computer Science. It is especially important that these be completed **no later than the end of junior year**, since this material is prerequisite for the required course CS 383 Algorithms. CS 243 and CS 244 are required prerequisites for many 300-level CS electives.

Mathematics Component

At least 12 credits of mathematics are required for completion of the Bachelor of Science major:

- MT 103 Calculus II (Math/Science Majors) or MT 105 Calculus II – AP (Math/Science Majors)
- MT 202 Multivariable Calculus
- Two MT electives 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 a two-semester sequence in a laboratory science for science majors, and one additional non-overlapping science elective of at least three credits. Non-overlapping AP and IB credit can be used to meet the requirement of the additional three-credit science elective. Students may complete the lab science requirement in several ways. Eligible introductory sequences are:

- Biology (BI 200/201/204 or BI 200/303/BI 204)
- Chemistry (CH 109/111/113, CH 110/112/114 or CH 117/119/121, CH 118/120/122)
- Physics (PH 203/209, PH 204/210 or PH 211/213, PH 212/214)
- Earth and Environmental Sciences
- Option 1: GE 132/13 followed by GE 220/221 or GE 250/251 or GE 264/265 or GE 285/286
- Option 2: two of GE 210/211, GE 202/212, GE 203/213, GE 204/214, GE 205/215, GE 206/216, GE 207/217, GE 208/218 followed by GE 220/221

Departmental Honors

Junior and senior Computer Science majors with at least a 3.3 GPA in CS courses are eligible to join the Departmental Honors Program. In order to graduate with the Departmental Honors designation, eligible students must maintain at least a 3.3 GPA in CS courses and complete a senior thesis. Thesis requirements are to have a thesis proposal approved by a faculty advisor and by the Honors Committee by the end of their junior year. They must complete two sections of CS 397 Honors Thesis during their senior year with grades of B+ or higher. They must submit a written honors thesis by the last day of class in the second semester of their senior year, and they must make an oral presentation of their thesis at the end of their senior year.

Students participating in the Honors Program are required to take both sections of CS 397 Honors Thesis. One section of CS 397 Honors Thesis may count as a CS elective.

The Minor Program

The minor program in Computer Science is designed to provide an introduction to computer science, primarily for Mathematics and science majors. It is also suitable for students with a strong secondary interest in computer science and good analytical skills.

Six courses are required for completion of the minor:

- CS 101 Computer Science I
- CS 102 Computer Science II
- CS 271 Computer Systems or CS 272 Computer Organization with required CS 273 Computer Organization Lab (counts as one course)
- One elective course numbered 200 or above
- Two elective courses numbered 300 or above

All these courses are three credits with the exception of CS 273, which is a 1-credit lab.

Interdisciplinary Concentration in Bioinformatics

Bioinformatics is an interdisciplinary field of study combining aspects of Biology, Mathematics, and Computer Science. Undergraduates enrolled in degree programs in any one of these three disciplines can obtain the designation of a Concentration in Bioinformatics by completing the following courses:

Core Requirements:

- BI 420 Introduction to Bioinformatics **Note:** Students have the option to substitute a semester of undergraduate research (e.g., in the labs of Profs. Chuang, Clote, or Marth) in place of BI 420. If this option is used, no other course may be substituted by research.
- BI 524 Computational Foundations of Bioinformatics
- BI 561 Molecular Evolution
- MT 226 Probability for Bioinformatics (students may also substitute MT 426 Probability or BI 230 Biostatistics or BI 231 Biostatistics Honors)

Elective Requirements:

- **Any one additional biology course at the level of BI 200 or above.** BI 200 is recommended. Students with high school AP Biology may take BI 304 Cell Biology, BI 305 Genetics, BI 315 Intro to Genomics, BI 414 Microbiology, or BI 440 Molecular Biology instead.
- **Any three computer science courses at the level of CS 101 or above.** CS 101 and CS 102 are recommended. Upper-level courses well-suited to the concentration include CS 127 Introduction to Scientific Computation, CS 345 Machine Learning, and CS 383 Algorithms.
- One elective course may be substituted by a semester of research in bioinformatics (e.g., in the labs of Profs. Chuang, Clote, or Marth). Students wishing to pursue this option should see Kristen Adrien in the Biology Department (Higgins 355) for course approval.

Courses that count towards a student's primary major can be used to simultaneously count towards the bioinformatics core or elective requirements as well. For example, the basic requirements for the biology major will automatically fulfill the required elective course requirement at the level of BI 200 or above, and the BI 420, BI 524, and BI 561 courses can double-count to fulfill biology electives. Computer science majors will naturally fulfill the three CS course requirements in their primary coursework. Computer science students taking the B.S. option will also naturally fulfill the Probability requirement through MT 426.

Example Course Choices for a Biology Major

A biology major wishing to complete the bioinformatics concentration would typically choose BI 420, BI 524, and BI 561 as electives within the standard biology major. Beyond this, the student would be required to take four additional courses to complete the Bioinformatics Concentration. Typically, these courses would be CS 101, CS 102, MT 226, and any additional CS course at a level above CS 101. This additional course could also be substituted by a semester of bioinformatics research within a lab.

Example Course Choices for a Computer Science Major

A computer science major wishing to complete the bioinformatics minor would naturally complete the three CS courses as part of their major requirements. Beyond this, the student would be required to take five additional courses. These would be BI 420, BI 524, BI 561, a probability/statistics course, and one biology elective. Typically, this elective would be BI 200, though students with high school AP Biology might take BI 304 or BI 305 instead. This elective could also be substituted by a semester of bioinformatics research in a lab.

Computer Science Concentration for Carroll School of Management Students

The concentration in Computer Science emphasizes technical and theoretical issues in computing. Graduates are prepared to enter technical computer software development positions as well as positions in information technology management.

The Computer Science concentration consists of five courses beyond CS 021, including three required courses and two elective courses.

The three required courses are:

- CS 101 Computer Science I
- CS 102 Computer Science II
- CS 271 Computer Systems or CS 272 Computer Organization with required CS 273 Computer Organization Lab (this combination counts as one course)

The two elective courses are:

- One elective, CS 200 or higher
- One elective, CS 300 or higher

All these courses are three credits with the exception of CS 273, which is a 1-credit lab.

Students are encouraged to take additional Computer Science courses.

Information for First Year Majors and Non-Majors

The Computer Science majors are for students who enjoy using computers and who wish to gain a deeper understanding of computing technology. Both majors are designed to provide a solid foundation in the fundamentals of computer science. At the same time, they provide practical, hands-on experience, as the current technological job market dictates. Students are prepared for a variety of careers such as software development, network administration, technical support, and systems analysis. In addition, knowledge of computing technology is becoming increasingly important for people entering business, law, and the health care fields.

First Year Computer Science Majors

First year students considering majoring in Computer Science should plan to complete the program's calculus requirement (MT 101 or higher) during their first year. Most will enroll in MT 100 in fall semester and continue with MT 101 in spring semester. Students who either carry advanced mathematics placement or who have completed a year of calculus in high school, should enroll directly in MT 101 (or a more advanced course) in the fall semester. First year students wishing to double major in Computer Science and Mathematics should take the calculus sequence recommended for the Mathematics major.

Freshmen with some prior programming experience or strong technical skills are encouraged to take CS 101 Computer Science I or CS 102 Computer Science II in their first semester. Those students who have had no programming experience may consider beginning with an introductory computer course (e.g., CS 074) in their first year. First year students who have achieved a score of 4 or higher on the Computer Science A.P. Examination or students entering with significant programming backgrounds, should speak with the Computer Science Chairperson or Undergraduate Program Director about proper course placement (e.g., directly taking CS 102).

First Year Non-Majors

The department offers six introductory 3-credit courses in computer science: CS 021, CS 074, CS 101, CS 127, CS 157, CS 227 and CS 254.

CS 021 is designed to teach students about the role of information systems in management. Students learn to use technology as a tool for problem solving by developing increasingly sophisticated models in Excel. The other module provides an introduction to management viewed through the lens of technology. Students examine the role of technology in organizational competitiveness and across a variety of functional areas of the firm (e.g., marketing, finance, operations).

CS 074 is a survey of Computer Science for students who know little about computing. How do computer hardware and software really work? How is information (text, music, images, numbers) represented in computer files, CDs, digital cameras, and iPods; how do computers manipulate this digitally encoded information; and how is it all sent around the Internet? Students will learn the answers to these questions through weekly hands-on computer exercises.

CS 101 is the introductory programming course. It is required of all Computer Science majors and minors and is a prerequisite for all advanced computer science courses. Therefore, students who wish to take more than one course in computer science will need to take CS 101 at some point. The skills needed to write computer programs come easily to some people and less easily to others. Students who have little or no programming experience and are apprehensive about their ability should consider enrolling in CS 074 before enrolling in CS 101.

CS 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.

CS 227 (formerly CS 127) is an introduction to programming with an orientation to scientific applications, using MATLAB as the programming language. It is the first course in the minor in Scientific Computation.

CS 254 (formerly CS 054) is an introduction to web-based applications. Students begin by learning basic web page creation with HTML and server side scripting with PHP. We cover assignments, conditionals, loops and arrays. Next we investigate XML followed by, database design, and database access techniques. Sample projects might include movie rentals, shopping-cart based sales, and student registration systems. The course is currently taught using HTML5, MySQL, and JavaScript, and Wordpress. No prior programming experience is required.

Transfer Credits and Placement for Computer Science Courses

The Computer Science Department will accept transfer credits from other schools with documentation (e.g., syllabi) sufficient for us to determine course equivalence. Before taking an external course, check BC's academic policies. AP, IB, and GCE scores are used to make placement decisions, but not for course credit. Specifically, students who score a 5 on the Computer Science A exam, or a 4 or 5 on the Computer Science AB exam, or who have significant programming experience should consult with Professor Edward Sciore, Chairperson of the Department or Professor Katherine Lowrie, Undergraduate Program Director about starting the Computer Science course sequence with CS 102.

Course Availability

Most introductory courses (e.g., CS 021, CS 074, CS 101, CS 102, and CS 157) are available every semester. All courses that are required for the major are offered at least once each academic year with the exception of CS 327 Computer Architecture which is offered only in alternate years. Most advanced electives are offered only in alternate years; hence, student schedules should be designed carefully.

Course Credit Information

All Computer Science courses are prefixed by the letters 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 Management department in the Carroll School of Management. CS 260 is also cross-listed with the Operations Management Department but it is not primarily management-oriented.

Preparation for Graduate School

Students considering graduate school should be aware that they need to take the Computer Science Graduate Record Exam (GRE) by the fall of their senior year. Consequently, students should take the following courses, which cover material used heavily in the GRE, by the end of the junior year: CS 272/CS 273 Computer Organization with lab, CS 243 Logic and Computation, CS 244 Randomness and Computation, CS 383 Algorithms and CS 366 Principles of Programming Languages. In addition, the following courses are also strongly recommended: CS 362 Operating Systems, CS 363 Networks and CS 372/CS 373 Computer Architecture with Lab.

Undergraduate Course Offerings

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

CS 021 Computers in Management (Fall/Spring: 3)

Cross listed with MI 021

Carroll School of Management students should sign up for this class under MI 021. Students in the College of Arts and Sciences should consider taking CS 074.

Information systems play a vital and varying role in management. In this course we approach the subject in two ways. In one module students learn to use technology as a tool for problem solving by developing increasingly sophisticated models in Excel. The other module provides an introduction to management viewed through the lens of technology. Students examine the role of technology in organizational competitiveness and across a variety of functional areas of the firm (e.g., marketing, finance, operations).

The Department

CS 075 Digital World of Robots (Fall: 3)

This course introduces students to problem solving, logic, programming and Computer Science using personal robots. The students will implement programs enabling robots to move around the world, react to obstacle detectors and use a color camera. We will emphasize the process and skills necessary to deal with problem solving in relation to writing programs: basic logic, data representation, decision-making and simple geometry for robot movement. We will also investigate topics

such as Artificial Intelligence, vision and data manipulation using our robots. No programming experience is required. Several programming assignments will be assigned.

Robert Signorile

CS 101–102 Computer Science I and II (Fall/Spring: 3)

Prerequisite: No formal prerequisite, but some experience with computers is helpful

Corequisite: The class consist of a lecture and a discussion group. When students register for the lecture they are required to register for one of the corresponding discussion groups.

These courses are 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 157 Introduction to Programming for Management (Spring: 3)

Cross listed with MI 157

This course is required for Information Systems concentrators.

A&S students should register for this course under CS 157.

Students who have taken CS 101 may not take this course.

An introductory programming course for students interested in (1) learning how to think about problem solving in an orderly, thorough, organized, and analytical way, (2) the process of designing software applications, and (3) creating a custom application program.

The Department

CS 227 Introduction to Scientific Computation (Fall: 3)

This course is required for students minoring in Scientific Computation.

An introductory course in computer programming for students interested in numerical and scientific computation. Emphasis will be placed on problems drawn from the sciences and will include the implementation of basic numerical algorithms such as solutions of nonlinear equations, numerical integration, solving systems of linear equations, error optimization, and data visualization.

Sergio Alvarez

CS 243 Logic and Computation (Fall: 3)

Prerequisite: CS 101

A course in the mathematical foundations of Computer Science, illustrated throughout with applications such as sets and functions, propositional and predicate logic, induction and recursion, basic number theory and mathematical models of computation such as formal languages, finite state machines, and Turing machines.

Sergio Alvarez

CS 244 Randomness and Computation (Spring: 3)

Prerequisites: CS 101 and calculus

A course in the mathematical and computational tools needed for problems that involve randomness, illustrated throughout with applications. Topics include combinatorics and counting, random experiments and probability, computational modeling of randomness, random variables and distributions, conditional probability, Bayes' rule, collective behavior of random phenomena (laws of large numbers), vectors and matrices, and Markov chains.

Howard Straubing

CS 254 Web Application Development (Spring: 3)

Cross listed with CO 254

This course was formerly CS 054.

In this course students will create interactive web-based applications. We begin by learning basic web page creation, database design, and database access techniques. Then emphasis shifts to creating pages that use server-side scripting to provide secure dynamic access to databases over the web. Sample projects might include movie rentals, shopping-cart based sales, student registration systems, etc. The course is currently taught using HTML5, CSS3, PHP, JavaScript, MySQL, and Wordpress.

Katherine Lowrie

CS 257 Database Systems and Applications (Fall/Spring: 3)

Prerequisite: CS 157/MI 157 or CS 101

Cross Listed with MI257

This course is required for Information Systems concentrators.

This course provides in-depth coverage of database systems and their uses. Topics include database architecture, design strategies, SQL queries, security, performance, and using database tools and scripting languages to create sophisticated forms and applications, including web applications. The goal of the course is to give students the knowledge and skills to use databases effectively in any business situation.

The Department

CS 258 Systems Analysis and Design (Fall/Spring: 3)

Prerequisites: CS 021 and CS 157. CS 257 is recommended. CS 257 may be taken concurrently.

Cross listed with MI 258

The course studies information systems (IS) development including requirements, analysis, design and implementation phases, and workflows. We investigate the roles of systems analysts serving as intermediaries between users, managers, and implementers and helping each to understand the needs and problems of others. The student will learn about major methods and tools used in the systems development process.

William Griffith

CS 271 Computer Systems (Spring: 3)

Prerequisite: CS 102

This course is concerned with machine-level program and data representation on modern computer systems and on some of the 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.

Robert Signorile

CS 272 Computer Organization (Fall: 3)

Prerequisite: CS 101

Corequisite: CS 273

This course studies the internal organization of computers and the processing of machine instructions. Topics include computer representation of numbers, combinational circuit design (decoders, multiplexers), sequential circuit design and analysis, memory design (registers and main memory), and simple processors including datapaths, instruction formats, and control units.

Katherine Lowrie

CS 273 Computer Organization Lab (Fall: 1)

Corequisite: CS 272

A laboratory-based study of computer hardware in which the students design and build digital circuits related to the topics in CS 272. Topics include hardware description languages, combinational and sequential circuits, arithmetic and logic units, and simple datapath and control units.

Katherine Lowrie

CS 333 Computer Graphics (Fall: 3)

Prerequisite: CS 102

An introduction to the algorithms and techniques involved in representing, animating, and interacting with three-dimensional objects on a computer screen. The course will involve significant programming in Java and OpenGL.

William Ames

CS 344 Mobile Application Development (Spring: 3)

Prerequisite: CS 102

This is a project-oriented course focusing on the development of applications for smart phones and tablets. The course is currently taught using Google's Android platform. The course will focus on software and user interface design, emphasizing best practices. The course will examine issues arising from the unique characteristics of mobile input devices including touch and gesture input, access to a microphone, camera, and orientation and location awareness. We will also explore engineering aspects of targeting small memory platforms and small screens. Students will be required to design and develop substantial projects by the end of the course.

William Ames

CS 347 Robotics (Spring: 3)

Prerequisite: CS 101

This is a hands-on laboratory course about the programming of robots. Topics covered include locomotion, steering, moving an "arm" and "hand," dealing with sensory input, voice synthesis, and planning. Students will complete several projects using the robots in the Boston College Robotics Laboratory.

Robert Signorile

CS 353 Object-Oriented Design (Fall: 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.

Edward Sciore

CS 374 Topics: Image Understanding (Spring: 3)

Prerequisite: CS 101

How can Kinect recognize human movement using a camera and depth sensor? How can Google automatically search for similar images? How can we reconstruct 3D scenes from images? This course is to introduce principles and methods of obtaining information from images and videos. Topics include image features, image processing, shape analysis, image matching, 3D reconstruction, image retrieval, human tracking, pose detection, and action recognition.

Hao Jiang

ARTS AND SCIENCES

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

Undergraduate and Graduate Course Offerings

CS 267 Technology and Culture (Fall: 3)

Cross listed with SC 670, PL 670, MI 267

Satisfies Computer Science requirement, CSOM Computer Science Concentration requirement, and CSOM Information Systems Concentration requirement

This interdisciplinary course will first investigate the social, political, psychological, ethical, and spiritual aspects of the Western cultural development with a special emphasis on scientific and technological metaphors and narratives. We will then focus on the contemporary world, examining the impact of our various technological creations on cultural directions, democratic process, the world of work, quality of life, and especially on the emergent meanings for the terms “citizen” and “ethics” in contemporary society. Students will explore technologies in four broad and interrelated domains: (1) computer, media, communications, and information technologies, (2) biotechnology, (3) globalization, and (4) environmental issues.

William Griffith

CS 383 Algorithms (Fall: 3)

Prerequisites: CS 243–244

This course is a study of algorithms for, among other things, sorting, searching, pattern matching, and manipulation of graphs and trees. Emphasis is placed on the mathematical analysis of the time and memory requirements of such algorithms and on general techniques for improving their performance.

Hao Jiang

Earth and Environmental Sciences

Faculty

George D. Brown, Jr., *Professor Emeritus*; B.S., St. Joseph’s College; M.S., University of Illinois at Urbana; Ph.D., Indiana University

James W. Skehan, S.J., *Professor Emeritus*; A.B., A.M., Boston College; Ph.L., Weston College; A.M., Ph.D., Harvard University; S.T.B., S.T.L., Weston College

John F. Devane, S.J., *Assistant Professor Emeritus*; A.B., M.A., Boston College; Ph.D., Fordham University

Emanuel Bombolakis, *Research Professor*; B.S., M.S., Colorado School of Mines; Ph.D., Massachusetts Institute of Technology

John E. Ebel, *Professor*; A.B., Harvard University; Ph.D., California Institute of Technology

J. Christopher Hepburn, *Professor*; A.B., Colgate University; A.M., Ph.D., Harvard University

Rudolph Hon, *Associate Professor*; M.Sc., Charles University; Ph.D., Massachusetts Institute of Technology

Alan L. Kafka, *Associate Professor*; B.A., New York University; M.S., Ph.D., State University of New York at Stony Brook

Gail C. Kineke, *Associate Professor*; Chairperson of the Department; B.A., Princeton University; M.A., Ph.D., University of Washington

Noah P. Snyder, *Associate Professor*; B.S., Bates College; Ph.D., Massachusetts Institute of Technology

Seth C. Kruckenberg, *Assistant Professor*; B.S., University of Wyoming; Ph.D., University of Minnesota-Twin Cities

Contacts

- Administrative Secretary: Margaret McCarthy, 617-552-3641 or 3640, margaret.mccarthy.1@bc.edu
- Department Chair: Dr. Gail C. Kineke, gail.kineke@bc.edu
- Director of Undergraduate Studies: Dr. Alan Kafka, kafka@bc.edu
- Director of Graduate Studies: Dr. John E. Ebel, ebel@bc.edu
- www.bc.edu/eesciences

Undergraduate Program Description

An undergraduate in the Department of Earth and Environmental Services will develop a major program in one of two majors: Geological Sciences or Environmental Geoscience. Within the constraints discussed below, programs can be individually designed to meet the interests and objectives of each student. Students may wish to major or to have a concentration in the earth sciences for a variety of reasons including: (1) a desire to work professionally in one of the earth sciences, (2) a desire to obtain an earth science foundation preparatory for post-graduate work in environmental studies, resource management, environmental law, or similar fields, (3) a desire to teach earth science in secondary schools, or (4) a general interest in the earth sciences. Geoscientists study the earth’s complex systems and the interrelations among the solid earth, hydrosphere, biosphere, and atmosphere. Students trained in the earth sciences can look forward to exciting and rewarding careers, as society continues to require ever greater amounts of energy and resources in the twenty-first century, and at the same time, will face increasing environmental problems and concerns. The department provides students with the skills and varied background needed to address these problems. Earth scientists are naturally interdisciplinary and use science to solve real-world problems. Today’s earth scientist can choose to work in the field in almost any area of the world, in ultramodern laboratories equipped with the latest scientific and computing equipment, or commonly in some combination of these. Whether understanding hazards and environmental challenges such as earthquakes, landslides, floods, sea level rise, and climate change, exploring for petroleum thousands of feet below the surface of the ocean, or working with governmental agencies or industry to analyze pollution problems, the earth sciences provide exciting possibilities for a rewarding career.

Major Requirements: Environmental Geoscience

The field of Environmental Geoscience is new, interdisciplinary, and evolving. 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 law, environmental policy, or environmental studies. Students majoring in Environmental Geoscience should work out their programs closely with a departmental advisor to insure both breadth and depth in this subject area.

To provide students with training in the interdisciplinary nature of Environmental Geoscience, the major includes an introductory

sequence in Environmental Systems (GE 201–208), consisting of eight 2-credit courses (plus associated labs, GE 211–208). These courses can be taken in any order and do not have prerequisites. They are recommended particularly for first-year students and sophomores. Students are required to take six of these eight courses. They are offered as two-course pairs, with one course meeting for the first half of the semester and another course (usually the next in the sequence) meeting for the second half of the semester, in the same time slot. Students are welcome to take one or both of the courses in each of these pairs in any given semester. In general, four Environmental Systems courses will be offered each fall semester, and two in the spring semester. Over any given two-year period, all eight courses will be offered at least once.

Students in this major must complete the following course requirements:

(A) 12 credits from GE 201–208 (2 credits each, plus laboratories GE 211–218)

- Environmental Systems: The Human Footprint (GE 201)
- Environmental Systems: Ecosystems (GE 202)
- Environmental Systems: Water Resources (GE 203)
- Environmental Systems: The Critical Zone (GE 204)
- Environmental Systems: Climate Change (GE 205)
- Environmental Systems: Oceans (GE 206)
- Environmental Systems: Earthquakes (GE 207)
- Environmental Systems: Quantitative Methods (GE 208)

Note: Some substitutions are possible, but each substituted course only counts as two credits toward this requirement, and remaining credits cannot count toward the elective requirement below. Approved substitutions include: GE 167 for GE 201, GE 170 for GE 203, GE 250 for GE 204, GE 174 for GE 205, and GE 157 for GE 206.

(B) GE 220 Earth Materials (plus GE 221, 4 credits)

(C) At least 18 credits of elective courses. All GE courses count toward this requirement, with the following limitations:

- Up to three credits can be from 100-level courses.
- Up to six credits can be from 200-level courses.
- Up to six credits can be from approved non-GE courses. (Approved courses: BI 401, BI 405, BI 407, BI 422, BI 436, BI 442, BI 456, BI 458, BI 486, BI 513, CH 231, CH 575, CS 127, EC 278, IN 260, MB145, MT 305, PH 301, PO 202, SC 348, SC 349, SC 350, SC 560, UN 256, or other courses, such as field camps, by permission of the Undergraduate Studies Committee.)
- Up to three credits of independent study (GE 596–GE 598) can count toward this requirement.
- (D) Senior research experience (at least four credits)
- GE 582 and GE 583 Senior Capstone course (2 credits each), or
- GE 595 Senior Thesis (at least six credits)

(E) Three co-requisite courses in Natural Sciences and Mathematics (12 credits)

- Calculus II (MT 101, MT 103 or MT 105) and
- Two semesters of Physics (PH 209–210 or PH 211–212 with labs PH 203–204), or
- Two semesters of Chemistry (CH 109–110 with labs CH 111–112 or CH 117–118 with labs CH 119–120), or
- Two semesters of Biology (BI 200 and BI 201 with lab BI 204)

AP credits cannot substitute for the Physics, Chemistry or Biology corequisite (E) above.

Information for First-Year Environmental Geoscience Majors

For those students who would like to explore the major in Environmental Geoscience, it is suggested that students take two to four of the Environmental Systems courses (GE 201–208, with laboratories GE 211–218) during their first year. The laboratory science requirement (E above) should be taken during the first or second year.

Major Requirements: Geological Sciences

This major combines elements of traditional earth and environmental science programs and is considered excellent preparation for those working toward graduate school in the geosciences or employment in industry following graduation with a B.S. degree.

(A) Three required courses (12 credits)

- Exploring the Earth (GE 132) with laboratory GE 133, 4 credits
- Earth Materials (GE 220) with laboratory GE 221, 4 credits
- Geological Field Methods and Mapping (GE 288), 4 credits (or an approved field camp)

(B) At least 11 credits from the following courses

- Stratigraphy and Sedimentation (GE 264) with laboratory GE 265, 4 credits
- Introduction to Structural Geology (GE 285) with laboratory GE 286, 4 credits
- Introduction to Geophysics (GE 391), 3 credits
- Optical Mineralogy (GE 370) with laboratory GE 371, 2 credits
- Igneous Petrology (GE 372) with laboratory GE 373, 2 credits
- Sedimentary Petrology (GE 374) with laboratory GE 375, 2 credits
- Metamorphic Petrology (GE 376) with laboratory GE 377, 2 credits

(C) At least 15 credits of elective courses, with the following requirements:

- Electives include all GE courses and approved interdisciplinary options (below).
- Up to three credits toward this requirement may be from a 100-level course
- At least seven credits must be from GE courses numbered 300 or above.
- Up to six credits from approved non-GE courses can count toward this requirement (approved courses: MT 305, PH 301, CH 231, CH 575, or others by permission of the Undergraduate Studies Committee).
- Up to six credits from independent study or senior thesis (GE 595–GE 599) can count toward this requirement.

(D) Five corequisite courses in Natural Sciences and Mathematics (20 credits)

- Calculus II (MT 103 or MT 105)
 - Two semesters of Physics (PH 209–210 with labs PH 203–204)
 - Two semesters of Chemistry (CH 109–110 with labs CH 111–112 or CH 117–118 with labs CH 119–120)
- AP credits cannot substitute for the Physics and Chemistry corequisite (D) above.

Information for First-Year Geological Sciences Majors

The following courses are recommended for first-year Geological Sciences majors, if their schedules permit:

- Exploring the Earth I (GE 132) with laboratory (GE 133)
- Earth Materials (GE 220) with laboratory (GE 221)
- Two semesters of Calculus (MT 102–103)

ARTS AND SCIENCES

- Two semesters of Chemistry (CH 109–110) with laboratories (CH 111–112)

Minor in Geological Sciences

In addition to the two major programs, a student may choose to minor in Geological Sciences. The minor is designed to be flexible and to allow the interested student to explore an area of interest in the earth sciences without the formal commitment of a major. Students interested in declaring a minor in the department should contact the Director of Undergraduate Studies (Prof. Alan Kafka) to ensure they receive advising about course selections.

A minor in the Department of Earth and Environmental Sciences consists of a minimum of six courses in the department structured as follows:

- (A) Two required courses (8 credits):
 - Exploring the Earth I (GE 132) with laboratory (GE 133)
 - Earth Materials (GE 220) with laboratory (GE 221)
- (B) At least seven additional credits from departmental courses numbered 100 or higher
- (C) At least three additional credits from a departmental course numbered 200 or higher
- (D) At least three additional credits from a departmental course numbered 300 or higher

Each student's minor program must be approved in advance by a faculty advisor in the Department of Earth and Environmental Sciences. Students should be aware that many upper-level courses have prerequisites in geoscience, mathematics, physics, or chemistry. Consult this catalog or a departmental advisor, and keep in mind that these prerequisites must be considered in designing a specific minor program. The minor program allows students flexibility in their choice of courses. Minor programs can be designed to emphasize specific areas of concentration within the broad range of subjects in Earth and Environmental Sciences.

Senior Thesis and the Department Honors Program (All Classes)

Students are encouraged to conduct research with professors in the department. A senior thesis is normally a two-semester project, often also involving work during the summer after your junior year (or before). To do a thesis, students register for Senior Thesis (GE 595) each semester of the senior year. To achieve Department Honors, majors in the department need to meet the GPA criteria (3.3 in major, 3.2 overall) and provide a thesis proposal to the Undergraduate Studies Committee by the drop-add date in the fall semester. In the spring, the completed thesis, signed by the faculty research advisor, is due to the committee by April 20. Students can also write a senior thesis under the Arts and Sciences Honors and Scholar of the College programs. Theses that meet these requirements would normally meet the Department Honors requirements. Honors will be awarded upon successful completion of a thesis based on the proposed research project as evaluated by the faculty advisor and approval of the thesis and the candidate's academic record by the Undergraduate Studies Committee. In general, all students in the department are urged to fulfill at least one of the elective courses in any major program with a project-oriented research course during their senior year. Students may propose substitutes for particular course requirements by a petition, in writing, to the department Undergraduate Studies Committee.

Fulfilling the Core Requirements

Core courses in the department are designed to give non-science majors an introduction to various aspects of the earth's history and

dynamics. The course offerings include a wide variety of subjects and approaches that reflect the breadth of the earth sciences. This variety of courses provides maximum freedom of choice for introductory students. All of these courses presume no prior knowledge beyond high school science and all fulfill the Natural Science Core requirement. They are designed to acquaint students with some exciting aspect of the world we live in while providing a background in the methods of analysis and reasoning common to all science. GE 125, 132, 134, 167, 168, and 180 are courses that provide insight into the wide scope of geoscience subjects. The other Core offerings, GE 110, 146, 150, 157, 170, 172, 174, 177, 187, and 192, cover more specific sub-fields, such as oceanography, planetary, geology, astronomy, evolution, etc. Students wishing to find out more about department Core courses should contact the department at 617-552-3640 (Devlin 213) or see the department Director of Undergraduate Studies (Prof. Alan Kafka) (kafka@bc.edu).

Information for Study Abroad

The Department of Earth and Environmental Sciences strongly encourages students to take advantage of study abroad opportunities. An Earth scientist can never see too much of our planet. We particularly encourage students to participate in programs that include field-based courses and research experiences. Depending upon the student's major, and the courses available at the foreign school, the department can be quite flexible. We typically allow one elective per semester abroad to count toward major requirements, or two courses in unusual circumstances. Students should work out their plan well in advance with a departmental advisor or the departmental Foreign Study Advisor (Professor Noah Snyder).

Undergraduate Course Offerings

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

GE 132 Exploring the Earth I: Origin and Systems (Fall: 4)

Corequisite: GE 133

Satisfies Natural Science Core requirement

The Earth is a dynamic planet, one that our species is clearly changing. A great challenge of the twenty-first century is to maintain the Earth's ability to support the growing human population. This course discusses the origin and materials of the Earth and the processes by which it has evolved. It is designed as a first course for Geology, Geophysics, Geology-Geophysics, and Geological Sciences majors and provides a background in Earth Sciences for all majors and minors in the department and core students. The laboratory (GE 133) consists of in-class exercises, analysis of rocks, and a weekend field trip.

The Department

GE 133 Exploring the Earth I: Origin and Systems Lab (Fall: 0)

Corequisite: GE 132

The Department

GE 146 Origin and Evolution of Life on Earth (Spring: 3)

Satisfies Natural Science Core requirement

This course explores current theories about the origins of life, beginning with the original hypothesis of the Russian biochemist A.I. Oparin. Darwin's theory of evolution is emphasized, but many different components of the natural sciences touch upon this topic. The

course lectures include the study of the oldest fossils, life in extreme habitats, cellular biology, prebiotic molecules, and the search for life on other planets.

Paul K. Strother

GE 150 Astronomy (Spring: 3)

Satisfies Natural Science Core requirement

Astronomical observations and theories date back to before the beginning of recorded history. The development of astronomy is closely tied to the growth of physics, mathematics, philosophy and theology. This survey course covers many of the exciting recent advances in astronomy. Emphasis is on large-scale concepts and on how we know what we know about our universe, stars, and to some extent, planets and other bodies of our solar system.

Thomas Kuchar

GE 157 Oceanography (Fall: 4)

Corequisite: GE 158

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. Two and a half hours of lecture and one two-hour laboratory each week.

Gail C. Kineke

GE 167 Environmental Geosciences I: Resources and Pollution (Fall: 3)

Satisfies Natural Science Core requirement

The term grade is based on three hour-long exams and a final exam based on readings and class lectures.

This course covers the ways we interact with the Earth by using and too often abusing its resources. Topics discussed include human population growth and its role in resource sustainability, soils and food production, drinking water supplies, air and water pollution, waste disposal, and meeting our energy needs through use of petroleum, coal, nuclear power, and renewable resources. The focus will be on existing and emerging technologies that will determine whether our planet has a sustainable future in the coming decades that will shape your lives.

The Department

GE 168 Environmental Geosciences II: Earth Processes and Risks (Spring: 3)

Satisfies Natural Science Core requirement

This course may be taken independently of GE 167.

This course will explore the dynamic processes operating on and within the earth and how those processes can impact humans. We will explore the nature of natural disasters, including river and coastal flooding, volcanic eruptions, earthquakes, landslides, severe storms, climate changes, and bombardment by rare extraterrestrial objects. Emphasis will be placed on understanding the current science used to predict the occurrences of these disasters, how accurate those predictions are, and the associated mitigation practices.

The Department

GE 170 Rivers and the Environment (Fall: 3)

Satisfies Natural Science Core requirement

Scientific understanding of rivers is vital to address many of today's environmental challenges. Rivers transport and distribute water, sediment, nutrients, and contaminants throughout the landscape. They provide habitat and migration pathways for countless aquatic species. Rivers supply fresh water, power generation, and recreational opportunities to much of the world's human populations. We will learn about the geological, hydrological, and biological processes that are important to rivers and watersheds, and how knowledge of these processes aids our ability to manage, protect, and restore these systems.

Noah Snyder

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 are explored. A one hour laboratory/discussion is required.

The Department

GE 174 Climate Change and Society (Spring: 4)

Corequisite: GE 175

Satisfies Natural Science Core requirement

Human activity rivals nature as an agent of change in the global climate system. We explore the meaning of our recently-acquired influence over the environment from scientific, socioeconomic, and moral perspectives. We investigate how Earth's climate system works, how natural changes affected people on timescales ranging from years to hundreds of thousands of years, and how modern society is altering climate by adding greenhouse gases to the atmosphere. We investigate current and potential impacts of climate change on developed and developing societies anticipated in the twenty-first century. The two-hour laboratory focuses on problem solving through critical analysis of environmental information.

The Department

GE 177 Cosmos (Fall: 3)

Satisfies Natural Science Core requirement

Open to all students

There are more than a dozen interplanetary probes from numerous countries that are currently collecting data from several planetary bodies in the Solar System. These exploration missions are expanding knowledge of our Solar System, which is mostly built on only about half a century of space exploration. We will discuss these space missions and their scientific goals and results, which are increasingly oriented to answer questions on planetary evolution and the possibility of extraterrestrial biospheres. Throughout this course, the fundamentals of how science works will be emphasized. If weather permits, there might also be outdoor lectures for star-gazing opportunities.

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GE 180–182 The Living Earth I and II (Fall/Spring: 4)

Corequisites: GE 181–183

Satisfies Natural Science Core requirement

These courses are designed to introduce the non-science student to a variety of topics in the geosciences. The nature of scientific inquiry is examined (with emphasis on ancient processes that formed the oceans and continents), on present-day processes that cause earthquakes and volcanoes, and on how the earth compares with other planets in the solar system. Topics include the age of the earth, minerals, and rocks; properties of the earth's interior; geologic processes; earthquakes; volcanoes; plate tectonics; and the solar system.

Michael Barnett

Alan Kafka

GE 183 The Living Earth II Lab (Spring: 0)

Corequisite: GE182

The Department

GE 187 Geoscience and Public Policy (Spring: 3)

Satisfies Natural Science Core requirement

In this course, we will explore the Massachusetts Ocean Management Plan as a case study that demonstrate the role of the earth sciences in addressing problems of public policy. Students will be introduced to the underlying scientific concepts relevant to the problem being addressed. After this scientific foundation is developed, we will discuss how it needs to be considered as part of the process of making policy decisions. The course will also introduce students to how scientists and public policy makers apply the concepts of probability and statistics in the decision making process using the EV Index.

Alan Kafka

GE 195 Introduction to Space Weather (Spring: 3)

Satisfies Natural Science Core requirement

Space weather is an emerging field of science that deals with the relationship between physical processes on the Sun and changes in the space environment surrounding Earth. Harsh space weather conditions threaten astronaut safety and can disrupt satellite operations, communications, navigation, electric power grids, and petroleum pipelines. Topics covered with include solar radiation, solar wind, flares, coronal mass ejections, magnetic storms, Earth's upper atmosphere, and the aurora. The goal of the course will be to develop skills for investigating and understanding the natural world in which we live, within the context of this new, exciting, and highly cross-disciplinary field.

Charles Carrano

GE 201 Environmental Systems: The Human Footprint (Fall: 2)

Corequisite: GE 211

Over the past 150,000 years, humans have become an increasingly significant force on the Earth system, affecting climate, vegetation patterns, water flow, and many other factors. This course explores the role of our species on our home planet. Topics include population growth, energy and climate, agriculture, and pollution. This course is part of the Environmental Systems introductory sequence (GE 201–208) for Environmental Geoscience majors.

Noah Snyder

GE 202 Environmental Systems: Ecosystems (Fall: 2)

Corequisite: GE 212

This course provides an introduction to the science of ecology, the interaction of organisms and their physical environment. Concepts

include food webs, trophic dynamics, and ecosystem services. This course is part of the Environmental Systems introductory sequence (GE 201–208) for Environmental Geoscience majors.

Martha Carlson Mazur

GE 203 Environmental Systems: Water Resources (Spring: 2)

Corequisite: GE 213

Offered biennially

Life on Earth depends on the presence of liquid water. For humans, fresh water is a vital resource. This course explores the science of hydrology including: the water cycle, surface and ground water flow, water use by humans, and threats to water supply. This course is part of the Environmental Systems introductory sequence (GE 201–208) for Environmental Geoscience majors.

Martha Carlson-Mazur

GE 204 Environmental Systems: The Critical Zone (Spring: 2)

Corequisite: GE 214

The Earth's Critical Zone is the "heterogeneous, near surface environment in which complex interactions involving rock, soil, water, air, and living organisms regulate the natural habitat and determine the availability of life-sustaining resources." This course focuses the geochemical processes that influence water quality in the near surface. This course is part of the Environmental Systems introductory sequence (GE 201–208) for Environmental Geoscience Majors.

Rudolph Hon

GE 207 Environmental Systems: Earthquakes and Hazards (Spring: 2)

Corequisite: GE 217

Earthquakes are among the most frightening and devastating of natural hazards, often resulting in catastrophic loss of life and property. Earthquakes are also among the most fascinating of natural phenomena. Although the basic global scale characteristics of earthquakes are well understood in the context of the theory of plate tectonics, considered in detail earthquakes are among the most complex and unpredictable of earth processes. This course is part of the Environmental Systems introductory sequence (GE 201–208) for Environmental Geoscience majors.

Alan Kafka

GE 208 Environmental Systems: Quantitative Methods (Spring: 2)

Corequisite: GE 218

Offered biennially

This course focuses on some mathematical topics that are commonly used in analyses of environmental systems. The primary emphasis in the course will be on statistical methods, especially understanding statistical sampling and the determination of the mean, standard deviation, and confidence intervals of a population. Some commonly used probability distributions including the normal and Poisson distributions will be discussed. Other topics such as line fitting, non-linear models, and feedback systems will be introduced. The course is part of the Environmental Systems introductory sequence (GE 201–208) for Environmental Geoscience majors.

John Ebel

GE 211 Environmental Systems: The Human Footprint Lab (Fall: 0)

Corequisite: GE 201

The Department

GE 212 Environmental Systems: Ecosystems Lab (Fall: 0)*Corequisite:* GE 202*The Department***GE 213 Environmental Systems: Water Resources Lab (Spring: 0)***Corequisite:* GE 203*The Department***GE 214 Environmental Systems: The Critical Zone Lab (Spring: 0)***Corequisite:* GE 204*The Department***GE 220 Earth Materials (Spring: 4)***Prerequisites:* GE 132 or at least two courses from GE 201–208*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, sedimentary, and metamorphic processes are investigated to develop the classifications of these groups of rocks.

*Seth Kruckenberg***GE 221 Earth Materials Lab (Spring: 0)***Corequisite:* GE 220*The Department***GE 288 Geological Field Mapping Methods (Spring: 4)***Prerequisites:* GE 220 and GE 285 or permission of the instructor**Offered biennially**

The goals of this course are to learn basic geologic mapping skills. The weekly meetings will focus on reading and constructing geological maps and cross sections, interpretation of field data, basic structural data processing, and regional geology of the field area. The field component will be a two-week excursion after final exams, where skills learned throughout the term will be brought into practice in the field through mapping exercises and field trips.

*Seth Kruckenberg***GE 400 Geomorphology and Landscape Change (Spring: 4)***Prerequisites:* GE 132, GE 170, or GE 203. PH 209 (or equivalent) is recommended background.*Corequisite:* GE 401**Offered biennially**

This course focuses on the physical processes that shape the landscape. Understanding the flow of water, sediment, nutrients, and contaminants throughout watersheds is vital to earth scientists and land managers. In this course, emphasis is placed on interactions of geomorphic processes with external factors such as land use, climate change, and tectonics. Topics include: sediment creation by chemical and physical weathering; hillslope hydrology and transport; mass-wasting processes; stream erosion, transport and deposition; and glacial landform development. The course includes several local field laboratories and a field trip in northern New England.

*Noah P. Snyder***GE 580 Environmental Seminar (Spring: 3)***Prerequisite:* Permission of the Director of Environmental Studies Program Director or the instructor*Corequisite:* GE 581**This seminar is required for and limited to seniors with an Environmental Studies Minor.**

We investigate environmental issues from scientific, historic, economic, and cultural perspectives and explore paths toward sustainable solutions. Outside experts occasionally attend and participate in specific seminars associated with their areas of concentration. As a senior seminar, the course will be driven by student interest and expertise. The goal is for each student to make use of the skills, knowledge, and background they bring to the conversation at this time in their academic career.

*Tara Pisani-Gareau**Martha Carlson-Mazur***GE 582 Senior Environmental Geoscience Seminar (Fall: 0)***Gail Kineke***GE 595 Senior Thesis Seminar (Fall/Spring: 3–6)***Prerequisite:* Permission of a faculty member

Independent study in Geology, Geophysics, or the Environmental Geosciences under the direction of a faculty member for undergraduate students. Normally runs for two semesters of the senior year. See university catalog or department website for information about department honors theses.

*The Department***GE 596 Undergraduate Reading and Research in Environmental Geoscience (Fall/Spring: 3)***Prerequisite:* Permission of a faculty member

An independent study of some problem or area of knowledge in environmental geology under the direction of a faculty member. The possibility exists to work with actual problems in Massachusetts using data from state agencies. Also to be used for undergraduate students doing honors theses.

*The Department***GE 597 Undergraduate Reading and Research in Geology (Fall/Spring: 3)***Prerequisite:* Permission of a faculty member

For undergraduates wishing to pursue independent study in the area of geology under the direction of a faculty member. Study can be in an area of knowledgeable interest or on a particular problem.

*The Department***GE 598 Undergraduate Reading and Research in Geophysics (Fall/Spring: 3)***Prerequisite:* Permission of a faculty member

For undergraduates wishing to pursue independent study in the area of geophysics under the direction of a faculty member. Study can be in an area of knowledgeable interest or on a particular problem.

*The Department***GE 599 Advanced Independent Research (Fall/Spring: 6)***Prerequisite:* Permission of a faculty member

Independent study in Geology, Geophysics, or the Environmental Geosciences under the direction of a faculty member for undergraduate students qualifying for the University's Scholar of the College Program.

The Department

ARTS AND SCIENCES

Undergraduate and Graduate Course Offerings

GE 297 Environmental Hydrology (Fall: 3)

Prerequisite: GE 132

An introduction to hydrological processes on and near the Earth's surface. Ground-water hydrology—the movement of water through the upper portion of the Earth—will be emphasized. Practical applications and problems in groundwater hydrology and the environment will be stressed.

The Department

GE 310 Agroecology: The Science of Sustainable Agriculture (Fall: 3)

Prerequisites: BI 201 or GE 201 and GE 202 or by permission of the instructor

Offered periodically

The agriculture of the future must conserve natural resources and processes, and sustain yields to support the food needs of a growing human population. Food represents one of our most fundamental connections to ecosystems. In this course we will learn how the principles of ecology can be applied to the design, management, and analysis of agroecosystems and agricultural landscapes. Lectures will also cover the social, political, and economic forces that drive production systems—from the crops grown to the distribution and transportation of food around the globe.

Tara Pisani-Gareau

GE 312 Restoration Ecology (Fall: 3)

Prerequisites: Two of the GE 201–208 series or BI 201, or by permission of instructor

This interdisciplinary course will explore the fundamental principles of ecological restoration by examining the mechanisms underlying landscape degradation and addressing the small- and large-scale processes that require rehabilitation in order for restoration to be successful. We will address both ecological and societal issues surrounding restoration, as an integrated understanding of both is needed for sustainable solutions to emerge. Equal attention will be given to aquatic and terrestrial ecosystems. Applying theory to practice, students will develop processes for performing restoration through group projects, case studies, and a restoration site visit.

Martha Carlson Mazur

GE 330 Paleobiology (Spring: 4)

Prerequisites: GE 132–134, or BI 200–202, or permission of the instructor

Corequisite: GE 331

Offered biennially

Paleobiology is the study of evolution based on paleontology, the fossil record of life through geologic time. The course begins with the origins of life and early evolution during the Precambrian Eon, when all major domains of life were established. The rise of plants and animals, beginning about 500 million years ago, is followed by the study of macroevolution and patterns of evolution through time. Lecture emphasizes paleobiology and environmental evolution; laboratory provides direct observation of fossils including basic morphology and phylogeny. The class may include an extended weekend field trip to Nova Scotia to visit several fossil localities.

Paul K. Strother

GE 370 Optical Mineralogy (Fall: 2)

Prerequisite: GE 220

Corequisite: GE 371

Offered biennially

This course is an introduction to polarizing light microscopy (PLM) and its application to mineral identifications in petrographic thin sections. Students will learn the basic concepts of polarized light microscopy with the objective to identify isotropic, uniaxial, and biaxial minerals in rocks using a polarized light microscope. This course is equivalent to the first part of GE 570.

Rudolph Hon

GE 372 Igneous Petrology (Fall: 2)

Prerequisites: GE 220 and GE 370/371

Corequisite: GE 373

Offered biennially

This course is devoted to an understanding of the petrology and petrography of igneous rocks. Lectures on the petrology of how igneous rocks form and the plate tectonic environments in which they do so will be integrated with the laboratory (GE 373), where students use the petrographic microscope to identify the mineral phases and textures that make up these rocks. Phase diagrams will be used to help better understand the origin of igneous rock processes.

The Department

GE 374 Sedimentary Petrology (Spring: 2)

Prerequisite: GE 370

Corequisite: GE 375

Offered biennially

This course focuses on the recognition and identification of sedimentary rock types and the primary and secondary components that make up sedimentary rocks. The class will involve extensive analysis of sediment and sedimentary rock samples in hand specimen and thin section. The first part of this course will cover how siliciclastic rocks form, and the second part will cover carbonates and other biochemical rocks. Throughout the course, emphasis will be placed on understanding and using classification schemes and identifying different rock types in hand sample and thin section.

The Department

GE 376 Metamorphic Petrology (Spring: 2)

Prerequisites: GE 220, GE 370/371, GE 374/375

Corequisite: GE 377

Offered biennially

This course is devoted to an understanding of the petrology and petrography of metamorphic rocks. Metamorphic rocks form from igneous, sedimentary and earlier metamorphic rocks most commonly by increased pressure and temperature and are therefore a key to understanding tectonics. Lectures on the petrology of how metamorphic rocks form and the plate tectonic environments in which they do so will be integrated with the laboratory (GE 377) where students use the petrographic microscope to identify the mineral phases and textures that make up these rocks. Phase diagrams will be used to help better understand the origin of metamorphic processes.

The Department

GE 440 Global Biogeochemical Cycles (Spring: 3)

Prerequisite: At least one college-level earth science course, or permission of instructor. Additional coursework in biology, chemistry, and/or the earth sciences is helpful.

Biogeochemical cycles are pathways through which biologically important elements and their molecules are transformed and exchanged between the lithosphere, atmosphere, hydrosphere, and biosphere. This course will focus on the reservoirs of these elements and the physical, chemical, and biological processes that exchange them at various scales and in different types of environments. Stable isotope geochemistry is a key tool to trace the influence of microbial metabolisms on biogeochemical cycles and climate in modern and ancient environments. Historical aspects of biogeochemical evolution will be studied to stimulate thinking on the likely consequences of ecological and climatic perturbations caused by human activities.

The Department

GE 457 Watershed Science (Fall: 3)

Prerequisite: GE 220 or equivalent

Offered biennially

This course develops concepts derived from the intersection of environmental issues related to water in the land environment and the scientific principles of water pathways and interactions above and below the ground surfaces in a watershed. In the first part we will introduce foundations of watershed water balance, followed by a discussion of chemical interactions between water and its surrounding earth material. We will conclude the course with topics focused on natural and anthropogenic factors that lead to a degradation of water quality and how to prevent such changes from occurring.

Rudolph Hon

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 assignments in the two-hour lab will use ArcView and ArcGIS software packages, with spatial data sets taken from across the disciplines including geosciences, environmental studies and land use/city planning, marketing, and other fields. Students will gain working experience of applying GIS to their studies and research and achieve practical skills for the marketplace.

Rudolph Hon

GE 518 Estuarine Studies (Spring: 3)

Prerequisites: Calculus and physics are recommended

Offered periodically

This course is an exploration of the geological, chemical, physical, and biological processes occurring in estuaries. The course is geared toward junior-level science majors but is also appropriate for beginning graduate students. The course has a significant field component for individual projects that can be continued for thesis work (undergraduate or graduate). Class meetings through the semester are used for discussion or readings from the scientific literature, definition of research problems as a team, and introduction to data analysis and

interpretation using results from field experiments and the numerical processing package MATLAB. Three hours per week plus extended field experiment.

Gail C. Kineke

GE 543 Plate Tectonics and Mountain Belts (Fall: 3)

Prerequisites: GE 220, GE 285

Offered biennially

The idea that the surface of the earth is not fixed but moves in response to convection currents in the asthenosphere has revolutionized geology. While a great deal is known about Plate Tectonics, the full implications of this theory are subject to much current research and debate. A particular emphasis will be on the use of Plate Tectonic processes in the interpretation of the origin of mountain belts and other large-scale geological structures. Both modern and ancient examples will be discussed, as will current ideas for the analysis of exotic terrains.

Seth Kruckenberg

GE 580 Environmental Seminar (Spring: 3)

Prerequisite: Permission of the Director of Environmental Studies Program Director or the instructor

The Department

GE 660 Introduction to Seismology (Fall: 3)

Prerequisite: MT 103 (can be taken concurrently)

Offered biennially

This course covers the fundamentals of the science of seismology. Topics include seismic instruments, properties of vibrations and waves, seismic wave propagation, reflection and refraction, earthquake sources, and earthquake hazards.

John Ebel

Economics**Faculty**

David A. Belsley, *Professor Emeritus*; A.B., Haverford College; Ph.D., Massachusetts Institute of Technology

James E. Anderson, *Professor*; A.B., Oberlin College; Ph.D., University of Wisconsin

Susanto Basu, *Professor*; A.B., Ph.D., Harvard University

Christopher F. Baum, *Professor*; A.B., Kalamazoo College; A.M., Florida Atlantic University; Ph.D., University of Michigan

Donald Cox, *Professor*; Chairperson of the Department; B.S., Boston College; M.S., Ph.D., Brown University

Frank M. Gollop, *Professor*; A.B., University of Santa Clara; A.M., Ph.D., Harvard University

Peter T. Gottschalk, *Professor*; B.A., M.A., George Washington University; Ph.D., University of Pennsylvania

Peter N. Ireland, *Professor*; B.A., M.A., Ph.D., University of Chicago

Hideo Konishi, *Professor*; B.A., Kyoto University, Japan; M.A., Osaka University, Japan; M.A., Ph.D., University of Rochester

Marvin Kraus, *Professor*; B.S., Purdue University; Ph.D., University of Minnesota

Arthur Lewbel, *Professor*; B.S., Ph.D., Massachusetts Institute of Technology

Alicia Munnell, *Professor*; B.A., Wellesley College; Ph.D. Harvard University

William B. Neenan, S.J., *Professor and Vice President*; A.B., A.M., S.T.L., St. Louis University; Ph.D., University of Michigan

Joseph F. Quinn, *Professor*; A.B., Amherst College; Ph.D., Massachusetts Institute of Technology

ARTS AND SCIENCES

Fabio Schiantarelli, *Professor*; B.S., Università Bocconi, Italy; M.S., Ph.D., London School of Economics

Uzi Segal, *Professor*; B.S., M.A., Ph.D., Hebrew University, Israel

Tayfun Sonmez, *Professor*; B.S., Bilkent University, Turkey; M.A., Ph.D., University of Rochester

Richard W. Tresch, *Professor*; A.B., Williams College; Ph.D., Massachusetts Institute of Technology

M. Utku Unver, *Professor*; B.S., M.A., Bilkent University, Turkey; Ph.D., University of Pittsburgh

Zhijie Xiao, *Professor*; B.Sc., M.Sc., Renmin University, China; M.A., M.Ph., Ph.D., Yale University

Fabio Ghironi, *Associate Professor*; M.A., Università Bocconi, Italy; Ph.D., University of California, Berkeley

Stefan Hoderlein, *Associate Professor*; Diplom Volkswirt, Hohenheim University, Germany; Ph.D., Bonn University and London School of Economics

Francis M. McLaughlin, *Associate Professor*; B.S., A.M., Boston College; Ph.D., Massachusetts Institute of Technology

Julie Mortimer, *Associate Professor*; B.A. Carleton College; Ph.D. University of California, Los Angeles

Robert G. Murphy, *Associate Professor*; B.A., Williams College; Ph.D., Massachusetts Institute of Technology

Harold A. Petersen, *Associate Professor*; A.B., DePauw University; Ph.D., Brown University

Andrew Beauchamp, *Assistant Professor*; B.A., Michigan State University; M.A., Ph.D., Duke University

Karim Chalak, *Assistant Professor*; B.A., American University of Beirut, Lebanon; M.A., Ph.D., University of California, San Diego

Ryan Chahrouh, *Assistant Professor*; B.A., Swarthmore College; Ph.D., Columbia University

Sanjay Chugh, *Assistant Professor*; B.A., Massachusetts Institute of Technology; Ph.D., University of Pennsylvania

Eyal Dvir, *Assistant Professor*; B.A., M.A., Hebrew University, Israel; Ph.D., Harvard University

Scott Fulford, *Assistant Professor*; B.A., Stanford University; M.A., Ph.D., Princeton University

Ben Li, *Assistant Professor*; B.A., Zhejiang University; Ph.D., University of Colorado at Boulder

Georg Strasser, *Assistant Professor*; M.A., University of Southern California; M.Sc., Universität Karlsruhe, Germany; Ph.D., University of Pennsylvania

Mathis Wagner, *Assistant Professor*; B.A., University of Cambridge; Ph.D., University of Chicago

Paul L. Cichello, *Adjunct Associate Professor*; B.A., Boston College; Ph.D., Cornell University

Can Erbil, *Adjunct Associate Professor*; B.A., Bogazici University; Ph.D., Boston College

Christopher Maxwell, *Adjunct Associate Professor*; B.A., University of Pennsylvania; Ph.D., Harvard University

Contacts

- Director of Undergraduate Studies: Frank Gollop, 617-552-3693, gollop@bc.edu
- Director of Graduate Studies: Richard Tresch, 617-552-3671, tresch@bc.edu
- Graduate Program Assistant: Gail Sullivan, 617-552-3683, sullidde@bc.edu

- Administrative Assistant: MaryEllen Doran, 617-552-3670, andrewma@bc.edu
- www.bc.edu/economics

Undergraduate Program Description

The Economics program provides a critical examination of how the economic system works in the United States and throughout the world. The introductory courses are surveys of economic problems, policies, and theory, and the required courses in micro theory and macro theory give a deeper analytical foundation. Electives permit further study in a wide range of fields, including money and banking, international trade and finance, public sector economics, capital theory, labor economics, industrial organization, environmental economics, law and economics, health economics, sports economics, evolutionary economics, energy economics, urban economics, economic development, and various topics in advanced theory.

The Economics major provides a general background that is useful to those planning careers in law, government service, and business as well as those planning careers as professional economists. Professional economists work as college professors, as researchers for government agencies, businesses, and consulting firms, and as administrators and managers in a wide range of fields.

The Core

Principles of Economics-Micro and Macro (EC 131 and EC 132) satisfy the Core requirements in the social sciences. These are distinct one-semester, 3-credit courses, that are usually taken in numerical order, Micro before Macro, although Macro may be taken first if necessary. It is possible to take only one of these courses, but the Department strongly recommends a year of Principles for a well-rounded introduction to the U.S. economy and current policy issues.

Major Requirements

The faculty has recently been revising the major, with the result that the requirements for the major vary by classes.

The requirements for the major by class are as follows:

- **For the Class of 2014 and all following classes**—a minimum of 33 credits, consisting of six required courses and five electives. The required courses are: Principles of Economics (EC 131–132), Economic Statistics (EC 151 or 155), Microeconomic Theory (EC 201 or 203), Macroeconomic Theory (EC 202 or 204), and Econometrics (EC 228). At least three of the five electives must be upper-level courses, i.e., 300-level courses that have a theory prerequisite. In addition, both Microeconomic Theory (EC 201 or 203) and Macroeconomic Theory (EC 202 or 204) must be completed by the end of the junior year (exceptions to this requirement may be granted at the discretion of the Director of Undergraduate Studies).

Note: All Economics courses counting toward the major and minor are 3-credit courses with the exception of Statistics (EC 151) and Econometrics (EC 228) which are 4-credit courses.

The Economics major is designed to be structured. Students should take both EC 131 and EC 132 before taking economics courses other than Statistics. Students normally take EC 131 before EC 132, although EC 132 may be taken first. (Consult the Department's web page at www.bc.edu/economics for a discussion of the policies pertaining to advanced placement for the Principles and Statistics courses).

Those who begin the major as freshmen should take Microeconomic Theory, Macroeconomic Theory, and Econometrics as sophomores. Students beginning the major as sophomores would

generally take Theory classes, Econometrics, and an elective in the 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 those who start the major late may not have time to follow this sequence precisely. Students who need to take an elective before completing a theory course should register for a 200-level elective that has only Principles as a prerequisite. It is also possible, with permission of the instructor, to take a 300-level elective concurrently with its Theory prerequisite.

Economic electives are taught in two formats: the traditional lecture format, with enrollments up to 40, and a smaller writing-intensive format, with enrollments capped at 15 to 25 depending on the size of the writing component. Students are urged to take advantage of the writing-intensive courses and to check with the Department before the registration period to learn which courses will be offered in which format.

Calculus I (MT 100, MT 102 [preferred], or the equivalent) is required of all Economics majors prior to taking the Microeconomic and Macroeconomic Theory courses. Any student with a serious interest in economics should take at least one full year of calculus, MT 100–101, MT 102–103 (preferred), or the equivalent. Candidates for Departmental Honors must take a year of calculus (see below). Students considering graduate work in economics should take additional mathematics courses, about the same number as required for the minor in Mathematics.

Honors Program

The Honors Program presents highly motivated economics majors with opportunities for more individualized and challenging training in economics. Entrance to the program is ideally in the sophomore year, when students with good Principles grades will be urged to consider the Honors Theory sequence (EC 203–204) in place of the standard Theory sequence (EC 201–202). However, students who have already completed EC 201–202 may still be accepted into the Honors Program. Students considering the Honors Program should arrange to take Statistics (preferably EC 155) as soon as possible and then Econometrics (EC 228). MT 100–101, MT 102–103 (preferred), or the equivalent are prerequisites for both Honors Theory courses and the Honors Program generally. The honors candidate must complete a 6-credit Thesis (EC 497–498) in the senior year under the direction of a faculty member. Honors students take four other electives, at least two of which must be upper-level courses.

The distinction of Honors in Economics may be conferred only upon those students completing an Honors Thesis. A letter grade less than B+ on the Honors Thesis would be considered a deficiency to the conferral of Honors in Economics. A higher letter grade supports the conferral, but does not in itself assure that the distinction shall be conferred. GPA and the rigor of the courses taken will be considered. The conferral is the sole responsibility of the Honors Committee.

Minor Requirements

The minor in Economics consists of five required courses and two electives, a minimum of 21 credits. The required courses are: Principles of Economics (EC 131–132), Economic Statistics (EC 151 or 155), Microeconomic Theory (EC 201 or 203), and Macroeconomic Theory (EC 202 or 204). At least one of the two electives must be an upper-level course. For the class of 2014 and all following classes, at least one

of the Theory courses must be completed by the end of the junior year (exceptions to this requirement may be granted at the discretion of the Director of Undergraduate Studies).

Calculus I (MT 100, MT 102 [preferred], or the equivalent) is a prerequisite for the Theory courses.

Economics Concentration for Carroll School of Management Students

All Carroll School of Management students, regardless of their area of concentration, are required to take Principles of Economics (EC 131–132) and Statistics (EC 151 or 155). In addition, CSOM students may choose Economics as an area of concentration. The concentration consists of four courses beyond the three required courses, for a total of at least 21 credits in Economics. The four additional courses are 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. For the class of 2014 and all following classes, at least one of the Theory courses must be completed by the end of the junior year (exceptions to this requirement may be granted at the discretion of the Director of Undergraduate Studies).

Double Majors

Requirements for double majors are the same as those for the major.

Courses Taken Outside the Department

The Department requires that at least seven of the courses for the major (eight for the class of 2014 and all following classes), and five of the courses for the minor and the CSOM concentration, be taken within the Department. Of the three courses that may be taken outside the Department, the following limits apply: a maximum of one of the three introductory courses (Micro and Macro Principles and Statistics) and a maximum of two electives for the major and one elective for the minor or CSOM concentration. The Theory courses and Econometrics may not be taken outside the Department. Students who transfer from another university may transfer more than three courses towards the major, but must take at least five courses for the major at Boston College. (The transferred courses may include the Theory courses.) All students who wish to receive credit for courses taken outside the Department must contact the Director of Undergraduate Studies, who will determine if particular courses can be counted towards the major, minor, or CSOM concentration. The limits apply in total to all courses taken outside the Department. For example, a student who is studying abroad and has already received credit towards the major for an elective taken in a summer program can receive credit for at most one elective taken abroad.

Economics Internship

EC 199 Economics Internship, a 1-credit course, is available to any student who wishes to do an internship with an agency or organization that requires a Boston College connection as a condition for offering the internship opportunity. A student who wishes to enroll in EC 199 is required to complete an approval form that can be obtained in the Dean's Office of Arts and Sciences. The form must be signed by the student's supervisor in the organization or agency providing the internship and also by the Department's Director of Undergraduate Studies. After it is signed, it should be sent to the student's class dean. At the end of the internship, the agency or organization supervisor must provide an evaluation to the Director of Undergraduate Studies. The internship is graded on a pass/fail basis. Credits received through

internships cannot be applied to the credits required for completing the major, minor, or CSOM concentration. They also cannot be applied to the total credits required for graduation.

Information for Study Abroad

There are many good economics programs offered through universities overseas. Students are encouraged to ask their faculty advisors and the Office of International Programs for details about the quality of various programs. Schools with strong programs in economics include the London School of Economics and University College London in England; Trinity College and University College Dublin in Ireland; Pompeu Fabra University, Universidad Complutense, and Universidad Carlos III in Spain; University of Paris Dauphine in France; Bocconi University in Italy; and Melbourne University in Australia.

To ensure that students are able to complete the requirements for the major in time for graduation, we prefer students to have six courses completed before studying abroad: Micro and Macro Principles, Statistics, and Microeconomic and Macroeconomic Theory. Minors and CSOM concentrators should have completed Micro and Macro Principles, Statistics, and at least one Theory course. At a minimum, all students must complete Micro and Macro Principles and one Theory course to be approved for study abroad. To be eligible to transfer back credits for the major, minor, or CSOM concentration, students must earn at least a B- in at least one of the Theory courses before going abroad.

Department policies on study-abroad courses are as follows:

- Up to two of the five electives (class of 2014 and all following classes) that are required for the Arts and Sciences Economics major may be taken abroad. Minors and CSOM concentrators are limited to counting one elective from abroad towards their degree requirements.
- The prerequisite restrictions on upper-level and lower-level electives taken at Boston College apply to courses taken abroad.
- Electives previously transferred from outside the Department, such as from a summer program or the Woods College of Advancing Studies, reduce the number of electives that can be transferred from study abroad.
- Microeconomic and Macroeconomic Theory and Econometrics cannot be taken abroad. This means that students interested in studying abroad must carefully plan their courses for the major. This is especially true of majors in the class of 2014 (and all following classes), since both Theory courses must be completed by the end of junior year. For example, students in the class of 2014 and all following classes who begin the major sophomore year should take both Principles courses and the Theory course second semester that corresponds to the Principles course taken first semester, and then complete the second Theory course junior year in the semester that they are at Boston College. These students should not expect to be approved for study abroad for their entire junior year.

Those students planning to participate in the Departmental Honors program are strongly advised to identify a thesis topic and a faculty supervisor before going abroad. Very tight deadlines during the fall semester of senior year make this advance planning essential.

Students should meet with their advisors to plan their semester or year abroad. Students who are considering doing Ph.D. work in economics should think ahead and plan their programs abroad with particular care.

Undergraduate Course Offerings

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

EC 131 Principles of Economics I—Micro (Fall/Spring: 3)

Satisfies Social Sciences Core requirement

This course is an analysis of prices, output, and income distribution through the interaction of households and business firms in a modern Western economy. The appropriate role of government intervention is examined, and basic analytical tools are applied to current economic problems.

The Department

EC 132 Principles of Economics II—Macro (Fall/Spring: 3)

Satisfies Social Sciences Core requirement

This course is an analysis of national income and employment, economic fluctuations, monetary and fiscal policy, inflation, growth, and international aspects of macroeconomic policy.

The Department

EC 151 Statistics (Fall/Spring: 4)

Not open to students who have completed BI 230

This course is focused on probability, random variables, sampling distributions, estimation of parameters, tests of hypotheses, regression, and forecasting.

The Department

EC 201 Microeconomic Theory (Fall/Spring: 3)

Prerequisites: EC 131 and Calculus I

This course develops a theoretical framework with which to analyze consumer and producer behavior. This analysis is then employed to investigate the determination of prices and output in various market situations, the implications for welfare, and the appropriate role for government intervention.

The Department

EC 202 Macroeconomic Theory (Fall/Spring: 3)

Prerequisites: EC 132 and Calculus I

This course is intended to equip the student for the analysis of the determination of employment and national income. Emphasis will be placed on the Keynesian theory of employment, interest, and money and on post-Keynesian macroeconomic models.

The Department

EC 203 Microeconomic Theory—Honors Level (Fall: 3)

Prerequisites: EC 131 and Calculus I and II

A more intensive analytical treatment of the same material presented in EC 201. Some mathematical tools will be developed as needed. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.

Tayfun Sonmez

EC 204 Macroeconomic Theory—Honors Level (Spring: 3)

Prerequisites: EC 132 and Calculus I and II

A more intensive treatment of the same material presented in EC 202. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.

Robert Murphy

EC 215 Numerical Methods and Scientific Computing (Spring: 4)

Prerequisites: MT 202, CS 127/EC 314, and permission of instructor
Cross listed with PH 430

This course is intended for students who plan to minor in Scientific Computation. It is also an elective for Physics majors.

See course description in the Physics Department.

The Department

EC 228 Econometric Methods (Fall/Spring: 4)

Prerequisites: Calculus I and EC 151 or EC 155

This course focuses on testing the predictions of economic theory. Topics covered include simple and multiple regression, multicollinearity, heteroskedasticity, serial correlation, specification errors, errors in variables, and an introduction to simultaneous equation estimation.

The Department

EC 233 History of Economic Thought (Fall: 3)

Prerequisites: 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 242 Public Policy in an Aging Society (Fall/Spring: 3)

Prerequisite: EC 131

We live in a rapidly aging nation. In two decades, the age distribution of the U.S. will look like that of Florida today. We will analyze the underlying demographic trends, the economic status of the aged, the fiscal challenge of an aging society, public policies (especially social insurance) designed to assist older Americans, the impact of public policy on individual behavior, and proposals for reform.

Joseph Quinn

EC 261 Money, Banking, and Financial Markets (Fall/Spring: 3)

Prerequisites: EC 131–132

Not open to students who have completed EC 361

Cannot be taken concurrently with EC 361

This course deals with topics such as significance and functions of money in the economy, behavior of interest rates, banking and management of financial institutions, central banking and the conduct of monetary policy, the Federal Reserve System, financial derivatives, money market, foreign exchange market, and the international financial system.

Hossein Kazemi

EC 271 International Economic Relations (Spring: 3)

Prerequisites: EC 131–132

This course provides an introduction to economic relations among countries. Primarily designed for international studies majors, it is also appropriate for economics and other social science majors. Topics include the determinants of trade in goods, services and capital; the economic policies that nations use to influence such trade; the theory and practice of international macroeconomics; and problems of coordinating macroeconomic policies among countries. The course features the usefulness (and limitations) of game theory for explaining

international economic interactions. Given the comprehensive coverage of the course, the workload is heavy and expectations for students are high.

James Anderson

Eyal Dvir

EC 273 Development Economics (Spring: 3)

Prerequisites: EC 131–132

Not open to students who have completed EC 374 or EC 375

Fulfills Cultural Diversity Core requirement

This course considers what we know about developing countries, and applies economic theory to help us understand the constraints of poverty. We will describe the economies of less developed countries and the lives of the poor, focusing on changes in poverty, inequality, demography, and health. We will consider theories and evidence for why some countries are rich and others poor. We will examine how land, labor, and credit markets function in poor countries and communities, and the consequences for health, education, and child labor. We will consider migration and its consequences and will discuss aid and international institutions.

Scott Fulford

EC 275 Economic Development: The Experience of El Salvador (Spring: 3)

Prerequisites: EC 131–132

Enrollment limited

Significant writing/research component

Fulfills Cultural Diversity Core requirement

This is a service-learning course designed to introduce students to the phenomenon of economic development in the context of El Salvador. The first part is a survey of historical, social, and economic issues. Students are then required to spend their spring break working in El Salvador and attending lectures at the University of Central America. The final weeks focus on remittances and microfinance.

Richard McGowan, S.J.

EC 278 Environmental Economics (Fall/Spring: 3)

Prerequisite: EC 131

The course will examine different aspects of natural resource allocation and the protection of environmental quality from an economic standpoint, including specific areas of market failure, the allocation of public goods, the estimation of non-market values, public policy avenues for influencing natural resource management, and ethical issues in natural resource management.

Bani Ghosh

Frank Gollop

EC 299 Independent Study (Fall/Spring: 3)

The student works under the direction of an individual professor.

Frank Gollop

EC 308 Game Theory in Economics (Fall/Spring: 3)

Prerequisite: EC 201 or EC 203

Game Theory is the social science that analyzes how to think (and act) strategically in interactive situations. This course presents Game Theory with its applications to real world situations.

Hideo Konishi

Christopher Maxwell

ARTS AND SCIENCES

EC 327 Financial Econometrics (Spring: 3)

Prerequisites: EC 228 or equivalent and Calculus I

Enrollment limited

Significant writing/research component

This course extends EC 228 to present panel data models, selected topics in time series analysis, and limited dependent variable models. Methods used in financial econometrics, such as rolling CAPM estimation, volatility estimation and event studies will be stressed. Examples and datasets are drawn from financial economics.

Christopher Baum

EC 329 Decisions: Theory and Experiments (Fall: 3)

Prerequisites: EC 201 or EC 203 and Calculus I

This course covers some of the theoretical, philosophical, and experimental literature concerning individual and social decision-making under uncertainty, challenging standard notions of rationality used by economists. We will discuss some of the theoretical responses to this criticism, and will see how the concept of rational behavior changed over time. This class challenges students in several respects: the material is highly quantitative; the course is reading intensive; students will be expected to present ideas to the class regularly; there will be a research project that is required. Students should have a track record of outstanding performance in quantitative courses.

Uzi Segal

EC 338 Law and Economics (Fall: 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

EC 340 Labor Economics (Fall/Spring: 3)

Prerequisite: EC 201 or EC 203 (may be taken concurrently)

This course will introduce students to the methodology of labor economics from both institutional and neoclassical perspectives. The principal emphasis will be on neoclassical theory and empirical work dealing with the supply and demand for labor; the operation of the labor market; the determination of wages; and the impact of trade unions and collective bargaining. Special emphasis will be placed on applications of theory and empirical findings to policy questions.

Francis McLaughlin

EC 341 Microeconomics of Black-White Inequality (Fall: 3)

Prerequisite: EC 228

Enrollment limited

Significant writing/research component

This course studies the economic causes and consequences of black-white inequality in the US context. Topics of study will include discrimination, crime, schooling, labor market and household behavior. Students will prepare an original research project over the course of the term addressing an empirical question related to racial inequality.

Andrew Beauchamp

EC 352 Economics of the Firm (Spring: 3)

Prerequisite: EC 201 or EC 203

This course examines the economics of the firm. We will cover both the major motivations for the existence of firms in a market economy, as well as the detailed analysis of firm behavior. The analysis

will be formal and utilize concepts and techniques from intermediate microeconomics. Topics include oligopoly competition, collusion, price discrimination, product differentiation, advertising, and entry and exit.

Andrew Beauchamp

EC 355 Topics and Case Studies in Antitrust Law and Economics (Fall: 3)

Prerequisites: EC 201 or EC 203 and EC 151 or EC 155

The primary aim is to examine government regulation of the behavior of firms and consumers within the context of issues classified as antitrust and regulation. The course will consider the various ways in which government attempts to alter socially undesirable business behavior through the use of antitrust legislation, industry regulation, and social regulation. The course will review basic concepts of industrial organization, such as monopoly and oligopoly. It will then study socially undesirable firm behavior that may be remedied via antitrust legislation. Finally, the course will analyze situations where government regulation is economically desirable and implemented.

James Dalton

EC 357 Advanced Topics: Industrial Organization: Theory and Applications (Fall: 3)

Prerequisite: EC 201 or EC 203

We study the behavior of firms and the structure of industries, especially in cases when the assumptions of perfect competition break down. The course combines theoretical micro-economic analyses with studies of actual firm behavior in individual industries. Topics include horizontal relationships and mergers, vertical integration and control through contractual arrangements, price discrimination, information and search costs, and network externalities.

Julie Holland Mortimer

EC 361 Monetary Theory and Policy (Fall/Spring: 3)

Prerequisites: EC 202 or EC 204 and EC 228

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 363 Micro Public Policy Analysis (Spring: 3)

Prerequisites: EC 201 or EC 203

Enrollment limited

Significant writing/research component

This is a seminar on the economic analysis of current microeconomic public policy issues. During the first half of the course, students will read and discuss articles on selected topics and prepare first drafts of papers on topics of their choice. The second half of the course will be run like a professional economics conference. Students will read and critique others' papers, present their drafts to the class, and revise their papers on the basis of the comments received.

Joseph F. Quinn

EC 365 Public Finance (Fall/Spring: 3)

Prerequisite: EC 201 or EC 203 (may be taken concurrently)

This is a course in the microeconomics of the public sector. We will discuss the rationale for the government's role in a market economy, major expenditure programs, and the theory and structure

of the tax system. The focus will be on the federal (as opposed to state and local) government's expenditure and tax programs, with special attention given to topics of current concern.

Anthony Laramie

Richard Tresch

EC 370 Sports Econometrics (Fall: 3)

Prerequisites: EC 201 or EC 203 and EC 228 and/or EC 327

This is not a sports history/trivia class.

This applied economics course focuses on empirical analysis and features extensive application of econometric methods, including discrete choice models, panel data techniques and non-linear estimation. The course is built around a sequence of empirical exercises on topics such as the efficacy of competitive balance initiatives, the Pythagorean Theorem in baseball, the valuation of NFL draft picks, hot hands in the NBA, MLB umpire bias and home field advantage, pay/performance in the NBA, understanding differences in ticket prices, and rating team performance. A term-long empirical research project/paper is an important part of the course.

Christopher Maxwell

EC 371 International Trade (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.

Ben Li

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.

Eyal Dvir

EC 373 Impact Evaluation in Developing Countries (Fall: 3)

Prerequisites: EC 201 and EC 228

Enrollment limited

Significant writing/research component

This course reviews advanced econometric techniques and research designs used to estimate the causal effect of programs or policies implemented in developing countries. Fixed effects, difference-in-difference, instrumental variable, and propensity score methods are discussed as are regression discontinuity, natural experiment, and randomized experiment designs. The economic rationale for such programs is also addressed. Topic areas include health, education, service delivery, insurance, and micro-finance.

Paul Cichello

EC 374 Development Economics and Policy (Fall: 3)

Prerequisites: EC 201 or EC 203 and EC 202 or EC 204

Enrollment limited

Significant writing/research component

Fulfills Cultural Diversity Core requirement

The purpose of this course is to understand the lives of the poor and the economies of poor countries in order to understand what—if anything—can be done to improve their lives. We will examine various

theories of why some countries and groups are rich while others are not, with emphasis on understanding what changes might occur to promote development. We will consider what might be holding the poor back, including lack of infrastructure and capital, population growth, lack of education, poor health, corruption, and institutional impediments such as poorly developed or tightly constrained markets.

Scott Fulford

EC 377 World Economy: Gold Standard to Globalization (Fall: 3)

Prerequisites: EC 202 or EC 204. Recommended: EC 201 or EC 203. Any previous exposure to international economics would be helpful, with EC 372 or EC 271 more so than EC 371.

This course explores the history and functioning of international monetary arrangements and economic relations from the early twentieth century to the present day. What was the role of the Gold Standard in the Great Depression? Why did the Bretton Woods regime of fixed exchange rates collapse at the beginning of the 1970s? Why did European countries decide to form a monetary union? How does European monetary unification affect policy interactions between the U.S. and Europe? What are the consequences of financial and trade globalization? The course will explore these questions by combining history, political economy, and economic theory.

Fabio Ghironi

EC 379 Financial Economics (Fall/Spring: 3)

Prerequisites: MT 100, MT 102, or MT 105, EC 201 or EC 203, EC 151 or EC 155, and EC 228

This advanced undergraduate elective focuses on financial economics, with specific emphasis on theories of portfolio allocation and asset pricing. After developing and studying the details of consumer decision-making under uncertainty, it uses that general framework as a basis for understanding both equilibrium and no-arbitrage approaches to securities pricing. Throughout, the material draws heavily on ideas and concepts from microeconomic theory, calculus, statistics, and econometrics; additional, more advanced, mathematical tools will be introduced in class as needed.

Peter Ireland

EC 380 Capital Markets (Fall/Spring: 3)

Prerequisites: EC 201 or EC 203 (may be taken concurrently) and EC 151 or EC 155

Open only to A&S Economics majors and minors

Valuation of assets, rates of return, measurement of earnings, finance and securities markets, risk and portfolio choice, and special problems in investment. The course is designed to give students an appreciation of the role of securities markets in the allocation of capital. It assumes some background in economics, but no prior work in finance. Finance majors should not take the course since they would encounter most of the material elsewhere, and anyone who has had basic finance would find about half of the topics redundant.

Harold Petersen

EC 381 History of Financial Crises (Fall: 3)

Prerequisites: EC 201 (EC 203) and EC 202 (EC 204)

Enrollment limited

Significant writing/research component

History of speculation and financial crises, from the Tulip Mania in Holland, John Law and the Mississippi Company in France, the South Sea Bubble in England, on through to the Panic of 1907 in the U.S., the Roaring Twenties and the Collapse of 1929, and the most

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recent financial crisis. We will look at these crises through the lens of Minsky's financial instability hypothesis and will, of course, ask why they continue to happen, over and over again.

Harold Petersen

EC 385 Health Economics (Fall/Spring: 3)

Prerequisite: EC 201 or EC 203

The purpose of this course is to demonstrate how economists think about and analyze health and medical care issues. The course emphasizes the distinction between health as an output and medical care as an input into the production of health. This distinction leads to a discussion of models of the production of health, demand for health, and demand for medical care. Specific topics include economic, social, and demographic factors determining the demand for medical care, production and supply of various kinds of medical care services, financing of medical care services, and alternative systems of health care delivery and financing.

The Department

EC 399 Independent Study (Fall/Spring: 3)

The student works under the direction of an individual professor.

Frank Gollop

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.

The Department

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.

Frank Gollop

English

Faculty

Rosemarie Bodenheimer, *Professor Emerita*; A.B., Radcliffe College; Ed.M., Harvard University; Ph.D., Boston College

Leonard R. Casper, *Professor Emeritus*; A.B., A.M., Ph.D., University of Wisconsin

John L. Mahoney, *Rattigan Professor Emeritus*; A.B., A.M., Boston College; Ph.D., Harvard University

Kristin Morrison, *Professor Emerita*; A.B., Immaculate Heart College; A.M., St. Louis University; Ph.D., Harvard University

Richard Schrader, *Professor Emeritus*; A.B., Notre Dame University; A.M., Ph.D., Ohio State University

E. Dennis Taylor, *Professor Emeritus*; A.B., College of the Holy Cross; A.M., Ph.D., Yale University

Judith Wilt, *Newton College Alumnae Professor Emerita*; A.B., Duquesne University; Ph.D., Indiana University

Paul C. Doherty, *Associate Professor Emeritus*; A.B., College of the Holy Cross; A.M., Boston University; Ph.D., University of Missouri

John J. Fitzgerald, *Associate Professor Emeritus*; A.B., Boston College; A.M., Ph.D., Fordham University

Joseph A. Longo, *Associate Professor Emeritus*; B.S., M.Ed., A.M., Ph.D., Rutgers University

John F. McCarthy, *Associate Professor Emeritus*; A.B., Harvard University; A.M., Ph.D., Yale University

Andrew J. Von Hendy, *Associate Professor Emeritus*; A.B., Niagara University; A.M., Ph.D., Cornell University

Mary Thomas Crane, *Thomas F. Rattigan Professor*; A.B., Harvard College; A.M., Ph.D., Harvard University

Elizabeth Graver, *Professor*; B.A., Wesleyan University; M.F.A., Washington University

Dayton W. Haskin, *Professor*; A.B., University of Detroit; A.M., Northwestern University; B.D., University of London; Ph.D., Yale University

Elizabeth Kowaleski Wallace, *Professor*; B.A., Trinity College; M.A., M.Phil., Ph.D., Columbia University

Paul Lewis, *Professor*; A.B., City College of New York; A.M., University of Manitoba; Ph.D., University of New Hampshire

Robin R. Lydenberg, *Professor*; A.B., Barnard College; A.M., Ph.D., Cornell University

Paul Mariani, *University Professor of English*; B.A., Manhattan College; M.A., Colgate; Ph.D., CUNY

Suzanne M. Matson, *Professor*; Chairperson of the Department; B.A., Portland State University; M.A., Ph.D., University of Washington

Kevin Ohi, *Professor*; B.A., Williams College; M.A., Ph.D., Cornell University

Philip T. O'Leary, *Professor*; A.B., College of the Holy Cross; Ph.D., Harvard University

Frances L. Restuccia, *Professor*; B.A., M.A., Occidental College; Ph.D., University of California at Berkeley

Alan Richardson, *Professor*; A.B., Princeton University; A.M., Ph.D., Harvard University

Carlo Rotella, *Professor*; B.A., Wesleyan University; M.A., Ph.D., Yale University

Kalpna Seshadri, *Professor*; B.A., St. Francis College; M.A., M.Phil., University of Hyderabad; Ph.D., Tufts University

Maxim D. Shroyer, *Professor*; B.A., Brown University; M.A., Rutgers University; M.A., M.Phil., Ph.D., Yale University

Laura Tanner, *Professor*; B.A., Colgate University; Ph.D., University of Pennsylvania

Christopher P. Wilson, *Professor*; A.B., Princeton University; Ph.D., Yale University

Caroline Bicks, *Associate Professor*; A.B., Harvard University; Ph.D., Stanford University

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

Rhonda Frederick, *Associate Professor*; B.A., M.A., Ph.D., University of Pennsylvania

Marjorie Howes, *Associate Professor*; B.A., University of Michigan; Ph.D., Princeton University

Robert Kern, *Associate Professor*; A.B., City College of New York; A.M., Ph.D., Harvard University

Christina Klein, *Associate Professor*; B.A., Wesleyan University; Ph.D., Yale University

Paula Mathieu, *Associate Professor*; B.S., University of Illinois at Urbana-Champaign; M.S., Ph.D., University of Illinois at Chicago

James Najarian, *Associate Professor*; B.A., M.A., M.Phil., Ph.D., Yale University

James Smith, *Associate Professor*; B.A., M.A., University College, Dublin; M.A., Clark University; Ph.D., Boston College

Andrew Sofer, *Associate Professor*; B.A., University of Jerusalem, Israel; M.F.A., Boston University of Theater Arts; M.A., Ph.D., University of Michigan, Ann Arbor

Min Song, *Associate Professor*; A.B., University of Michigan at Ann Arbor; Ph.D., Tufts University

Robert Stanton, *Associate Professor*; B.A., M.A., Ph.D., University of Toronto

Laurence Tobin, *Associate Professor*; B.A., Earlham College; M.A., University of Chicago; Ph.D., University of New Hampshire

James D. Wallace, *Associate Professor*; B.A., Earlham College; M.A., Bread Loaf School of English; Ph.D., Columbia University

Cynthia Young, *Associate Professor*; B.A., Columbia University; Ph.D., Yale University

Robert Lehman, *Assistant Professor*; B.A., Oberlin College; M.A., University of Florida; M.A., Ph.D., Cornell University

Maia McAlevey, *Assistant Professor*; B.A., Stanford University; A.M., Ph.D., Harvard University

Julie Orlemanski, *Assistant Professor*; B.A., University of Georgia; A.M., Ph.D., Harvard University

Allison Adair, *Adjunct Associate Professor*; B.A., Brown University; M.F.A., University of Iowa

John Anderson, *Adjunct Associate Professor*; B.S., University of Colorado; M.A., Ph.D., Boston College

Eileen Donovan-Kranz, *Adjunct Associate Professor*; B.A., Boston College; M.A., Northeastern University; M.F.A., University of Massachusetts, Amherst

Joseph Nugent, *Adjunct Associate Professor*; B.A., Ph.D., University of California, Berkeley

George O'Har, *Adjunct Associate Professor*; B.A., University of Massachusetts; M.A., Boston College; Ph.D., Massachusetts Institute of Technology

Christopher Boucher, *Adjunct Assistant Professor*; B.A., Brandeis University; M.F.A., Syracuse University

Lori Harrison-Kahan, *Adjunct Assistant Professor*; A.B., Princeton University; M.A., M.Phil., Ph.D., Columbia University

Thomas Kaplan-Maxfield, *Adjunct Assistant Professor*; B.A., M.A., University of Massachusetts, Boston; Ph.D., Boston College

Susan Roberts, *Adjunct Senior Lecturer*; B.A., St. Michael's College; M.A., Boston College

Bonnie K. Rudner, *Adjunct Senior Lecturer*; B.A., Rutgers University; M.A., Boston College

Treseanne Ainsworth, *Adjunct Lecturer*; Assistant to the Chair; B.A., M.A., Boston College

Contacts

- Administrative Assistant: Linda Michel, 617-552-3708, michelli@bc.edu
- Undergraduate Advisor: Treseanne Ainsworth, 617-552-8485, ainswor@bc.edu
- Staff Assistant: Tracy Downing, 617-552-3708, downingt@bc.edu
- Staff Assistant: Cara Burke, 617-552-8281, burkeik@bc.edu
- www.bc.edu/english

Undergraduate Program Description

In an academic milieu fragmented into departments and specialized disciplines, the study of literature is one of the few remaining elements of the old liberal education that still offers students a point of view from which they can integrate the diversity of their own experience. Language is the mirror of the human mind and literature the record of its preoccupations—intellectual, aesthetic, psychological, political, social, historical, moral, and religious.

The study of literature offers a schooling in human experience, and its primary use is for the development of those who study it. It is also, of course, good training for any field in which understanding of behavior is valued. The tools used, because they deal with language and the forms of expression, have applicability in any kind of work where precise and effective communication is important. English majors can develop these skills to a considerable degree while undergraduates, and non-majors will find that taking even a few well-chosen courses beyond the Core requirement can widen their knowledge of literature and sharpen their linguistic abilities.

The English major at Boston College is designed to introduce students to a wide range of expression in the literary traditions of the past and present. It aims to help undergraduate students develop a strengthened ability to work critically and sensitively with texts in poetry and prose, to write with clarity and grace, and to articulate judgments about literature with an awareness of various critical approaches. English majors will become familiar with some of the major developments in the history of British and American literature and will have the opportunity to choose from an array of courses covering topics from the medieval period to contemporary cultural studies to a range of transnational literatures written in English.

By the successful completion of the English major at Boston College, students will be able to demonstrate:

- an ability to write clear, coherent, organized, and stylistically correct papers;
- an ability to close-read, interpret, and analyze texts (including poetic texts);
- a knowledge of literary genres and appropriate use of critical terminology;
- a recognition of the historical specificity of literary works and/or other cultural products;
- an awareness that there are a variety of critical approaches to literary and cultural texts.

Information for First Year Majors and Non-Majors

The English Department has primary responsibility for two Core requirements—EN 010 First Year Writing Seminar, taught entirely by English Department faculty, and EN 080 Literature Core, taught largely by English Department faculty. Students may not take courses through the Woods College of Advancing Studies for the purpose of fulfilling their English Core requirement. Because Core classes are restricted to first-year students, students should plan to take both courses during the first year.

EN 010 First Year Writing Seminar

The First Year Writing Seminar helps students use their writing as a source of learning and a form of communication. Designed as a workshop in which each student develops a portfolio of personal and academic writing, the seminar follows a semester-long process. Students write and rewrite essays continuously, discuss their works-in-progress in class, and receive feedback during individual and small

group conferences with the instructor. In connection with their writing, students read and discuss a wide range of texts, including various forms of non-fiction prose. In addition to regular conferences, the class meets two hours per week to learn and discuss writing processes and strategies, various genres and rhetorical situations for writing, the evolving drafts of class members, and various forms of conducting and writing research, including an introduction to using the resources at O'Neill Library.

EN 080 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 their own culture, to discover alternative ways of looking at the world, to gain insight into issues of permanent human importance as well as issues of contemporary urgency, and to enjoy the linguistic and formal satisfactions of literary art.

Literature Core will strive to develop the student's capacity to read and write with clarity and engagement, to allow for that dialogue between the past and present we call history, and to provide an introduction to literary genres.

Courses for English Language Learners

The department offers core level courses in language and literature for English language learners. These classes require department permission for registration. Interested students should contact the ELL coordinator, Lynne Anderson, for more information: lynne.anderson@bc.edu.

Major Requirements: Class of 2014

Students ordinarily begin an English major in their sophomore year, after completing the First Year Writing Seminar and the Literature Core, or equivalents. In addition to the two 3-credit Core courses, students must take 30 credits (in the form of ten, 3-credit courses) from the Department's offerings. These must include EN 131 Studies in Poetry (three credits) and EN 133 Studies in Narrative (three credits), usually taken in sequence in the sophomore year. Both courses train students intensively in the close reading of literary texts and in writing with critical awareness about literature.

Also required are nine credits comprising:

- Three credits in pre-1700 English or American Literature
- Six credits in pre-1900 English 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 complete the English major by taking 15 credits in elective courses of their choice.

Major Requirements: Class of 2015 and Following

Students ordinarily begin an English major in their sophomore year, after completing the First Year Writing Seminar and the Literature Core, or equivalents. In addition to the two 3-credit Core courses, students must take 33 credits (in the form of eleven, 3-credit courses) from the Department's offerings. These must include EN 131 Studies in Poetry (three credits) and EN 133 Studies in Narrative (three credits), usually taken in sequence in the sophomore year. Both courses train students intensively in the close reading of literary texts and in writing with critical awareness about literature.

Because it is important for students to understand the foundations of literary traditions, English majors are also required to take nine credits in British or American literature, pre-1900, to be distributed in the following manner:

- Three credits in medieval or early-modern literature (before 1700)
- Three credits in eighteenth or nineteenth-century literature (between 1700-1900)
- Three additional credits in either category (i.e., pre-1900)

The final required course is Theories and Methods of Interpretation (three credits), taught under a variety of rubrics emphasizing disciplinary approaches to literary and cultural study. The 12 credits of required courses may be taken at any time in the student's major, but preferably after the completion of Studies in Poetry and Studies in Narrative.

Students complete the English major by taking 15 credits in elective courses of their choice.

During the sophomore year, historical survey courses such as Introduction to British Literature and Culture I and II and the American Literary History sequence may be useful to fill in students' knowledge of the development of English and American literature. Students who have a special interest in American literature are advised to take American Literary History I as a foundation for later courses. At this point, students should be in a position to begin making their own choices about how they will complete the major requirements, in discussion with their major advisor. They will have many options from among the 30 or more electives the Department offers each semester in English and American literature, in Irish Studies, in writing, in the different genres, and in particular themes.

Students are reminded that courses taken through the Woods College of Advancing Studies cannot be counted toward the major.

Advanced Topic Seminars

Advanced seminars are designed for English majors who want to pursue a topic or field in more depth than is possible in larger electives. The advanced seminar, with its small class size and intensive focus, is designed to foster an intimate learning community where students are encouraged not only to study an issue intensively but also to engage actively in intellectual exchange with a faculty member and a select group of committed peers. These courses are intended mainly for juniors and seniors, and students are required to have completed both Studies in Poetry and Studies in Narrative and at least one additional elective before taking an advanced seminar. Students should expect to produce a longer seminar research paper (15–20 pages) as well as one or more shorter papers and make at least one oral presentation. Students who intend to apply to graduate school in English are strongly urged to take at least one advanced seminar.

Individually Designed Major

For some students with specific interdisciplinary interests, in American Studies for instance, an individually designed sequence of courses under the English major is appropriate. Students who satisfy their major requirements this way may count for English credit up to two courses (six credits) taken in other departments. This plan must be approved by the chairperson and the student's department advisor by the end of the first semester of junior year.

English Courses for Non-Majors

Though there is no English minor, students majoring in other subjects have always been welcome in English courses for the diversity of viewpoint and variety of knowledge they often bring with them. From the students' point of view, English courses offer the enjoyment of reading good literature; insight into history, culture, and human character; and a chance to polish skills of reading and writing.

American Studies Program

American Studies is an interdisciplinary program that brings together faculty from several departments to expose students to a wide range of approaches to American culture past and present. Thematic emphases include the American city; the historical interaction of class, gender, race, and ethnicity; high culture, popular culture, and mass media; crime and deviance; migration, borderlands, and empire.

Minor Requirements: Class of 2014 and Following

Courses used for fulfilling the minor must come from outside the student's major and from at least two different departments. Eighteen credits are required for the minor. Nine of these credits must be clustered in a common area of concentration chosen by the student in consultation with the director of American Studies. In the fall of the senior year each student must take the elective designated as the American Studies senior seminar for that year. Also, EN 277 Introduction to American Studies, is strongly recommended for minors, but not yet required.

For further information on the American Studies minor and application forms, see Professor Carlo Rotella in the English Department (rotella@bc.edu, 617-552-3191) or visit the American Studies website at <http://www.bc.edu/amstudies>.

Irish Studies

Irish Studies, an integral part of Boston College's distinguished Irish Programs, offers an interdisciplinary approach to the culture and society of Ireland. Individual courses cover the areas of social, political, and economic history, literature, medieval art, sociology, folk music, and the Irish language. In addition, there are several courses that are jointly taught by faculty from various disciplines. These include a 3-semester sequence of courses integrating the history and literature of Ireland, from the eighteenth to the twentieth centuries.

The minor in Irish Studies requires students to complete 6 courses drawn from more than one discipline and designated as appropriate by the Irish Studies program. (These courses may not be "double counted" towards both a major and minor.) Students should contact Irish Studies at 617-552-3938 to arrange a meeting with the Director for assistance planning their courses. Those completing the Irish Studies minor are eligible for the Maeve O'Reilly Finley Fellowship for graduate study in Ireland. A listing of Irish Studies-approved courses is posted on our website and is also available at Connolly House.

Students pursuing the minor are encouraged to take advantage of the partnership programs that the Irish Studies program and the Center for International Partnerships and Programs have developed with the National Universities of Ireland at Galway and Maynooth, University College Cork, University College Dublin, Trinity College Dublin, the University of Ulster, and Queen's University Belfast.

Women's and Gender Studies

Please contact Professor Sharlene Hesse-Biber in the Sociology Department for information regarding Women's Studies.

Creative Writing Concentration

The English Department offers a Creative Writing Concentration that allows certain students to intensify and focus their English majors by taking a series of practice-based writing courses along with their literature courses.

- For the class of 2014, the creative writing concentrator undertakes a 36-credit English major instead of the usual 30 credits. At least nine of these credits must be writing workshops in any genre, selected with the help of the student's Concentration advisor.

- For the class of 2015 and beyond, the creative writing concentrator undertakes a 39-credit English major instead of the usual 33 credits. At least nine of these credits must be writing workshops in any genre, selected with the help of the student's Concentration advisor.

All concentrators also attend monthly social gatherings to read new work and share news about literary activity on campus. English majors may declare the Creative Writing Concentration up through first semester of junior year, after receiving a grade of A- or better in one of the Department's creative writing workshops. The period for declaring the Concentration runs through the end of add/drop week of each semester. Eligible English majors wishing to declare should see Treseanne Ainsworth in Stokes 493.

Secondary Education Majors and Minor

English majors who are also completing Lynch School of Education majors must fulfill more specific major requirements to demonstrate a broad range of knowledge within the discipline. In addition to the First Year Writing Seminar, the Literature Core, Studies in Poetry, and Studies in Narrative, these students must fulfill the following requirements:

- one Pre-1700 course
- one Pre-1900 course
- one course on Anglophone or Ethnic American Authors
- one course on Women Authors
- one course on the History of Language/Grammar/Linguistics
- one course in Adolescent and Young Adult Literature
- two English electives

To acquire sufficient knowledge across this spectrum, LSOE students should consider taking more general survey courses (e.g., Introduction to British Literature and Culture I and II, American Literary History I, II, and III) to fulfill some requirements.

Students with questions about the EN/LSOE requirements should contact Treseanne Ainsworth, in Stokes 493.

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 Studies in Narrative. Because each student's background varies, students are advised on an individual basis. Two courses per semester (six credits) for the class of 2014 and following from an English speaking country and one course per semester (three credits) from a non-English speaking country may be counted for major credit. These courses may fulfill historical requirements or major electives.

Journalism and communications courses are not considered English electives unless they are taught within an English department. Students in the Creative Writing concentration are strongly discouraged from studying abroad for a full year.

Students may study abroad for either or both semesters but must contact Treseanne Ainsworth, Assistant to the Chairperson, Stokes 493, when planning their study abroad.

There are many strong English programs offered through universities overseas. Majors are encouraged to discuss options with their faculty advisors. Some examples of particularly strong programs include: Oxford University, King's College, Cambridge University, University College London (UCL), Queen Mary & Westfield (QMW), University of London, Advanced Studies in England, Bath, Lancaster University, University of Glasgow, University College Dublin (UCD), Trinity College Dublin, NUI Galway and Cork, and University of Paris.

Honors Program

The English Department offers an honors program for English majors. Students admitted to the program will write an honors thesis senior year, either a critical study or a creative project, for six credits total toward the major. Students contemplating an honors thesis are encouraged to take the department's Honors seminar during their junior year. A description of this program is available on the department website.

Undergraduate Course Offerings

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

EN 009 First Year Writing Seminar/English Language Learners (Fall: 3)

Cross listed with SL 119

Satisfies Writing Core requirement

This course is designed for students whose first language is not English. It focuses on the academic writing skills that are necessary for content courses. Students will read and respond to literary works and gain practice in the writing of academic essays, focusing on a range of English rhetorical styles. Attention to skills such as paraphrase, summary, and critical synthesis will be explored in class. English grammar is taught in the context of the readings and student-generated writing. This course may be taken in place of First Year Writing Seminar (EN 010).

Lynne Anderson

Deborah Schwartz

EN 010 First Year Writing Seminar (Fall/Spring: 3)

Satisfies Writing Core requirement

Limited to 15 students

Designed as a workshop in which each student develops a portfolio of personal and academic writing, the seminar follows a semester-long process. Students write and rewrite essays continuously, discuss their works-in-progress in class, and receive feedback during individual and small group conferences with the instructor. Students read a wide range of texts, including various forms of non-fiction prose. In addition to regular conferences, the class meets two hours per week to discuss the writing process, the relationship between reading and writing, conventional and innovative ways of doing research, and evolving drafts of class members.

The Department

EN 079 Literary Forms for English Language Learners (Spring: 3)
Satisfies Literature Core requirement

This course is designed specifically for students whose first language is not English. Students will gain awareness of form and genre as significant factors in the experience of reading literature. Formal genres such as the short story, drama, and poetry will be explored. Course readings will include examples of each from different literary periods to study variety and development. This course satisfies the Literature Core requirement and may be taken in place of EN 080.

Lynne Anderson

Deborah Schwartz

EN 080 Literature Core (Fall/Spring: 3)

Satisfies Literature Core requirement

In Literature Core, students explore the principal motives which prompt people to read literature: to assemble and assess the shape and values of one's own culture, to discover alternative ways of looking at the world, to gain insight into issues of permanent human importance as well as issues of contemporary urgency, and to enjoy the linguistic and formal satisfactions of literary art. Literature Core will strive to develop the student's capacity to read and write with clarity and engagement, to allow for that dialogue between the past and present we call history, and to provide an introduction to literary genres.

The Department

EN 084 Literatures of the World (Fall/Spring: 3)

Cross listed with CL 110, GM 066, GM 067, RL 314, RL 373, RL 374, RL 393, SL 084

Satisfies Literature Core requirement

Offered periodically

These courses introduce students to literatures around the globe. Within this context, a variety of explorations based on thematic, formal, social and philosophical questions will emerge. A given course may focus on Classical epic and lyric poetry, modern European drama, literature of exploration, confrontation of the self and other, and so on. All these courses will help students discover and assess the shape of their own language and thought by exploring literatures of other places and time.

The Department

EN 093–094 An Introduction to Modern Irish I and II (Fall/Spring: 3)

The Irish language in its cultural environment: a course for total beginners. Over the course of the semester, we'll aim to develop conversational and compositional skills and, in particular, your ability to read Irish prose and poetry. Texts and lectures will also introduce you to major themes in Irish history and culture associated with the rise and fall of Gaelic over the centuries. In the spring semester you can build on what you've gained and later, if you wish, fulfill your A&S language requirement by completing the two semesters of Continuing Modern Irish.

Joseph Nugent

EN 097–098 Continuing Modern Irish I and II (Fall/Spring: 3)

These are continuing courses in modern Irish for those with a basic knowledge of the language. Emphasis will be on developing the ability to read contemporary literature in various genres. With the skills we developed in EN 093–094, we'll progress towards further

vocabulary and work especially to improve our abilities with translation of modern poetry and prose. Completion of the second semester of Continuing Modern Irish will fulfill the Arts and Sciences language proficiency requirement.

Joseph Nugent

EN 101 Celtic Heroic Age (Fall: 3)

Fulfills the pre-1700 requirement

This course will explore the vernacular heroic literature of the insular Celts, that is, the Irish and the Welsh. Particular attention will be paid to the effect of Christian transmission on pagan source material, mythological survivals, the heroic worldview and value system, the nature of insular Celtic kingship, and the role of women in the heroic literature.

Philip O'Leary

EN 110 Classical and Biblical Backgrounds of English Literature

(Spring: 3)

The goals for this course include: (1) exposure to a broad range of Greek, Latin, and Hebrew literature in translation (myths, histories, authors, characters, plots, themes); (2) attentiveness to what is at stake, theoretically and practically, in translation into English; and (3) the development of comparatist practices of reading that respect cultural differences. Emphasis on the Homeric epics, Greek tragedies, the more conspicuously literary parts of the Hebrew Bible, and the metamorphoses of the Greek and Hebrew traditions in the Roman world during the transition to the Common Era.

Dayton Haskin

EN 125 Introduction to Feminisms (Fall/Spring: 3)

Cross listed with HS 148, PS 125, SC 225

Fulfills Women Writer's requirement for EN/LSOE majors

This introductory course offers both an overview and a foundation for understanding the various movements that make up what has come to be called the feminist movement in the U.S. Because systems of privilege and disadvantage shape women's and men's identities and social positions in multiple and unique ways, Introduction to Feminisms analyzes gender from an interdisciplinary approach and applies numerous academic disciplinary methods to the study of gender, including history, literature, psychology, and sociology, and explores women's and men's experiences within various cultural contexts, including socioeconomic class, race and ethnicity, religion and spirituality, nations of citizenship, origin and generation.

Stephanie May

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 Studies in Narrative (Fall/Spring: 3)

This course introduces students to questions that they might bring to the study of narrative works—primarily novels, tales, and non-fictional narratives, though it may also include drama, film, and narrative poems. It aims to introduce the various critical frames through which we construct interpretations. As part of the process of reading, students will be introduced to common critical terms; narrative genres, conventions, and discourses; the construction of the character and the

ways of representing consciousness; and the ordering of narrative time. The course will also expose the student to the implications of taking critical positions.

The Department

EN 141 American Literary History I (Spring: 3)

Students need not take these courses in chronological order.

Fulfills the pre-1900 requirement

From Anne Bradstreet's meditation on the burning of her house to Thoreau's determination to simply his life, from Frederick Douglass' denunciation of slavery to the troubling passivity of Melville's *Bartleby*—EN 141 provides an overview of American literary history between the landing of the *Mayflower* and the start of the Civil War. In addition to those already mentioned, writers studied will include Mary Rowlandson, Edward Taylor, Olaudah Equiano, Benjamin Franklin, Nathaniel Hawthorne, Susanna Rowson, and Walt Whitman.

Paul Lewis

EN 142 American Literary History II (Fall: 3)

Fulfills pre-1900 requirement

This is the second course surveying American literature, from the end of the Civil War to World War I. It covers the literary movements of realism, naturalism, and regionalism. It includes key literary figures such as Henry James, Mark Twain, and Stephen Crane, as well as women writers (Kate Chopin, Willa Cather, and Edith Wharton), immigrant writers (Abraham Cahan), and African American writers (W. E. B. Du Bois and Charles Chesnut). Topics will include the role of capital, ethnicity, and the transformation of urban space, regional identity, and ongoing struggles relating to race, class, and gender.

Lori Harrison-Kaban

EN 143 American Literary History III (Fall: 3)

This course will provide an introductory overview of literature written in America from World War I to the present. We will focus on the relationship between cultural tensions and narrative or poetic strategies, as well as the literary periods of modernism and post-modernism. In our analysis of primary texts by Faulkner, Fitzgerald, Hemingway, Eliot, Larsen, DeLillo and others, we will explore constructions of national identity, governing myths of the American Dream, the development of commodity culture, the place of the family, the significance of space, the construction of narrative subjectivity, and issues of gender, race, and class.

Laura Tanner

EN 154 Introduction to Adolescent Fiction (Spring: 3)

First of all, what is a young adult? And secondly, what is a hero? We will be delving into both of these issues, as well as the relationship between them. We will be looking at heroes who function in real worlds and some who function in fantasy worlds. We will attempt to assess the impact of heroes in contemporary life, especially in relation to the young adults who need them. And are there any more heroes for our young adults? In what ways do female heroes differ from male heroes?

Bonnie Rudner

EN 165 Nineteenth Century Irish Literature Survey (Fall: 3)

This course is most suitable for freshman and sophomore students. Students contemplating an Irish Studies Minor and/or exploring study abroad options are also welcome.

Fulfills the pre-1900 requirement

This course will survey nineteenth century Irish literature written in English, including fiction (Edgeworth, Owenson, Carleton,

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Lawless), poetry (Ferguson, Mangan, Davis), and drama (Boucicault, and Yeats). In the process we will consider the social, political and historical contexts represented therein, e.g., the Act of Union, the Young Irelanders, the Great Famine, the Land War, Home Rule, the Anglo-Irish, and the origins of the Literary Revival.

James Smith

EN 170 Introduction to British Literature and Culture I (Fall: 3) Fulfills the pre-1700 requirement

This course, along with Introduction to British Literature and Culture II, given the following semester, will offer an historical survey of British literature from Beowulf to the present. This first part will cover the Middle Ages, Renaissance, Restoration, and earlier eighteenth-century literature, offering a basic map of British literature and culture as they developed during these periods and introducing the major authors and cultural themes, as well as lesser known authors and historical background.

Mary Crane

EN 171 Introduction to British Literature and Culture II (Spring: 3) Fulfills the pre-1900 requirement

This lecture course explores great British writers from 1700 to the present. This period includes (among much else) the great essayists and satirists of the eighteenth century, the Romantic poets and Victorian novelists of the nineteenth, the modernists of the twentieth, and the world writing that follows the break-up of the British empire. We consider these works in light of the cultural context in which they were written.

James Najarian

EN 201 Versions in Black: Genres of Black Women's Writing (Spring: 3)

Cross listed with BK 201

Satisfies Cultural Diversity Core requirement

The phrase "Black Women's Writing" suggests that such writing is a fixed or homogeneous body of work that can be neatly defined and represented. Our course constitutes itself against this idea. By re-thinking these works, we also re-examine notions of literary canon, race, gender, sexuality, community, and history. Significantly, we "deconstruct" common notions of Black Women's Writing by examining the varied genres these writers use to express their imaginings. Required readings come from the fields of science fiction (Octavia Butler), prose/experimental (Gayl Jones and Martha Southgate) novels, drama (Suzan-Lori Parks), poetry (Elizabeth Alexander), and autobiography/memoir (Toi Derricotte).

Rhonda Frederick

EN 204 London: A History in Verse (Spring: 3)

Capitalizing on Mark Ford's recent collection of poetry that engages with one of the world's great cities, this new course aims to explore, and to enhance pleasure in, poems that span about six centuries of urban experience. For counterpoint, there will be intermittent forays into the country, with some classical pastoral poems in modern translation and glimpses from the likes of Shakespeare, Wordsworth, Frost, and Elizabeth Bishop.

Dayton Haskin

EN 205 Global Victorians (Spring: 3)

Satisfies the pre-1900 requirement

This course will consider the literature of Victorian Britain from an international perspective. Questions of empire, commerce, subjugation, tourism, war, and settler colonialism will be central to our purpose. In addition to advertisements, speeches, and poetry, key texts will include adventure stories, like Stevenson's *Treasure Island*, Conan Doyle's *The Sign of Four*, and Haggard's *King Solomon's Mines*; mystery novels, like Collins's *The Moonstone* and Stoker's *Dracula*; novels written by Britons living abroad, like Taylor's *Seeta* (India) and Clarke's *His Natural Life* (Australia); and critiques of the machinery of empire, like Conrad's *Lord Jim* and Schreiner's *Story of an African Farm*.

Maia McAleavey

EN 211 Literature Wired: the Digital Humanities (Spring: 3)

Digital technology is reinventing how we play and how we study. It's remaking our literature, our classrooms, our universities. It's even reshaping your brain. In this experimental and experiential class, we'll spend a lot of time discussing ideas; even more developing hands-on projects. You become not consumer, but producer of knowledge. By definition multidisciplinary, the course will equip you with tools for learning and living that can expand along a multitude of paths. No need for programming skills. Enthusiasm, creativity, and delight in collaboration, however, will be at a premium. Bring your imagination.

Joseph Nugent

EN 212 Introduction to Medical Humanities (Spring: 3)

An exploration of health and illness in literary texts, from the classical period to the present. Topics will include the representation of woundedness and isolation; contagion and contamination; cultural fascination with and apprehension of embodied "otherness;" writing about pain; metaphors of disease; the peculiar associations between health and beauty in contemporary culture; visualism in health care practices; the shape of debates about end-of-life decisions. Primary texts may include works by Aeschylus, Shakespeare, Montaigne, Bacon, Camus, Grealy, Audre Lorde, Anatole Broyard, Ann Fadiman, and Margaret Edsel; theoretical readings by Elaine Scarry, Susan Sontag, Rosemarie Thomson Garland, and Byron Good.

Amy Boesky

EN 219 Reading Visual Culture (Spring: 3)

This course is an introduction to some aspects of the emerging field of Visual Culture. Among the areas we may explore are painting, photography, installation and performance art, texts incorporating word and image, public art, advertising, architecture. We will study how images are used both to impose and to subvert dominant constructions of race, class, gender, and sexuality. We will be exploring these issues across a range of disciplines including: philosophy, history, literature, aesthetics, psychoanalysis, anthropology, and sociology.

Robin Lydenberg

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 224 Post-Soviet Russian Literature (Fall: 3)**Cross listed with SL 224**

Since the fall of the Soviet Union in 1991, dramatic cultural shifts have transformed Russian literature—writers no longer work under the “red pencil” of censorship, but like writers in the West, under the “censorship” of the marketplace. Crime fiction vies with more high-brow literature, and post-modern themes and devices prevail among a younger generation less influenced by a classical or Soviet heritage. Diversity (e.g., gender and ethnic identities), newly acquired tastes, and a predictable tension between Soviet and post-Soviet values characterize works by Boris Akunin, Valeriia Narbikova, Viktor Pelevin, Nina Sadur, Vladimir Sorokin, Olga Slavnikova, and Liudmila Ulitskaia.

*Cynthia Simmons***EN 227 Classics of Russian Literature (in translation) (Fall: 3)****Cross listed with SL 222****Offered periodically****Conducted entirely in English****Undergraduate major elective****Required for Russian majors**

A survey of selected major works, authors, genres and movements in nineteenth-century Russian literature, with emphasis on the classic works by Pushkin, Lermontov, Gogol, Turgenev, Tolstoy, Dostoevsky, and Chekhov.

*Cynthia Simmons***EN 228 Twentieth-Century Russian Literature (in translation)****(Spring: 3)****Cross listed with SL 223****Offered periodically****Conducted entirely in English****All readings are in English****Undergraduate major elective****Major requirement (Russian)**

Study of major landmarks of Russian literature, in light of Russia's turbulent history in the twentieth century. Works by Akhmatova, Babel, Belyi, Berberova, Bunin, Venedikt Erofeev, Gladkov, Olesha, Platonov, Solzhenitsyn, Trifonov, and others.

*Maxim D. Shroyer***EN 235 Second Voices: Twenty-First Century American Fiction by Immigrants (Spring: 3)**

This course will examine the fiction and essays of several twenty-first-century writers who have immigrated to the U.S. While each text raises a different exile, choice, national, and trans-national identities, looking closely at language itself, we will ask what it might mean for some of these writers to be writing in their second language. Texts by Edwidge Danticat, Junot Diaz, Dinaw Mengestu, Gary Shteyngart, Ha Jin, and Iris Gomez. Writer Edwidge Danticat will visit campus in March. Students are required to attend two of her events outside of class.

*Elizabeth Graver***EN 255 Introduction to Post-Colonial Literature (Fall: 3)****Cross listed with BK 254****Satisfies Cultural Diversity Core requirement**

What was the impact of the British “civilizing mission” on the peoples of Africa, South Asia, and the Caribbean? This course offers the native point of view through a combination of some of the best novels written in English from Egypt, Nigeria, Kenya, Zimbabwe, India and

the Caribbean alongside cultural and theoretical material that deal with aspects of colonial rule. We'll trace the course of the British Empire from the point of view of the colonized in terms of social policy, education, impact on gender, race and sexuality, nationalism, revolution, and finally economic dependency.

*Kalpana Seshadri***EN 258 Sin and Evil in Medieval Literature (Fall: 3)****All texts are in English translation****Fulfills the pre-1700 requirement**

This course examines works of literature from the eighth to fifteenth centuries through their treatments of, and navigation through, the concepts of sin and evil. Beginning in the Anglo-Saxon period, we trace our theme through a wide array of sources (heroic, elegiac, and epic poetry, sermons, saints' lives, mystical visions, sagas, fables, biography, drama) and evaluate its functions in the interplay between literary text and historical context. Where do evil and sin lie—in the individual, in society, or both? And in what forms?

*Richard Burley***EN 260 Talking Things in the Eighteenth Century (Spring: 3)**

Eighteenth-century texts through the lens of “thing theory,” a theoretical approach addressing how inanimate objects help to form and transform human beings. During the eighteenth century, what did objects mean? How did people understand their things as things? We will read classic works, including Defoe's *Robinson Crusoe*, Pope's *The Rape of the Lock*, and Swift's *Gulliver's Travels*, among other works, alongside relevant thing theory. We will also explore how human beings were treated as objects under chattel slavery. This class offers expertise in the practice of “thing theory” and access to a eighteenth-century texts from a number of genres.

*Elizabeth Wallace***EN 277 Introduction to American Studies (Spring: 3)**

This course offers an introduction to the interdisciplinary study of American culture. It is not a survey of American cultural history; rather, we will concentrate on approaches, methods, and themes of interest as we assemble critical skills for making interpretive arguments about aspects of culture in their historical moment. The forms we analyze will include examples from literature, film, painting, music, theater, landscape, and architecture, among others. Members of the American Studies faculty will present guest lectures to highlight various aspects of the field.

*Lori Harrison-Kahan***EN 284 Race and Visual Culture (Spring: 3)****Cross listed with BK 280**

This course considers representations of race in U.S. film, television and the visual arts. We will consider how the U.S.'s history of racial conflict and cooperation is imagined in various genres including art installations, television, and film. We will consider how such depictions are enabled or limited by their particular genre. How do police procedurals handle race differently from sci-fi or family dramas? What typical metaphors, characters and/or visual signs arise and which topics seem particularly prevalent or taboo? Texts under consideration may include *The Wire*, *Battlestar Galatica*, *Torchwood*, *For Coloured Girls*, *The Siege*, *The Help*.

Cynthia Young

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EN 288 God and the Imagination: Epitaphs for the Journey (Fall: 3)

A radically new course of readings dealing with the final questions of death, annihilation, tallies and losses, and the things that remain: love, faith, justice, hope, the endless questioning, the endless quest. Selections will range from Biblical texts to Dante's Hell and Purgatory, the Metaphysicals, Hopkins, Rosenberg and Owen on the horrors of war, the Hell Variations offered by poets like Hardy, Larkin, Hecht, Hart Crane, Berryman, Plath and Sexton, through the purgatorial ascent of T.S. Eliot, Thomas Merton, Flannery O'Connor, Seamus Heaney, William Carlos Williams, Wallace Stevens, Cormac McCarthy, and a number of new voices in poetry.

Paul Mariani

EN 302 Witches and Apocalypses in Young Adult Fiction (Fall: 3) Cross listed with BK 312

Recent young adult fiction seems oddly focused on both the supernatural and the post-apocalyptic. In our quest to understand why, we will trace the genre looking specifically at how supernatural entities might uniquely speak to adolescent readers; how post-9/11 fears have been translated into stories where the protagonist must survive in a post-apocalyptic world or navigate a pre-apocalyptic setting in which s/he must save the world. Finally, we will consider how earlier themes: social pressure, race and class tension, family dysfunction, and addiction find expression in the current strand of young adult fiction.

Cynthia Young

EN 307 History of the English Language (Spring: 3)

Satisfies Lynch School of Education requirements for English majors (HEL/Grammer/Syntax)

This course provides a cultural history of English over 1500 years. We examine basic linguistic processes (meanings, sentence structure, sounds, spellings, word formation); follow the phases of English (Indo-European, Germanic, Old English, Middle English, Early Modern English, Modern English), and interrogate notions of correctness, standard/non-standard, literary language, simplified language, spelling reform, pidgins and Creoles, the increasing dominance and variety of English around the world, and the powerful influence of cyberspace. Along the way, we will read historical events such as invasions, political and intellectual revolutions, immigration, emigration, and cultural assimilation as shaping forces in the living entity of the language.

Robert Stanton

EN 310 Shakespeare (Spring: 3)

Fulfills the pre-1700 requirement

An introduction, placing Shakespeare's drama in the historical and theatrical contexts of his time. Topics will include Shakespeare's professional career; the playhouses for which he wrote; the structure of Elizabethan playing companies; Elizabethan stage conventions such as blank verse, doubling, and cross-dressing; and the textual and performance histories of his plays. Since one learns much about Shakespeare on one's feet, the collaborative staging of a scene is also required, along with active class participation.

Andrew Sofer

EN 329 The Poet and Poetry: Yeats, MacNeice, and Heaney (Spring: 3)

Terence Brown

EN 333 British Modernism (Fall: 3)

An introduction to British modernism, this course will consist in detailed readings of works by writers including Beckett, Bowen, James, Joyce, Mansfield, Pound, Eliot, Woolf, and Yeats. Reading this cosmopolitan, global movement, we will inevitably consider (at the very least) American and French writers, too. Questions might include: In what ways did modernists respond to the upheavals of their contemporaneity, and what are the limits of understanding modernism as such a reaction? What are some ways of understanding modernism's relation to late-Victorian writing, and, beyond the Victorians, to a classical (particularly Greek) tradition? Are there identifiable elements of modernist style?

Kevin Ohi

EN 337 Victorian Marriage/Victorian Sex (Fall: 3)

Fulfills the pre-1900 requirement

The Victorian era may call to mind strict gender roles and romantic novels culminating in marriage. Yet this period also saw rampant prostitution, feminist agitation for rights, and debates over competing definitions of masculinity. This course explores the interrelation between Victorian literary forms and nineteenth-century debates about gender and sexuality. Our focus will be on fiction, most likely: Brontë's *Jane Eyre*, Eliot's *Adam Bede*, Braddon's *Lady Audley's Secret*, and Hardy's *Tess of the D'Urbervilles*. Along the way, we will encounter a wide range of readings, from Sherlock Holmes stories to Victorian poetry, and from books of household advice to pornography.

Maia McAlevey

EN 351 British Romantic Poetry (Fall: 3)

Fulfills the pre-1900 requirement

In this course we will read and discuss the poetry of Burns, Blake, Barbauld, Wordsworth, Coleridge, Byron, Shelley, Hemans, Keats, Clare, and Landon. In addition to reading a few essays in literary criticism and theory by the poets themselves, we will consider a variety of critical perspectives, including formalism (the study of poetic and other literary devices and structures) and other approaches, such as feminism and the New Historicism, that bring out the cultural, social, and historical contexts of the poems.

Alan Richardson

EN 377 Medieval Arthurian Literature (Spring: 3)

Myth, legend, and history conspired to make the most popular and enduring sorcerer Merlin, lustful Uther, Sirs Gawain, Lancelot, Perceval, and the other Knights of the Round Table. We will dig at the Celtic roots of the Arthurian tales, revel in the golden age of French romance, take a detour to medieval Iceland, and examine the transformative influence the tradition had on the mainstream of English literature. All texts will be read in Modern English translation except the Middle English ones, but no previous Middle English knowledge is required.

Robert Stanton

EN 382 Varieties of Shorter Fiction (Fall: 3)

This course means to explore the appeals, rewards, dangers, and logistics of narrative fiction generally, using short stories as a manageable focus that allows us to encounter a significant number of diverse examples in a limited time, with scintillating juxtapositions rather than orderly historical development or theoretical digestibility as our organizing principle. Studying a wide range of fictions from the nineteenth century to the present, we'll examine in detail how specific texts

work, consider relations among different modes, and perhaps, warily, approach larger formal and theoretical questions about how literary stories function for tellers and audiences.

Robert Chibka

EN 396 Contemporary Irish Literature and Culture (Spring: 3)

This course will explore the writings of contemporary Irish authors. We will read texts of the last few decades and consider the cultural transformations from which they emerged, e.g., economic turbulence, globalization, and emigration. Readings may include fiction by Colum McCann and Emma Donoghue, poetry by Seamus Heaney and Paul Muldoon, and drama by Marina Carr and Brian Friel.

Trista Doyle

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 430 Literature and Journalism in America (Spring: 3)

This is an upper-division elective that examines the development of mainstream and alternative American journalism over the last eighty years, with a special focus on the late twentieth and early twenty-first century. We will examine the border areas and conflicts between American nonfiction and news reporting in four areas: reporting on crime, the underclass, and transnational urban spaces; war and foreign correspondence; the New (and newer) journalism; and memoir. Our subject will be the interdependence of narrative forms and the social conditions they address.

Christopher Wilson

EN 431 Contemporary American Poetry (Fall: 3)

The contemporary moment in American poetry is lively, diverse, and resists easy definition. Strong individual voices stake out widely differing poetic projects, and part of our work in this course will be to consider the poets with an eye toward their literary ancestors as well as their possible lines of contemporary kinship. We'll read poets writing today who will, in all likelihood, continue to be read several generations from now, as well as some newcomers about whose lasting power we'll make up our own minds.

John Anderson

EN 444 Major Irish Writers (Spring: 3)

For much of its history, Ireland has been a small, struggling nation. But it has produced a large proportion of the world's best Anglophone literature. This course will examine some of Ireland's most important and influential writers of prose, poetry, and drama and will explore their relationship to the country that made them.

Marjorie Howes

EN 478 Poe and the Gothic (Spring: 3)

Fulfills the pre-1900 requirement

Working with Poe as a central figure, this course examines the development of English and American Gothic fiction from *The Castle of Otranto* to "The Yellow Wallpaper" and beyond. In addition to Poe, we will read work by some of the following writers: Horace

Walpole, Matthew Lewis, Jane Austen, C. B. Brown, Washington Irving, Nathaniel Hawthorne, Charlotte Gilman, H. P. Lovecraft, and Stephen King.

Paul Lewis

EN 482 African American Writers (Fall: 3)

Cross listed with BK 410

Satisfies Cultural Diversity Core requirement

This course deals with fiction, poetry, and autobiography in African American literature from Lucy Terry (1746) to the present. The course provides an historical overview and explores key texts by major and minor writers, such as W.E.B. DuBois, James Weldon Johnson, Gwendolyn Brooks, Ralph Ellison, Richard Wright, and Toni Morrison.

Cynthia Young

EN 486 Drama of Harlem and Irish Renaissance (Spring: 3)

Satisfies Cultural Diversity Core requirement

This course offers a comparative study of theatrical developments in two ethnic revival movements of the early twentieth century, the so-called Irish and Harlem Renaissances. Among topics to be discussed will be the intentions of the playwrights in both movements, their attempts to explore and define national and racial identities, their problematic relations with their audiences, and their use of myth, history, and dialect.

Philip T. O'Leary

EN 497 Argument and Commentary (Fall: 3)

This writing-intensive workshop will help participants develop a variety of skills of argumentation, including indirect descriptive arguments, reviews, editorial commentary and analytic arguments. Short nonfiction readings from writers like Junot Díaz, David Sedaris, Rebecca Solnit and Evan Watkins—as well as essays from a range of students—will be studied for their content ideas and rhetorical strategies. Students will draft a variety of short pieces, participate in whole-class and small-group workshops, and extensively revise three essays for a final portfolio.

Paula Mathieu

EN 501 Boston: History, Literature and Culture I (Fall: 3)

Satisfies the pre-1900 requirement for the English major

Covering the period from the arrival of the Winthrop Fleet in 1630 through the Civil War, this is the first half of a two-semester, interdisciplinary course on Boston's history, literature and culture broadly defined. Team-taught by a history and an English professor, and drawing on experts in the other areas (including music and visual arts), the class reads poetry, drama, fiction and nonfiction connected to Boston in relation to political and social developments. Site visits will take students out to the streets, museums, and archives of one of the most historic cities in the United States.

Paul Lewis

Owen Stamwood

EN 502 Boston: History, Literature and Culture II (Spring: 3)

Covering the period from the Civil War to the present, this is the second half of a two-semester, interdisciplinary course on Boston's history, literature, and culture. Team-taught by a History and an English professor, and drawing on faculty in other departments and experts in the Boston area to provide insights into Boston's culture broadly defined, the class examines Boston's literature, film, art, music, and

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other cultural forms in relation to political and social developments. Site visits will take students out to the streets, museums, and archives of one of the most historic cities in the United States.

Carlo Rotella

David Quigley

EN 521 Advanced Topic Seminar: American Modernism (Fall: 3)

Admission by permission of instructor

This course will explore the narrative and poetic strategies that writers between the first and second world wars employ to represent issues including family, space, objects, trauma, war, commodity culture, gender, race and class. As we explore the role of literature in picking up the pieces of American life after the First World War, we will focus on the way in which modern poets and novelists come to view the relationship between language and lived experience. The class will focus on a range of writers including Faulkner, Hemingway, Fitzgerald, Hurston, Larsen, Stein, Eliot, Williams, Stevens, and West.

Laura Tanner

EN 526 Shakespeare: Early Plays (Fall: 3)

Fulfills pre-1700 requirement

This course will examine comedies, tragedies, and histories written by Shakespeare during the first half of his career. Plays may include *The Comedy of Errors*, *Titus Andronicus*, *Richard III*, *Henry IV Parts I & II*, *Henry V*, and *The Merchant of Venice*. We will also engage in archival research and read a variety of non-literary texts from the period in order to consider the cultural contexts in which these plays were produced and the ways that they explore notions of monarchy, gender, race, and recent royal history. We will think about how these plays resonate with modern audiences as well.

Deanna Malvesti

EN 529 Shakespeare: Later Plays (Fall: 3)

Fulfills the pre-1700 requirement

In this course we will be reading Shakespeare's later plays with an eye toward questioning how they were enmeshed in the major political, social, racial and religious debates of the early seventeenth century. Why conjure King James I's lineage from a witches' cauldron? How are we to read Othello the Moor's crisis of faith in his wife and himself? Can all end well for a woman like Helena who strives to get and keep her man (even after he has rejected her)? The discussion-intensive format and regular writing assignments are designed for students with some experience taking literature courses.

Caroline Bicks

EN 531 Race in Literature (Fall: 3)

Cross listed with BK 400

This course examines the cultural diversity of American literature. It focuses on the themes of self-invention and re-invention in multi-ethnic texts with an emphasis on African American and immigrant writers. Genres and topics include: slave narratives, passing novels and the color line, coming-of-age stories, assimilation and Americanization, Orientalism, blackface performance, whiteness and the Africanist presence, transnationalism, urbanism and regionalism, multiracial and post-race identities, and post-9/11 immigrant experiences. Although the primary focus will be the relationship between race and nation, we will also consider how gender, sexuality, and class intersect with ethno-racial difference.

Lori Harrison-Kahan

EN 532 Advanced Creative Non-fiction: Text and Image (Fall: 3)

Through the reading and writing of creative non-fiction essays which employ both text and image, we will explore the creative tension between eye and ear that takes place in such works, as well as the implications for us as consumers of the constructed image and utterance. Students will construct four shorter essays and two longer ones. Shorter essays will focus on research and reflection concerning a single set of photographs, paintings, current political events, or steps on a pilgrimage, as suggested in texts by W.G. Sebald, Lawrence Weschler, John Berger, or Susan Sontag.

Kimberly Garcia

EN 536 Joyce's *Ulysses* (Fall: 3)

One single semester. One demanding class. One hugely important book. This course will lead you on an extended exploration of Joyce's *Ulysses*. Joyce is intermittently baffling; he's always fascinating; he's frequently hilarious. He's never less than challenging. No prior knowledge of Joyce's works is required, just a willingness to tackle the challenges offered by this wonderful, astonishing, intricate text. The demand that I make of my reader, he wrote, is that he should devote his whole life to reading my works. I think a semester will do. Mainly for the daring.

Joseph Nugent

EN 550 Advanced Nonfiction Workshop: Writing for Magazines (Fall: 3)

Admission by permission of instructor

Practicing and studying the craft of magazine writing, we will write and read a variety of articles—features, profiles, reviews, columns, etc.—and work on professional skills (e.g., pitching a story). Expect to write short pieces every week, workshop other students' prose every week, and write and revise two longer articles during the semester. We will also consider models provided by accomplished journalists.

Carlo Rotella

EN 551 Contemporary Literary and Cultural Theory (Fall: 3)

This course will introduce students to some major texts of contemporary theory. We will spend several weeks on psychoanalytic theory (Freud, Lacan, Kristeva). We will also read five or so essays from *The Norton Anthology of Theory and Criticism* to sample deconstruction, post-colonial theory, feminism, and other post-structuralist approaches. Theorists such as Benjamin, Foucault, and Agamben will be examined for political theory. This course is meant to enable students to participate in current national and international debates that, especially due to their political vitality, manage to touch on all literary fields.

Frances Restuccia

EN 557 Modern American Poetry and Poetics, 1914–1930 (Fall: 3)

An analysis of the rise of Modern American Poetry in the period between the early work of Pound (Personae and the early *Cantos*) and Eliot (*Prufrock* and *The Waste Land*), and the publication of Hart Crane's *The Bridge* (1930). Among the other poets we will study are such forerunners as Whitman, Dickinson, Hardy and Hopkins, as well as Yeats, the World War I poets, Robinson, Frost, Stevens, W.C. Williams, Edna St. Vincent Millay, Marianne Moore, H.D., Mina Loy, Langston Hughes and the Harlem Renaissance, and Cummings, and look at the effects of experimental art and jazz on the poets of the time.

Paul Mariani

EN 577 Writing Workshop: Poetry (Fall/Spring: 3)

A course in writing poetry in a variety of forms, with an emphasis on craft and revision. Students will produce roughly one poem a week and will workshop each other's drafts in group discussion.

Susan Roberts

Andrew Sofer

EN 579 Writing Workshop: Fiction (Fall/Spring: 3)
Enrollment limited to 15

This course provides encouragement, practice, and criticism for students seriously interested in writing short fiction. The workshop format demands self-motivation and universal participation. 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.

Suzanne Berne

Robert Chibka

Elizabeth Graver

EN 588 Business Writing (Fall/Spring: 3)

For CSOM students, the course is also available as MH 588.

This course is designed to expose students to the type of writing done on the job. It is a practical course where real-life examples are used to illustrate appropriate writing strategies, style, language and formats commonly found in a business setting. By the end of the semester, students will be proficient in producing business correspondence, instructions, reports, proposals, resumes, and presentation materials.

The Department

EN 599 Undergraduate Reading and Research (Fall/Spring: 3)

The Department

EN 603 Seminar in College Teaching: Women's Studies (Fall/Spring: 3)

Cross listed with HS 665, SC 664

See course description in the Sociology Department.

The Department

EN 608 Advanced Creative Nonfiction: Writing the Body in Illness and Health (Spring: 3)

This workshop will explore ideas of "health" and "illness," reading nonfiction by Skloot, Groopman, Gawande, Farmer, Fadiman, and others while honing our own writing on these topics. What constitutes "health," and why (especially in women's magazines) is it paired with "beauty"? How is "disease" defined and can nonfiction challenge extant medical perceptions? Weekly writing assignments in a range of genres (op eds, memoir essays, profiles, and essays on health-related topics) and detailed workshop critiques will help participants to develop a portfolio on topics related to these issues and to polish one longer piece with an eye toward publication.

Amy Boesky

EN 614 Advanced Topic Seminar: Aesthetic (Re)Turns (Spring: 3)

In this interdisciplinary course, we will examine the dawn of modern aesthetics, its transformation into a "philosophy of art," its apparent destruction at the hands of Marxist and Post-Structuralist critics, and its contemporary rebirth. Topics to be addressed will include: the move from subjective claims about taste to objective claims about beauty; the

relationship between aesthetic experience and political activity; and the so-called "end of art." This course should be of interest to students of literature, music, visual art, and philosophy.

Robert Lehman

EN 615 Advanced Fiction Writing Workshop (Spring: 3)

Admission by permission of instructor

This course provides encouragement, practice, and criticism for students who have demonstrated accomplishment in writing fiction. The workshop format demands self-motivation and universal participation. Since students stories are texts for class discussion, a generous willingness to respond to other's writing and to expose one's own work to such reactions is an essential prerequisite. Individual conferences with the instructor supplement workshop discussions. Students are expected to produce a steady stream of new and revised fiction throughout the semester. Narrative preferences from the traditional to the experimental are welcome.

Elizabeth Graver

EN 617 Advanced Poetry Workshop (Spring: 3)

This is a workshop for those who already have some experience writing poetry and who wish to work intensively on matters of craft and revision. Students will produce two poems a week, responding to each other's drafts in workshop discussion. Students will write in both free verse and form, having the freedom to choose which poems go into the final, graded chapbook of fifteen revised poems produced over the semester. No application process.

Suzanne Matson

EN 626 Studies in American Culture: Fear, Comfort, Risk (Fall: 3)

Admission by permission of instructor

This interdisciplinary seminar will examine journalists and cultural critics who write about American post-industrial society: about the pleasures and risks of class enclaves and underground economies, working for Wal-Mart or the home security industry, consuming mass fantasies of fear and terrorism, and more. Our particular focus will be the themes of fear, risk, and security: how do Americans define or confront fears, manage risks, describe what gives them comfort or makes them feel safe? Students will pursue a journalistic research essay on a topic of their own choosing. This is the American Studies senior seminar.

Christopher Wilson

EN 629 Advanced Creative Nonfiction: Romantic Writing (Spring: 3)

Although many have regarded the British Romantic era as an age of poetry, the writers of the time produced original works in a number of different genres and devised new forms of writing as well. In this course we will read poems of many kinds as well as poetic drama, criticism, satire, short fiction, essays, polemical writing, memoirs, journals and letters. Writers studied will include Blake, Wollstonecraft, Equiano, Barbauld, Robinson, the Wordsworths, Baillie, Coleridge, De Quincey, Byron, the Shelleys, Hemans, Keats, and Landon.

Alan Richardson

EN 633 Advanced Topic Seminar: Psychoanalysis and Literature as Dreams, Phobias, and the Uncanny (Fall: 3)

In this course we will explore the intersection of psychoanalysis and literature by studying both psychoanalytic approaches to narrative fiction and the use of narrative techniques in theoretical and clinical psychoanalytic material. Our primary readings will include texts by Freud and Lacan as well as several literary works they discuss in detail.

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Secondary criticism responding to their work will bring us into contact with a wider range of psychoanalytic and other theoretical approaches as we explore a range of issues in dream interpretation, case studies, literary interpretation, and art criticism.

Robin Lydenberg

EN 637 Capstone: The Vision Quest: A Multicultural Approach to Self-Discovery (Fall: 3)

Satisfies Cultural Diversity Core requirement

We will use the Vision Quest, a Native American ritual for finding oneself, as a metaphor for four years at Boston College. Relating their own lives to the lives of the characters, who have all gone on some variation of a quest, students will explore ways their education and experiences at college have prepared them to face the great mystery of life ahead. The main texts include: *The Grass Dancer*, *The Life of Pi*, *Go Tell It On the Mountain*, *The Bonesetter's Daughter*, and *How the Garcia Girls Lost their Accents*, and the films *Thunderheart* and *The Whale Rider*.

Dorothy Miller

EN 638 Advanced Topic Seminar: 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 most likely include Emerson, Dickinson, Stevens, Williams, Ginsberg, Snyder, and others.

Robert Kern

EN 654 Junior Honors Seminar (Spring: 3)

Permission of the instructor required

Why study Irish childhood now? Representations of the child dominate recent Irish culture, from Oscar winning movies, to Pulitzer winning memoirs, and Booker winning novels. The seminar evaluates this cultural turn. It examines how understandings of the Irish child change over time. It investigates the relationship between children and nation. It asks how nostalgia and memory frame childhood. It considers education, play, adoption, child abuse, and institutionalization. Texts include Joyce's *Dubliners*, novels by Kate O'Brien, Roddy Doyle, Colm Toibin and Anne Enright, memoirs by John McGahern and Hugo Hamilton, films and documentaries including *The Butcher Boy* and *States of Fear*.

James Smith

EN 671 Magazine Editing and Publishing (Fall: 3)

In this course, we will explore the history and current state of magazine publishing in the U.S. How has the magazine evolved from its original purpose of an information clearinghouse to its modern manifestation as a vehicle for opinion, advocacy, and entertainment? How does the dominance of new media affect the print industry? What are the nuts and bolts of magazine editing and publishing? How do we define a magazine?

Christopher Boucher

EN 696 Dante's *Divine Comedy* in Translation (Spring: 3)

Cross listed with RL 526

See course description in the Romance Languages and Literatures Department.

Laurie Shepard

Undergraduate and Graduate Course Offerings

EN 121 The Linguistic Structure of English (Spring: 3)

Prerequisite: Previous or simultaneous coursework in Linguistics or in the history of the English language

Cross listed with ED 589, SL 323

Fulfills the History of the English language requirement for EN/LSOE majors

See course description in the Slavic and Eastern Languages and Literatures Department.

The Department

EN 122 Language in Society (Fall: 3)

Cross listed with SL 362, SC 362

Satisfies Cultural Diversity Core requirement

An introduction to the study of language in its social context: varieties of language associated with social class, ethnicity, locale, and age; bilingualism; pidgin and Creole languages; proposals about the relationship of language, thought, and culture; the structure and role of discourse in different cultures. Sociolinguistic issues of contemporary interest, including: language and gender, language planning, and language and public policy.

Margaret Thomas

EN 127 Language and Language Types (Fall: 3)

Prerequisites: SL 311 and at least one other course in Linguistics recommended

Cross listed with SL 367

See course description in the Slavic and Eastern Languages and Literatures Department.

Margaret Thomas

EN 229 Literature of the Other Europe (in translation) (Spring: 3)

Cross listed with SL 232

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 Central and South-Eastern Europe. A study of the often-shared themes of frontier and identity (political and religious), exile, and apocalypse in the works of selected leading writers, such as Joseph Roth (Germany), Bruno Schulz (Poland), Bohumil Hrabal (Czech Republic), Milan Kundera (Czech), Dubravka Ugresic (Croatia), Danilo Kis (Serbia), and Mesa Selimovic (Bosnia).

Cynthia Simmons

EN 392 Syntax and Semantics (Spring: 3)

Cross listed with SL 344

An introduction to the concepts and operations of modern generative grammar and related models, as well as linguistic theories of meaning.

Claire Foley

EN 527 General Linguistics (Fall: 3)

Cross listed with SL 311

Fulfills the History of the English Language requirement for EN/LSOE majors

See course description in the Slavic and Eastern Languages and Literatures Department.

M.J. Connolly

EN 528 Historical Linguistics (Spring: 3)

Prerequisites: SL 311 or equivalent, and knowledge of Latin and/or Greek

Cross listed with SL 325

The phenomenon of language change and of languages, dialects, and linguistic affinities, examined through the methods of comparative linguistics and internal reconstruction.

M.J. Connolly

Fine Arts**Faculty**

Josephine von Henneberg, *Professor Emerita*; Doctor in Letters, University of Rome

Pamela Berger, *Professor*; A.B., A.M., Cornell University; Ph.D., New York University

Sheila S. Blair, *Norma Jean Calderwood Professor of Islamic and Asian Art*; A.B., Tufts University; M.A., Ph.D., Harvard University

Richard Blake, S.J., *Professor*; A.B., M.A., Ph.L., Fordham University; M.Div., Woodstock College; Ph.D., Northwestern University

Jonathan Bloom, *Norma Jean Calderwood Professor of Islamic and Asian Art*; A.B., Harvard University; A.M., University of Michigan; Ph.D., Harvard University

Claude R. Cernuschi, *Professor*; B.A., University of Vermont; M.A., Ph.D., Institute of Fine Arts, New York University

Jeffery W. Howe, *Professor*; Chairperson of the Department; A.B., Carleton College; Ph.D., Northwestern University

John Michalczyk, *Professor*; A.B., A.M., Boston College; M.Div., Weston College School of Theology; Ph.D., Harvard University

Nancy D. Netzer, *Professor*; B.A., Connecticut College; M.A., Tufts University; M.A., Ph.D., Harvard University

Kenneth M. Craig, *Associate Professor*; B.A., M.A., Ohio State University; Ph.D., Bryn Mawr College

Sheila Gallagher, *Associate Professor*; B.A., Connecticut College; M.F.A., Tufts University

Stephanie Leone, *Associate Professor*; B.A., George Washington University; M.A., Syracuse University; Ph.D., Rutgers University

Michael W. Mulhern, *Associate Professor*; B.F.A., University of Dayton; M.F.A., Columbia University

Mark Cooper, *Adjunct Professor*; B.S., Indiana University; M.F.A., Tufts University

Andrew Tavarelli, *Adjunct Professor*; B.A., Queens College

Alston Conley, *Adjunct Assistant Professor*; B.F.A., Tufts University

Contacts

- Administrative Assistant: Joanne Elliott, 617-552-4295, joanne.elliott@bc.edu
- www.bc.edu/finearts

Undergraduate Program Description

The department offers three majors: Art History, Film Studies, and Studio Art. Internships are available in local museums and galleries. For details, inquire at the Fine Arts Department office.

Major Requirements: Art History

The Art History major offers undergraduate students an opportunity to acquire specialized knowledge and understanding of visual artifacts from prehistory to the present day, from Western and non-Western cultures. As a humanistic discipline, the history of art closely relates the analysis of visual culture to other modes of intellectual inquiry; accordingly, art history students and faculty frequently participate in interdisciplinary programs across the university. Contributing to the broad foundation that constitutes a liberal arts education, departmental courses prepare students for graduate work leading to professional careers in the arts, including teaching and research, art criticism, museum curatorship, art conservation, museum directorship, and art appraising. They also prepare the student to hold positions in commercial galleries and auction houses. The skill sets developed in art historical studies, however, do not apply exclusively to the analysis of works of art. The ability to evaluate material evidence, to study the cultural contexts in which it was discovered, to assess critically the various interpretations works of art have elicited, and to fashion clear and persuasive arguments in kind, are valuable in any program of study or professional situation. In a world increasingly dominated by images, visual literacy is as indispensable to navigating one's every day environment as it is to analyzing products of high culture. To tailor departmental offerings to suit their specific needs, students majoring in art history plan integrated programs in consultation with their faculty advisors, and are encouraged to take courses in history, philosophy, theology, and other fields related to their specialization. For those contemplating graduate study in art history, it is highly recommended that language courses in French and German be taken as early as possible. For the Art History major a minimum of 11 courses (33 credits) must be completed in the following way:

- FA 101–102 Introduction to Art History (six credits)
 - FA 103 or FA 104 Art History Workshop (three credits)
- These three courses should normally be completed by the end of the sophomore year.
- Eight additional courses of which three must have FA numbers at or above the 300 level and three must have FA numbers at or above the 200 level. At least one course must be chosen from each of the following periods:
 - Ancient Art
 - Medieval Art
 - Renaissance through Eighteenth Century Art
 - Nineteenth and Twentieth Century Art
 - Non-Western Art

FA 401 Seminar in Art Historical Research (three credits) is required and must be taken during the Junior or Senior year. This course is counted as one of the required eight courses discussed above. Note: This course is offered only in the fall semester of each year.

Students having earned a score of five on their AP exam may have the option of waiving the FA 101 and FA 102 requirement, although the same overall number of courses (11) for the major remains unchanged. Students having earned a score of four may waive either 101 or 102, but not both.

Major Requirements: Film Studies

The Film Studies major applies the liberal arts tradition to the present-day culture of images and technologies. Courses in film history, theory, and criticism enable students to become active, selective, and ethical participants in a world progressively more dominated by the media of visual communication.

Research-based studies in American and world cinema explore the mutual influence of the films and their respective diverse cultures and historic periods. Familiarity with several great films and film-makers provides a basis for understanding the relationship between contemporary artists and industrial society. Each student will have an opportunity to apply this theoretical knowledge to the experience of film making and exhibition both through programs in scripting, photography, production, and digital editing and through an extensive internship program in the Boston area.

Students are encouraged to widen and deepen their understanding of the medium through additional courses in Art History, Studio Art, Theatre, and Communication. While this Film Studies major provides a solid foundation for further studies and professional involvement in the industry, it also offers the liberal arts student a broad-based preparation for other career options.

The Film Studies major requires 12 courses (36 credits), four of which must be above the 300 level. These must be distributed as follows:

- Introduction to Film Art
 - At least two American Film History courses. Courses in excess of two may be counted as electives
 - At least two production courses (Film Making, Photography, Digital Editing). Courses in excess of two may be counted as electives.
 - Six electives, at least two of which must be at the 300 or 400 level
 - Senior Project: A film, or film script, historical or critical essay.
- An advisor will determine if the student is prepared to undertake the specific project and will direct its completion.

Since film is a humanistic discipline, students are also encouraged to take supplementary courses in history, political science, literature, music, and theatre. In general, a rich liberal arts curriculum will supplement a student's technical training in production and provide a fertile ground for fresh narrative ideas.

Major Requirements: Studio Art

The Studio Art major provides students with an opportunity to participate in the shaping of their education. At the basis of this program of study is a dependence on the students' own perceptions, decisions, and reactions. Courses are available in many media and all involve direct experience in creative activity. Studio courses aim at developing the techniques and visual sensibility necessary for working with various materials. An understanding and exploration of the meanings and ideas generated by the things we make, and an awareness of the satisfaction inherent in the process of the making are integral parts of the program.

The Studio Art major is designed both for the student artist and the student interested in art. It teaches how to make art and an appreciation of how art is made. The department courses are conceived as an integral part of the liberal arts curriculum, and the studio major provides a solid basis for continuing work in graduate school and in art-related fields such as teaching, design, architecture, art therapy,

conservation, publishing, or exhibition design. Students intending to major in Studio Art are encouraged to begin the major in their freshman year. They are required to take a minimum of 12 courses for a total of 36 credits, to be distributed as indicated below. The program is to be worked out in consultation with the department advisor.

The Studio Art Major has a track for Arts and Sciences students and a second track for Lynch School of Education students who are double majors.

Studio Art Majors are required to take a minimum of 12 courses for a total of 36 credits, to be distributed as indicated below. The program is to be worked out in consultation with the department advisor.

Required Courses:

- FS 103 Issues and Approaches to Studio Art (3 credits)
- Choose two of the following four courses (6 credits)
 - FS 101 Drawing 1
 - FS 102 Painting 1
 - FS 141 Ceramics
 - FS 161 Photography 1

In consultation with an advisor, one of these choices should set the direction and future course of the major.

- FA 356 Art since 1945 (3 credits) or FS 211 Hot Off the Shelf (3 credits)
- Six additional courses with FS numbers over 100 (18 credits). These must include at least two 200-level and two 300-level courses. Effective for the class of 2014 and following, six additional courses with FS numbers over 200 (18 credits). These must include at least three 300 level courses.
- Two semesters of the senior project (FS 498) (6 credits)
Students must have taken at least four semesters of work relating to his/her senior project prior to his/her senior year.

In addition to the required courses, the following Studio Art and Art History courses are recommended:

- FS 325 Studio/Critical Issues
- FA 101 Art from Prehistoric Times to the High Middle Ages
- FA 102 Art from the Renaissance to Modern Times
- FA 109 Clues to Seeing
- FA 257 Nineteenth Century Art
- FA 258 Twentieth Century Art
- FA 285 History of Photography
- FA 356 Art Since 1945

Summer travel and summer courses are recommended for enrichment. Consult the department advisor.

Art History Minor

The minor in Art History provides the student with an introduction to the art of the Western world. In addition to the two introductory courses, FA 101 and FA 102, the student will have a choice of two 200-level courses and at least two 300-level courses, for a total of four upper-level courses covering specific art-historical periods. In these courses, the student will be exposed to the methods of the discipline and will complete a research paper.

Studio Art Minor

The minor in Studio Art offers the students the opportunity to pursue a course of study in ceramics, painting, drawing, or photography. This curriculum of six courses is designed to encourage an in-depth investigation of one medium, rather than a generalized sampling

of many. Students who are interested in declaring a minor can contact Professor Michael Mulhern by e-mail at mulhernm@bc.edu or by calling 617-552-4296.

The minor comprises six (6) classes (18 credits) to be selected as follows:

- Required introductory course for all Studio Minors: FS 103 Approaches and Issues to Studio Art (3 credits)
- One introductory level class to be selected from the following: (3 credits)
 - FS 101 Drawing 1
 - FS 102 Painting 1
 - FS 141 Ceramics 1
 - FS 161 Photography 1
- The concentration of classes that follow must be related to (only one of the above listed areas and must be selected as follows:
 - Two classes at the 100 level or above (6 credits)
 - One class at the 300 level (3 credits)
 - FS 328 Senior Minor Project (In this class students will be expected to complete a significant thesis project.)

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, e.g., three painting or three photography classes. If a student wishes to pursue a discipline that he/she has not taken an introductory course in, he/she must take that introductory course as an elective before taking additional classes in that discipline.

Additional requirements:

- No more than one independent study in your field of concentration.
- Courses to be counted in the minor must be taken for a grade (no pass/fail).
- It is suggested that if students wish to strengthen their minor by taking electives, they should add additional classes from the offerings in their chosen area of specialty. The department also encourages students to take:
 - FA 356 Art Since 1945
 - or**
 - FA 258 Twentieth Century Art
 - FS 285 History of Photography

Film Studies Minor

The Film Studies Minor is intended to give students an introduction to the basic elements of film production, history and criticism. Requirements normally include FM 202 Introduction to Film Art, then one production course, and one course in history or criticism. A selection of three additional courses as electives from the offerings of the film studies program allows the student to pursue individual interests and develop a level of competence in one particular area, such as production, history, or criticism.

Information for First Year Majors

First Year Art History majors are required to take FA 101 Art from Prehistoric Times to the High Middle Ages with FA 103 Art History Workshop. First Year Studio Art majors are advised to select two studio courses from FS 100, FS 101, FS 102, or FS 161 and one art history course from FA 102, FA 257, FA 258, or FA 285. FM 202 Introduction to Film Art is a required foundation course to ground the student in film language, history, and criticism.

Information for Study Abroad

Art History

Students normally come to a Fine Arts major in sophomore or even junior year, hoping to complete the course work within a short period. The department tries to assist them in doing so with close supervision as well as encouragement to take several art history courses in approved programs abroad.

No prerequisites are required although students are encouraged to take the Introduction to Art History (FA 101-102) as a foundation for further study. An extensive survey abroad would serve as a substitute. Prior to senior year, students are limited to one or two semesters abroad.

Since our department would like to offer its own stamp on the Art History major, Fine Arts prefers that the student take no more than three courses abroad. Most often courses taken abroad are used as major electives. These courses should not be taken in senior year, since the Senior Seminar is crucial to the completion of the major. In selective programs, e.g., in Florence, the students would be allowed to take an additional course or two with the prior approval of the department.

The most successful programs have been those in Europe—Italy, France, Spain, and England.

The department believes strongly that the study of art history in a location where there are first-class museums and programs will greatly enhance the student's understanding of the works of art in context. We will try to accommodate most worthwhile programs and make suggestions for the most effective ones based on former students' past experiences.

Associate Professor Stephanie Leone is the department Study Abroad Advisor and the department contact for course approval.

Film Studies

Although there are no prerequisites, students are encouraged to take the Introduction to Film Art (FM 202) and/or History of European Film (FM 283) to serve as a strong foundation for film studies, prior to going abroad.

Normally, the student should take up to two 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.

Professor John Michalczyk is the department Study Abroad Advisor and the department contact for course approval.

The faculty 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 obtain approval for the courses and have several options in case a specific course is not offered during the term(s) abroad.

Studio Art

The Department believes strongly that study abroad is worthwhile, exposing students to not only other cultures but other forms

and traditions of artistic expression. At the same time it cautions studio majors to consider their growth and development in the major and to integrate study abroad with their chosen area of concentration in consultation with their department advisor. Students should have the following courses completed prior to studying abroad:

- Two courses (six credits) of the following:
 - FS 141 Ceramics I
 - FS 101 Drawing I
 - FS 102 Painting I
 - FS 161 Photography I
 - FS 103 Approaches and Issues to Studio Art
- Selection of four courses in your area of concentration
- Up to two of the seven electives that are required for the Arts and Sciences Studio major may be taken abroad.

There are no restrictions on courses taken abroad, but it is recommended that they are used to fulfill major electives or to develop the student's area of concentration. Students are encouraged to study abroad but studies should be limited to one semester. It is strongly advised that students speak to their faculty advisor about possible ideas for their Senior Project before going abroad. The department recommends programs in Italy, England, and photography programs in Prague and Paris.

Assistant Chairperson, Andrew Tavarelli, is the department Study Abroad Advisor and the department contact for course approval.

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.

Art History

Undergraduate Course Offerings

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

FA 101 Art: Prehistoric to Middle Ages (Fall: 3)

Satisfies Arts Core requirement

A fundamental course for understanding the visual arts in the Western World: painting, sculpture and architecture. Major monuments in the history of art will be discussed in historical and cultural context beginning with Paleolithic cave art through the art of the medieval period. This course will examine some of the ancient material

from an archaeological perspective, but its main emphasis will be on style and meaning in art. Assignments will include museum visits and the study of significant works of art in Greater Boston.

Pamela Berger

Kenneth Craig

FA 102 Art: Renaissance to Modern Times (Spring: 3)

Satisfies Arts Core requirement

This is the fundamental course for understanding the visual arts: painting, sculpture and architecture. The major monuments in the history of art will be discussed in their historical and cultural context beginning with the Renaissance in Europe down to the art of our own time. The emphasis will be on style and meaning in art. 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.

Claude Cernuschi

Stephanie Leone

FA 103–104 Art History Workshop I and II (Fall/Spring: 3)

Required for art history majors

The primary objective of this 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 109 Clues to Seeing (Fall/Spring: 3)

Satisfies Arts Core requirement

Everyone looks, not everyone sees. This course aims to develop students' ability to see the visual clues and cues that artists use in their works to communicate meaning. First students learn to see and read artists' visual vocabulary. Then students use skills to uncover underlying meaning in works of art from various times and places to reveal understandings about the contexts in which artworks were created. In addition to developing skills to analyze any artwork and insights into a few cultural moments, students take away a heightened ability to see and understand all aspects of visual experience.

Judith Bookbinder

FA 130 Intersection of Science and Painting (Spring: 3)

Cross listed with CH 102

In this course, material is drawn from physics, chemistry, and mineralogy to give the non-science student a scientific understanding of light, color, and colorants used in painting, as well as an introduction to the methods of scientific analysis that can be brought to bear on conservation and restoration of paintings, on investigating hypotheses in art history, and on establishing authenticity of artwork.

David McFadden

FA 207 Ruins of Ancient America: Temples and Tombs (Fall: 3)

Satisfies Cultural Diversity Core requirement

The Aztec, Maya, and Inca peoples, and their precursors in Mexico, Central America, and Peru, flourished prior to sixteenth

century Spanish conquest. Ancient Meso-American cultures shared an emphasis on a cosmic calendar, kinship, warfare, blood sacrifice, and an elaborate ritual ball game. We will explore these, and the new theories on the classic Maya collapse and practice of human sacrifice. The Andes, with the vast Inca empire and newly discovered tombs and enigmatic ceramics of the Moche in Peru, reveal an emphasis on nature worship and animal and supernatural images.

Diana K. McDonald

FA 221 Mysteries and Visions: Early Medieval Art (Fall: 3)

Satisfies Arts Core requirement

This course will illuminate the art of the so-called Dark Ages, from about 200 A.D. to around the year 1000 A.D. We will begin with the art of the waning classical world where, in addition to the burgeoning imagery of early Christianity, one finds the magico-religious art of the mystery cults of Cybele, Mithras, and Isis. We will look at the art of Byzantium, as well as that of Celtic-Early Christian Ireland, and go on to a study of the Carolingian renaissance. The last part of the course will be devoted to the apocalyptic millennial art of tenth century Spain.

Pamela Berger

FA 226 Islamic Spain/Al-Andalus: Word, Monument, and Image (Spring: 3)

Cross listed with HS 334, IC 226

Offered periodically

Muslim rule in Spain lasted nearly 800 years (711–1492). Islamic Spain is famed for beautiful cities, elegant architecture and decor, and for the efflorescence of Islamic and Jewish learning and poetic traditions. A time of co-existence, when Muslims, Christians, and Jews lived together, al-Andalus is an example of peaceful possibilities. Study of their interactions, manifest in architecture and imagery, and in Hebrew and Arabic poetry, reveals how the different communities defined themselves together and in opposition to one another. Students could continue their studies in BC's study abroad program in Granada.

Pamela Berger

Dana Sajdi

FA 231 Early Renaissance Art in Italy (Fall: 3)

Satisfies Arts Core requirement

Why was art made in the Renaissance? What did it mean to its original audience? This course studies connections between art, society and culture in Italy in the fourteenth and fifteenth centuries, a period of fertile artistic innovation. We will explore the prominent artistic centers of Florence, Siena, Rome, and Venice; powerful patrons like the Medici family; and renowned artists, such as Giotto, Brunelleschi, Donatello, and Botticelli.

Stephanie Leone

FA 232 Northern Renaissance Art (Spring: 3)

Painting in the Netherlands and in Germany in the fifteenth and sixteenth centuries. Emphasis will be on the style and the meaning of the great works of the masters of Northern Renaissance art such as Jan van Eyck, Hieronymus Bosch, Pieter Bruegel, and Albrecht Durer. We will discuss how the Renaissance in Northern Europe is different from the Italian Renaissance and what influences it absorbed from the Italians. We will consider the importance of printed pictures in this era when books and broadsheets assumed such a crucial role.

Kenneth Craig

FA 251 Modern Architecture (Spring: 3)

Satisfies Arts Core requirement

This course charts the development of modern architecture from late eighteenth-century revival styles to modernism, post-modernism, and deconstructivist architecture. We examine the work of F.L. Wright, Gropius, Mies van der Rohe, LeCorbusier, Aalto, Louis Kahn, Venturi, and Gehry, among others, and explore how their work embodies social, political, and economic issues.

Katherine Nahum

FA 257 Nineteenth-Century Art (Spring: 3)

Satisfies Arts Core requirement

An introduction to European and American art of the late eighteenth century to 1900. The work of major painters and sculptors will be investigated in the context of contemporary cultural and political developments. Beginning with art in the age of revolutions in France and America, we will study the movements of Neoclassicism and Romanticism. The evolving role of the academy will be studied, as well as independent movements such as Realism, Impressionism and Post-Impressionism. Artists to be studied include David, Goya, Turner, Monet, Van Gogh and Rodin.

Jeffery Howe

FA 258 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.

The Department

FA 267 From Salt-Box to Skyscraper: Architecture in America Seventeenth to Twentieth Centuries (Fall: 3)

Satisfies Arts Core requirement

This course will trace the development of American architecture from colonial times to the present. Particular attention will be paid to monuments in New England, with field trips to important buildings in the Boston area. In addition to studying stylistic changes, the class will consider the significance of changes in building technology and social needs for the history of architecture. This course will make extensive use of a networked archive of scanned photographs. The Digital Archive of American Architecture is available on BCInfo.

Jeffery Howe

FA 285 History of Photography (Spring: 3)

This course looks at the evolution of vision and practice through a selected survey of the history, technology, and aesthetics of photography from the earliest experiments in the medium to the present day. We will focus primarily on photographic practice in Europe and the USA. 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 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

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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 reference to the broader archaeological contexts of the material. While the class will focus on the physical remains of these civilizations, ancient literary sources—read in translation—will be employed to enrich our understanding.

Kenneth Craig

FA 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, understand how Michelangelo's art continuously evolved, and how other artists reacted to the challenge of the High Renaissance.

Stephanie Leone

FA 335 Italian Palaces From 1450 to 1650 (Spring: 3)

In mid-fifteenth-century Florence, the Medici, the city's de facto ruling family, built a private palace unprecedented in its monumentality. This bold move prompted other wealthy families, first in Florence and then in centers like Rome and Venice, to express their status through grand private residences. This seminar will study the architecture, painted decoration, and material culture (furniture, collections, and objects) of Italian palaces from 1450 to 1650. Particular focus will also be placed on the motives and justifications behind living magnificently in Renaissance and Baroque Italy.

Stephanie Leone

FA 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 (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 370 The Art Museum: History, Philosophy and Practice (Fall: 3)

Cross listed with CL 223

A study of emergence of museums tracing development from private, ecclesiastical collections of classical and medieval periods to their present form as public institutions. Topics include the following: selecting, researching, and installing works of Classical art; the museum's function in its social context; the role of museums in creating culture; how practices of visual and material culture are linked to constructing meaning; the constituency of museums and their educational mission; and philosophy of installation and care of collections.

Gail Hoffman

Nancy Netzer

FA 401 Seminar in Art Historical Research (Fall: 3)

The seminar acquaints the student with the bibliography and research methods necessary for scholarly work in art history. The student prepares a substantial research paper under the direction of the professor and presents it to the class.

Claude Cernuschi

FA 403–404 Independent Work I and II (Fall/Spring: 3)

These courses 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 443 Realism and Symbolism (Fall: 3)

Offered periodically

Gustave Courbet puzzled many in 1855 by titling one of his works a real allegory, highlighting the tensions between Realism and Symbolism which would challenge many in the next decades. This seminar will explore the Realist and Symbolist movements, including one the one hand artists such as Courbet, Manet and Degas, and on the other, Moreau, Gauguin, Fernand Khnopff and Edvard Munch. The course will use the exhibition "Courbet: Belgium/America" which will be held in the McMullen Museum in the fall of 2013 as a primary resource.

Jeffery Howe

FA 481 Bernini and the Baroque (Fall: 3)

Cross listed with RL 830

Offered periodically

Open to both graduate and undergraduate students

An interdisciplinary study of the art, literature and culture of the Baroque age (ca. 1600–1680), focusing on its epicenter, the city of Rome, and on the one artist who more than any other defined and disseminated that style, Gian Lorenzo Bernini. Against the backdrop of the political and institutional crises and social-religious metamorphoses of the period, we will explore the fertile and intimate inter-relationship between the arts (sculpture, architecture, theater, music) and the other forms of cultural expression.

Stephanie Leone

Franco Mormando

FA 499 Advanced Independent Research (Spring: 3)

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

Film Studies***Undergraduate Course Offerings***

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

FM 171 Filmmaking I (Fall/Spring: 3)

How observations and visions are turned into images. How images are connected to form ideas. Projects in silent filmmaking, shooting, lighting and editing are included. The course is also about film as a form of expression and communication. A class for beginners. Equipment is provided.

The Department

FM 202 Introduction to Film Art (Fall/Spring: 3)

The basic course introduces essential concepts of film techniques, history, and criticism, and supplies the background for more advanced work in film studies. It provides some familiarity with the artistic, economic, technological, and social factors that exerted an influence on the development of the medium and the industry to its present influential role in cultures today. Critical reading and historical research lead to active viewing and to precise written and oral evaluations of individual films.

Richard Blake, S.J.

Gautam Chopra

FM 220 Holocaust and the Arts (Spring: 3)

To express the inexpressible tragedy of the Holocaust from 1933 to 1945 remains a challenge. The Arts nonetheless attempt to get at the intrinsic experience of this twentieth century genocide through poetry, film, music, and literature. These symbolic—realist and at times surrealist—expressions help us in a human way to understand the historical and personal events of the Holocaust.

John Michalczyk

FM 230 Introduction to Video Art (Fall/Spring: 3)

Prerequisite: Students should have taken at least one studio or film class
Lab fee required

This course introduces video as a medium for artistic expression and conceptual inquiry. Hands-on instruction in camera composition, lighting, sound, and editing allows students to produce individual projects which explore a range of approaches and strategies including experimental, animation, and installation. Recent and historical trends in the medium are covered through the viewing of work by media artists since 1965.

Jennifer Friedman

FM 241 Film: Literature and Law (Spring: 3)

Cross listed with EN 244

Offered periodically

Interest in the rapport between film and literature as it relates to the law intrigues us as much today as ever. Literature captures the drama of a legal trial or an investigation into a brutal, racial murder. Film takes rich material and shapes it into a compelling form with

dynamic visuals and narrative techniques. The course explores the power of story-telling and the impact of film to embody and inhabit law and its relationship to ideas about inferiority, liberty, citizenry, race, justice, crime, punishment, and social order. Film adaptations from short stories, plays, and novellas will comprise the curriculum.

John Michalczyk

FM 273 Filmmaking II (Fall: 3)

Prerequisite: Filmmaking I or permission of the instructor

Lab fee required

This course is designed for students who want to make movies. Using state-of-art sound film cameras, students develop topics, shoot, and edit their own films. Emphasis is on demystifying the filmmaking process. Equipment is provided.

John Hoover

FM 274 Digital Non-Linear Editing (Fall/Spring: 3)

Prerequisite: Departmental permission

Limited to 10 students

Lab fee required

This course will provide the fundamental skills required for editing moving pictures as well as hands-on experience on the Avid non-linear edit system. The Avid Media Composer is currently considered a standard tool in the video, television, and film industry. Using the system, students will learn the basics of pacing, continuity, and electronic storytelling by producing and editing their own material. They will also master the latest techniques in digitizing, organizing bins and clips, building a timeline, saving sequences, and output to tape.

Adam Bush

FM 275 Final Cut Pro Editing (Fall: 3)

Some equipment required

Restricted to majors

This course is an introduction to digital video editing using the Final Cut Pro software environment. Students will learn the basics of digital video editing ranging from digitizing video to timelines to multiple tracks and mixing to transitions and more.

Kristoffer Brewer

FM 277 Russian Cinema (Fall: 3)

Cross listed with SL 274

Offered periodically

Conducted entirely in English

All films with English subtitles

See course description in the Slavic and Eastern Languages and Literatures Department.

Thomas Epstein

FM 280 American Film History: Early Years (Fall: 3)

A survey of the social, artistic, cultural, technological and economic foundations of the American motion picture industry serves as the background for the study of several of the most important directors of the silent era, like Chaplin, Griffith, Keaton and Flaherty, their audiences and the social impact of their work. The introduction of sound will include some early films of Frank Capra.

Richard Blake, S.J.

ARTS AND SCIENCES

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 Michalczuk

FM 290 American Film History: Pre-War Period (Spring: 3)

The Department

FM 301 Screenwriter (Fall/Spring: 3)

This course will explore the role of the screenwriter in the film making process, from original idea to the finished screenplay and film. Students will also learn how the screenwriter adapts source material such as plays, novels, and real life events. Along the way, students will learn about each of the elements of screenwriting including: structure, character, dialogue, theme, genre, and breaking rules. Both individually and as a classroom project, students will read screenplays and analyze the resulting films to gain a better understanding of how those elements work in combination and contribute to the finished product.

The Department

FM 302 Adaptation: Fiction into Film (Fall: 3)

This course explores the interplay between film and literature, in particular, the transposition of different forms of fiction to the movie screen. Using short stories, novellas and plays, students will study and analyze how the screenwriter and director adapt source material to make the film version of that same story. Students will read the original works before watching all or part of the resulting film and discussing the differences and the reasons therefore.

The Department

FM 303 Advanced Screenwriting (Fall: 3)

Prerequisite: FM 301

Limited to 15 students

This course is for students interested in writing for film, applying the knowledge gained in FM 301 Screenwriter toward their efforts at writing their own screenplays. In the early part of the class, students will select an idea for a film and transform that idea into a story suitable for the screen. From there, in a round-table setting, students will complete a series of exercises to help them focus their stories, eventually moving on to writing a finished first act (28–30 pages) by the semester's end.

The Department

FM 310 The Working Cinematographer: On the Set (Fall: 3)

Prerequisite: Filmmaking I or equivalent or consent of the instructor

An advanced course in cinematography. Students rotate crew assignments in the camera, lighting, and grip departments while completing video assignments varying documentary/dramatic, day/night, exterior/interior shooting skills. Visits by local freelancers underscore the collaborative nature of the role of the director of photography. Ideal for future filmmakers or aspiring film/video professionals.

John Hoover

FM 312 World Cinema (Spring: 3)

Satisfies Cultural Diversity Core requirement

This course provides the opportunity for students to explore films from regions other than Europe and North America. Films of Asia, Africa

or the Middle East, will serve as a focus for the course. Special attention is given to the social, economic, cultural and political contexts from which these films arise, both in the country of origin and in the West.

The Department

FM 314 Cinema of the Greater Middle East (Fall: 3)

Satisfies Cultural Diversity Core requirement

Cinema shapes the way we view a culture, but in order for a film to reveal that culture, we must view the film with an understanding of the context in which it was created. In this course we will look at several films from the Greater Middle East and study their artistic aspects as well as the cultures within which they were shot. We will also explore the various points of view of the filmmakers, and look into how the scripts and the shooting styles serve to accomplish their goals.

Pamela Berger

FM 315 Film Noir (Fall: 3)

Offered periodically

We will explore the history of the enigmatic Hollywood style from its origins in German Expressionism and Hard Boiled Fiction through its classic era, and finally into its rebirth as revisionist neo-noir in the 1970s. The course will examine how American social and political history factored into noir's sudden appearances, and study theoretical concepts of genre, space, gender, and self-perception. Directors include Wilder, Tourneur, Aldrich, Altman, Polanski, and Lynch.

The Department

FM 331 Independent American Film (Spring: 3)

Offered periodically

How might contemporary independent cinema be seen as both an alternative and a response to mainstream Hollywood fare? How has the acquisition of indie studios, such as Miramax and New Line Cinema, transformed the industry? Has the affordability of technology and accessibility of audiences truly created a democratization of film? This course emphasizes critical examination of contemporary American Independent film from the 1980s films of John Cassavetes, Steven Soderbergh, Spike Lee through the 1990s and 2000s with features from Kevin Smith, Allison Anders, Richard Linklater, Quentin Tarantino; shorts from Wes Anderson and Jane Campion; and current festival hits.

The Department

FM 343 Genocide and Film (Fall: 3)

Cross listed with TH 343

Offered periodically

An historical overview of the twentieth century tragedy of genocide and ethnic cleansing as depicted in feature films as well as documentaries. Through analysis of a series of poignant films the plight of Native Americans, the controversial Armenian Genocide, the Holocaust and its legacy, the Killing Fields of Cambodia, the Hutu-sponsored massacres in Rwanda will help grasp the driving mechanism of genocide and ethnic cleansing.

Ray Helmick, S.J.

John Michalczuk

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 393 American Classic Auteurs (Fall: 3)

Based on an updated form of auteur criticism, which concentrates on the director as author of the film, this course will treat films several of the great American film makers of the classic Hollywood period, like John Ford, Howard Hawks, Orson Welles, Frank Capra and John Huston. In addition to class screenings, students will privately view other films of these directors and research the social contexts that influenced their artistic development and reception by the public.

Richard Blake, S.J.

FM 395 Teaching Assistantship (Fall: 3)

John Michalczyk

FM 396 Advanced Screenwriting II (Spring: 3)

Prerequisite: FM 303

Department permission required

Limited to 12 students

In a round-table setting, students will continue to work on the script they began in Advanced Screenwriting. The course will feature more exercises and outlining, leading to the writing of the remainder of their script. As in Advanced Screenwriting, students will critically examine each other's exercises and writing under the guidance of the professor. It is anticipated that students will complete a finished first draft of a full length feature film (100–120 pages) by the semester's end.

The Department

FM 440 Independent Study (Fall/Spring: 3)

The Department

FM 461 Filmmaking III (Spring: 3)

Gautum Chopra

FM 499 Advanced Independent Research (Fall/Spring: 6)

John Michalczyk

FM 598 Teaching Assistantship (Spring: 3)

The Department

Studio Arts

Undergraduate Course Offerings

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

FS 101 Drawing I: Foundations (Fall/Spring: 3)

Satisfies Arts Core requirement

Lab fee required

The use of line, plane, and volume is explored to develop the student's comprehension of pictorial space and understanding of the formal properties inherent in picture making. Class work, critiques,

and discussions will be used to expand the student's preconceived ideas about art. This course incorporates historical components and writing assignments.

The Department

FS 102 Painting I: Foundations (Fall/Spring: 3)

Satisfies Arts Core requirement

Lab fee required

This is an introduction to the materials, methods, and vocabulary of painting. The course uses observation and learning to see as the cornerstone for painting, but involves expression and abstraction as well as representation. The emphasis is on making the painting come alive rather than on copying. Students are expected to paint in the studio during class and to complete outside assignments. Critiques, slide lectures, and museum visits are integral parts of the course. This course incorporates historical components and writing assignments.

The Department

FS 103 Issues and Approaches to Studio Art (Fall/Spring: 3)

Lab fee required

Course is intended for Studio majors, minors, and serious students with previous studio experience.

This is not a Core course.

Freshmen are not advised to take this course.

This course is intended for Studio Majors and Minors and serious students with previous studio experience. This course enables students to develop skills and ideas by exploring objective, subjective, and conceptual approaches to a variety of media. Practical exercises include live models, scenarios, memory, and imagination. Students develop skills and confidence by exploring a variety of ideas and techniques in preparation for a more individually directed approach in subsequent courses. Discussions and group or individual critiques develop students' critical and analytical skills and provide an open forum for students to bring questions and problems for exploration.

Sheila Gallagher

FS 104 Seeing is Believing (Fall/Spring: 3)

Satisfies Fine Arts Core requirement

Seeing is Believing is a hands-on class that will help open the door to the mystery behind effective and engaging visual decision making. Do you find yourself using ambiguous gut feelings to make something that looks "good" without applying meaningful criteria? Using a variety of approaches and materials including photography, charcoal, and collage, assignments, exercises, and field trips are designed to strengthen visual acuity and the ability to communicate dynamically and creatively. This class is designed for both advanced and entry-level students with 2-D and 3-D assignments providing enough flexibility to meet each student at whatever level they are.

Debra Weisberg

FS 117 The Art of Portraiture (Fall: 3)

Offered periodically

This drawing course focuses on the genre of Portraiture, both in theory and in practice. The Mona Lisa, carnival portraits, and everything in between they all share the same initial approach to the figure. We will first hone in on the structure of the head. From there, we will use value, shapes, and color to create strong portraits with charcoal, gouache, and watercolor pencils. Along with traditional methods we will explore contemporary approaches to portraiture, with differing

ARTS AND SCIENCES

uses of format, composition, and color schemes. Classroom activities will include demonstration, lecture, and critiques. Basic drawing skills are strongly recommended.

S. Chong

FS 141 Ceramics I (Fall/Spring: 3)

Lab fee required

This course will deal with all phases of ceramics from slab construction to bowl making and a good deal of effort will go into considering a variety of sculptural possibilities at a foundation level. This course covers the broadest range of ceramic techniques and information. The emphasis in the second semester will be on combining the various techniques and concepts acquired previously into a working order, as well as an exposure to additional technical and conceptual information. Those students starting ceramics in second semester will be given individual assistance in beginning techniques.

Mark Cooper

FS 147 Studio Projects: Installation and Collaboration (Fall: 3)

An independent study class for Fine Art majors, minors, and students across the university interested in creating sculpture and/or collaborative projects that cross disciplines and media. These projects can be individually driven or created by collaborative teams developed from within the class. The collaborative teams can include a range of interests, from fine arts to math, business, nursing, psychology, and the range of areas of study offered at Boston College.

Mark Cooper

FS 150 Painting Plus: Collage (Fall: 3)

Satisfies Arts Core requirement

This is an introduction to the materials, issues, and concerns of painting. The course focuses on modern approaches to painting where the edges between it and collage or sculpture blur. The emphasis is on making creative objects. Slide lectures, class work, critiques, discussion, and museum visits will be used to expand ideas about art. The course incorporates historical components and a writing assignment.

Alston Conley

FS 161 Photography I (Fall/Spring: 3)

Lab fee required

Camera required

Some of Karl Baden's classes will meet on Wednesdays evenings.

This course is an introduction to 35mm black and white photography, with particular emphasis on exploring the potential of the photographic image and its related light-sensitive materials. Topics to be covered include exposure, film development, printmaking, and mounting for presentation. Class time will be devoted to slide lectures on the work of historical and contemporary visual artists, critiques of student work, and darkroom demonstrations. Students will have weekly photographing and printing assignments, and a final project portfolio. This course requires additional work outside of class time.

Karl Baden

Charles Meyer

Sharon Sabin

FS 208 Drawing the Figure: Observation to Expression (Spring: 3)

Prerequisites: FS 101; FS 204 or permission of the instructor

This course uses the human figure to expand the student's ability as a finely tuned observer to more expressive and analytical approaches. Students are expected to expand their ability to utilize drawing materials inventively in solving weekly problems. Studio work include: drawing

the figure to generate ideas; revise those ideas; developing finished drawings; researching historical and contemporary innovations and doing creative copies of these master works; working from memory and contextualized imagination. A special focus is placed moving drawn work from the figure as object of observational study to the drawn figure as expressive of political, spiritual, sexual, etc., ends.

Michael Mulhern

FS 211 Hot Off the Shelf (Fall: 3)

This course is designed to foster an understanding of the most recent movements in contemporary visual art. Regular visits to galleries and museums serve as a basis for lectures and class discussions. Reading assignments are geared to set the works under discussion in a historical and theoretical context. The course will stress the relevance of the material under study to studio practice. Students are expected to complete reading and written assignments as well as a visual project.

The Department

FS 215 Collage and Mixed Media (Spring: 3)

Prerequisite: At least one art course at the 100 level or above or permission of instructor

Through a series of exercises and projects that use a variety of non-traditional materials and alternative techniques (photomontage, assemblage, stenciling, etc.), students will explore the history and techniques of collage and mixed media assemblage. Emphasis will be placed on developing an understanding of the meaning of materials. Weekly classes follow historical development of concept, process, and imagery through the twentieth century.

Alston Conley

FS 223 The Power of Objects—Intermediate Painting (Spring: 3)

Prerequisites: FS 101–102 or permission of the instructor

Lab fee required

The course reviews and extends the fundamental and conceptual aspects of painting introduced in Painting I. Assignments are aimed toward encouraging the student to respond to contemporary issues in image making in order to further the development of a more personal vision. We work from complex still lives to develop strong optical and technical painting skills in addition we will consider the meanings, references, and psychological charge that objects may have.

Andrew Tavarelli

FS 224 Bare Naked Approaches to Painting the Figure—Painting III (Spring: 3)

Prerequisites: FS 101–102 or permission of the instructor

Lab fee required

This course is an introduction to the human body as a form and as a subject for creating paintings. The course will introduce the student to portraiture and full figure painting, using both the student and in class models as the subject. The student will be introduced to a variety of painting styles and techniques through side presentations and assigned projects. This is an intermediate/advanced level course and the student will be encouraged to focus on personal imagery and style while maintaining a concentration on representational painting.

Mary Armstrong

FS 225 Watercolor I (Fall: 3)

Lab fee required

Students are introduced to the materials, techniques, and pleasures of watercolor. Assignments in class are designed to expand the student's visual thinking. Topics such as the elements, astrological signs, Eastern

mandalas, pop objects, comics, and Mexican retablos serve as the basis for our projects. The majority of the studio time is spent working but includes critiques, slide lectures, reading assignments and gallery visits.

Andrew Tavarelli

FS 230 Introduction to Video Art (Fall/Spring: 3)

Prerequisite: Students should have taken at least one studio or film class.

Cross listed with FM 230

Lab fee required

Introduction to Video Art is a studio art course examining video as a medium for artistic expression and conceptual inquiry. Responding to instruction about camera operation, composition, sound recording, editing with Final Cut Pro and video projection, you will produce several small assignments and a larger final project. Video screenings and readings will cover trends in video art past and present, providing a conceptual basis for you to explore the many possibilities within video making, while critiques and discussion will provide a forum for dialogue.

Georgie Friedman

FS 242 Ceramics II (Spring: 3)

Lab fee required

Ceramics II is a continuation class of Ceramics I. There will be an emphasis on one or more individual projects and one small group collaborative technical research project. Students must have previous ceramics experience in or equivalent to take this course.

Mark Cooper

FS 261 Photography II (Fall: 3)

Prerequisite: FS 161 or permission of the instructor

Lab fee required

This course will focus on understanding and mastering the aesthetic and technical relationships among light, film, and camera, and emphasizes the development of a personal photographic vision. The class will serve as a forum for demonstrating photographic processes and equipment, critiquing work, and examining the work of contemporary artists and traditional masters within the medium to develop a visual literacy. Students are expected to produce work in series and to present a final portfolio. This course requires additional work outside of class time.

The Department

FS 276 Art and Digital Technology (Fall/Spring: 3)

Cross listed with CO 204

Lab fee required

This introductory course will offer students the opportunity to develop their visual imagination and their artistic skills through the use of digital technology. Adobe Photoshop and preliminary work with Illustrator will offer the principles of composition and two-dimensional design. Computer-aided drawing and design, as well as photo imaging, will be an integral part of the course. The various skills of graphic expression learned in the course will have an Internet application.

The Department

FS 280 Digital Diaries: Creating a Personal Body of Work in the Digital Age (Spring: 3)

Prerequisite: Permission of instructor required

Students learn and use advanced techniques in Adobe Photoshop, Illustrator and InDesign to create a body of work exploring the meaning in their lives, examples may include family history, friends, relationships, or life-changing experiences. Technical demonstrations, critiques, discussions of established photographers is part of each class. The goal

is to design and produce an actual book of their project, printed by an online service (iBook, Blurb, Shutterfly, etc). Digital Diaries is an intermediate/advanced level course. Students must have their own camera (film or digital), basic familiarity with Photoshop (Art and Digital Technology or its equivalent).

Karl Baden

FS 306 Alternative Approaches in Drawing (Spring: 3)

Prerequisites: Two previous studio classes (one in drawing) or permission of instructor

Offered periodically

Fresh ideas and approaches to drawing are essential for the creative development of a department and its students. This class will explore both traditional and new conceptions of what drawing can be. We will conduct our investigation using traditional materials as well as new media in the service of crossing and pushing established boundaries.

The Department

FS 321 Painting IV: Layered Image (Fall: 3)

Prerequisite: FS 102

This is a hands-on painting course that explores ways to develop and construct new imagery. We will seek challenging approaches to the organization and composition of painting space through layered and juxtaposed images. The many possible sources for imagery may include, but are not limited to, personal memorabilia, cultural references, museums of science and natural history, text and the internet. Class time is organized around painting, complemented by slide lectures, critiques, readings and gallery visits.

Mary Armstrong

FS 328 Senior Minor Project (Spring: 3)

Required for Studio Art minor

This course comprises hands on studio work and readings that address contemporary issues in the visual arts. It is an upper level class for those with a serious interest in art making and visual thinking. Students are expected to work in a medium of their choice with which they are familiar. Studio assignments will be developed out of the issues explored in the readings. Students are expected to produce a body of studio work and to make an oral presentation that situates their work in relation to the topics under investigation.

Sheila Gallagher

FS 330 Pandora's Box (Fall: 3)

Offered periodically

This is an all media (painting, drawing, photo, collage,) intermediate level studio class. The class will use myth, fable, and fairy tales to generate ideas for art making. Students should have taken at least one studio class in their preferred medium. In addition to in-class studio work there will be assigned readings, class critiques, and slide lectures as well as studio, museum, and gallery visits and a final portfolio review.

Andrew Tavarelli

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

ARTS AND SCIENCES

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.

The Department

FS 357 Costume Design (Fall: 3)

Cross listed with CT 357

See course description in the Theatre Department.

Jacqueline Dalley

FS 361 Photography III (Spring: 3)

Prerequisites: Two of the following courses are required: FS 161, FS 261, or FS 276 and permission of instructor

Lab fee required

This production course explores the potential of the photographic medium through both color and black and white pictures. Working with current photographic digital imaging technology and techniques, students will advance their skills in digital-image capture and high-quality output as well as analog printing. Lectures and assignments will concentrate on both traditional photographic-based picture making and digital technologies. Students will be expected to develop their own project ideas and to work in series. This course requires additional work outside of class time.

The Department

FS 385–386 Independent Work I and II (Fall/Spring: 3)

Prerequisite: Department permission. Normally students should have exhausted all course work in the area they choose to do independent work.

These courses allow students who possesses sufficient background in a chosen area to progress to a higher level or to investigate a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department. These studies are normally directed by the full time faculty. Independent work requires weekly meetings with Professor Cooper and students will work on projects that will expand upon their efforts in.

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 and IV (Fall/Spring: 3)

Prerequisite: Department permission. Normally students should have exhausted all course work in the area they choose to do independent work.

These courses allow the student who possesses sufficient background in a chosen area to progress to a higher level or to investigate a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department. These studies are normally directed by the full time faculty.

The Department

FS 498 Senior Project I (Fall: 3)

This course is required of all Studio Art majors. Students must have taken at least four semesters of work relating to their project prior to the senior year. It is directed by a member of the Department and evaluated by Departmental review.

Andrew Tavarelli

FS 598 Teaching Assistantship (Fall/Spring: 3)

Prerequisite: Permission of instructor

Open only to juniors and seniors

Enrollment is limited to one student per class.

This course is intended to provide undergraduate students with teaching experience. Students assist a professor in planning and implementing various aspects of a course. Students must produce an independent body of work for this course to count toward a major or minor in Studio Art.

The Department

German Studies

Faculty

Michael Resler, *Professor*; Chairperson of the Department; A.B., The College of William and Mary; A.M., Ph.D., Harvard University

Rachel Freudenburg, *Associate Professor*; B.A., Wayne State University; M.A., Washington University; Ph.D., Harvard University

Contacts

- Department Administrator and Academic Advisor: Agnes Farkas, 617-552-3740, farkasag@bc.edu
- 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 30 credits or ten courses within the following curriculum:

- Two (GM 201 and 202) Composition and Conversation
- Two (GM 210 and 211) History of German Literature
- Six semester courses in German literature or culture

Notes for majors with transfer credits:

Of the 30 credits or ten semester courses, a minimum of 12 credits or four courses beyond Composition and Conversation (i.e., at least four upper-level literature or culture courses) must be taken within the German Studies Department at Boston College. Courses taken abroad to be counted toward the German Studies major must be conducted in German.

Information for First Year Majors

A prospective German major should select an initial language course, e.g., GM 001, GM 050, or GM 201, according to his/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—or 30 credits at that level—are required to complete the major.

Information for Study Abroad

Prior to study abroad, German majors must complete the following prerequisites: minimum language preparation of two semesters of Intermediate German (GM 050–051) or the equivalent. Since studying German is fully consistent with majoring (or minoring) in German, nearly all courses taken abroad, provided they are conducted in German, will be accorded major (or minor) credit. However, as noted

in all departmental publications, of the ten semester courses or 30 credits which constitute the major, a minimum of four courses or 12 credits beyond Composition and Conversation (i.e., at least four upper-level literature or culture courses) must be taken within the German Studies Department at Boston College.

The department prefers for students to study abroad during their junior year (either full year or semester) rather than senior year. Programs in Eichstätt, Berlin, Heidelberg, and Vienna are all recommended. Students should consult either Professor Rachel Freudenburg or Professor Michael Resler when planning to study abroad in Germany.

Undergraduate Course Offerings

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

GM 001–002 German A (Elementary I and II) (Fall/Spring: 3)

True beginners should also sign up for GM 003

Students are introduced to the basics of the German language: vocabulary, grammar, communicating in every-day situations, reading, listening comprehension, and writing. These courses are supplemented with a workbook, online videos, and audio programs. These beginning courses are intended for those with no prior knowledge of German as well as those with some high school background.

Rachel Freudenburg

Ursula Mangoubi

Ruth Sondermann

GM 003–004 Elementary German Practicum I and II

(Fall/Spring: 1)

Corequisites: GM 001–002

These intensive one-hour supplementary courses give students extra help mastering concepts presented in GM 001–002 through review and recycling of material. It is open to all students concurrently enrolled in GM 001–002 that feel they need more “time on task.” This class is an excellent opportunity to practice conversation in a smaller, more informal group. The grade is chiefly determined by class participation, so more than two absences result in a grade of “C” or “D.”

The Department

GM 050–051 Intermediate German I and II (Fall/Spring: 3)

Prerequisites: GM 001–002 or equivalent

Satisfies Foreign Language Proficiency Core requirement

Conducted primarily in German

Counts toward German minor

The emphasis will be on further training in active use of the language, with emphasis on reading and conversation. These courses include readings in twentieth-century German prose, fiction, and non-fiction; German culture and society; grammar review; and discussion and composition.

The Department

GM 066 The Quest for Justice: Kafka and Kleist (Spring: 3)

Cross listed with EN 084

Satisfies Literature Core requirement

Offered biennially

Conducted in English with all texts in English translation

Counts toward German major, German minor, and German Studies minor

The term “poetic justice” implies that when we are wronged, literature can put it right even if our environment cannot. In this course, we read two of Germany’s most enigmatic authors: Heinrich von

Kleist and Franz Kafka. Though hailing from two different centuries, both grapple with the task of defining a universal standard of justice in a diverse world. Is there really justice for all when racism and sexism inform not only our thinking but also our social institutions? Can we ever really know what justice is, after we realize that all human knowledge is subjective?

Rachel Freudenburg

GM 067 The Romantic Experience (Fall: 3)

Cross listed with EN 084

Satisfies Literature Core requirement

Offered biennially

Conducted in English

Counts toward German major, German minor, and German Studies minor

This course traces a number of themes which were first expressed in the writings of European Romantics during the early nineteenth century and which shaped European and American intellectual history throughout the twentieth century. Such themes are, for example, love, emotion, nature, spirit, solitude, the miraculous, the sublime, and mental insanity. Texts (three novels, an autobiographical memoir, a short story, an essay, poems, letters, and fairy tales) include works by Rousseau, Goethe, Jane Austen, the Grimm brothers, E.T.A. Hoffmann, Ralph Waldo Emerson, and Jack Kerouac.

The Department

GM 175 Business German (Spring: 3)

Prerequisite: GM 051 or the equivalent

Satisfies Foreign Language Proficiency Core requirement

Conducted in German

Counts toward German major, German minor, and German Studies minor

An introduction to the language and structure of business in the German-speaking countries, this course will focus on daily business practices, on texts related to business in German, and on cultural differences in the German-speaking business world. A semester’s work includes the practice of skills necessary to understand and perform basic business transactions (role-playing); the exploration of business in German in different media, such as television and the Internet; and the praxis-oriented expansion of applying the German language in a professional context. Not suitable for native speakers of German.

Ruth Sondermann

GM 201–202 German Composition and Conversation I and II

(Fall/Spring: 3)

Prerequisites: GM 050–051 or their equivalent

Satisfies Foreign Language Proficiency Corerequisite

Auditors must register

Required for German major and German minor

These courses are designed to improve fluency in spoken and written German. Review of grammar will be restricted to a few selected, difficult items. Short German compositions will be written periodically. Course work includes systematic vocabulary building (including German idiomatic expressions and compound nouns and adjectives), listening comprehension, speaking exercises (spontaneous and guided dialogues), and reading.

The Department

ARTS AND SCIENCES

GM 218 German Feature Film: A Survey (Fall: 3)

Offered biennially

Conducted in German

Counts toward German major, German minor, and German Studies minor

An introduction to feature films from Germany and Austria from the 1920s to the present. Questions of personal, cultural, gendered, sexual, religious, and national identity give the course thematic cohesion. Films to be discussed are: *Das blaue Licht (The Blue Light)*, *M, Die Mörder sind unter uns (The Murderers Are Among Us)*, *Sissi, Das Boot (The Boat)*, *Deutschland bleiche Mutter (Germany Pale Mother)*, *Memphisto, Taking Sides, Hitlerjunge Salomon (Europa, Europa)*, *Männer (Men)*, *Lola rennt (Run Lola Run)*, *Ich bin meine eigene Frau (I Am My Own Woman)*, *Aimee und Jaguar, Nirgendwo in Afrika (Nowhere in Africa)*, and *Goodbye Lenin*.

Rachel Freudenburg

GM 220 Goethe und Schiller (Fall: 3)

Offered biennially

Conducted in German

Counts toward German major, German minor, and German Studies minor

This course is for students with at least a third year level of German.

A study of selected dramas and lyrics of Goethe and Schiller. The development on the part of both poets from early Storm and Stress to the later Classicism will be systematically traced. Throughout the course the literature will be linked to the larger cultural context of its age, with particular attention to the philosophical (Herder, Schiller, Winckelmann, and Kant) and musical (Haydn, Mozart, and Beethoven) heritage of Germany in the eighteenth and early nineteenth centuries.

Michael Resler

GM 242 Germany Divided and Reunited (Spring: 3)

Cross listed with HS 160

Offered biennially

Conducted in English

Required for the German Studies minor

Counts toward German major and German minor

This course provides a multi-dimensional look at post-war Germany, East and West. Politics, social and economic structure (East versus West), music, art, literature, philosophy (Critical Theory), the crisis and reform of the West German university system, the young generation, and Americanization will be discussed. Other topics include radicalism/extremism/protest movements (including terrorism), coping with the past (National Socialism), the Revolution of November 1989, and the legal ramifications and unsolved problems deriving from reunification.

The Department

GM 290 Advanced Reading in German (Spring: 3)

Prerequisites: 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: German history, thought, literature, music, and modern media. The course will facilitate vocabulary development and

offer an insight into the German Geist. It is recommended for students planning to study abroad and is open to graduate students planning to conduct research in the German language. Auditors must register.

The Department

GM 299 Reading and Research (Fall/Spring: 3)

Prerequisite: Permission of the chairperson

By arrangement

The course includes supervised readings within specific areas for the solution of individual problems of research. Students may sign up for this course only after the need for a special program has been established and a faculty member has agreed to supervise the project.

Christoph Eykman

Rachel Freudenburg

Michael Resler

GM 320 German Business and Trends in Europe (Spring: 3)

Prerequisite: GM 202 (with a B- or better) or the equivalent

Satisfies Foreign Language Proficiency Core requirement

Offered biennially

Conducted in German

Counts toward German major, German minor, and German Studies minor

This advanced level German language course offers an insight into business practices, such as hiring and firing, labor laws, the developing entrepreneurship scene in Germany, and the ever changing role of the European Union. Aging population, immigration, a changing education system, and a reduced social benefit system are some of the trends that can be observed in many European countries; and businesses have to adapt to them. The opportunity of taking the Zertifikat Deutsch für den Beruf ZDfD and extensive practice for this test will be provided in the class.

Ruth Sondermann

GM 501 German Studies Internship (Fall/Spring: 1)

Prerequisite: GM 051 or equivalent. GM 175 strongly recommended.

An internship in Germany or Austria offers the student a chance to learn firsthand about daily life and business practices. Students must commit to at least four weeks of work and secure the approval of the internship supervisor.

Agnes Farkas

GM 601 Advanced Independent Research (Fall/Spring: 6)

Prerequisite: Approval through Honors Committee

Proposals for possible designation as scholar's projects should be submitted to the Chair early in the spring. Details of dates and required materials are available from the office of the Dean of Arts and Sciences. All proposals must be approved by the Chair and the Departmental advisor.

The Department

GM 699 Honors Thesis (Fall/Spring: 3)

Prerequisite: Permission of the chairperson

By arrangement

The honors thesis in German Studies is offered to interested students who maintain a cumulative average of at least 3.3 in German. These students may begin a six credit research project that will lead to a 60 to 80 page honors thesis completed during the fall and spring of their senior year. The thesis is a major scholarly enterprise entailing independent research and writing; the final product is an essay

embodying the results of original research and substantiating a specific view of the subject matter. Interested students should initiate the preparatory planning during junior year.

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

John L. Heineman, *Professor Emeritus*; A.B., University of Notre Dame; Ph.D., Cornell University

Roberta Manning, *Professor Emerita*; B.A., Rice University; M.A., Ph.D., Columbia University

David A. Northrup, *Professor Emeritus*; B.S., M.A., Fordham University; M.A., Ph.D., University of California, Los Angeles

Alan Reinerman, *Professor Emeritus*; B.A., A.M., Xavier University; Ph.D., Loyola University of Chicago

Peter H. Weiler, *Professor Emeritus*; A.B., Stanford University; A.M., Ph.D., Harvard University

Silas H.L. Wu, *Professor Emeritus*; A.B., National Taiwan University; A.B., University of California at Berkeley; A.M., Yale University; Ph.D., Columbia University

Paul Breines, *Associate Professor Emeritus*; A.B., A.M., Ph.D., University of Wisconsin

Ellen G. Friedman, *Associate Professor Emerita*; B.A., New York University; Ph.D., C.U.N.Y. Graduate School

Alan Lawson, *Associate Professor Emeritus*; A.B., Brown University; A.M., University of Wisconsin; Ph.D., University of Michigan

Carol Petillo, *Associate Professor Emeritus*; A.B., Montclair State College; A.M., Ph.D., Rutgers University

John H. Rosser, *Associate Professor Emeritus*; A.B., University of Maryland; A.M., Ph.D., Rutgers University

Paul G. Spagnoli, *Associate Professor Emeritus*; A.B., Holy Cross; A.M., Ph.D., Harvard University

James E. Cronin, *Professor*; B.A., Boston College; M.A., Northeastern University; Ph.D., Brandeis University

Robin Fleming, *Professor*; Chairperson of the Department; B.A., M.A., Ph.D., University of California at Santa Barbara

Thomas Hachey, *University Professor*; Ph.D., St. John's University

Marilynn S. Johnson, *Professor*; B.A., Stanford University; M.A., Ph.D., New York University

Kevin Kenny, *Professor*; M.A., University of Edinburgh; M.A., M.Phil., Ph.D., Columbia University

Patrick Maney, *Professor*; B.S., Wisconsin State University; Ph.D., University of Maryland

James O'Toole, *Clough Millennium Professor*; A.B., Boston College; A.M., William and Mary College; M.S., Simmons College; Ph.D., Boston College

Prasanna Parthasarathi, *Professor*; B.A., Williams College; M.A., Boston University; Ph.D., Harvard University

David Quigley, *Professor and Dean of Arts and Sciences*; B.A., Amherst College; M.A., Ph.D., New York University

Heather Cox Richardson, *Professor*; B.A., Harvard-Radcliffe; M.A., Ph.D., Harvard University

Alan Rogers, *Professor*; A.B., M.A., Ph.D., University of California, Santa Barbara

Julian Bourg, *Associate Professor*; A.B., Brown University; M.A., Graduate Theological Union & The Jesuit School of Theology at Berkeley; Ph.D., University of California, Berkeley

Benjamin Braude, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

Mark I. Gelfand, *Associate Professor*; A.B., City College of New York; A.M., Harvard University; Ph.D., Columbia University

Seth Jacobs, *Associate Professor*; B.A., Yale University; M.D.A., DePaul University; M.A., University of Chicago; Ph.D., Northwestern University

William P. Leahy, S.J., *Associate Professor and University President*; B.A., M.A., St. Louis University; M. Div., S.T.M., Jesuit School of Theology; Ph.D., Stanford University

Deborah Levenson, *Associate Professor*; B.A., M.A., University of Massachusetts, Boston; Ph.D., New York University

Cynthia Lyerly, *Associate Professor*; B.A., University of North Carolina at Chapel Hill; Ph.D., Rice University

Kevin O'Neill, *Associate Professor*; A.B., Marquette University; A.M., Loyola University of Chicago; Ph.D., Brown University

Devin Pendas, *Associate Professor*; B.A., Carleton College; M.A., Ph.D., University of Chicago

Virginia Reinburg, *Associate Professor*; A.B., Georgetown University; M.A., Ph.D., Princeton University

Sarah Ross, *Associate Professor*; B.A., Bowdoin College; M.A., Ph.D., Northwestern University

Franziska Seraphim, *Associate Professor*; A.B., University of California at Berkeley; M.A., M.Phil., Ph.D., Columbia University

Owen Stanwood, *Associate Professor*; B.A., Grinnell College; M.A., Ph.D., Northwestern University

Martin Summers, *Associate Professor*; B.A., Hampton University; Ph.D., Rutgers University

Frank Fonda Taylor, *Associate Professor*; B.A., M.A., University of West Indies; Ph.D., University of Geneva

Jeremy Clarke, S.J., *Assistant Professor*; B.A., Macquarie University; B.D., Theol. M., Melbourne College of Divinity; Ph.D., Australian National University

Thomas W. Dodman, *Assistant Professor*; B.A., M.A., University College London; Ph.D., University of Chicago

Charles R. Gallagher, S.J., *Assistant Professor*; S.T.B., Katholieke Universiteit Leuven; B.D., Heythrop College, University of London; M.A., Binghamton University; Ph.D., Marquette University

Zachary Matus, *Assistant Professor*; B.A., Johns Hopkins University; M.T.S., Harvard Divinity School; Ph.D., Harvard University

Zachary Morgan, *Assistant Professor*; B.A., Hunter College; M.A., Ph.D., Brown University

Arisa Oh, *Assistant Professor*; B.A., Yale University; M.A., Ph.D., University of Chicago

Dana Sajdi, *Assistant Professor*; B.A., American University of Cairo; M.A., Ph.D., Columbia University

Sylvia Sellers-Garcia, *Assistant Professor*; B.A., Brown University; M.Phil., St Antony's College, Oxford; Ph.D., University of California, Berkeley

Ling Zhang, *Assistant Professor*; B.A., Peking University; M. Phil., Ph.D., University of Cambridge

ARTS AND SCIENCES

Karen Miller, *Adjunct Associate Professor*; B.A., M.A., University of California, San Diego; Ph.D., University of California, Santa Barbara
Robert Savage, *Adjunct Associate Professor*; B.A., Boston College; M.A., University College Dublin; Ph.D., Boston College

Contacts

- Department Administrator: Colleen O'Reilly, Stokes Hall, S301-A, 617-552-3802, colleen.oreilly@bc.edu
- Graduate Program Assistant: Rebecca Rea, Stokes Hall, S301-B, 617-552-3781, rebecca.rea.1@bc.edu
- www.bc.edu/history

Undergraduate Program Description

The Department of History offers the undergraduate student a variety of courses in American, European, African, Asian, Latin American, and Middle Eastern history. With careful planning and the advice of faculty members, students can develop a sequence of courses that will prepare them for the fields of law, government, and foreign service, as well as careers in various international organizations, journalism, business, or teaching at the elementary, secondary, or college levels.

Major Requirements

In addition to the two-semester (six-credit) University Core sequence in modern history (selected from courses numbered HS 001 through HS 094), a History major is required to complete at least 30 additional credits in history, including the following: a 2-semester (6-credit) sequence in U.S. History (HS 181–182); three credits of HS 300: The Study and Writing of History (preferably taken in the sophomore or junior year); at least six credits in non-Western history; and at least 12 credits of upper-division electives (numbered 200–699) in addition to HS 300. All students who are not writing a senior honors thesis in History must take three of their upper-division credits in the form of either a senior colloquium (HS 691) or a senior research seminar (HS 692). At least nine credits of the electives, including six credits of the upper-division electives, should be in a field approved by the student's History Department advisor. For a list of possible fields, consult the Department's website at: www.bc.edu/content/bc/schools/cas/history/undergrad/major/requirements.html#fields.

Students planning to major in history are strongly encouraged to take the University History Core in their freshman year and HS 181–182 in their sophomore year. Note that a score of 4 or 5 on the Advanced Placement test in European or world history fulfills the 2-semester (6-credit) University Core requirement in history, and a similar score on the A.P. test in American history fulfills the two-semester (6-credit) U.S. History requirement.

Students may take a maximum of 12 foreign-study credits, no more than six of which may be upper-division credits, among the thirty required major credits beyond the University Core. Likewise a maximum of six summer credits may be taken for major credit, but at least 18 credits, including HS 300 and six of the upper-division credits, 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 120 credits required for the degree.)

Majors with strong academic records are encouraged to consider the department's Honors Program, which centers around an honors thesis done in the senior year.

Minor Requirements

The History minor requires six courses worth at least 18 credits. It begins with the two Core courses in history and concludes with two upper-division electives (numbered 200–699) worth at least six credits. In between, students can choose two other courses (worth at least six credits) freely from among the Department's offerings. Because many Core courses emphasize Europe, students minoring in history are encouraged to take at least one course in non-Western history. Advanced placement credit cannot be used to satisfy minor requirements, but students who have fulfilled the History Core through advanced placement may substitute two electives (worth at least six credits) in order to complete the required six courses (and 18 credits).

Information for First Year Majors and Non-Majors

The University Core requirement is a two-semester sequence in modern history from the late medieval period to the present. All history courses numbered between HS 001–094 fulfill this requirement. Every student must take one first-half and one second-half of a sequence (i.e., one of your courses must be odd-numbered and one even-numbered). Although students are encouraged to take both halves in the same sequence, switching to a different sequence at midyear is permitted. History Core courses examine the complex historical processes that lie behind modern-day transnational relationships, values, and ideas. They introduce students to key historical concepts, methods, and controversies and examine how present-day concerns shape our understandings of the past.

Covering several centuries of time, all History Core courses trace the political, social, economic, and cultural changes that created the modern world. As part of the Core Curriculum, these courses seek to broaden students' intellectual horizons by exposing them to new places, periods, and perspectives.

Taught by historians who specialize in distinct areas, eras, and approaches, History Core courses vary in their emphases on different parts of the world. The History Core currently includes courses focused on Asian, Atlantic, European, Latin American, and global experiences. Students are urged to read the descriptions of the department's Core offerings to find the choice that best suits them.

Detailed information on advanced placement and the Core may be found on the department's website. Students who would like to apply foreign study courses for Core credit must get permission from the Core Moderator, and they are strongly urged to do so before going abroad. Such a course must cover more than one century and more than one country. Similar guidelines apply to courses transferred from a previous institution, and at least one of the Core courses must be taken at Boston College.

No more than one of the two Core courses may, with the permission of the department's Core Moderator, be fulfilled with a summer class.

For further information about the History Core, contact the department's Core Moderator, whose name can be found on the Department's website.

Information for Study Abroad

Many History majors and minors profit greatly from spending part or all of their junior year abroad. History majors may take as many as four courses (12 credits) abroad for major credit (and a maximum of two courses—six credits—for upper-division credit), although six history courses (18 credits) beyond the Core, including HS 300, must

be taken at Boston College during the regular academic year. History minors may take as many as two courses (six credits) abroad for minor credit (including one upper-division course worth three credits).

Students seeking major or minor elective credit need only show that they passed a course offered in a history department. Students seeking upper-division credit must arrange this with the Director of Undergraduate Studies after they complete the course. In making their case for upper-division credit, they should present the course syllabus and the paper(s) written for the course. (Save everything!) In spite of the limitations on courses accepted for major credit, students who have gotten a good start on Core and major requirements before leaving for study abroad should have no trouble completing them, even if they spend an entire year abroad. It is especially helpful if they complete the U.S. History requirement (HS 181–182) and the Study and Writing of History (HS 300) before studying abroad.

Students who are contemplating a senior honors thesis and who will be abroad during the normal application process in the spring of their junior year are strongly urged to plan ahead. They should try to establish a thesis topic and to identify a faculty member willing to supervise their work before departing and verify that they will be able to be in email contact with their thesis advisor while abroad. They should be aware that the deadline for submission of applications is April 1 of their junior year. For additional information, they should consult with the director of the History Honors Program early in the semester prior to their departure for study abroad.

For additional information on foreign study for history majors, please visit www.bc.edu/schools/cas/history/undergrad/major/foreign_study.html.

For more information on the application of these guidelines to the history minor, please visit www.bc.edu/schools/cas/history/undergrad/minor.html.

If you have further questions about your study abroad or the History Honors Program, please contact Professor Mark Gelfand, Director of Undergraduate Studies, at 617-552-8451 or by email at mark.gelfand@bc.edu.

Undergraduate Course Offerings

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

HS 005–006 Asia in the World I and II (Fall/Spring: 3)

Corequisites: HS 007–008

Satisfies History Core requirement

Satisfies Cultural Diversity Core requirement

Offered periodically

These Core courses survey the Asian origins of the modern world, from the rise of the Eurasian empire under the Mongols in the thirteenth century to the global colonial context of the Industrial Revolution in the eighteenth century. We will challenge common geographical (mis)conceptions (e.g., East versus West) in historical narratives/uncover their origins and how they have changed. While emphasizing the global conjunctions in history, this approach highlights Asian experiences of the historical forces that integrated yet also divided the world in changing ways: trade routes, migrations, religions, empires, wars, ideologies, and the constraints of a shared ecological environment.

Jeremy Clarke

HS 019–020 Democracy, Rights, and Empire I and II

(Fall/Spring: 3)

Corequisites: HS 021–022

Satisfies History Core requirement

Offered periodically

These courses are an inquiry into the origins of modernity (c. 1350–1800) by considering European capitalism, early colonialism, New World slavery, religious warfare, political revolutions (e.g., the French and Haitian revolutions), the Scientific Revolution, and the Enlightenment. Looked at another way, these courses are chiefly about the first global economy and European greed, racism, exploitation, and fanaticism, out of which, in the eighteenth century, emerged the struggle for toleration and human rights. The seemingly inherent contradictions in the development of Western society during these centuries are what the professor attempts to resolve.

Devin Pendas

Alan Rogers

HS 031–032 Europe and the Modern World I and II

(Fall/Spring: 3)

Corequisites: HS 033–034

Satisfies History Core requirement

Offered periodically

Zachary Matus

Robert Savage

HS 055–056 Globalization I and II (Fall/Spring 3)

Corequisites: HS 057–058

Satisfies History Core requirement

Globalization is a fairly new term for the world-wide connections that are diminishing the significance of traditional geographical, cultural, and political boundaries. Global connections have increased rapidly in the past half-century, but global convergence has been a powerful force during the eight centuries covered by this survey. The year-long course examines three kinds of globalization: commercial, cultural, and political. While recognizing the Western world's expansiveness as a key force for globalization, the course gives extensive attention to how people from other continents have also been major agents in initiating, promoting, and resisting globalizing forces.

Andrey Ivanov

HS 077–078 Globalization I and II (Fall/Spring: 3)

Corequisites: HS 079–080

For a description of the course see HS 055–056.

The Department

HS 083–084 Globalization I and II (Fall/Spring: 3)

Corequisites: HS 085–086

For a description of the course see HS 055–056.

The Department

HS 087–088 Globalization I and II (Fall/Spring: 3)

Corequisites: HS 089–090

For a description of the course see HS 055–056.

The Department

HS 093–094 Modern History I and II (Fall/Spring: 3)

Satisfies History Core requirement

These courses cover several centuries of time and traces the political, social, economic, and cultural changes that created the modern world. Depending on the expertise of the instructor, different parts of

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the world may serve as focal points for examining the complex historical processes behind modern-day transnational relationships, values, and ideas. As part of the Core Curriculum, this course seeks to broaden students' intellectual horizons by exposing them to new places, periods, and perspectives.

The Department

HS 100 American Political Rivalries (Fall: 3)

Offered periodically

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 107 Internship (Fall: 1)

Prerequisites: Any two semesters of HS 001–094

Pass/fail

The Department

HS 111 America's War in Vietnam (Fall/Spring: 3)

Offered periodically

This course will examine America's thirty-year military involvement in Southeast Asia, one of the most controversial episodes in U.S. history. Students will read a wide variety of primary and secondary sources, from recently declassified state and Defense Department documents to poetry and short stories. Course readings are selected from various points on the left-right political spectrum, with both "hawks" and "doves" receiving their day in court. Lectures will include the 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 112 Science and the Scientific Revolution (Spring: 3)

Offered periodically

The advent of modern science in the Western world was never a necessary outcome of Western intellectual activity. Yet histories of science frequently spin a tale of intellectual progress leading inexorably to scientific thinking (and hint at brighter futures to come). This course examines the technologies and philosophical tools that would give rise to science, but with an eye to their historical contexts and their many non-scientific aspects. We especially will focus on how pre-modern medicine, astronomy, and alchemy relate, or do not, to their modern counterparts.

Zachary Matus

HS 115 Spies, Spying, and the Presidency (Fall: 3)

Offered periodically

This survey course will examine the relationship between U.S. intelligence agencies and their impact on presidential decision-making. We will examine the history of intelligence and the presidency from the period of the American War for Independence through the present U.S. war actions in Iraq and Afghanistan. The course aims not only to provide a discussion of U.S. political history, but also incorporates elements of the relationship between intelligence studies and literature,

philosophy, and religion. Questions of civil liberties, legal history, the role of Congress, and moral and ethical questions surrounding the gathering and effectuation of intelligence will be under study.

Charles Gallagher, S.J.

HS 121 People and Nature: History/Future of Human Impact on the Planet (Fall: 3)

Offered periodically

The twenty-first century opened up with the combined crisis of climate, bio-diversity, and eco-system functioning. In contrast to much sustainability discourse, human disruption of eco-system functioning is not new. Indeed, environmental historians have identified major human alterations in eco-systems over the last 500 years. This course combines contemporary analysis of human impacts on the environment with the historical record and explores both the familiar and the novel in the realm of ecological challenges.

Juliet Schor

HS 137 China From Antiquity to the Middle Ages (Fall: 3)

Offered periodically

Fulfills Non-Western requirement for History majors

This survey offers a basic understanding of the historical transitions of Chinese society, politics, and culture. Among the topics covered are the following: the historical discourse of the emergence of early China; archaeological representations of early kingdoms and their path toward the formation of empire; territorial expansion versus the growth of a Chinese identity vis-à-vis non-Chinese ethnic groups; Confucianism as political and ethical philosophy; the Medieval Economic Revolution; and maritime China and its early encounters with the West.

Ling Zhang

HS 148 Introduction to Feminisms (Fall/Spring: 3)

Cross listed with EN 125, PS 125, SC 225

This class will introduce students to terms and concepts that ground feminist theory and gender analysis, a range of issues that intersect with gender in various ways (e.g., nationalism and post colonialism, health, labor, sexuality, race, family), and some classic texts in Women's Studies. It will also combine a brief historical overview of the development of the first, second, and third wave of women's movements, with an examination of their critiques by women of color. Finally, we will follow selected stories in the news that bear on the themes of the course.

The Department

HS 172 Post-Slavery History of the Caribbean (Spring: 3)

Offered periodically

Satisfies Cultural Diversity Core requirement

Fulfills the Non-Western requirement for the History major

Frank Taylor

HS 174 Modern Latin America (Spring: 3)

Cross listed with BK 174

Satisfies Cultural Diversity Core requirement

Offered periodically

Fulfills the Non-Western requirement for the History major

This course explores the political and social consequences of independence and the building of national states in former colonies still deeply dependent within the international economy; the long endurance and final abolition of slavery in Brazil and Cuba; the emergence of U.S. economic imperialism and military interventionism, with the

revolutionary responses in Cuba in 1898 and in Mexico in 1910; the consolidation of the American empire after World War II; and the revolutionary challenges in Cuba and Central America.

Zachary Morgan

HS 175 Booker T. Washington (Spring: 3)

Prerequisites: Any two semesters of HS 001–094

Satisfies Cultural Diversity Core requirement

Offered periodically

Karen Miller

HS 176 Business in American Life (Fall: 3)

Offered periodically

Not open to students who have taken HS 260

An examination of the interplay between business ideas and practices and American society and politics. This is not an economic history course, but a study of how the entrepreneurial spirit has helped shape the contours of modern America. Among the topics to be covered are the continuing tension between the profit motive and the sense of commonwealth, the rise of corporate structure and corporate power, and the role of government.

Mark Gelfand

HS 181–182 U.S. History I and II (Fall/Spring: 3)

Prerequisites: Any two semesters of HS 001–094

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 African-American History I (Fall: 3)

Satisfies Cultural Diversity Core requirement

Offered periodically

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

Karen Miller

HS 192 Black Education Movements (Spring: 3)

Cross listed with BK 222

Offered periodically

Fulfills Cultural Diversity Core requirement

See course description in the African and African Diaspora Studies Department.

Lyda Peters

HS 208 The Middle East in the Twentieth Century (Spring: 3)

Prerequisites: Any two semesters of HS 001–094

Satisfies Cultural Diversity Core requirement

Offered periodically

Fulfills Non-Western requirement for History majors

Through the last eighty years the Middle East has been the site of many wars and conflicts. More recently it has become the most important source of the world's energy. This combination of strife and economic power has made it a vital and sensitive area for the entire globe.

Benjamin Braude

HS 229 Roman Religion (Fall: 3)

Cross listed with CL 242, TH 241

See course description in the Classical Studies Department.

Kendra Eshleman

HS 230 The Age of the Renaissance (Spring: 3)

Prerequisites: Any two semesters of HS 001–094

Offered periodically

During the late fourteenth century, Europe was attacked by the Four Horsemen of the apocalypse: Disease, War, Famine, and Death. In the face of widespread catastrophe, men and women began to seek stability and truth in new ways, within and beyond the confines of state and church. The sum of the many solutions they found is what we call the Renaissance (1350–1650). This course introduces students to cultural and intellectual developments in Italy and Northern Europe, as well as European encounters with the New World.

Sarah Ross

HS 241 Capstone: Boston's College—Your Life (Spring: 3)

Prerequisites: Any two semesters of HS 001–094

Cross listed with UN 532

This seminar will focus on the historical development of Boston College and the continually evolving interaction between its traditions and its students. Students will do archival research on some aspect of Boston College in which they have a personal interest and will record oral histories with faculty, administrators and alumni who can describe the ambiance and personalities of different periods that have shaped the modern university. All students will write a series of reflective essays on their experience with Boston College traditions and the impact it has had on their own personal views of themselves, their pasts and their futures.

J. Joseph Burns

HS 243 Greek History (Fall: 3)

Cross listed with CL 205

Offered periodically

A study of the history of Greece from the Bronze Age in the second millennium BCE to the preeminence of Alexander of Macedon in the fourth century. The course will focus on such broad topics as the development of Greek social and political institutions, notions of justice, freedom, and Greek identity, relations among Greek city-states and with foreign nations, imperialism, the golden age of Greek literature, and the rise of Macedonian monarchy. Emphasis will be on the study of the ancient sources: literary, historiographic, archaeological, and epigraphic.

Kendra Eshleman

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HS 280 History of Black Nationalism (Spring: 3)

Prerequisites: Any two semesters of HS 001–094

Cross listed with BK 512

Satisfies Cultural Diversity Core requirement

Offered periodically

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 accommodationist, and their proponents will allow students to analyze and compare the forces influencing the evolution, proliferation, retrenchment, and resurgence of nationalist constructs at various points in African American history.

Karen Miller

HS 285 African American Life Stories (Fall: 3)

Satisfies Cultural Diversity Core requirement

Offered periodically

A recurring theme in African American life histories is the narration of the moment when the black subject or author first becomes aware of himself/herself as a racial being in a society in which blackness has meaning. This course examines how these kinds of moments shaped individual perspectives of personal and racial identity and uses narratives and autobiographies to analyze how meanings of blackness are shaped by region, class, gender, sexuality, and historical context.

Karen Miller

HS 290 Modern East Asia: Politics, Society, and Popular Culture (Fall: 3)

Prerequisites: Any two semesters of HS 001–094

Offered periodically

Fulfills Non-Western requirement for History majors

Covering East Asia-China, Korea, and Japan—from 1700 to the present, this course traces the political shift from Qing China to Meiji Japan, the ideological rifts created by China's Communist Revolution and the Korean War, and the developmental split emerging from different responses to popular protests in the late 1980s in China, South Korea, and Taiwan. The course concludes with the predicament of North Korea, the legacy of Japanese imperialism in contemporary politics, and the worldwide influence of East Asian pop culture, ending with a more pluralistic East Asia consisting of China, Taiwan, North Korea, South Korea, and Japan.

Nicole Barnes

HS 292 The Witch, the Church, and the Law (Spring: 3)

Prerequisites: Any two semesters of HS 001–HS 094

Offered periodically

During the sixteenth and seventeenth centuries a convergence of political, social, and religious movements produced thousands of trials for crimes of witchcraft, sorcery, and superstition throughout Europe. This course explores these trials, particularly emphasizing their legal and ecclesiastical aspects. Related issues of popular belief in sorcery, magic, and diabolical activity will also be considered. Attention will be devoted to the question of why women were so frequently among the accused.

Virginia Reinburg

HS 300 Study and Writing of History (Fall/Spring: 3)

Prerequisites: Any two semesters of HS 001–094

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HS 300.05 Study and Writing of History: Nineteenth Century Boston, Society and Culture (Spring: 3)

Prerequisites: Any two semesters of HS 001–094

History majors only

This course explores the history of Boston in the nineteenth century from a variety of perspectives, with an emphasis on the development of the city's cultural institutions. We will explore the development of Boston's reputation as the "Athens of America" and address the vibrant literary, artistic, educational and social reform movements of the long nineteenth century. Students will be introduced to a variety of local archives and will be expected to craft an original essay based on the semester's research.

The Department

HS 300.06 Study and Writing of History: Religious Dissent, Repression, and Toleration in the Middle Ages (Fall: 3)

Prerequisites: Any two semesters of HS 001–094

History majors only

In the High and Late Middle Ages, toleration was not a virtue, though it was, at times, a de facto condition of daily life. This course explores the medieval discourses on religious dissent and religious difference, as well as the social and political mechanisms for repression of heretics and Jews.

Zachary Matus

HS 300.32 Study and Writing of History: Globalizing Jesus: Christian History in China, 1552–1773 (Spring: 3)

Prerequisites: Any two semesters of HS 001–094

History majors only

This course examines the cross-cultural interactions that occurred from 1583 to the suppression of the Society of Jesus in 1773. Topics include issues of enculturation and reception, with reference to art and map-making; the decline of the influence of the Portuguese padroado and the rise of the influence of French aspirations in Asia with specific reference to China; the growth of Chinese Christian communities and the emergence of hostility towards such communities. Students will be able to explore these themes through class discussion and independent research based on primary sources.

Jeremy Clarke, S.J.

HS 300.37 Study and Writing of History: Women of the Renaissance (Fall: 3)

Prerequisites: Any two semesters of HS 001–094

History majors only

Did women have a renaissance during the Renaissance? How did contemporary gender categories function? This course explores these and related questions about the women who lived in Italy and Northern Europe between 1350 and 1650. We will read dialogues, treatises and letters written by women from diverse backgrounds—from the published writing of Christine de Pizan to the domestic correspondence of Alessandra Strozzi—in conjunction with works by their male contemporaries (Castiglione, Erasmus, and others) and recent scholarship in this field.

Sarah Ross

HS 300.38 Study and Writing of History: The Clinton Presidency (Fall: 3)

Prerequisites: Any two semesters of HS 001–094

History majors only

The first two-term Democratic president since FDR and only the second president to be impeached, Bill Clinton ranks among the most controversial chief executives in modern American history. Even today, fifteen years after Clinton assumed office, his presidency sparks sharply differing assessments. It is either a model to be emulated, especially in economic matters, or a legacy to blame for current domestic and foreign crises. This course examines the major events, policies, and personalities of the Clinton years. It also gives students an opportunity to learn the historian's craft by researching and writing an original paper on a specific aspect of the Clinton presidency.

Patrick Maney

HS 300.88 Study and Writing of History: Hiroshima in History and Memory (Spring: 3)

Prerequisites: Any two semesters of HS 001–094

History majors only

This course fulfills the “methods” requirement for History majors. It is designed to teach reading, research, and writing skills, ie. the historian's craft. The topic introduces you to the highly contentious literature on the history of the atomic bomb and the political, cultural, social, and philosophical legacies that the bombing of Hiroshima and Nagasaki in August 1945 have left to the world, not only to Japan and the United States. Students learn to engage with historiographical debates as well as with the diverse shapes of memory as people tried to wrestle with the experience of the bombings and the realities of the nuclear age.

Franziska Seraphim

HS 300.99 Study and Writing of History: History of Emotions (Fall: 3)

Prerequisites: Any two semesters of HS 001–094

History majors only

Do fear, anger, love, and sadness have a past? And if so, is it possible to write their history? This writing-intensive course provides an introduction to an exciting new field of historical inquiry: the passions of the past. It looks at the ways in which historians and other social scientists have sought to grasp emotions and how they may use these to shed light on broader historical questions across different times and cultures. The course functions as a methodological reflection on the tools and skills of the historian, and leads to the production of a scholarly research essay.

Thomas Dodman

HS 302 From Sun Yat-sen to the Beijing Olympics (Fall: 3)

Prerequisites: Any two semesters of HS 001–094

Offered periodically**Fulfills Non-Western requirement for History majors**

The World's Fair was held in Shanghai in May 2010. Sun Yat-sen was declared the first president of the Republic of China almost one hundred years earlier, thereby ending centuries of dynastic history. In the years since, in addition to great leaps forward and long marches, there have been wars civil and international, revolutions cultural and economic, and an Olympics thrown in as well. This survey course

of twentieth-century Chinese history encompasses these tumultuous events as well as aspects of the political system, minorities, environment, human rights, and contemporary culture.

Jeremy Clarke, S.J.

HS 522–523 Boston: History, Literature, and Culture I and II (Fall/Spring: 3)

Prerequisites: Any two semesters of HS 001–094

Cross listed with EN 501–502**Offered periodically**

Covering the period from the arrival of the Winthrop Fleet in 1630 through the Civil War, this is the first half of a two-semester, interdisciplinary course on Boston's history, literature, and culture broadly defined. Team-taught by a history and an English professor, and drawing on experts in the other areas (including music and visual arts), the class reads poetry, drama, fiction, and nonfiction connected to Boston in relation to political and social developments. Site visits will take students out to the streets, museums, and archives of one of the most historic cities in the United States.

Paul Lewis

David Quigley

Carlo Rotella

Owen Stanwood

HS 600 Making History Public (Fall/Spring: 3)

Prerequisites: Any two semesters of HS 001–094, permission of the instructor

Offered periodically

In this course students will collaborate to produce a public exhibition displayed in the new Stokes Hall. With help from the instructor and librarians, students will explore the riches of Boston College's special collections and rare books, determine what story to tell using this material, choose and research items, and write labels for the exhibition—all with an eye to teaching those who view the exhibit something important and compelling about the past. Students will also create an online version of the exhibition. This course allows students to make historical knowledge public via exhibitions both real and virtual.

The Department

HS 600.03 Making History Public: Boston Common and the Changing Uses of Urban Space (Fall: 3)

Prerequisites: Any two semesters of HS 001–094, permission of the instructor

In this course students will collaborate in the production of a semester-long public exhibition that will be displayed in the History Department's new quarters in Stokes Hall. The topic for this semester is the changing uses of urban space in U.S. cities, examining locales such as commercial zones, vice districts, and public parks to see how they shaped and were shaped by urban dwellers. Our exhibition will examine the history of Boston Common, drawing on rare books, maps, images, government documents, and other sources drawn from the Burns and O'Neill Libraries as well as other local collections.

Marilynn Johnson

HS 600.04 Making History Public: Early Maps and Distant Places (Spring: 3)

Prerequisites: Any two semesters of HS 001–094, permission of the instructor

Paraguay, Madagascar, Turkey, China, Guam, Ireland, and New England: whether near or far, these are some of the many places captured cartographically on printed pages prior to 1800. Over the course of the semester, we will study the early history of map making as we explore the Burns Library collection. As a class, we will research and curate an exhibit from the Burns to be displayed in the gallery of Stokes Hall during the fall of 2015.

Sylvia Sellers-Garcia

HS 691 Senior Colloquium (Fall/Spring: 3)

Prerequisites: Any two semesters of HS 001–094, HS 300

History major standing

The Department

HS 693 Honors Seminar (Fall: 3)

Prerequisite: Approval through the Honors Committee

This course, required for seniors doing an honors thesis or an advanced independent research project, will guide thesis writers through the art and mechanics of writing a thesis. In the seminar, students will regularly report on their progress, master citations and bibliographies, learn how to structure and outline a project of this length, and by semester's end will prepare a draft of the introduction and first chapter.

The Department

HS 694 Honors Thesis (Spring: 3)

Prerequisite: Approval through the Honors Committee

Students who have the approval of the History Department to enroll in a special honors project will carry this course as the credit vehicle for the paper produced in that project. This course is open only to students who have been given approval to enroll in an honors project.

The Department

HS 695 Advanced Independent Research (Fall/Spring: 3)

Prerequisite: Approval through the Honors Committee

Proposals for possible designation as scholar's projects should be submitted to the Director of Undergraduate Studies early in the spring. Details of dates and required materials are available either from the Director's Office or from the office of the Dean of Arts and Sciences. All proposals must be approved by the Director and the Departmental Honors Committee.

The Department

HS 696 Advanced Independent Research (Fall/Spring: 3)

Prerequisites: Any two semesters of HS 001–094

See course description under HS 695.

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 001–094

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 310 Public Culture in Postwar Japan (Spring: 3)**

Prerequisites: Any two sections of HS 001–094

Offered periodically

Fulfills Non-Western requirement for History majors

Satisfies Cultural Diversity Core requirement

This course explores the themes in Japanese public culture since 1945 from a historical perspective. They include the place of war memory in public life, changing social values concerning women and family, cultures of political protest, ethnic diversity, new (and old) religions, and icons of popular culture. The readings focus on major recent works by historians, anthropologists, psychologists, and literary scholars designed to broaden our view of postwar Japan from critical new perspectives. Students will also have the chance to do some research into an area of their particular interest. Some background in twentieth century Japanese history is recommended.

Franziska Seraphim

HS 320 Modern Brazil (Spring: 3)

Prerequisites: Any two semesters of HS 001–094

Offered periodically

Fulfills Non-Western Requirement for History majors

This course covers the making of the modern Brazilian state, from the rise of the Brazilian Empire in 1808 through the modern day. Through readings and the analysis of both popular and documentary films, we focus on the importance of race, class, and violence in the abolition of slavery, the rise of the state, the militarization of government, and the foundation of Brazil's modern government.

Zachary Morgan

HS 324 Populism and Military Rule in Latin America (Fall: 3)

Prerequisites: Any two semesters of HS 001–094

Offered periodically

Fulfills Non-Western requirement for History majors

Satisfies Cultural Diversity Core requirement

This course examines the broad dynamics of political change in twentieth century Latin America by focusing on two specific models of governance. It examines Latin American politics from the rise of populism in the 1930s to the widespread collapse of democracy and establishment of military regimes in the 1960s–1970s. Through these patterns, we will consider the causes and consequences of industrialization, nationalization, authoritarianism, democratization, and neo-liberalism. The course will focus primarily on Argentina, Brazil, and Chile. We will consider theoretical approaches to Latin American history to understand both the general processes of change and differences that exist among these countries.

Zachary Morgan

HS 325 Revolutionary Cuba: History and Politics (Fall: 3)

Prerequisites: Any two semesters of HS 001–094

Cross listed with BK 325

Satisfies Cultural Diversity Core requirement

Offered periodically

Fulfills Non-Western requirement for History majors

This course has as its focus Cuba's foreign and domestic policies since the revolution. Because Cuba is, in Fidel Castro's words, a "Latin African" country, some attention will be focused on the issue of race and the revolution in Cuba. Likewise, the history of Cuba's policies in Africa and the Caribbean will be looked at closely. It is, however,

not a traditional course in diplomatic history. It explores the interface between domestic and foreign policy throughout, relating this to the specific case of Cuba since 1959.

Frank Taylor

HS 326 History of Modern Iran (Fall: 3)

Prerequisites: Any two semesters of HS 001–094

Cross listed with PO 420

Satisfies Cultural Diversity Core requirement

Offered periodically

Fulfills Non-Western requirement for History majors

The objective of this course is to analyze the trends and transformations in the political, social, and cultural history of Iran from the late nineteenth century to the present. Particular emphasis will be placed on the following topics: Iran's encounter with the West in the nineteenth century and its impact on the country's economy and society; social and religious movements in the nineteenth century; the causes and consequences of the Constitutional Revolution of 1905–1909; Iran's modernization and political development under the Pahlavis (1925–1979); the causes and consequences of the Iranian Revolution of 1979; Iran's post-revolutionary experience as an Islamic Republic.

Ali Banuazizi

HS 328 Mexican Revolution (Fall: 3)

Prerequisites: Any two semesters of HS 001–094

Satisfies Cultural Diversity Core requirement

Offered periodically

Fulfills Non-Western requirement for History majors

This course is an in-depth study of the Mexican Revolution, one of the most important developments in Latin America and the world's first social revolution of the twentieth century. Although we will focus on the years of revolutionary violence (1910–1917), the course begins with Mexican independence in 1810 and traces the roots of the Mexican Revolution through the pre-Revolutionary Porfiriato (1867–1910). We will also focus on the socioeconomic and political impact in the post-Revolutionary period between 1920–1940. In short, the Mexican Revolution will be a vehicle for studying the emergence of the modern Mexican nation.

Zachary Morgan

HS 329 The Caribbean During the Cold War, 1962–1989 (Spring: 3)

Prerequisites: Any two semesters of HS 001–094

Offered periodically

Fulfills Non-Western requirement for History majors

The focus is the Caribbean, a vitally strategic area as attested to most recently by the U.S. invasions of the Dominican Republic in 1965, Grenada in 1983, and Panama in 1989. The efforts of these small states to overcome their vulnerabilities provide a most fascinating subject. Of added interest is the fact that outside of Africa, the Caribbean countries are virtually the only sovereign communities of people of African descent in the world. We will analyze the historical ambiance within which the states of the Commonwealth Caribbean operate and evaluate their attempts at maximizing their independence.

Frank Taylor

HS 334 Islamic Spain/Al-Andalus: Word, Monument, and Image (Spring: 3)

Cross listed with FA 226, IC 226

Offered periodically

See course description in the Fine Arts Department.

Pamela Berger

Dana Sajdi

HS 335 Islam and Christendom: Renaissance and Revolution, 1400–1800 (Spring: 3)

Prerequisites: Any two semesters of HS 001–094

Offered periodically

Despite the assumption of an abiding abyss between Islam and the so-called West, the civilizations of Christendom and the Islamic world have developed paradoxically in close albeit, at times, conflicting parallel. This was particularly true in the Mediterranean world during the early modern period. This course demonstrates that the major historical developments from this period such as the Renaissance, Exploration, Expansion, Exploitation, the Reformations, state-building, and the Enlightenment can best be understood if they are set in the widest cultural context. It concentrates on how the intertwining of Christians, Muslims, and Jews shaped this era.

The Department

HS 336 The History of Medicine in China (Spring: 3)

Prerequisites: Any two semesters of HS 001–094

Fulfills Non-Western requirement for History majors

This course covers fundamental concepts of Chinese medicine from its textual foundations in the Han dynasty (ca. 206 BCE–220 CE) to the present, illustrating the plasticity of China's medical traditions across the ages. Two-week units cover Chinese medicine from its philosophical and practical foundations through the formation of state medicine in the twentieth century. The class introduces Chinese medicine as a conglomeration of multiple traditions and bodies of knowledge that have suited distinct purposes throughout the course of history, and presents China's medical system as a living component of society, simultaneously responding to and shaping Chinese people's needs and desires.

The Department

HS 339 Travelers in Latin America (Spring: 3)

Prerequisites: Any two courses HS 001–094

Offered periodically

Fulfills the Non-Western requirement for History majors

This mixed lecture and discussion course for advanced students focuses on the travelers who have explored, described, and depicted Latin America from the colonial period to the twentieth century. Travel diaries, autobiographies, novels, and artwork will illuminate the experience of travel and the condition of foreignness in Latin America. We will consider not only how travelers experienced Latin America, but how they created Latin America for readers in their home countries.

Sylvia Sellers-Garcia

ARTS AND SCIENCES

HS 343 History of the Ottoman Empire (Fall: 3)

Prerequisites: Any two semesters of HS 001–094

Satisfies Cultural Diversity Core requirement

Offered periodically

Fulfills Non-Western requirement for History majors

The Ottoman Turks founded an empire spanning the three continents of the eastern hemisphere and enduring for nearly three-quarters of a millennium. Despite nomadic origins they established a stable political structure, which grafted the high traditions of Islamic culture onto an ethnically, linguistically, and religiously diverse society. This course explores the evolution of this remarkable enterprise from its origins on the frontiers of Byzantium and Islam through its heyday under Suleyman the Magnificent to its military decline and first steps toward reform.

Benjamin Braude

HS 355 Human Rights as History (Spring: 3)

Prerequisites: Any two sections of HS 001–094

One of the major developments in world history since World War II has been the rise of a universal human rights culture. This course will explore this development in historical perspective, tracing the origins of the language of human rights back to the eighteenth century and the French Revolution and interrogating its development in the nineteenth and twentieth centuries. We will examine the potential of “human rights” in international politics but also the limitations of human rights claims. We will ask who has rights and when and who the major actors are in pushing rights claims: governments, revolutionaries, and NGOs.

Devin Pendas

HS 369 Nationalism in the Middle East Compared: Pan-Turkism, Pan-Arabism, and Zionism (Fall: 3)

Prerequisites: Any two sections of HS 001–094

Offered periodically

Fulfills the Non-Western requirement for History majors

Middle Eastern nationalism developed in a distinctive way. In contrast to Europe it placed more stress on religion than it did on language. In contrast to Africa it emerged prior to the rise of anti-colonialism. Although nationalist movements in the Middle East have spawned conflicts within themselves and with each other, they have displayed remarkable similarities to each other. One consistent similarity is their fraught attempts to distinguish the nation from the religious traditions out of which each emerged. This course will also address the thorny problem of how to define the phenomenon that it studies.

Benjamin Braude

HS 373 Slave Societies in the Caribbean and Latin America (Fall: 3)

Prerequisites: Any two semesters of HS 001–094

Cross listed with BK 373

Satisfies Cultural Diversity Core requirement

Offered periodically

Fulfills Non-Western requirement for History majors

Over 90 percent of slaves imported into the Americas during the Atlantic slave trade were brought to the Caribbean Islands and South America. The Caribbean Islands received 42.2 percent of the total slave imports and South America 49.1 percent. Among the topics covered are the rise and fall of slavery, the economics of slave trading, slave demography, patterns of slave life, slave laws, slave resistance, slave culture, social

structure, and the roles of the freed people. The compass of the course embraces a variety of English, French, Portuguese, Spanish, and Dutch speaking countries and a comparative approach.

Frank Taylor

HS 385 Introduction to Modern South Asia (Spring: 3)

Prerequisites: Any two semesters of HS 001–094

Satisfies Cultural Diversity Core requirement

Offered periodically

Fulfills Non-Western requirement for History majors

This course is a survey of the history of the Indian subcontinent from Mughal times to Independence. Topics to be covered will include: the decline of the Mughal Empire, the rise of British rule and its impact, the Mutiny and Civilian Revolt of 1857, the invention of a traditional India in the nineteenth century, law and gender in British India, Gandhi and Indian nationalism, and independence and partition.

Prasanna Parthasarathi

HS 387 Hero, Criminal or Dreamer? The First Emperor of the Qin (Spring: 3)

Prerequisites: Any two semesters of HS 001–094

Offered periodically

Fulfills the Non-Western requirement for History majors

This course explores the life of the First Emperor of China (259–210 BCE), his short reign, his mysterious death, the spectacular afterlife he created for himself, a two-millennia-long imperial tradition he designed for China, and the physical world and thoughts that he lived in and committed to reshape. Using a great variety of materials (literary, archaeological, and multimedia), this course introduces students to the historical complexity of early China and to its most renowned, controversial figure. Who is this man? What historical roles did he play or fail to play?

Ling Zhang

HS 390 China Regionalized: Environment, History, and Culture (Fall: 3)

Prerequisites: Any two semesters of HS 001–094

Offered periodically

Fulfills the Non-Western requirement for History majors

Do Beijing and Shanghai look the same to you? Why do Sichuan (Sze-chuan) people eat spicy food whereas those in the southeast prefer sweet? How different is living in wooden buildings in Jiangnan’s watery towns from maintaining the cave dwelling on the semi-arid Loess Plateau? What prompted capitals of Chinese dynasties to move from the northwest to the eastern plains? All these questions speak to our fundamental curiosity: are we talking about a homogeneous China? Obviously not. This course explores the historical formation and transition of environmental, economic, social, and cultural diversities in a highly regionalized China.

Ling Zhang

HS 396 Decolonization and the Cold War in Africa (Fall: 3)

Prerequisites: Any two semesters of HS 001–094

Cross listed with BK 396

Offered periodically

Fulfills Non-Western requirement for History majors

After decades of organizing and protest, African colonies began to gain independence from imperial rule in the late 1950s. Newly sovereign nation-states were born into a turbulent Cold War world, which

both provided unprecedented opportunities for political experimentation and posed significant threats to young Third World countries. Caught in the middle of geopolitical contests between Western and communist powers, Africans strove to navigate these complex global dynamics while forging nation-building programs and continuing to support ongoing liberation struggles. This course reflects upon this era of political upheaval and transformation, focusing on case studies from across sub-Saharan Africa.

Priya Lal

HS 403 The Vikings (Spring: 3)

Prerequisites: Any two semester HS 001–094

Offered periodically

This course will begin with an examination of fabled Norse cosmogony and then explore the Old Sagas and the Icelandic Family Sagas, the former largely dedicated to heroic and epic/fantastic deeds, and the latter representative of life on a remote, often inclement, island. One primary goal is to explore how reliable sources are—annalistic, literary, and archeological. The course will also question how the Vikings influenced the world—from North America to Byzantium. It will close with an examination of Viking assimilation, paying particular attention to the Anglo-Danish regnum, embodied in Cnut I, the Viking king of England.

Robin Fleming

HS 412 Religion and International Relations (Spring: 3)

Prerequisites: Any two semesters of HS 001–095

Offered periodically

This course aims to look at the role of religion in international affairs in historical perspective, beginning with the Peace of Westphalia of 1648. We will examine how religion was either causal or tangential, or some variation of the two, in the shaping of relations between nations over the past 500 years, with a particular focus on the 20th century. We will study several major world religions and explore how religious beliefs shaped diplomatic practice. We will consider: sovereignty, communism, clerical-fascism, religious “fundamentalism,” Islam and the West, global political Catholicism, India and Hindu nationalism, China and the new Confucianism.

Charles Gallagher, S.J.

HS 430 A “polite and commercial” or a “mad, bad and dangerous people:” Imperial Britain in the Long Eighteenth Century (Fall: 3)

Prerequisites: Any two semesters of HS 001–094

The “long eighteenth century” in Britain was a period marked by great change but also by remarkable stability. Political, financial, and agricultural revolutions opened the period, the Enlightenment flourished throughout and the industrial revolution began to pick up steam at the close. And yet, the monarch, aristocracy and established church not only persisted, these foundational structures of the ancien régime grew stronger and more entrenched. In this course, we will examine this paradox. If Britain was the “first modern nation,” what role did tradition play in its making?

Penelope Ismay

HS 431 Ireland: Union to the Treaty (Spring: 3)

Prerequisites: Any two semesters of HS 001–094

Offered periodically

This course will examine the political, cultural, and social history of Ireland from the Act of Union (1801) that united the kingdoms of Ireland and Great Britain to the Anglo-Irish Treaty of 1921 that began

their separation. Topics considered in detail include the Act of Union, Daniel O’Connell and the struggle for Catholic Emancipation, the Great Famine, the Land War, the Home Rule Crisis, the 1916 Rising, the War of Independence, and the Treaty of 1921.

Robert Savage

HS 432 Eighteenth-Century Ireland (Fall: 3)

Prerequisites: Any two semesters of HS 001–094

Offered periodically

Ireland experienced dramatic and often violent social, economic, and political changes as its place within the British political system and Atlantic culture emerged. These global changes coincided both with the emergence of a vibrant colonial culture represented by figures such as Jonathan Swift, Richard Brinsley Sheridan, and Edmund Burke, and a persistent indigenous culture, outside the view of Anglo culture. This course will explore the interaction of Anglo and Gaelic Irish and the major historical events of the period: the emergence of the Penal system, colonial nationalism, republicanism, the Revolution of 1798, and the Act of Union.

Kevin O’Neill

HS 434 History of Northern Ireland, 1912 to the Present (Fall: 3)

Prerequisites: Any two semesters of HS 001–094

Offered periodically

This course will explore in detail the origins of the political crisis in Northern Ireland. Particular attention will be paid to political, economic and social developments in the province. The turbulence of the last 28 years and the peace process which has successfully produced the landmark “Good Friday Agreement” will be examined. The course will consider the challenges that remain for the new Northern Ireland Assembly and how that body will function within Northern Ireland and work with the British and Irish governments.

Robert Savage

HS 444 The End of History (Spring: 3)

Prerequisites: Any two semesters of HS 001–094

Offered periodically

The ending of the Cold War and the collapse of socialism prompted a lively and intense debate about “the end of history.” This course will investigate how such a strange notion could have arisen and attracted such serious attention, and whether this debate has any continuing effect on historical understanding and interpretation. More specifically, does it retain any useful meaning more than a decade after the end of the Cold War and in the aftermath of September 11? Major events that led to the idea will provide perspectives with which to assess its relevance to the post-Cold War world.

James Cronin

HS 445 After the End of History (Fall: 3)

Prerequisites: Any two semesters of HS 001–094

Offered periodically

The end of the Cold War was both an end to a lengthy and bitter conflict but also the beginning of a new world. How would this new world be organized, who if anyone would dominate it, what issues, problems and conflicts would beset it? Would the institutions and values embodied in the post-Cold War framework prove applicable to the more global world in which they would have to operate? The course will begin by looking closely at the post-Cold War order and then examine its functioning in the contemporary world.

James Cronin

ARTS AND SCIENCES

HS 451 War Crimes Trials (Fall: 3)

Prerequisites: Any two semesters of HS 001–094

Offered periodically

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: 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 463 French Visions of Empire (Fall: 3)

Prerequisites: Any two sections of HS 001–094

Offered periodically

This course examines plans and practices of French overseas expansion from the eighteenth to the twentieth centuries. From the Atlantic world to Africa and the Far East, it explores evolving forms of French colonialism including mercantile settlements, slave plantations, religious missions, scientific expeditions, settler and penal colonies. The course aims to historicize these in relation to questions of political economy, race, war, utopianism, and the contradictory impulses of Republican liberalism, ultimately attempting to view Haiti, Egypt, Algeria, Indochina, or Guiana as integral, if displaced, parts of metropolitan France. Open to graduate students and advanced undergraduates.

Thomas Dodman

HS 467 Global Political Catholicism (Fall: 3)

Prerequisites: Any two semesters of HS 001–094

Offered periodically

This class asks the question, What has led to the creation and historical persistence of Catholic mass politics? It begins its historical perspective in modernity, anchored by the publication of the social encyclical *Rerum Novarum* (1891) and ending with Catholic policy in the Obama Administration. We will look at how political parties, movements, and theologians interacted with the Vatican and the wider church. The European Church's phenomenon of "clerico-fascism" during the World War II era will be investigated. Regionally, we will look at how Catholicism has shaped political activism in China, Latin America, Europe, and the United States.

Charles Gallagher, S.J.

HS 476 The Culture of Athenian Democracy (Spring: 3)

Prerequisites: Any two semesters of HS 001–094

Cross listed with CL 254

Offered periodically

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 500 The Plains Indians (Spring: 3)

Prerequisites: Any two semesters of HS 001–094

Offered periodically

This course will examine the changing experience of Plains Indians, primarily the Lakota, Cheyenne, Kiowa, Comanche, and Apache people—from prehistory to the present using a number of different approaches, including autobiography, archaeology, environmental history, photography, and law.

Heather Cox Richardson

HS 502 Church and State in America (Spring: 3)

Prerequisites: Any two semesters of HS 001–094

Offered periodically

This course will explore the intersections of religion and law in American history. After initial lectures and readings about the origins of the American religious "settlement" as expressed in the First Amendment to the Constitution, it will examine both the legal and the religious issues involved in such controversial subjects as abortion, marriage, assisted suicide, and individual religious expression.

James O'Toole

Alan Rogers

HS 515 Colonial North America (Fall: 3)

Prerequisites: Any two sections of HS 001–094

Offered periodically

This course covers the history of North America during the era of European colonization, roughly 1550–1800. Our focus is the process of colonization itself: the attempts by various Europeans to build new communities and societies. We begin with exploration and analyze the rationale behind colonization. The course will compare Spanish, French, English, Dutch, and Russian colonial projects, examining how colonists dealt with each other, their native and African neighbors, and the North American environment. Our task is to examine how all these peoples created a new world that was neither European nor American, but an odd hybrid of several cultures.

Owen Stanwood

HS 520 Race, Riots, and Rodeos: U.S., 1865–1900 (Spring: 3)

Prerequisites: Any two sections of HS 001–094

In this course we will study the years from the end of the Civil War to the beginning of the twentieth century. While these decades often seem confusing in texts that treat them topically, they are, in fact, some of the most exciting and coherent years in American history. We will look at Reconstruction, urbanization, cowboys, industrialists, laborers, Indians, immigrants, and so on, to see how Americans made sense of the dramatic changes of the post-Civil War years.

Heather Cox Richardson

HS 529 The Death Penalty in American History (Fall: 3)

Prerequisites: Any two courses of HS 001–094

Offered periodically

The death penalty is intertwined with the whole of American history. This course is about the many changes in capital punishment over the years—changes in the arguments pro and con, in execution methods and rituals, in the laws, in the interpretation of the U.S. Constitution's Eighth Amendment, and in the public's perception of

the need for, and efficacy of, the death penalty. We will explore this history and hopefully arrive at a better understanding of the paradoxes of the death penalty and why it exists.

Alan Rogers

HS 534 Nannies, Maids, and Mail Order Brides: Gender and Migration in U.S. History (Fall: 3)

Prerequisites: Any two semesters of HS 001–094

Offered periodically

Not open to students who have taken HS 542

How does gender shape immigration and migration? How does it influence the lived experiences of migrants in the workplaces, families and communities? How does it shape migrants' perceptions and assimilation into U.S. society? How does it intersect with transnational practices and imaginaries? We will consider these questions through a study of migration to and within the United States from the late-19th-century to the present. The class considers a broad range of racial and ethnic groups while also attending to certain categories of migrants in an effort to understand the role of gender, race, and class in migration.

Arissa Oh

HS 540 Modern American Women (Spring: 3)

Prerequisites: Any two semesters of HS 001–094

Offered periodically

This lecture-discussion course explores American women from the Civil War to the present. Themes include sexuality, the media, work, women in public life, suffrage and women's rights, and the diversity of women's experience.

Cynthia Lyerly

HS 543 Journalism and American Democracy (Spring: 3)

Prerequisites: Any two semesters of HS 001–094

Offered periodically

"Were it left to me," wrote Thomas Jefferson in 1787, "to decide whether we should have a government without newspapers, or newspapers without a government, I should not hesitate a moment to prefer the latter." The press (or to use the modern word, the media) occupies a unique place in the American system of government, acting as a watchdog on those exercising power and as a facilitator of public debate on major issues. Although the course will explore government efforts to stifle dissent, the focus will be on the media's efforts to inform and thereby shape the national agenda.

Mark Gelfand

HS 548 Age of Decision: Challenges to Industrial America, 1877–1929 (Spring: 3)

Prerequisites: Any two semesters of HS 001–094

Offered periodically

This course examines some of the major personalities, events, and issues that shaped American history between the end of Reconstruction through the 1920s. These were pivotal years in which a modern economy took shape, and the U.S. emerged as a major force in world affairs. Yet, at every step of the way the American people disagreed sharply, sometimes even violently, over fundamental issues. By the 1920s, the U.S. had emerged as the world's leading industrial capitalist nation, and there would be no turning back.

Patrick Maney

HS 551 U.S. 1929–1960 (Fall: 3)

Prerequisites: Any two semesters of HS 001–094

Offered periodically

Not open to students who have taken HS 549

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.

Patrick Maney

HS 552 The U.S. Since 1960 (Spring: 3)

Prerequisites: Any two semesters of HS 001–094

Offered periodically

Not open to students who have taken HS 550

This course will explore the significant political, economic, and social developments in the United States since the end of World War II. Although the focus will be on domestic affairs, foreign policy will also be discussed to the extent that it affected internal events. Among the topics to be examined are post-war prosperity, the Red Scare, the struggle for racial and sexual equality, student protests in the 1960s, the problems of the modern presidency, and the contemporary crisis in the American economy.

Patrick Maney

HS 553 The Old South (Spring: 3)

Prerequisites: Any two semesters of HS 001–094

Offered periodically

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 565–566 American Immigration I: To 1865 and II: From 1865 (Fall/Spring: 3)

Prerequisites: Any two semesters of HS 001–094

Cross listed with BK 565

Offered periodically

This is a two-semester lecture course on American immigration. The first half covers the period up to 1865 and the second from 1865 to the present. Each half can be taken independently of the other. This semester we examine the history of immigration in the colonial and ante-bellum eras, focusing on the overseas origins of migration, both voluntary and involuntary; the parallel development of slavery and freedom in early America; the definition of citizenship, ethnicity, and assimilation in the national era; and the histories of Native Americans, African Americans, and British, German, and Irish migrants.

Kevin Kenny

HS 571–572 U.S. Foreign Relations I and II (Fall/Spring: 3)

Prerequisites: Any two semesters of HS 001–094

Offered periodically

These courses are 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

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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 575 Terror and the American Century (Spring: 3)

Prerequisites: Any two semesters of HS 001–094

Offered periodically

The aim of this course is to show how terror and violence have affected the United States from the late nineteenth century up to 9/11 and through the current U.S. military operations in Iraq and Afghanistan. It aims to show that while differing in scope and human loss, the latter events, including the so-called Global War on Terror, have certain antecedents in the U.S. experience. The course will concentrate on the theme of terror, both domestic and foreign, and examine the government response to terror and subversive groups aiming to overthrow the government or inflict harm upon its citizens.

Charles Gallagher, S.J.

HS 665 Seminar in College Teaching: Women's Studies (Fall/Spring: 3)

Prerequisites: Any two semesters of HS 001–094

Cross listed with EN 603, SC 664

By A&S regulation, this is a pass/fail course and therefore cannot be taken for major credit.

See course description in the Sociology Department.

The Department

The Honors Program

Contacts

- Associate Director: Michael Martin, 617-552-3315
- Administrative Secretary: Pat Dolan, 617-552-3315, patricia.dolan@bc.edu
- www.bc.edu/schools/cas/honors

The Structure of the Honors Program

Freshman and Sophomore Year

In their first two years, students take a 4-semester sequence of 6-credit courses titled The Western Cultural Tradition taught in the seminar fashion. The course content reflects the fact that the course fulfills the Core requirements in literature and writing, philosophy, theology, and social science.

Though individual instructors vary their reading lists, there is broad agreement about the central texts in the first two years of the Honors Program. The first year deals with the classical tradition beginning with Greek and Latin literature including the Homeric epics, the Greek tragedies and the philosophy of Socrates, Plato and Aristotle. First year continues with the Hebrew Bible and the New Testament, the literary and philosophical texts of the late Roman Empire early Christianity such as Virgil's *Aeneid* and St. Augustine's *Confessions*, and medieval works such as the *summas* of St Thomas and generally culminates with Dante's *Divine Comedy*. The second year begins with Renaissance authors such as Montaigne and Shakespeare, continues with the religious, political and philosophical writers of the seventeenth century and of the eighteenth century Enlightenment, the English and

continental Romantics, the major nineteenth-century writers including Kierkegaard, Darwin, Marx, Nietzsche, and Freud and ends with nineteenth and early twentieth century novelists such as Dostoevsky, Woolf, and Mann.

This course is not a survey of the history of ideas taught out of anthologies. It is rigorously text-centered and the function of class discussion and the frequent writing assignments is to teach students to understand and dissect arguments and presuppositions and to relate disparate evidence into coherent hypotheses about the works that have been central in the development of our contemporary cultural tradition.

Junior Year

In the junior year, students take a 2-semester, 3-credit seminar titled the Twentieth Century and the Tradition drawing on literature, visual art, science, philosophy, religion, political theory, historical events such as the Holocaust, globalization and the development of digital information technology, in order to examine how the twentieth and early twenty first centuries have absorbed, criticized, or reinterpreted the western cultural tradition. Thus by considering the interplay between the Western Cultural Tradition and the significant critical currents of our century such as Marxism, psychoanalysis, comparative anthropology, structuralism and post-structuralism, feminism, and the third-world critique of Eurocentric culture, the junior year course aims to equip Honors students to live thoughtfully and responsibly in contemporary culture. (See below for provisions for those Honors Program students studying abroad as juniors.)

Senior Year

In their final year, students may choose either of two ways to finish the Honors curriculum. They may either write a senior thesis—normally a 6-credit enterprise, spread over two semesters—or take two, advanced seminars.

A thesis may be an extended research or analytic paper written either in the student's major discipline or in the Honors Program; it may also be a creative project involving performance in an artistic medium. Honors students have written on topics as diverse as personalism in the *summas* of St. Thomas, grace and freedom in Dostoevsky, and the role of Buddhism in the works of Jack Kerouac; the political organization of the European Community, the influence of alcoholic fathers on their sons, superconductivity, and original cancer research; they have produced novels, dramas, operas, and electronic performance pieces.

In the integrative, advanced seminars students re-consider texts they may have studied years earlier such as Dante's *The Divine Comedy* or the novels of Dostoevsky with the aim rising above the specialization of their particular majors, to critically comprehend the relationship between contemporary ways of thinking and the cultural values of the tradition.

Honors Program Completion

Students will receive Honors Program designation in the commencement program and on their academic records if they complete the freshman, sophomore, and junior courses, a senior thesis and/or two of the advanced seminars, and have maintained a minimum 3.4 GPA.

Information for Study Abroad

The Honors Program encourages students to study abroad. Depending on the student's situation, the Honors Program will defer part or all of the junior year Twentieth Century and Tradition sequence to senior year. In certain cases (a full year abroad, and a senior thesis in the offering) the Honors Program will drop the requirement altogether.

Undergraduate Course Offerings

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

HP 001–002 Western Cultural Tradition I and II (Fall: 3)

Corequisites: HP 001–002

Satisfies Philosophy Core requirement

Satisfies Writing Core requirement

All students in the Honors Program are required to take Western Cultural Tradition I–IV (HP 001–HP 004) as freshmen and Western Cultural Tradition V–VIII (HP 031–HP 034) as sophomores. 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 freshman 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 (Spring: 3)

Corequisites: HP 003–004

Satisfies Literature Core requirement

Satisfies Philosophy Core requirement

Satisfies Theology Core requirement

Students in the Honors Program are required to take Western Cultural Tradition I–IV (HP 001–HP 004) as freshmen and Western Cultural Tradition V–VIII (HP 031–HP 034) as sophomores. 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: 3)

Corequisites: HP 031–032

Satisfies Social Sciences Core requirement

See course description under HP 001–002.

The Department

HP 033–034 Western Cultural Tradition VII and VIII (Spring: 3)

Corequisites: HP 033–034

Satisfies Social Sciences Core requirement

See course description under HP 001–002.

The Department

HP 133–134 Twentieth Century and the Tradition I and II (Fall/Spring: 3)

These courses are a continuation of the Western Cultural Tradition course into the twentieth century, and it is required of all Honors Program juniors. The courses describe what happened to the tradition in the twentieth century, how it got criticized and rethought, and how it absorbed new forms of knowledge and new points of view. The first semester deals with the period up to World War II and focuses on both the excitement engendered by the cultural movement called Modernism and the darker forces that accompanied it.

The Department

HP 199 Readings and Research (Fall/Spring: 3)

The Department

HP 254 Law, Medicine, and Public Policy (Fall: 3)

Law, Medicine and Public Policy examines legal and public policy issues in medicine. It is designed so that students take a position on difficult or emerging issues such as treatment of infants at the margins of viability, physician refusal of requested life-prolonging treatments, experimentation, new forms of reproduction, issues in managed care, etc. The goal is to have the students recognize inadequacies or difficulties in present practices and to formulate policies for new or developing issues in medicine. Class discussion is used to achieve this goal.

John J. Paris, S.J.

HP 274 What Is Law? (Spring: 3)

Cross listed with PO 274

What is law? A traditional answer would be that the laws reflect or embody the truth—the dictates of nature or the divine. But the great diversity of laws and the different interests they seem to serve have long also suggested a different answer: that the law is a mere human construct—a means of maintaining order or an assertion of power. This seminar will explore the two possibilities through reading and discussion of works of Achebe, Plato, Aquinas, Locke, Camus, Foucault and others, as well as a re-enactment of the 1637 trial of Anne Hutchinson.

Alice Behnegar

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 262 Americans, Ugly or Beautiful (Spring: 3)

Martha Bayles

HP 263 Kerouac’s Desolation Dharma (Fall: 3)

Offered periodically

Seminar investigates Buddhist and Catholic dimensions of Kerouac’s works including *Visions of Gerard*, *On the Road*, *Dharma Bums*, *Subterraneans*, *Big Sur*, *Desolation Angels*, some of the *Dharma*, and *Mexico City Blues*. Kerouac claimed both Catholicism and Buddhism in his writings as answers to his experience of “desolation” before the “void.” Class meets once per week to discuss the religious sources—e.g., Pascal or “The Diamond Sutra”—and writers Kerouac reacted to or influenced—e.g., Gary Snyder, Thomas Merton, or Henri de Lubac.

Michael Martin

HP 270 Dante: Reflecting on Our Journey (Spring: 3)

The primary text will be Dante’s *Commedia: Inferno, Purgatorio, Paradiso*, translated by Hollander. With the understanding that most Honors Program students have had some experience reading Dante’s epic poem as freshmen, the seminar will be based upon the text while addressing broader topics such as government, religion, poetry, history and the like. There may be greater exploration of politics, philosophy, psychology, science, social structure within the context of medieval

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Florence, supported by additional texts, such as the *Vita Nuova*, *De Monarchia* (Dante's works) and other works by various poets, religious figures from classical times through medieval including contemporary interpretations.

Susan Michalczyk

HP 272 Autobiographical Novel/Memoir (Fall: 3)

This seminar will focus upon the genre of autobiography, its origins and evolution and the resulting variations that have emerged from the traditional concept, as established with Augustine's *Confessions*. Moving from the fundamentals of the genre, as defined in Gerd Gausdorff's essay on the pact between author and reader, our pattern will be a comparative study of texts such as Brontë's *Wuthering Heights*, Svevo's *The Conscience of Zeno*, Goethe's *Sorrows of Young Werther* and Akhmatova's *Requiem* as well as more contemporary texts including Dubus and Munro. In addition to careful analysis of selected texts, we will explore Olney's essays on autobiography.

Susan Michalczyk

HP 275 A Romantic Reprise (Fall: 3)

The purpose of this seminar is to offer the satisfaction of intellectual return by going back to books, paintings, music—above all, ideas—previously explored in the second half of sophomore year where our common subject of investigation is mature Romanticism. Accordingly, we will be looking again at some of the foundational nineteenth century artistic achievements. We will also be returning to earlier masterworks from the first three terms of the Cultural Tradition sequence to see how the Romantics reinterpreted them, and may explore how this Romantic way of seeing has continued in contemporary times.

Mark O'Connor

HP 299 Senior Honors Thesis (Fall/Spring: 3)

The Department

HP 399 Advanced Independent Research (Fall/Spring: 6)

The Department

International Studies

Contacts

- Director: Robert G. Murphy, Associate Professor, Economics, Maloney Hall, Room 485, 617-552-3688, murphyro@bc.edu
- Associate Director: Hiroshi Nakazato, Adjunct Assistant Professor, Carney 247, 617-552-4892, nakazato@bc.edu
- Program Administrator: Patricia McLaughlin, Gasson 109, 617-552-3272, mclauggp@bc.edu
- 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. Admission to the major is by competitive application at the end of freshman year. Approximately 70 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), student's personal statement, and foreign language proficiency (where applicable to the proposed course of study).

The deadline for submitting applications is early May, at the end of your freshman year. The application form and further details about the program are available online at www.bc.edu/isp.

Major Requirements

For students graduating in 2014 and later, at least 42 credits as described below. As an Interdisciplinary major, students may choose more than one major, but in each major, the student must fulfill the minimum requirements set by the department and the school. IS major students may count no more than one course toward both majors, or one course toward a major and minor.

International Studies Core: At least 21 credits in at least 7 courses as described below.

- IN 500/PO 500 Introduction to International Studies (4 credits)
- EC 131 Principles of Microeconomics (3 credits)
- EC 132 Principles of Macroeconomics (3 credits)
- One Comparative Politics (PO 4xx) Course (3 credits)
- IN 600/TH 863 Ethics, Religion and International Politics (3 credits)
- Two of the following History, Culture & Society courses (6 credits):
 - EN/IN 503 Global Englishes
 - HS 005–006 Asia in the World I and II
 - HS 055–056 Globalization I and II
 - HS 059–060 Islam and Global Modernities I and II
 - HS 063–064 Latin America in the World I and II
 - HS 572 U.S. Foreign Policy II 1945–present
 - SC 003 Introductory Anthropology
 - SC 040 Global Sociology
 - TH 161–162 The Religious Quest
 - TH 386 Ethics in a Comparative Perspective
 - TH 507 Introduction to Comparative TheologyUpper-division history, social science, or humanities courses that are approved by the International Studies Director or Associate Director.

Disciplinary Base: At least 18 credits in at least 6 courses as described below.

Choose a Disciplinary Base in Economics, Political Science, Ethics and International Social Justice, or Global Cultural Studies.

Economics Base:

- EC 201 or EC 203 Microeconomic Theory (3 credits)
- EC 202 or EC 204 Macroeconomic Theory (3 credits)
- EC 151 or EC 157 Statistics (4 credits)
- EC 228 Econometrics (4 credits) or EC 308 Game Theory in Economics (3 credits)
- Two electives chosen from (6 credits):
 - EC 271 International Economic Relations
 - IN 273/EC 273 Development Economics
 - EC 275 Economic Development: The Experience of El Salvador
 - EC 371 International Trade
 - EC 372 International Finance

IN 374/EC 374 Development Economics and Policy
 EC 375 Economic Growth and Development
 EC 377 The World Economy: From the Gold Standard to Globalization

Political Science Base:

- PO 041 Fundamental Concepts of Politics and PO 042 Introduction to Modern Politics (6 credits)
 Students with AP Government may substitute another PO 4xx or PO 5xx course for PO 042. PO 021 How to Rule the World may be substituted for PO 041; PO 061 Introduction to American Politics may be substituted for PO 042
- IN 540 Research Methods in International Studies or another methods course, e.g., PO 415 Models of Politics (3 credits)
- Three electives in International Politics or Comparative Politics (Political Science courses numbered at the 400 or 500 level) (9 credits)

Ethics and International Social Justice Base:

Foundational courses—one in each of the following two areas:

- **Foundations in Moral Philosophy, Religious Ethics, or Political Theory**
 Choose one of the following (3 credits):
 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 373 Fundamental Moral Theology
 TH 496 The Moral Dimensions of the Christian Life
 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 (3 credits):
 HS 300 The Study and Writing of History (section selected with attention to its relevance to International Studies)
 IN 540 Research Methods in 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 273 Development Economics
 SC 003 Introduction to Anthropology
 SC 049 Social Problems
 SC 093 Comparative Social Change
 SC 210 Research Methods
 SC 215 Social Theory
 NU 210 Public Health, (with relevant concentration)

Electives—Select at least 12 credits in at least 4 electives according to one of the following clusters: International Normative Ethics, Comparative Social Movements, Economic Ethics, Ethics and Gender, Ethics and Race, Global Ethics, Global Health, Global Institutions, Religion and Politics.

These lists are not exhaustive; students can suggest their own clusters. Courses and independent clusters must be pre-approved. The twelve credits of electives (four courses) should be from one cluster.

The International Normative Ethics cluster draws mostly from philosophy, theology, and related courses in other departments. The other thematic clusters draw mostly from the social sciences, including history.

Global Cultural Studies Base

Foundational Courses

- **Theoretical Perspectives on Culture and/or the Arts—One course in each of the following two areas:**
 Choose one of the following (3 credits):
 CO 442 International and Intercultural Communication
 EN 232 Literature and Social Change
 EN 551 Introduction to Literary and Cultural Theory
 FA 109 Clues to Seeing
 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 (3 credits):
 HS 300 Study and Writing of History (section selected with attention to its relevance to International Studies)
 IN 540 Research Methods in 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 (12 credits).
Global Culture, History, and the Social Sciences Option. Four electives in the social sciences, history, and/or communications that focus on a thematic topic such as the study of technology, race, sexuality, business, aging, myth and symbolism, identity, or kinship in an international context (12 credits).
Area Option. Four electives focusing on the study of culture in one geographic region (12 credits).

Senior Year Requirements: 3 or 6 credits

- IN 530 International Studies Seminar (3 credits) *or*
- Senior Thesis:
 IN 497 Senior Thesis I (3 credits)
 and
 IN 498 Senior Thesis II (3 credits)
 Note: IN 497 may count as an elective toward a student's disciplinary base.

Minor Requirements

For students graduating in 2014 and later, the IS minor requires at least 18 credits in at least 6 courses as described below.

The International Studies minor consists of 18 credits (six courses). Students enrolling in the minor must select one of the following Thematic Concentrations:

- International Cooperation and Conflict (ICC)

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- International Political Economy (IPE)
- Development Studies (DS)
- Ethics and International Social Justice (EISJ)*
- Global Cultural Studies (GCS)**

*Select at least 12 credits in at least 4 electives according to one of the following clusters: International Normative Ethics, Comparative Social Movements, Economic Ethics, Ethics and Gender, Ethics and Race, Global Ethics, Global Health, Global Institutions, Religion and Politics. These lists are not exhaustive; students can suggest their own clusters. Courses and independent clusters must be pre-approved. The twelve credits of electives (four courses) should be from one cluster.

**Select electives according to one of the following options for GCS:

- Global Culture and the Humanities option
- Global Culture, History, and the Social Sciences option; or
- Area option

The curriculum of the International Studies Minor is as follows:

- Foundation Course I: IN 510/PO 510 Globalization (3 credits), IN 546 World Politics, or PO 501 Introduction to International Politics (open to freshmen and sophomores only) (3 credits) 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 (3 credits).
- Thematic Concentration Electives: Students select four elective courses from the list of courses approved for the student's chosen Thematic Concentration (12 credits).

In selecting electives, students must bear in mind the University's requirement that the six courses for the minor must come from at least three different academic departments. The specific courses approved for each Thematic Concentration are reviewed and updated regularly by the International Studies Program. For a list of courses, visit the International Studies website at www.bc.edu/isp.

University regulations state that students taking an Interdisciplinary minor may only double count one course between University Core and a minor or one course between student's major and a minor.

BC's degree audit system is not currently robust enough to completely monitor compliance with the co-count rules. Therefore, a second major or a minor could be incorrectly marked on an audit as complete when it in fact is not due to unrecognized excessive co-counting. Ordinarily such excessive co-counting is corrected manually during a final graduation check by Student Services. Students with a second major or one or more minors should carefully monitor their course selection to insure compliance with the co-count limitation. Additional information about the International Studies Minor and an enrollment form are available on the International Studies website at www.bc.edu/isp.

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

Students may also consider taking one or both of the basic courses in Political Science which fulfill Disciplinary Base requirements for Political Science track for International Studies major as well as social science requirements of the University Core.

- PO 041 Fundamental Concepts of Politics and PO 042 Introduction to Modern Politics

To enroll in PO 041 or PO 042 students need to declare a Political Science major.

Although the following courses are not required, they provide excellent background for the major in International Studies, fulfill University Core requirements in Theology and History, and may be used to fulfill the International Studies core requirement in History, Culture, and Society:

- TH 161–162 The Religious Quest I and II
- HS 005–006 Asia in the World, HS 019–020 Democracy, Rights and Empire, HS 023–024 Eurasia in the World, HS 055–056 Globalization, HS 059–060 Islam and Global Modernities, or HS 063–064 Latin America in the World.

Information for Study Abroad

Many International Studies majors benefit from studying abroad. IS Major students can transfer up to eight (8) credits for one semester abroad and up to twelve (12) credits total for two semesters that they spend studying abroad. International Studies minors may transfer a maximum of eight (8) credits toward their International Studies minor.

Students who are contemplating writing a senior honors thesis and who will be abroad during the spring of their junior year when the normal application process for an honors thesis occurs are strongly urged to plan ahead. They should try to establish a thesis topic and identify a faculty member who is willing to supervise their work before they leave Boston College. While abroad, such students should keep in contact by e-mail with their thesis adviser.

For more information, contact Patricia McLaughlin, International Studies Program Administrator at mclauggp@bc.edu or 617-552-3272.

Undergraduate Course Offerings

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

IN 199 International Studies Internship (Fall/Spring: 1)

Prerequisite: Department permission required

Must be taken pass/fail

The Department

IN 260 International Environmental Science and Policy (Fall: 3)

Prerequisite: While no specific science classes are required as prerequisites, students should be familiar with basic scientific methods and principles

This course examines both the science underlying today's international environmental problems and the policy decisions that drive human actions and responses. The natural environment underlies every other human system: economic, political, cultural/religious, etc., and when it is perturbed, every system above it feels the effects. We will study the science behind climate change, deforestation, ocean/wildlife issues, and food security and look at how U.S. domestic laws, international treaties and conventions, international organizations like UNEP, and NGOs shape the way humanity deals with these problems.

Andrew Tirrell

IN 271 International Economic Relations (Spring: 3)*Prerequisites:* EC 131–132**Cross listed with EC 271**

IN 271 is for international studies majors (others see EC 271). We will study the underlying determinants of trade in goods, services and capital among countries along with the policies that nations often use to influence such trade. We will explore the theory and practice of international macroeconomics and problems of coordinating macroeconomic policies among countries. One feature of the course includes understanding the usefulness (and limitations) of game theory for explaining international economic interactions. Given the comprehensive coverage of the course, the workload is heavy and expectations for students are high.

*James Anderson**Eyal Dvir***IN 272 Human Rights and UN Review Process (Fall/Spring: 3)**

Provides a foundational understanding of human rights in theory and practice. Students will gain an appreciation of the how the United Nations human rights system works, rights are monitored, and the limitations of enforcement mechanisms. We will also cover how human rights reports are created and explore issues relating to the interpretation of facts, claims, and events in documenting human rights. A major component of the course will involve the creation of a report on one of the countries scheduled for review in the next Universal Periodic Review session of the UN Office of the High Commissioner for Human Rights.

*The Department***IN 299 Independent Study (Fall/Spring: 3)***Prerequisite:* Department permission required**By arrangement***Hiroshi Nakazato***IN 374 Development Economics and Policy (Fall: 3)***Prerequisites:* EC 201 or EC 203 and EC 202 or EC 204**Cross listed with EC 374****International Studies majors only**

This course examines development economics and development policy. The purpose is to understand the lives of the poor and the economies of poor countries to determine what can be done to improve their lives. We will examine various theories of economic inequity with emphasis on what changes might occur to promote development as well as what might be constraining the poor. We will use different methods to evaluate the effects of a policy or program and to evaluate our knowledge of poverty.

*Scott L. Fulford***IN 497 Senior Honors Research (Fall: 3)****By arrangement**

Weekly seminar/workshop for IS seniors writing a senior thesis.

*Hiroshi Nakazato***IN 498 Senior Honors Thesis (Spring: 3)****By arrangement***Hiroshi Nakazato***IN 500 Introduction to International Studies (Spring: 3)***Corequisite:* IN 505

This course provides an introduction to international studies. It is designed especially for students who intend to pursue further courses in the field and assumes no prior coursework in related disciplines.

The course lays the groundwork for understanding the ways in which international influences shape the world's economies, politics, 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.

*The Department***IN 510 Globalization (Fall/Spring: 3)***Prerequisite:* Department permission required**Cross listed with PO 510**

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***IN 521 International Law (Fall: 3)****Cross listed with PO 521**

This course examines the role of international public law (the "law of nations") in the world today. It takes as its starting point the academic (and practical) debate about the utility of international law in world politics. From there, we consider the philosophical foundations of law, the sources of international law, and the application of international law in different arenas. In particular, the course will focus on how international law deals with a number of issues, including the connection between domestic and international law and the laws on territory, jurisdiction, human rights, and security, as well as other relevant topics.

*Hiroshi Nakazato***IN 530 International Studies Senior Seminar (Fall/Spring: 3)****Cross listed with SC 530****Open only to Seniors majoring in International Studies**

This seminar is required of seniors majoring in International Studies. It provides participants with a common vocabulary for analyzing the current international environment politically, economically, and socially. It also examines how to integrate cultural questions and expression into the discipline. Students will explore possibilities for future global relationships in an informed and constructive way and exchange their views, questions, and research in an atmosphere of mutual respect and trust.

*The Department***IN 540 Research Methods in International Studies (Fall: 3)**

This course is designed specifically for students in the Political Science and the History, Culture, and Society (HCS) tracks of the International Studies major. It lays the groundwork for understanding qualitative research methods in the social sciences. Students interested in quantitative research methods are urged to take additional courses offered in other departments to augment the material covered here. This course complements and supplements IN 497 Senior Thesis, but the two courses are independent.

Hiroshi Nakazato

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IN 546 World Politics: Conflict and Cooperation (Spring: 3)

Corequisite: IN 547

Satisfies Foundation I requirements for the International Studies minor

Course may be used as an elective for certain IS minor concentrations (ICC, IPE, EISJ).

Students with IN 500 Introduction to International Studies may not take the class.

This course examines the principle sources of the behavior of countries in international politics, including the nature of the international system and the decision-making process within states. It examines such issues as the sources of power, the causes and implications of the security dilemma, the dynamics of alliances, the causes of war, international political economy, and the dilemmas of world order.

Hiroshi Nakazato

IN 574 Globalization, Gender and Development (Spring: 3)

Cross listed with SC 574

Offered periodically

See course description in the Sociology Department.

Kimberly Hoang

IN 601 Advanced Independent Research (Fall/Spring: 6)

Prerequisite: Department permission required

By arrangement

Hiroshi Nakazato

Undergraduate and Graduate Course Offerings

IN 261 Indigenous Rights and Natural Resources (Spring: 3)

What roles do indigenous peoples play in conflicts over natural resources? This course will examine conflicts between indigenous peoples, governments, and the private sector in order to better understand why such disputes occur so commonly throughout the world. Whether it's hydroelectric dams in Brazil and Laos, mines in Peru and Guatemala, or tourism in Panama, struggles between indigenous groups and forces of development are ubiquitous, and the frequency of these conflicts is on the rise. Through case studies, an interactive negotiation simulation, and an academic mini-conference, we will explore indigenous rights and natural resources issues through a variety of lenses.

Andrew Tirrell

IN 600 Ethics, Religion, and International Politics (Fall/Spring: 3)

Prerequisite: Department permission required

Cross listed with TH 563

See International Studies or the Theology Department for registration approval

Preference to Theology and International Studies majors and minors

An examination of the role of religion in international politics and of ethical approaches to international affairs. Special emphasis will be given to religion as a source of conflict, religious communities as transnational agents for justice, protection of human rights, and peace; the historical development and contemporary formulations of ethical norms for the use of force; and ethical and religious contributions to reconciliation and solidarity.

Erik Owens

Islamic Civilization and Societies

Contacts

- Associate Director of the Islamic Civilization and Societies Program: Kathleen Bailey, Adjunct Associate Professor, Political Science, McGuinn 529, 617-552-4170, kathleen.bailey.1@bc.edu
- Coordinator of the Islamic Civilization and Societies Program: Susan Leonard, Gasson 104, 617-552-9139, susan.leonard.1@bc.edu
- www.bc.edu/ics

Undergraduate Program Description

The interdisciplinary major in Islamic Civilization and Societies encompasses faculty and courses from across the university. The program prepares students for careers in diplomacy, journalism, business, government, social service, as well as graduate academic or professional study. Students who complete the major will attain proficiency in Arabic or another language related to the region, along with valuable skills and broader horizons that only an interdisciplinary major can provide.

Major Requirements

The major consists of ten required courses (30 credits) plus language proficiency (four semesters of a relevant language or native speaking ability).

Islamic Civilization and Societies Core: One Course

Integrative and multidisciplinary, this course is designed as an introduction to the field. It explores the rich culture produced in the regions where Islam was the predominant religion during the past 1,400 years. The course is offered in the fall semester, is open to non-majors, and fulfills the Cultural Diversity Core requirement.

Disciplinary Base: Four Courses

Choose a Disciplinary Base in History, Political Science, Theology, Fine Arts, or Slavic and Eastern Languages and Literatures. Take all required departmental foundation courses and two additional courses in your primary department. Visit the department website at www.bc.edu/ics for the list of approved courses.

Departmental Foundation Courses: Two Courses

- Political Science: PO 041 Fundamental Concepts of Politics and PO 042 Introduction to Modern Politics
- Fine Arts: FA 101/102 Art from Prehistoric Times to High Middle Ages/Art: Renaissance to Modern Times
- History: Two courses from the HS 001–094 sequence: HS 059 Islam and Global Modernities preferred
- Theology: Any of the two-semester University Core requirements: TH 161 Religious Quest preferred
- Slavic and Eastern Languages and Literatures: Any two of the following: SL 147 Language and Identity in the Middle East, SL 150 States and Minorities in the Middle East, SL 148 Modern Middle Eastern and Arabic Literature, SL 291 Near Eastern Civilization

Base Discipline Electives: Two Courses

Political Science:

- PO 363 Muslims in U.S. Society and Politics
- PO 403 Rise and Rule of Islamic States
- PO 414 Politics and Society in Central Eurasia
- PO 444 Intellectuals & Politics in the Middle East
- PO 449 Domestic Politics in Postwar Europe
- PO 450 France and the Muslim World
- PO/IN 475 Kuwait: Politics and Oil in the Gulf

PO 502 U.S.–Iran Relations since World War II
 PO 527 Terrorism and Political Violence
 PO 528 International Relations of The Middle East
 PO 532 Politics of Middle East
 PO 615 Islam and Liberal Democracy
 PO 638 Islamic Political Philosophy
 PO 700 Muslims and American Institutions
 PO 806 Political Cultures of the Middle East
 PO 812 State-Church Relations in Modern Europe
 PO 813 Islam in Europe

History:

HS 207 Islamic Civilization in the Middle East
 HS 208 Middle East in the Twentieth Century
 HS 315 Islam in South Asia
 HS 326 Modern Iran
 HS 339 Byzantium and Islam
 HS 343 Rise and Fall of the Ottoman Empire
 HS 344 History & Historiography of Arab Israeli Conflict
 HS 353 Africa, Islam, and Europe
 HS 365 Odysseys in the Western and Islamic Traditions
 HS 385 Modern South Asia
 HS 575 Terror and the American Century
 HS 667 Jews and Islamic Civilization

Theology:

TH 116 Medieval Religions and Thought
 TH/IC 225 Exploring the Religious Worlds of Istanbul and Anatolia
 TH 325 Lebanon: Focal Point of a Crisis
 TH 351 Faith Elements in Conflict
 TH 352 Israelis and Palestinians
 TH 441 Ibn 'Arabi and The Islamic Humanities: Islamic Philosophy and Theology
 TH 544 Prophetic Tradition and Inspiration: Exploring the Hadith
 TH 554 Encountering the Qur'an: Contexts and Approaches
 TH 557 Introduction to Islamic Philosophical Traditions
 TH 566 Mystical Poetry in the Islamic Humanities
 TH 576 Pathways to God: Islamic Theologies in Context

Fine Arts:

FA 176 Jerusalem
 FA 203 Great Cities of the Islamic Lands
 FA 213 Introduction to Islamic Architecture
 FA 214 The Art of the Silk Road
 FA 226 Islamic Spain/al-Andalus: Word, Monument, and Image
 FA 234 Mosques, Minarets, and Madrasas
 FA 235 The Arts of Persia
 FA 276 Islamic Art
 FA 280 Masterpieces of Islamic Art
 FA 350 The Art of the Object/Islamic Art
 FA 409 The Art of the Islamic Book
 FA 410 Orientalism
 FA 412 Cairo: City of 1001 Nights
 FM 314 Cinema of the Greater Middle East

Slavic and Eastern Languages and Literatures:

SL 037/038 Modern Hebrew I and II
 SL 091/TH 582 Biblical Hebrew
 SL 183/4 Turkish for Scholars I and II

SL 232 Literature of the Other Europe in Translation
 SL 249 Gender and War in Eastern Europe
 SL 250 Conversion, Islam, and Politics in the Balkans
 SL 251/252 Advanced Arabic I and II
 SL 272 War and Peace in Yugoslavia
 SL/SC 280 Society/National Identity in the Balkans
 SL 286/EN 252 Exile and Literature
 SL 291 Near Eastern Civilizations
 SL 294 Advanced Readings in Persian Texts
 SL 359 The Structure of Biblical Hebrew
 SL 382 Business Arabic
 SL 398 Advanced Tutorial Arabic

Electives: Three Courses

Majors choose three elective courses from an approved list found on our website at www.bc.edu/ics. Electives must be distributed among at least two other departments in addition to the disciplinary base.

Senior Seminar and Research Project/Honors Thesis: Two Courses

All majors will be required to enroll in a thesis seminar in the fall of their senior year. In the spring term of their senior year, students will complete a senior thesis under the supervision of a faculty member affiliated with the Program.

The Senior Seminar will allow ICS majors to integrate the knowledge, skills, and concepts of their diverse disciplinary bases and to share them in a genuinely cross-disciplinary manner. The course encourages students to make intellectual connections across disciplines and to engage in critical reflection. After exploring common themes, majors will develop a research design, select a methodology, engage in research, and begin writing the thesis.

Language Requirement: Four Courses

Students will be expected to attain proficiency (completion of intermediate level) in a relevant language such as Arabic, Hebrew, Turkish, Persian, or Urdu. In some cases, French, Russian, Chinese or other languages relevant to specific research concerns may be accepted for students specializing in the study of Muslims in Africa, Central Asia, China, Europe, or the Americas, subject to approval by the program's director.

Boston College currently offers four years of Arabic language instruction, from Elementary Intensive through Advanced Arabic. Students studying abroad can enroll in even more intensive language programs offered in Morocco, Kuwait, Egypt, Jordan, and at the School of Oriental and African Studies at the University of London (SOAS) during the regular academic year and in the summer. Our students have also studied during the summer months at Middlebury, Harvard, and Columbia to accelerate their language skills, and several have won U.S. State Department Critical Language Scholarships and Flagship Fellowships to study Arabic in the summer.

Arabic and other relevant languages can be taken through the Boston Area Consortium. Our Consortium partners, B.U., Brandies, and Tufts in particular, offer additional languages such as Persian, Turkish, and advanced levels of Hebrew if majors wish to study a language other than, or in addition to, Arabic.

Minor Requirements

Students seeking to earn an Islamic Civilization and Societies minor must submit a proposed plan of study to the Associate Director, listing the courses that will be taken to fulfill the requirements. In general, proposed plans of study for the minor should be submitted no later than the second semester of the sophomore year. The Associate

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Director will review the proposed plan of study, in consultation with the student and Program Director, and if accepted, the Committee will grant approval for the student.

Fill out and email the proposed plan of study form before scheduling an appointment with the Associate Director. Whenever possible, the Associate Director will arrange for each student to receive continuing academic advisement from a faculty member in the student's academic major who is affiliated with the Islamic Civilization and Societies Program. Students will be expected to consult with the Associate Director at each semester registration period to update their plan of study.

Requirements for the Islamic Civilization and Societies Minor

- Six courses from the approved course list
- Selected courses must be from three different academic departments
- Required multidisciplinary foundation course IC 199 (fall semester)
- Two courses in Arabic or an equivalent language, at the intermediate level or above

Requirements for the Arabic Studies Minor

The Department of Slavic & Eastern Languages and Literatures offers a minor in Arabic Studies, which covers areas of Modern Standard Arabic and Modern Hebrew, Modern Middle Eastern Literature and Cultural History, and Near Eastern Civilizations.

- Six approved one-semester courses
- Two in Modern Standard Arabic, above the intermediate level
- Four in Middle Eastern languages, cultures, literatures and civilizations. May include a language course in Modern (Israeli) Hebrew, courses taught in translation, and Near Eastern Civilizations

For additional information see Slavic and Eastern Languages and Literatures.

Undergraduate Course Offerings

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

IC 199 Islamic Civilization (Fall: 3)

Satisfies Cultural Diversity Core requirement

This course introduces the varieties of Islamic civilization from the seventh century to the modern world. It explores not only the tenets of faith and practice, and political, social, theological, and economic history, but also considers Muslim cultural and intellectual contributions, including those made by women, from Indonesia to Morocco and in the Western world. Students will read primary sources, listen to recordings, and view films. The course will emphasize the variety of experiences of Muslims and their contributions to the world.

Natana DeLong-Bas

IC 226 Islamic Spain/Al-Andalus: Word, Monument, and Image (Spring: 3)

Cross listed with FA 226, HS 334

Offered periodically

See course description in the Fine Arts Department.

Pamela Berger

Dana Sajdi

IC 250 Conversion, Islam, and Politics in the Balkans (Spring: 3)

Cross listed with SL 250

Satisfies Cultural Diversity Core requirement

Through a study of fiction, works of scholarship, folklore, and movies, the course examines the conversion of Christians to Islam in Southeast Europe. It analyzes the most important cultural, social, and political implications of this change with a goal to identify the various factors that promote cooperation or conflict among mixed Christian-Muslim communities.

Mariela Dakova

IC 328 Islam and the Iberian Peninsula (Fall: 3)

Cross listed with RL 328

See course description in the Romance Languages and Literatures Department.

Elizabeth Goizueta

IC 400 Islam and Liberal Democracy (Fall: 3)

Cross listed with PO 615

We will take advantage of current geopolitical controversies in order to unearth the theoretical core of the debate between Islam and the West. Materials related to the Islamic heritage will be placed next to arguments made on behalf of the West in relation to certain key issues, such as rights versus duties; religion and freedom; and democracy and progress. Modern, pre-modern, sacred, and secular texts will be studied. How can the secular world defend itself against a critique that begins from a position of faith and emphasizes virtue, God, and justice?

David M DiPasquale

IC 500 ICS Senior Seminar (Fall: 3)

Prerequisite: Department permission required

Seniors only

Kathleen Bailey

IC 638 Islamic Political Philosophy (Spring: 3)

Cross listed with PO 638

See course description in the Political Science Department.

The Department

Mathematics

Faculty

Gerald G. Bilodeau, *Professor Emeritus*; B.A., University of Maine; A.M., Ph.D., Harvard University

Paul R. Thie, *Professor Emeritus*; B.S., Canisius College; Ph.D., University of Notre Dame

Gerard E. Keough, *Associate Professor Emeritus*; A.B., Boston College; Ph.D., Indiana University

Joseph F. Krebs, *Assistant Professor Emeritus*; A.B., M.A., Boston College

Avner Ash, *Professor*; A.B., Ph.D., Harvard University

Jenny A. Baglivo, *Professor*; B.A., Fordham University; M.A., M.S., Ph.D., Syracuse University

Martin J. Bridgeman, *Professor*; B.A., Trinity College, Dublin; M.A., Ph.D., Princeton University

Solomon Friedberg, *Professor*; Chairperson of the Department; B.A., University of California, San Diego; M.S., Ph.D., University of Chicago

Benjamin Howard, *Professor*; B.S., University of Chicago; M.S., Ph.D., Stanford University

Tao Li, *Professor*; B.S., Peking University; Ph.D., California Institute of Technology

G. Robert Meyerhoff, *Professor*; A.B., Brown University; Ph.D., Princeton University

Mark Reeder, *Professor*; B.A., Humboldt State University; M.S., University of Oregon; Ph.D., Ohio State University

Daniel W. Chambers, *Associate Professor*; B.S., University of Notre Dame; A.M., Ph.D., University of Maryland

C.K. Cheung, *Associate Professor*; B.Sc., University of Hong Kong; Ph.D., University of California at Berkeley

Robert H. Gross, *Associate Professor*; A.B., Princeton University; Ph.D., Massachusetts Institute of Technology

William J. Keane, *Associate Professor*; A.B., Boston College; M.S., Ph.D., University of Notre Dame

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

John A. Baldwin, *Assistant Professor*; A.B., Harvard University; Ph.D., Columbia University

Ian Biringer, *Assistant Professor*; A.B., Oberlin College; M.S., Ph.D., University of Chicago

Dawei Chen, *Assistant Professor*; B.S., Peking University; Ph.D., Harvard University

Maksym Fedorchuk, *Assistant Professor*; S.B., Massachusetts Institute of Technology; Ph.D., Harvard University

David Geraghty, *Assistant Professor*; B.A., C.A.S.M., University of Cambridge; Ph.D., Harvard University

Joshua E. Greene, *Assistant Professor*; B.S., Harvey Mudd College; M.Sc., University of Chicago; Ph.D., Princeton University

Julia Elisenda Grigsby, *Assistant Professor*; A.B., Harvard University; Ph.D., University of California at Berkeley

Dubi Kelmer, *Assistant Professor*; B.Sc., The Hebrew University of Jerusalem; Ph.D., Tel Aviv University

David Treumann, *Assistant Professor*; B.S., University of Minnesota; Ph.D., Princeton University

Marie Clote, *Adjunct Assistant Professor*; M.A., D.E.A., University Paris VII

Robert C. Reed, *Adjunct Assistant Professor*; B.A., University of California at Berkeley; Ph.D., University of Wisconsin at Madison

- Contacts**
- Department Offices: Carney Hall, Rooms 301 and 318
 - Department Phone: 617-552-3750
 - Department Fax: 617-552-3789
 - www.bc.edu/math

Undergraduate Program Description

The Mathematics Department offers two undergraduate degree programs, leading to the Bachelor of Science and to the Bachelor of Arts. **Bachelor of Arts (B.A.)**

The Bachelor of Arts program in Mathematics is designed to provide a solid foundation in the main areas of mathematics and mathematical applications. Course work is offered in preparation for careers in the actuarial profession, applied areas of government and industry, and education. Students who succeed in the program make excellent candidates for law school and other professional schools.

Requirements for Mathematics B.A. for the Classes of 2014 and Following

The Mathematics B.A. major requires completion of at least 33 credits, including:

- MT 202 Multivariable Calculus
- MT 210 Linear Algebra
- MT 216 Introduction to Abstract Mathematics
- MT 310 Introduction to Abstract Algebra
- MT 320 Introduction to Analysis
- Eighteen elective credits chosen from MT courses numbered 400 or higher

No more than three credits may be accumulated toward the major in courses granting fewer than three credits.

With the approval of the Assistant Chair for Undergraduate Programs, advanced students may omit required courses, substituting three credits in MT courses numbered 400 or higher for each.

Bachelor of Science (B.S.)

The Bachelor of Science program in Mathematics is designed to give students a rigorous and thorough mathematical experience, one that includes connection to another area of scholarship in which mathematics is an essential tool. In particular, the program is strongly recommended for those who wish to pursue graduate study in mathematics.

Requirements for Mathematics B.S. Majors for the Classes of 2014 and Following

The Mathematics B.S. major requires completion of at least 36 credits, including:

- MT 202 Multivariable Calculus
- MT 210 Linear Algebra
- MT 216 Introduction to Abstract Mathematics
- MT 311-312 Algebra I, II
- MT 321-322 Analysis I, II
- MT 460 Complex Variables
- Twelve elective credits in mathematics numbered 400 or above
- Twelve credits in natural science, computer science, or economics courses (listed below).

No more than three credits may be accumulated toward the major in courses granting fewer than three credits.

With the approval of the Assistant Chair for Undergraduate Programs, advanced students may omit required courses, substituting three credits in MT courses numbered 400 or higher for each.

Corequisite Science Courses for B.S. in Mathematics

- BI 200 Molecules and Cells
- BI 202 Organisms and Populations
- BI 304 Cell Biology
- BI 305 Genetics
- BI 420 Introduction to Bioinformatics
- BI 524 Computational Foundations of Bioinformatics
- CH 109 (117)–110 (118) General (Modern) Chemistry I, II
- CH 351 Analytical Chemistry
- CH 575–576 Physical Chemistry I, II
- CS 227 Introduction to Scientific Computation
- CS 244 Randomness and Computation
- CS 381 Cryptography
- CS 383 Algorithms
- CS 385 Theory of Computation
- EC 228 Econometric Methods
- EC 308 Game Theory in Economics

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- EC 311 Mathematics for Economists
- GE 132–134 Exploring the Earth I, II
- GE 391 Introduction to Geophysics
- PH 209 (211)–210 (212) Introduction to Physics (Calculus) I, II
- Any upper division course for majors in Physics.

Additional Major Requirement (all students)

A grade point average of at least 1.67 in the MT courses used to fulfill the major.

Some students may need to complete (or will benefit from completing) MT 102 Calculus I (Math/Science Majors) and Calculus II (Math/Science Majors), (numbered MT 105 in the Fall and MT 103 in the Spring) to prepare for the major. Well prepared students with a strong Calculus BC program may, and sometimes should, begin directly in MT 202. Exceptionally strong students may apply for the Honors Section of MT 202, and should contact the Assistant Chair for Undergraduate Programs. More information about Calculus courses and suggestions for choosing the right Calculus course can be found at www.bc.edu/mathadvise.

Each student should consult directly with the Assistant Chair for Undergraduate Programs or a Mathematics Advisor at Orientation to determine the appropriate and recommended Calculus choice for their situation.

Departmental Honors

Candidates for either the Bachelor of Arts or the Bachelor of Science who meet the following requirements will be awarded Departmental Honors in Mathematics:

- Completion of the mathematics requirements for the B.S. degree.
- A grade point average of at least 3.3 in all mathematics courses numbered 300 and above.
- Completion, as one of the required electives, of an honors thesis course MT 498 or an independent study course MT 499 under the direction of a faculty member; or completion, as one of the required electives, of one graduate course at the 800 level; or participation, as one of the required electives, in the Honors Seminar MT 695.

Each student's honors program must be approved individually by the Assistant Chair for Undergraduate Programs.

The Minor in Mathematics

The Mathematics Department also offers a program for majors in other disciplines leading to the Minor in Mathematics.

Requirements for the Minor in Mathematics for the Classes of 2014 and Following:

- MT 101 Calculus II, MT 103 Calculus II (Math/Science), or MT 105 Calculus II
- MT 202 Multivariable Calculus
- MT 210 Linear Algebra
- Nine elective credits, chosen from:
 - MT 216 Introduction to Abstract Mathematics
 - MT 226 Probability for Bioinformatics
 - MT 245 Discrete Mathematics
 - MT 305 Advanced Calculus (Science majors)
 - MT 310 Introduction to Abstract Algebra
 - MT 311 Algebra I

MT 320 Introduction to Analysis

MT 321 Analysis I

MT major courses numbered 400 or higher

Only one of MT 226 and MT 426, only one of MT 305 and MT 410, only one of MT 310 and MT 311, and only one of MT 320 and MT 321 may be counted toward the Mathematics minor.

No more than three credits may be accumulated toward the minor in courses granting fewer than three credits.

Five-Year Combined B.A./M.A.

The Department offers a combined B.A./M.A. program, leading to the bachelor's degree after four years, and the master's degree after completion of a fifth year. In short, this program allows the student to complete a master's degree in just one year, rather than the usual two years.

Applications to the combined program should be made during the spring semester of junior year, and careful planning of undergraduate courses is essential to completion of the program. Interested students should consult with the Assistant Chair for Undergraduate Programs.

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, they should also complete at least one of MT 310/MT 311 or MT 320/MT 321 before leaving.

Students usually may take **no more than two** mathematics courses for credit towards the mathematics major while abroad, although exceptions may be made if the host institution provides suitable offerings. All courses to be used for major credit must be approved beforehand.

There are no restrictions on what type of mathematics course students 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 300-level courses in Algebra and Analysis may be available while abroad. However, these titles are generic, and thus it is extremely important that students check with the Department about taking either one of these two courses abroad, to be sure that the level of the course matches their background.

For course approval, contact the Assistant Chair for Undergraduate Programs.

Choosing Courses and Fulfilling Core Requirements

All students at Boston College are required to complete one mathematics course as part of the University Core Curriculum. A score of 4 or higher on either the Calculus AB or BC Advanced Placement Exam (once recorded on your transcript by the Admissions Office) exempts you from this Core requirement.

Some schools or major programs, however, may require more than this minimum, or perhaps require a specific Calculus course or courses. Basic guidelines for students who fall into these categories (or who are seriously thinking about choosing majors in these categories) are as follows:

Majors in Mathematics, Physics, Chemistry, Computer Science, Geological Sciences, or Environmental Geosciences (B.S.)

Enroll in your first semester of freshman year in one of the Calculus courses MT 102 (Calculus I/Math and Science), MT 105 (Calculus II-AP/Math and Science), or MT 202 (Multivariable

Calculus). If you have had a solid year of calculus, MT 105 is usually the most appropriate choice. Well prepared students with a strong Calculus BC program may, and sometimes should, begin directly in MT 202. Exceptionally strong students may apply for the Honors Section of MT 202, and should contact the Assistant Chair for Undergraduate Programs.

Majors in Biology or Computer Science (B.A.), and all Premedical students

Enroll in your first semester of freshman year in one of the Calculus courses MT 100 Calculus I, MT 101 Calculus II, or MT 202 Multivariable Calculus. If you have had a solid year of calculus (the AB curriculum), MT 101 is usually the most appropriate choice. Particularly well-prepared students should consider MT 202. If you have a strong interest in mathematics, you should consider choosing a Calculus course from the MT 102–MT 105–MT 202 sequence mentioned above.

Carroll School of Management students

If you have not received AP credit for Calculus, you should complete one of the Calculus courses MT 100 Calculus I, MT 101 Calculus II, or MT 202 Multivariable Calculus in one of the semesters of freshman year. If you have had a year of calculus, MT 101 is usually the most appropriate choice. Particularly well-prepared students should consider MT 202. If you have a strong interest in mathematics, you should consider choosing a Calculus course from the MT 102–MT 105–MT 202 sequence mentioned above.

Other students

For all other students seeking to fulfill the Core requirement in mathematics, you may take a Core-level mathematics course at any time—it need not be (and sometimes simply cannot be) completed right away in freshman year. You certainly have the option to elect a Calculus course for the Core requirement, but there often may be more appropriate course selections available to you, such as:

- MT 004 Finite Probability and Applications
- MT 007 Ideas in Mathematics
- MT 180 Principles of Statistics for the Health Sciences (CSON students)
- MT 190 Fundamentals of Mathematics I (LSOE students in Elementary Education or Human Development)

For more complete information on course selection, visit the course selection area of the Mathematics Department website at www.bc.edu/mathadvise.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed at 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 007 Ideas in Mathematics (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 is designed to introduce the student to the spirit, beauty, and vitality of mathematics. The emphasis is on development of ideas rather than problem solving skills. Topics vary, but are typically chosen from diverse areas such as geometry, number theory, computation, and graph theory.

MT 100 Calculus I (Fall/Spring: 4)

Prerequisite: Trigonometry

Corequisites: MT 121, MT 122, etc., depending on which section of MT 100 taken

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., Environmental Geosciences, Geological Sciences, Mathematics, or Physics should enroll in MT 102.

MT 100 is a first course in the calculus of one variable intended for biology, computer science, economics, management, and premedical students. It is open to others who are qualified and desire a more rigorous mathematics course at the core level. Topics include a brief review of polynomials and trigonometric, exponential, and logarithmic functions, followed by discussion of limits, derivatives, and applications of differential calculus to real-world problem areas. The course concludes with an introduction to integration.

MT 101 Calculus II (Fall/Spring: 4)

Prerequisite: MT 100

Corequisites: MT 141, MT 142, etc., depending on section of MT 101 taken

Satisfies Mathematics Core requirement

MT 101 is not open to students who have completed MT 103 or MT 105.

Students contemplating majors in Chemistry, Computer Science/B.S., Environmental Geosciences, Geological Sciences, Mathematics, or Physics should enroll in either MT 103 (Spring) or MT 105 (Fall).

MT 101 is a second course in the calculus of one variable intended for biology, computer science, economics, management, and premedical students. It is open to others who are qualified and desire a more rigorous mathematics course at the core level. Topics include an overview of integration, basic techniques for integration, a variety of applications of integration, and an introduction to (systems of) differential equations.

MT 102 Calculus I (Mathematics/Science Majors) (Fall: 4)

Prerequisite: Trigonometry

Satisfies Mathematics Core requirement

Not open to students who have completed a calculus course at the college level

MT 102 is a first course in the calculus of one variable intended for Chemistry, Computer Science/B.S., Geology, Geophysics, 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.

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MT 103 Calculus II (Mathematics/Science Majors) (Spring: 4)

Prerequisite: MT 102

Satisfies Mathematics Core requirement

Not open to students who have completed MT 105

MT 103 is a continuation of MT 102. Topics covered in the course include several algebraic techniques of integration, many applications of integration, and infinite sequences and series.

MT 105 Calculus II—AP (Mathematics/Science Majors) (Fall: 3)

Not open to students who have completed MT 103

MT 105 is a second course in the calculus of one variable intended for Chemistry, Computer Science/B.S., Environmental Geosciences, Geological Sciences, Mathematics, and Physics majors. It is designed for students who have completed either MT 101 or a year of Calculus in high school at either the AB or BC curriculum level, but who are not yet prepared to advance to MT 202 Multivariable Calculus. The course first reviews the primary techniques and interesting applications of integration. The remainder of the course provides an introduction to the topics of infinite sequences and series. Other topics may be introduced as time permits.

MT 180 Principles of Statistics for the Health Sciences (Spring: 3)

Prerequisite: Connell School of Nursing students only

Satisfies Mathematics Core requirement

This course introduces statistics as a liberal arts discipline and applies the principles of statistics to problems of interest to health sciences professionals. Students will gain an understanding of statistical ideas and methods, acquire the ability to deal critically with numerical arguments, and gain an understanding of the impact of statistical ideas on the health sciences, public policy, and other areas of application.

MT 190 Fundamentals of Mathematics I (Fall: 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–8. The emphasis is on building conceptual understanding of the mathematics present in the emerging K–8 curriculum and on deepening content knowledge. Number and number systems through the real number system will be studied; functions and the structure of algebra will be developed. Problem solving and reasoning, applications, and making connections will be featured.

MT 191 Fundamentals of Mathematics II (Spring: 3)

Prerequisite: MT 190

Satisfies Mathematics Core requirement

Restricted to Lynch School of Education students

As in MT 190, the course emphasizes building conceptual understanding of the mathematics present in the emerging K–8 curriculum and on deepening the content knowledge. Topics drawn from geometry and measurement, data analysis, statistics, and probability will be developed. Problem solving and reasoning, applications, and making connections will be featured.

MT 202 Multivariable Calculus (Fall/Spring: 4)

Prerequisites: MT 101, MT 103, MT 105, or permission of instructor

Satisfies Mathematics Core requirement

This course is for students majoring in Chemistry, Computer Science/B.S., Geological Sciences, Environmental Geosciences, 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 it 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 310 Introduction to Abstract Algebra (Fall/Spring: 3)

Prerequisites: MT 210 and MT 216

Students may not take both MT 310 and MT 311.

This course studies four fundamental algebraic structures: groups, including subgroups, cyclic groups, permutation groups, symmetry groups and Lagrange's Theorem; rings, including sub-rings, integral domains, and unique factorization domains; polynomials, including a discussion of unique factorization and methods for finding roots; and fields, introducing the basic ideas of field extensions and ruler and compass constructions.

MT 311 Algebra I (Fall: 3)

Prerequisites: MT 210 and MT 216

Students may not take both MT 310 and MT 311.

This course, with MT 312, studies the basic structures of abstract algebra. Topics include groups, subgroups, factor groups, Lagrange's Theorem, the Sylow Theorems, rings, ideal theory, integral domains, field extensions, and Galois theory.

MT 312 Algebra II (Spring: 3)

Prerequisites: MT 311. With the permission of the Assistant Chair for Undergraduates, students who have taken MT 310 may be allowed to take MT 312. However, they may need to do additional work.

This course, with MT 311, studies the basic structures of abstract algebra. Topics include groups, subgroups, factor groups, Lagrange's Theorem, the Sylow Theorems, rings, ideal theory, integral domains, field extensions, and Galois theory.

MT 320 Introduction to Analysis (Fall/Spring: 3)

Prerequisites: MT 202 and MT 216

Students may not take both MT 320 and MT 321.

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 321 Analysis I (Fall: 3)

Prerequisites: MT 202 and MT 216

Students may not take both MT 320 and MT 321.

This course, with MT 322, studies the basic structure of the real numbers. Topics include the least upper bound principle, compactness of closed intervals (the Heine-Borel theorem), sequences, convergence, the Bolzano-Weierstrass theorem, continuous functions, boundedness and intermediate value theorems, uniform continuity, differentiable functions, the mean value theorem, construction of the Riemann integral, the fundamental theorem of calculus, sequences and series of functions, uniform convergence, the Weierstrass approximation theorem, special functions (exponential and trig), and Fourier series.

MT 322 Analysis II (Spring: 3)

Prerequisites: MT 321. With the permission of the Assistant Chair for Undergraduate Programs, students who have taken MT 320 may be allowed to take MT 322. However, they may need to do additional work.

This course, with MT 321, studies the basic structure of the real numbers. Topics include the least upper bound principle, compactness of closed intervals (the Heine-Borel theorem), sequences, convergence, the Bolzano-Weierstrass theorem, continuous functions, boundedness and intermediate value theorems, uniform continuity, differentiable functions, the mean value theorem, construction of the Riemann integral, the fundamental theorem of calculus, sequences and series of functions, uniform convergence, the Weierstrass approximation theorem, special functions (exponential and trig), and Fourier series.

MT 445 Combinatorics (Fall: 3)

Prerequisite: MT 216

Corequisite: MT 210

Offered periodically

Not open to students who have completed MT 245 or MC 248 or CS 245

This course is an introduction to graph theory and combinatorics, with a strong emphasis on creative problem-solving techniques and connections with other branches of mathematics. Topics will center around the following: enumeration, Hamiltonian and Eulerian cycles, extremal graph theory, planarity, matching, colorability, Ramsey theory, hypergraphs, combinatorial geometry, and applications of linear algebra, probability, polynomials, and topology to combinatorics.

MT 460 Complex Variables (Fall/Spring: 3)

Prerequisites: MT 202 and MT 210

This course gives an introduction to the theory of functions of a complex variable, a fundamental and central area of mathematics. It is intended for mathematics majors and well-prepared science majors. Topics covered include: complex numbers and their properties, analytic functions and the Cauchy-Riemann equations, the logarithm and other elementary functions of a complex variable, integration of complex functions, the Cauchy integral theorem and its consequences, power series representation of analytic functions, and the residue theorem and applications to definite integrals.

MT 498 Honors Thesis (Fall/Spring: 3)

This course may be taken to complete the requirements for Departmental Honors in Mathematics. Students must make arrangements with an individual faculty member, and receive permission from the Assistant Chair for Undergraduates.

MT 499 Readings and Research (Fall/Spring: 3)

Prerequisite: Department permission is required.

This is an independent study course, taken under the supervision of a Mathematics Department faculty member. Interested students should see the Assistant Chair for Undergraduates.

Undergraduate and Graduate Course Offerings

MT 410 Differential Equations (Fall/Spring: 3)

Prerequisites: MT 202 and MT 210

This course is a junior-senior elective intended primarily for the general student who is interested in seeing applications of mathematics. Among the topics covered will be the following: first order linear equations, higher order linear equations with constant coefficients, linear systems, qualitative analysis of non-linear systems, and an introduction to stability and bifurcations.

MT 412 Partial Differential Equations (Spring: 3)

Prerequisite: MT 410

This course investigates the classical partial differential equations of applied mathematics (diffusion, Laplace/Poisson, and wave) and their methods of solution (separation of variables, Fourier series, transforms, Green's functions, and eigenvalue applications). Additional topics will be included as time permits.

MT 414 Numerical Analysis (Spring: 3)

Prerequisites: MT 202, MT 210, and familiarity with using a computer

Topics include the solution of linear and nonlinear algebraic equations, interpolation, numerical differentiation and integration, numerical solution of ordinary differential equations, and approximation theory.

MT 426 Probability (Fall/Spring: 3)

Prerequisites: MT 202, familiarity with using a computer

This course provides a general introduction to modern probability theory. Topics include probability spaces, discrete and continuous random variables, joint and conditional distributions, mathematical expectation, the central limit theorem, and the weak law of large numbers. Applications to real data will be stressed, and we will use the computer to explore many concepts.

MT 427 Mathematical Statistics (Fall/Spring: 3)

Prerequisites: MT 426, familiarity with using a computer

Topics studied include the following: sampling distributions, parametric point and interval estimation, hypothesis testing, goodness-of-fit, and parametric and nonparametric two-sample analysis. Applications to real data will be stressed, and the computer will be used to explore concepts and analyze data.

MT 435 Mathematical Programming (Fall: 3)

Prerequisite: MT 210

This course demonstrates how mathematical theory can be developed and applied to solve problems from management, economics, and the social sciences. Topics studied from linear programming include a general discussion of linear optimization models, the theory and development of the simplex algorithm, degeneracy, duality, sensitivity analysis, and the dual simplex algorithm. Integer programming problems and the transportation and assignment problems are considered, and algorithms

are developed for their resolution. Other topics are drawn from game theory, dynamic programming, Markov decision processes (with finite and infinite horizons), network analysis, and non-linear programming.

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, and geometry and the study of physical space.

MT 453 Euclid's *Elements* (Fall: 3)

This course is a close reading of Euclid's *Elements* in seminar style, with careful attention to axiomatic reasoning and mathematical constructions that build on one another in a sequence of logical arguments. We will also emphasize clear and creative communication on mathematical ideas, with some attention to the cultural background of the *Elements* and its place in a modern education.

MT 455 Mathematical Problem Solving (Spring: 3)

Prerequisites: MT 202, MT 210, MT 216 (or equivalent mathematical background). Permission of the instructor required for students outside the Lynch School of Education.

Offered periodically

This course is designed to deepen students' mathematical knowledge through solving, explaining, and extending challenging and interesting problems. Students will work both individually and in groups on problems chosen from polynomials, trigonometry, analytic geometry, pre-calculus, one-variable calculus, probability, and numerical algorithms. The course will emphasize explanations and generalizations rather than formal proofs and abstract properties. Some pedagogical issues, such as composing good problems and expected points of confusion in explaining various topics, will come up, but the primary goal is mathematical insight. The course will be of particular use to future secondary mathematics teachers.

MT 806–807 Algebra I and II (Fall/Spring: 3)

These courses will cover the following topics: Group Theory (Group actions, Sylow, Nilpotent/Solvable, simple groups, Jordan-Holder series, presentations); commutative algebra (uniqueness of factorization, Jordan decomposition, Dedekind rings, class groups, local rings, Spec); finite fields; algebraic numbers; Galois theory; Homological algebra; and Semisimple algebra.

MT 808–809 Geometry/Topology I and II (Fall/Spring: 3)

These courses will cover the following topics: point-set topology, fundamental group and covering spaces, smooth manifolds, smooth maps, partitions of unity, tangent and general vector bundles, (co) homology, tensors, differential forms, integration and Stokes' theorem, and de Rham cohomology.

MT 810 Real Analysis (Fall: 3)

Measure Theory, Hilbert Space, and Fourier Theory. Possible topics from: Lebesgue measure starting on \mathbb{R} , convergence and Fubini theorems, and generalizing to locally compact spaces and groups.

MT 811 Complex Analysis (Spring: 3)

Local and global theory of analytic functions of one variable.

MT 821–822 Number Theory I and II (Fall/Spring: 3)

Possible topics of these courses include factorization of ideals, local fields, local versus global Galois theory, Brauer group, adèles and idèles, class field theory, Dirichlet L-functions, Chebotarev density theorem, class number formula, and Tate's thesis.

Music**Faculty**

T. Frank Kennedy, S.J., *Professor*; The Peter Canisius Chair; Director, Jesuit Institute; B.A., Boston College; M.F.A., Tulane University; Diploma in Pastoral Theology, University of London; Ph.D., University of California, Santa Barbara

Thomas Oboe Lee, *Professor*; B.A., University of Pittsburgh; M.M., New England Conservatory; Ph.D., Harvard University

Michael Noone, *Professor*; Chairperson of the Department; B.A., M.A., University of Sydney; Ph.D., University of Cambridge

Jeremiah W. McGrann, *Adjunct Associate Professor*; Assistant Chairperson of the Department; B.A., Austin College; Ph.D., Harvard University

Ralf Yusuf Gawlick, *Assistant Professor*; B.M., University of California, Santa Barbara; M.M., University of Texas at Austin; D.M.A., New England Conservatory

Sandra Hebert, *Adjunct Assistant Professor*; B.M., Boston University; M.M., Boston University; D.M.A., Boston University

John Finney, *Senior Lecturer and Distinguished Artist in Residence*; B.M., Oberlin College; M.M., Boston Conservatory

Contacts

- Administrative Assistant: Mary Ellen Royer, 617-552-8720, musicdep@bc.edu
- 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 Harmony and further upper level courses in theory and composition, such as Chromatic Harmony, Counterpoint, as well as Jazz Harmony, Tonal Composition and the Seminar in Composition. MU 066 Introduction to Music offers a broad survey of music history and styles of music, while upper level courses focus on various periods of Western music history (Middle Ages, Renaissance, Baroque, Classical Era, Romantic Era, Twentieth Century), the historical development of various genres (Opera, Symphony, Keyboard Music), or the contributions of various individual composers (Bach, Beethoven, Monteverdi). MU 030 History of Popular Music in the U.S. offers a socio-historical approach to the history and context of commercial popular music; upper level cross-cultural courses deal with Western traditions (such as Irish Folk Music, Music in America, History of Jazz) and non-Western traditions. MU

301 Introduction to Musics of the World, MU 306 African Music, and MU 307 Musics of Asia satisfy the Cultural Diversity requirement of the Core, but not the University Core requirement in the Arts.

For the music major, a liberal arts framework offers a broader outlook than that of 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, communications, arts administration, liturgical music, or may major in music simply to provide a firm discipline for the mind or a source of lifelong enjoyment. Some students plan to go on to graduate school or a conservatory to become professional performers, composers, musicologists, ethnomusicologists, or educators. Within the major, all students receive a common base of knowledge with a specialization at higher levels in such areas as composition, performance, music history, or cross-cultural studies. A grounding not only in the traditional musical skills of Western art music but also knowledge of American music and of the traditions of other cultures is considered indispensable.

Performance

The Music Department offers individual instruction in voice and instruments either for credit (MU 099—one credit per semester) or not for credit (MU 100, 101, 102). Individual Instrumental Instruction, either credit or non-credit, require an extra fee. In addition, several free, non-credit performance courses offer instruction and/or coaching in various instruments and ensembles. Private lessons, when taken for credit, require a juried performance and the end of each semester and require three semesters for the equivalent of a three credit class.

Major Requirements

(Minimum of 12 courses, 38 credits)

- *Theory, Analysis, and Composition Courses:* (12 credits total)
Prerequisite: MU 070 Fundamentals of Music Theory or equivalent
Required of all majors: MU 110 Harmony, MU 211 Chromatic Harmony, MU 312 Counterpoint
- *Choice of any one course:* MU 214 Form and Analysis, MU 215 Jazz Harmony, MU 315 Composition Seminar, MU 316 Tonal Composition
- *Historical Courses:* (nine credits total)
Required of all majors: MU 209 Twentieth Century Music
*Choice of any two:** MU 201 Medieval-Renaissance Music, MU 202 Music of the Renaissance, MU 203 Music of the Baroque, MU 205 Music of the Classic Era, MU 207 Music of the Romantic Era
* With permission of the Director of the Undergraduate Program in Music, a composer or genre course may be substituted for a period course.
- *Cross-Cultural Courses:* (six credits total)
Required of all majors, a choice of one from each of the following two groups:

Group I—Non-Western tradition

- MU 301 Introduction to World Music*
- MU 306 African Music*
- MU 307 Musics of Asia*
- MU 350 Topics in Ethnomusicology
- *MU 301, MU 306, and MU 307 also satisfy the Core Cultural Diversity requirement

Group II—Western tradition

- MU 320 Music and America
- MU 321 Rhythm and Blues in American Music
- MU 322 Jazz in America
- MU 326 History of Jazz
- MU 330 Introduction to Irish Folk Music

- *Required Senior Seminar:* (one semester, three credits)
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:* (six credits)
The student will choose a minimum of two three-credit courses in whatever category is appropriate to his or her particular interest, whether it is in music theory and composition, performance, history, or cross-cultural studies. Students with performance emphasis must have three semesters of private instruction for credit. Three semesters of private instruction for credit may be used as an elective only upon completion of the jury at the end of the third semester of lessons.
- *Performance Ensemble Experience:* (minimum of two semesters)
Each major must have two semesters of experience in performance in some capacity and may choose from any organized performance group at Boston College (such as Boston College Symphony Orchestra, Chamber Music Ensemble, Popular Styles Ensemble, Irish Traditional Music classes, University Choral, Voices of Imani, Liturgy Arts Group, student a cappella group, BC bOp, Marching Band, Wind Ensemble, etc.), through more informal students groups (by consultation with the Director of the Undergraduate Program in Music), or through private lessons.
- *Cumulative Listening Competency*
Majors will be asked to identify important works from the Western tradition in a series of Listening Competency exams. Each year of the music major (normally three), a list of works will be given to students that they must be able to identify by the end of the year. A listening test on each of three lists of works will be administered until the student passes.
- *Ear Training/Sight Singing:* (two credits)
All majors will be expected to have passed the minimum competency requirements in Ear Training and Sight-Singing before graduation. The courses MU 081–082 Ear-Training and Sight-Singing are two-credit classes designed and recommended as an aid to passing this test.

Minor Requirements

(Minimum of six courses, 18 credits)

The Music Department has designed a minor in music as an alternative for students who are interested in music, but do not wish either to make music their career or to go on to graduate studies, or who have majors that preclude taking music as a second major. The total number of courses required for the minor in music is six. Those wishing to minor in music should take the following:

- One of the following (three credits): MU 070 Fundamentals of Music Theory (required 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 Popular Music in the U.S. Students who can pass out of MU 070 should substitute an upper level course.

- Two additional music theory courses (six credits): MU 110 Harmony and MU 211 Chromatic Harmony.
- Three historical and cross-cultural electives (nine credits): One period course, one composer or genre course, one cross-cultural course.

The choice of courses should be made in consultation with an advisor from the Music Department. In addition, each student must participate in at least two semesters of credit or non-credit performance experience (either as a member of an ensemble or through private lessons), as approved by the department.

Honors

In order to graduate with departmental honors, a student must maintain a grade point average of 3.5 in the major and 3.3 in the University, pass the Ear-Training and Listening Repertoire requirements with a high score, and produce a final project, recital, or paper deemed worthy of honors. The project must be completed for a grade of A- or better to receive honors. There are various ways to fulfill the project:

- A research paper of no less than 40 pages and a public presentation of approximately 20 minutes on their findings.
- A recital of around 40 minutes (but no less than 30 minutes) with a paper of no less than 15 pages. Non-honors majors may still do a senior recital for credit as MU 401 Senior Recital Preparation but without it being considered for honors.
- A composition or set of compositions of no less than 15 minutes.

Information for First Year Majors and Non-Majors

Included in the University's Core Curriculum is one course in the Arts (Fine Arts, Music, or Theatre). MU 066 Introduction to Music, MU 070 Fundamentals of Music Theory, and MU 030 History of Popular Music in the U.S. are the Music Department's Core offerings. They are designed for the non-musician as well as the student who has studied music. Prospective music majors should reference the *Recommended Course of Study* below. Students with advanced musical backgrounds and interests should speak to the Director of the Undergraduate Program in Music, regarding appropriate upper-level courses. The department offers MU 301 Introduction to World Music, MU 306 African Music, and MU 307 Musics of Asia as options for the Cultural Diversity requirement of the Core.

Information for Study Abroad

The department requires that the music theory sequence for minors and majors through Chromatic Harmony, and the Senior Seminar for majors be taken at Boston College. Twentieth Century Music and Counterpoint (required of majors) should be taken at Boston College, but exceptions may be possible depending on equivalent courses offered by the host school. Majors may not be abroad first semester senior year in order to take the required Senior Seminar at BC.

Before going abroad, both minors and majors should have completed Chromatic Harmony in theory, and majors, in addition, should have taken a few of the history or cross-cultural courses. Thus acceptable offerings from abroad tend to lean towards courses in music history or in cross-cultural studies, with some upper-level theory courses acceptable. Usually students complete six or nine credits; however, majors have had as many as 12 credits fulfilled abroad.

Students should contact the Director of the Undergraduate Program in Music, to plan an acceptable course of study for their semester or year abroad. The department recommends the music programs offered at King's College, London, and University College, Cork, Ireland.

Recommended Course of Study

Freshman Year

All students with a serious interest in music should try as freshmen to take or test out of MU 070 Fundamentals of Music Theory. 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 or MU 030 History of Popular Music in the U.S. 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, 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 at www.bc.edu/courses.

MU 030 History of Rock and Roll and Popular Music in the United States (Fall/Spring: 3)

Satisfies Arts Core requirement

From the blues to country, jazz to rock, our nation's political, social, and economic history has been mirrored and influenced by the

styles of popular music developed in our cultural melting pot. This course will provide an overall history of popular music in America, with emphasis upon mainstream popular music since 1954. Its focus will be on the independence and interdependence of black and white musical cultures in America. Students will learn stylistic developments in popular music and acquire interpretive strategies, including methods of aural analysis that will view popular songs as historical texts and as autonomous works of art.

Donald James

MU 051 Irish Fiddle/Beginner (Fall: 0)

Performance course

Students will learn to play easy tunes by ear and begin to develop violin technique using scales, bowing and fingering exercises, and note-reading practice. At the end of the course, students will have the opportunity to perform with the advanced fiddle and whistle students. Classes are taught by Tina Lech, a well-known and respected Irish fiddle player and teacher. Violin rentals are possible. A small portable recorder is required.

Tina Lech

MU 052 Irish Fiddle/Experienced Beginner (Fall/Spring: 0)

Prerequisite: MU 051

Performance course

For students who have taken a full semester of Beginner Irish Fiddle (MU 051) or have at least one year's experience playing the violin. This class will help students continue in the development of violin technique. Students will learn more advanced Irish dance tunes with some beginning ornamentation (bowing and fingering). Students may take the experienced beginner class for more than one semester until they feel ready to move to the Intermediate level. Violin rentals are possible. A small portable recorder is required. Fall participants may continue in spring semester, but new students may not enroll in spring semester.

Tina Lech

MU 053 Irish Fiddle/Intermediate (Fall/Spring: 0)

Prerequisite: MU 051

Performance course

For students who have at least three years experience playing the violin (classical or traditional Irish) or who have taken the Experienced Beginner class (MU 052) and who the instructor feels is ready for the intermediate level. Traditional music will be taught with a focus on ornamentation, bowing, and style. Airs and dance music of Ireland will be covered along with music of the ancient Bardic harpers and court musicians. Classes are taught by Seamus Connolly, one of the world's leading Irish traditional musicians and ten-time Irish National Fiddle Champion. Violin rentals are possible. A small portable recorder is required.

Seamus Connolly

MU 054 Traditional Irish Dance (Fall/Spring: 0)

This course will introduce students to the sean-n's ("old-style") dance traditions of Ireland, including solo step dance footwork as well as group strengthening exercises, while also gaining a greater understanding of traditional Irish music and its intrinsic connection to the dance patterns. All levels welcome.

Kieran Jordan

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.

The Department

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.

The Department

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 Christmas Concert with the University Chorale. Recent programs have included Haydn's *Symphony No. 99*, Tchaikovsky's *Symphony No. 5*, and Copland's *Appalachian Spring*. The orchestra sponsors the annual Concerto/Aria Competition. Membership is by audition only.

John Finney

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.

The Department

MU 079 Popular Styles Ensemble (Fall/Spring: 0)

Performance course

Regular participation and coaching in jazz, rock, and fusion styles in small group sessions. Any appropriate instruments are welcome.

Erik Kniffin

MU 080 Keyboard Skills (Fall/Spring: 0)

Theory corequisite

Keyboard skills is a corequisite for the following theory courses: MU 070 Fundamentals of Music Theory, MU 110 Harmony, MU 211 Chromatic Harmony. Times to be determined in class. Students must be enrolled in MU 070, MU 110, or MU 211 to participate.

The Department

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

ARTS AND SCIENCES

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. Usually taken concurrently with MU 110 Harmony or MU 211 Chromatic Harmony.

Michael Burgo

MU 082 Advanced Ear Training/Sight-Singing Lab (Fall/Spring: 1)

For music majors

A continuation of MU 081. See description for MU 081.

Michael Burgo

MU 083 Introduction to Improvisation (Fall/Spring: 0)

Performance course

Improvisation is a central feature of many Western musical styles. This course offers students the opportunity to learn how to improvise in jazz, blues and rock. In a hands-on manner, students are introduced to the fundamental concepts of improvising. No prior experience is necessary, and there is no prerequisite, but you should have at least some experience playing an instrument or singing. In addition to extensive in-class performance, accompaniment recordings are provided for practice outside class.

Erik Kniffin

MU 084 Intermediate Improvisation (Fall/Spring: 0)

Prerequisites: MU 083 or permission of instructor

Performance course

This course focuses, in a hands-on manner, on three elements of improvisational skill in jazz, blues and rock as it advances from the basic concepts of improvisation introduced in Introduction to Improvisation. The course embraces different styles of improvisational music and directs attention to recognizing and responding to these styles in performance situations.

Erik Kniffin

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 BC and in the community.

Judy Grant

MU 086 Advanced Improvisation (Fall/Spring: 0)

Prerequisites: MU 084 or permission of instructor

Performance course

This course offers the advanced improviser the opportunity to build higher order skills of improvisation in the jazz and rock idioms. While the course entails extensive instruction in music theory, the focus is on application of theoretical concepts to real-world improvisational contexts. The course outlines advanced concepts in melody-shaping, form/harmony, and musical style.

Erik Kniffin

MU 087 Tin Whistle/Beginner (Fall: 0)

Performance course

Learn to read and play the basic airs and dance music of Ireland on tin whistle. At the end of the course, students will have the opportunity to perform in concert with the advanced fiddle and whistle students. Lessons are taught by Jimmy Noonan, a well-known and respected Irish tin whistle and flute player and teacher. Any make of D-major tin whistle is required and are available for purchase locally

at a nominal cost. A portable recording device is required. Fall participants may continue in spring semester, but new students may not enroll in spring semester.

James Noonan

MU 088 Tin Whistle/Experienced to Intermediate (Fall/Spring: 0)

Prerequisite: MU 087

Performance course

For students who have taken a full semester of Beginner Tin Whistle or who have at least one year's experience playing flute. The class will help students develop whistle playing while learning more advanced Irish tunes with beginning ornamentation common to Irish music. Lessons are taught by Jimmy Noonan, a well-known and respected Irish tin whistle and flute player and teacher. Any make of D-major tin whistle is required and are available for purchase locally at a nominal cost. A small tape recorder is required.

Jimmy Noonan

MU 091 University Wind Ensemble (Fall/Spring: 0)

Performance course

Audition required

The University Wind Ensemble is a select ensemble of 46 woodwind, brass and percussion instrumentalists whose membership is determined by competitive audition or by invitation of the conductor. Members are highly skilled and highly motivated student musicians for whom making music is a personal priority. The ensemble performs wind literature of the highest quality and challenge. The University Wind Ensemble serves as the parent group for the performance of a wide variety of chamber music. The University Wind Ensemble is a full-year commitment.

Sebastian Bonaiuto, Conductor

MU 092 BC bOp! Jazz Ensemble (Fall/Spring: 0)

Performance course

Audition required

BC bOp! is an ensemble dedicated to the highest levels of instrumental and vocal jazz performance. Membership is determined by audition. Instrumentation for BC 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. BC bOp! performs jazz and popular music from the 1940's to the 1990's and appeals to a wide range of musical tastes.

Sebastian Bonaiuto, Conductor

JoJo David, Vocal Director

MU 095 Symphonic Band (Fall/Spring: 0)

Performance course

The Symphonic Band is open to the entire University community. Its members include undergraduate students, graduate students, faculty, staff, alumni, and community members. The ensemble performs largely traditional wind band music as well as large-scale orchestral transcriptions. The Symphonic Band also provides students with the opportunity to perform literature specifically designed for smaller chamber ensembles.

David Healey, Conductor

MU 096 Gospel Workshop (Fall: 0)

Cross listed with BK 290

Performance course

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

See course description in the African and African Diaspora Studies Department.

*Chauncey McGlathery***MU 099 Individual Instrumental/Vocal Instruction (Fall/Spring: 1)**

Performance course

Fee required

This course consists of eleven 60-minute private lessons on an instrument or in voice. Private lessons taken for credit will receive a single credit per semester. A maximum of three credits may be received for lessons. Lessons must be arranged through the Music Department before the end of the drop/add period.

*Sandra Hebert***MU 100 Individual Instrumental/Vocal Instruction (Fall/Spring: 0)**

Performance course

Fee required

This non-credit course consists of eleven 60-minute private lessons on an instrument or in voice. Lessons must be arranged through the Music Department before the end of the drop/add period.

*Sandra Hebert***MU 101 Individual Vocal/Instrumental Instruction (Fall/Spring: 0)**

This non-credit course consists of eleven 45-minute private lessons on an instrument or in voice. Lessons must be arranged through the Music Department before the end of the drop/add period.

*Sandra Hebert***MU 102 Individual Vocal/Instrumental Instruction (Fall/Spring: 0)**

This non-credit course consists of eleven 60-minute private lessons on an instrument or in voice. Lessons must be arranged through the Music Department before the end of the drop/add period.

*Sandra Hebert***MU 110 Harmony (Fall/Spring: 3)***Prerequisites:* MU 070 or permission of Department*Corequisite:* MU 080

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. It is recommended that music majors sign up for MU 081 Ear Training/Sight-Singing Lab.

*The Department***MU 130 Education Through Music (Spring: 3)**

Offered periodically

This is a course in general education, especially appropriate for majors and minors in education and music. The objectives of this course are to equip prospective teachers with strategies and methods of teaching and integrating music within the PreK–12 curriculum and to develop basic music competencies and understanding to engage a student's artistic, emotional, cognitive, physical, and psychological faculties. These objectives will be addressed through a variety of experiences: assigned readings, writings and research projects on topics of music

philosophy and aesthetics, theories of children's musical development/learning, teaching methodologies and materials, hands-on activities, and in-class teaching opportunities.

*Barbara Gawlick***MU 201 Medieval/Renaissance Music (Spring: 3)**

Historical period

A study of the development of Western Music from the first stages of musical notation in the Middle Ages through the polyphonic music of the sixteenth century. Both sacred and secular traditions will be considered, including Gregorian chant, the polyphonic Mass and motet, the chanson, and the madrigal of the sixteenth century. Although most of the literature of this period is vocal, a study of the instruments and instrumental literature will be included.

*Michael Noone***MU 203 Music of the Baroque (Fall: 3)**

Offered periodically

Historical period

This course includes music in the seventeenth and first half of the eighteenth centuries from Monteverdi and Schutz to Bach and Handel. We will study the rise of new forms and growth of instrumental and vocal music: opera, oratorio, cantata, trio sonata, solo sonata, concerto, concerto grosso, dance suite, and fugue.

*The Department***MU 207 Music of the Romantic Era (Spring: 3)**

Historical period

A study of the new concepts, genres, and musical institutions that grew up in the nineteenth century as exemplified by such composers as Schubert, Schumann, Mendelssohn, Berlioz, Chopin, Liszt, Wagner, Brahms, and Mahler.

*Sandra Fallon-Ludwig**Jeremiah W. McGrann***MU 209 Music of the Twentieth Century (Fall: 3)**

Historical period

This is a study of the music of the twentieth century, including concepts, ideas, techniques, compositional materials, and analytical principles of the music, as well as a historical, chronological survey of the composers and compositions of the modern era. The course will include a study of the twentieth-century masters: Debussy, Ravel, Stravinsky, and Schoenberg; nationalist composers like Bartok, Britten, and Copland; and the flowering of avant-garde music since 1945, including electronic music. A discussion of the development of Jazz and American Popular Song will be included.

*Ralf Gawlick***MU 211 Chromatic Harmony (Fall/Spring: 3)***Prerequisite:* MU 110*Corequisite:* MU 080

Theory course

It is recommended that music majors take MU 081 or 082 Ear Training/Sight-Singing Lab.

This course covers the basic principles of chromatic progression. The proper use of secondary dominants, diminished seventh chords, and augmented triads precedes an in-depth study of the harmonization of Bach chorales, the concept of modulation using modal exchange, and the introduction of Neapolitan sixth and augmented sixth chords.

ARTS AND SCIENCES

We will study via harmonic and form analysis the works of great composers including Bach, Haydn, Mozart, Beethoven, Schubert, Schumann, Chopin, Brahms, Wolf, Mahler, and Wagner.

Ralf Gawlick

Thomas Oboe Lee

MU 215 Jazz Harmony, Improvisation, and Arranging (Spring: 3)

Prerequisite: MU 211

Theory course

Students should have basic keyboard skills, but it is not essential.

This music theory course will focus on the study of chord structures, chord substitutions, chord scales, composition, and improvisation as they have been codified by contemporary jazz musicians. The technical innovations in the music of Sonny Rollins, Thelonius Monk, Charlie Parker, and Miles Davis will be analyzed and discussed. Special attention will be placed on learning how to improvise on the great standards of the jazz repertory. Additional studies will include the following: piano lead sheet arrangements; ii-V-I keyboard harmony, re-harmonization, and composing original tunes based on chord structures of standards by Berlin, Kern, Gershwin; rhythm changes; and the blues.

Thomas Oboe Lee

MU 222 Symphony (Fall: 3)

Prerequisite: Some previous training in music is helpful but not necessary.

Genre course

This course investigates the forms and meanings of selected works of the symphonic repertoire following its rise from a court entertainment to a statement of philosophical ideals.

The Department

MU 226 Masterworks of Choral Music (Spring: 3)

Offered periodically

Genre course

A chronological examination of acknowledged masterpieces and lesser known works of the Western choral repertory in such genres as the Mass, motet, madrigal, oratorio, chorale, cantata, choral symphony, part songs, villancico, modern a capella music, and spirituals, among others. In addition to studying examples of each genre, we will look at the historical, social, and cultural contexts of this music and its performance.

Michael Noone

MU 270 Beethoven (Spring: 3)

Composer course

An introduction to Ludwig van Beethoven (1770–1827), tracing his intellectual development within the culture and society of the Rhenish Enlightenment, his musical enrichment of the High Classicism of Mozart and Haydn (among others), and the heroic style of his best known works to his feelings and expressions of musical and social isolation in his last years and his problematic identity with the burgeoning romantic movement in Germany. Emphasis will be on the music itself, concentrating on compositions from three genres: piano sonata, string quartet, and symphony. Also covered will be the concerto, his opera *Fidelio*, and the *Missa Solemnis*.

Jeremiah W. McGrann

MU 275 Johannes Brahms (Fall: 3)

Composer course

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.

Sandra Hebert

MU 301 Introduction to World Music (Fall/Spring: 3)

Satisfies Cultural Diversity Core requirement

Cross-cultural course within the major/minor

This course provides an introduction to selected musical traditions from around the world, in their cultural contexts. Our main goals are to study the connections between music and other cultural features and institutions, to become familiar with the features of major musical styles from the cultures studied, and with basic concepts in ethnomusicology and comparative musicology. Case studies include Native North and South American; Western, Central, and Southern African; Arabic; Persian; Hindusthani; Karnatak; Javanese; and Japanese musics.

Steven Cornelius

Donald James

MU 312 Counterpoint I (Fall: 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.

Mark Berger

MU 315 Seminar in Composition (Fall: 3)

Prerequisite: MU 211

Theory course

The course will be conducted in two parts. One: class will meet once a month. Works in both tonal and twentieth century idioms will be discussed and used as models for student compositions. Two: each student will meet once a week with the instructor for a private studio composition lesson. The student will complete, by the end of the semester, three original compositions: theme and variations, a movement for string quartet, and a song cycle for voice and piano. The purchase of Finale music software, created by Coda Music Technology, Mac or PC version, is required for this course.

Ralf Gawlick

Thomas Oboe Lee

MU 316 Tonal Composition (Spring: 3)

Prerequisites: MU 211 and MU 312

Theory course

Students enrolled in this course will complete three composition projects: (1) a three-part fugue in the Baroque style of J.S. Bach, (2)

a Sonata-Allegro first movement in the Classical style of Haydn or Mozart, and (3) a Rondo or Scherzo movement in the Romantic style of Beethoven, Mendelssohn, Schubert, or Schumann. We will examine representative works of these composers in these genres to serve as models for the student compositions.

Ralf Gawlick

MU 320 Music and America (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 theatre 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.

The Department

MU 326 History of Jazz (Fall: 3)

Offered biennially

Cross-cultural course within the major/minor

A history of America's music from its origins in African traditions through the contemporary scene. The course will explore its African roots; its consolidation in New Orleans and its spread into the cultural mainstream in the Jazz Age; its transformation into bebop, cool, third stream, funk, and avant-garde trends; and the return to traditionalism. Key figures covered will be Armstrong, Ellington, Parker, and Marsalis, among others.

Donald James

MU 400 Readings and Research (Fall/Spring: 3)

The Department

MU 401 Senior Recital Preparation (Spring: 3)

Restricted for music majors

A course preparing for a 40-minute concert with research paper required

The Department

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).

Michael Noone

Philosophy

Faculty

Richard Cobb-Stevens, *Professor Emeritus*; Ph.D., University of Paris

William J. Richardson, S.J., *Professor Emeritus*; Ph.L., Woodstock College; Th.L., Ph.D., Maître-Agrégé, University of Louvain

Jacques M. Taminiaux, *Professor Emeritus*; Doctor Juris, Ph.D., Maître-Agrégé, University of Louvain

James Bernauer, S.J., *Kraft Family Professor*; A.B., Fordham University; A.M., St. Louis University; M.Div., Woodstock College; S.T.M., Union Theological Seminary; Ph.D., State University of New York at Stony Brook

Oliva Blanchette, *Professor*; A.B., A.M., Boston College; S.T.L., Weston College; Ph.D., Université Laval; Ph.L., Collège St. Albert de Louvain

Patrick Byrne, *Professor*; B.S., A.M., Boston College; Ph.D., New York State University at Stony Brook

Jorge Garcia, *Professor*; B.A., Fordham University; Ph.D., Yale University

Richard Kearney, *Charles Seelig Professor*; B.A., University of Dublin; M.A., McGill University; Ph.D., University of Paris

Peter J. Kreft, *Professor*; A.B., Calvin College; A.M., Ph.D., Fordham University

Arthur R. Madigan, S.J., *Albert J. Fitzgibbons, III Professor*; Chairperson of the Department; A.B., Fordham University; A.M., Ph.D., University of Toronto; M.Div., S.T.B., Regis College, Toronto

David M. Rasmussen, *Professor*; A.B., University of Minnesota; B.D., A.M., Ph.D., University of Chicago

John Sallis, *Frederick J. Adelman, S.J., Professor*; B.A., University of Arkansas; M.A., Ph.D., Tulane University

Eileen C. Sweeney, *Professor*; B.A., University of Dallas; M.A., Ph.D., University of Texas at Austin

Jeffrey Bloechl, *Associate Professor*; B.A., M.A., Catholic University of America; Ph.D., Katholieke Universiteit te Leuven

Gary Gurtler, S.J., *Associate Professor*; B.A., St. John Fisher College; M.A., Ph.D., Fordham University; M.Div., Weston School of Theology

Marina B. McCoy, *Associate Professor*; B.A., Earlham College; M.A., Ph.D., Boston University

Vanessa P. Rumble, *Associate Professor*; B.A., Mercer University; Ph.D., Emory University

Jean-Luc Solère, *Associate Professor*; M.A. University of Paris–Sorbonne; Ph.D., University of Poitiers

Ronald K. Tacelli, S.J., *Associate Professor*; A.B., Boston College; M.Div., Weston College; Ph.D., University of Toronto

Sarah Byers, *Assistant Professor*; B.A., St. Joseph's University; M.A., Ph.D., University of Toronto

Micah E. Lott, *Assistant Professor*; M.A., Fuller Theological Seminary; Ph.D., University of Chicago

Daniel McKaughan, *Assistant Professor*; B.A., University of Oregon; M. Div., Princeton Theological Seminary; M.A., Ph.D., University of Notre Dame

Andrea Staiti, *Assistant Professor*; B.A., M.A., University of Milan; Ph.D., Albert Ludwig University of Freiburg and University of Turin

Marius Stan, *Assistant Professor*; M.A., University of Manchester; Ph.D., Johns Hopkins University

Jonathan Trejo-Mathys, *Assistant Professor*; Ph.D., Northwestern University

Brian J. Braman, *Adjunct Associate Professor*; Director, Perspectives Program; B.S., Central Michigan University; St.B., Gregorian University, Rome; M.A., Gonzaga University; Ph.D., Boston College

David McMenamin, *Adjunct Associate Professor*; Director, PULSE Program; B.A., Fordham University; M.A., Villanova University; Ph.D., Boston College

ARTS AND SCIENCES

Thomas P. Miles, *Adjunct Assistant Professor*; B.A., Yale University; M.A., Cambridge University; Ph.D., University of Texas
Mary Troxell, *Adjunct Assistant Professor*; B.A., Amherst College; Ph.D., Boston University

Holly Vande Wall, *Adjunct Assistant Professor*; B.A., Macalester College; M.A., Boston University; M.A., Pacific School of Religion; Ph.D., University of Notre Dame

Laura L. Garcia, *Resident Scholar*; B.A., Westmont College; Ph.D., Notre Dame

Contacts

- Administrative and Undergraduate Program Specialist: Peggy Bakalo, 617-552-3877, bakalo@bc.edu
- Graduate Program Assistant: RoseMarie DeLeo, 617-552-3847, rosemarie.deleo.1@bc.edu
- Staff Assistant, Paula Perry, 617-552-3845, troy@bc.edu

Undergraduate Program Description

Philosophical study at Boston College provides an opportunity for open-ended inquiry and reflection on the most fundamental questions about ourselves and our world.

Philosophy has been central to the educational mission of Boston College since its founding. The prominence of Philosophy in the curriculum reflects the Jesuit heritage of this University. From the very beginning, Jesuit colleges placed heavy emphasis on the values of authentic Christian humanism, chief among which was respect for the power of human intelligence and the depth of human experience to arrive at an independent knowledge of the truth. For this reason, the study of Philosophy was always considered essential to the Jesuit educational mission.

The study of Philosophy remains among the most relevant and urgent of pursuits. Each human being desires answers to life's perennial questions—questions regarding the ultimate meaning of life, such as knowledge, truth, rationality, language, being, transcendence, God, faith, beauty, good, justice, humanity, friendship, love, sexuality, identity, power, and authenticity. Reflection on such questions remains the core of the study of Philosophy. Answers to these questions proposed by philosophers of the past remain with us today, not only inscribed in books, but embedded in the practices and institutions of our contemporary society. The mission of the Philosophy Department at Boston College is to provide an encouraging and supportive environment for the exploration of these questions, and for the critical examination of the pluralism of philosophical traditions that continue to inform our personal and corporate lives.

The Philosophy Department offers a broad spectrum of courses in the history of philosophy with special focus on Continental Philosophy from Kant to the present. Faculty teach and conduct research in ethics, social and political philosophy, phenomenology, philosophy of science, philosophy of religion, aesthetics, and several other areas of interest. In addition to these areas of specialization, provision is made for interdisciplinary programs.

Undergraduate students may, with the approval of the Chairperson and the individual professor, enroll in certain graduate philosophy courses.

The Department offers to qualified students the opportunity to do independent research under the direction of a professor and offers a select number of students the opportunity to work on a senior honors

thesis, by invitation. The Department also participates in the Scholar of the College Program, details of which can be found in the Arts and Sciences section.

A philosophy major prepares students for work in a variety of professional and academic fields, such as law, business, or medicine. Students with particular ability and who wish to be prepared for graduate study in Philosophy ought to consult with their advisor to prepare a suitable program of study beginning late in the sophomore or early in the junior year.

Major Requirements: Beginning With the Class of 2014

The Philosophy major will consist of a total of 30 credits: six credits of Philosophy Core (two 3-credit courses), followed by 24 credits of philosophy electives (eight 3-credit courses). Substitutions may be approved by the Director of Undergraduate Studies or the Chairperson upon the recommendation of the student's faculty advisor.

The two Philosophy Core courses must be drawn from one of the following five options:

- PL 070–071 Philosophy of the Person (Fall/Spring; 6 credits)
- PL 088–089 Person and Social Responsibility (PULSE Program) (Fall/Spring; 6 credits)
- PL 090–091 Perspectives in Western Culture (Perspectives Program) (Fall/Spring; 6 credits)
- HP 001–003 Western Cultural Tradition I-III (Honors Program) (Fall/Spring; 6 credits)
- PL 281–282 Philosophy of Human Existence (Fall/Spring; 6 credits)

The eight 3-credit elective courses will be selected in consultation with the student's faculty advisor. 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 Minor: Beginning with the Class of 2014

The Philosophy minor consists of a total of 18 credits: six credits of Philosophy Core courses (two 3-credit courses) followed by 12 credits of philosophy electives (four 3-credit courses). Each student will design his or her own minor in consultation with a faculty advisor. Students may design their minor around their professional or intellectual interests. For example, a student interested in pursuing a profession in the medical field might decide to take courses in the philosophy of science, ethics, medical ethics, or related courses. Faculty advisors will work individually with students to help them develop a coherent set of courses to form a minor.

Information for First Year Majors and Non-Majors

The Department offers students three basic options for fulfilling the University's 2-semester Core requirement in Philosophy: Core Program, Perspectives Program, and PULSE Program.

Core Programs

The Core requirement for all undergraduates is six credits in philosophy. The options and the requirements they fulfill are listed below:

- PL 070–071 Philosophy of the Person (Fall/Spring)
This is a 2-semester, 6-credit course that fulfills the Core requirement in Philosophy.
- PL 281–282 Philosophy of Human Existence
This is a 2-semester, 6-credit course that fulfills the Core requirement in Philosophy.

- PL 088–089 (TH 088–089) Person and Social Responsibility I
This is a 2-semester, 12-credit course that fulfills the University's Core requirements in Philosophy and Theology. Must be taken prior to senior year.

Perspectives Program I–IV (open to both honors and non-honors students)

The Perspectives Program at Boston College is a 4-year interdisciplinary program centered upon the great books of the Western intellectual tradition. It integrates the humanities and natural sciences in order to help students work out for themselves a set of coherent answers to such questions as the following: Who are we? Where do we come from? Where are we going? The Perspectives Program seeks (1) to educate the whole person, (2) to help students develop skills in practical living and critical thinking, and (3) to form students who are intelligent, responsible, reasonable, attentive, and loving.

Each of the Perspectives courses runs for two semesters, for twelve credits. Each is designed to fulfill the Core requirements of the relevant departments. Perspectives I (Perspectives on Western Culture), is normally open only to freshmen; however, at times a sophomore-only section may be offered with limited availability. Perspectives II (Modernism and the Arts), Perspectives III (Horizons in the New Social Sciences), and Perspectives IV (New Scientific Visions) may be taken at anytime while a student is enrolled at Boston College. Descriptions of Perspectives II, III, and IV are also listed in the University courses section of the catalog.

None of the courses in the Perspectives sequence is a prerequisite for any of the other courses.

Perspectives I

PL 090–091 (TH 090–091) Perspectives on Western Culture I and II (Perspectives I)

This 2-semester, 12-credit course fulfills the Core requirements in both Philosophy and Theology. For Freshmen Only

Perspectives II

UN 104–105/UN 106–107 Modernism and the Arts I and II

This 2-semester course fulfills the 6-credit Philosophy Core requirement, the 3-credit Literature Core requirement, and the 3-credit Fine Arts Core requirement.

Perspectives III

UN 109–110/UN 111–112 Horizons of the New Social Sciences I and II

This 2-semester course fulfills the 6-credit Philosophy Core requirement and the 6-credit Social Sciences Core requirement.

Perspectives IV

UN 119–120/UN 121–122 New Scientific Visions I and II

This 2-semester course may fulfill the 6-credit Philosophy Core requirement and either the 6-credit Natural Science Core or the 3-credit Mathematics Core and 3-credits of the Natural Science Core.

PULSE Program for Service Learning

The PULSE Program for Service Learning provides students with the opportunity to explore basic questions in philosophy, theology, and other disciplines. In addition to class meetings and small discussion groups, all PULSE courses require a 12-hour per week commitment to community service in one of over fifty carefully selected social service organizations throughout greater Boston. The combination of academic reflection and community service encourages students to integrate

theory and practice. The PULSE Program aims to expose students to urban environments and the realities of urban life. Students should therefore expect to serve in an urban location.

Using classic and contemporary texts, PULSE students address topics such as the relationship of self and society, the nature of community and moral responsibility, the problem of suffering, and the practical difficulties of developing a just society. PULSE students are challenged to connect course readings to their service work and reflect on the personal relevance of both.

By working in field placements in youth work, the corrections system, emergency shelters, health services, legal and community advocacy, and literacy and education programs, students forge a critical and compassionate perspective on both society and themselves. PULSE placement organizations aim at responding to community needs while simultaneously providing a challenging opportunity for students to confront social problems. Most students travel to their placements on public transportation.

Most PULSE students are enrolled in the course Person and Social Responsibility, which fulfills the Core requirements in philosophy and theology. Several PULSE elective courses are also offered, including Values in Social Services and Health Care, Boston: An Urban Analysis, Telling Truths: Writing for the Cause of Justice, Telling Truths: Depth Writing as Service and Witness: Writings on Service, Spirituality and Justice.

PULSE provides four levels of direction and supervision for student work: the on-site placement supervisor, faculty member, PULSE Council member, and PULSE staff. On-site supervisors meet regularly with students to provide information, direction, and constructive feedback. The faculty member directs the student's academic work in a regularly scheduled class. In addition, he or she meets with students weekly in smaller discussion groups to consider issues which have presented themselves in the student's service work. The PULSE Council member is a student coordinator, peer advisor, and support person. The PULSE Director has overall responsibility for the educational goals and interests of the PULSE program. In fulfilling that responsibility, the Director and the Assistant Directors consult and advise students, placement supervisors, and faculty.

The Honors Program in Philosophy

Admission to the Philosophy Honors Programs

Ordinarily students will be nominated for membership in the Honors Programs during first semester junior year, although exceptions will be granted in unusual circumstances. Ordinarily, students in the top 15% of Philosophy GPA's will be nominated. In addition, members of the Philosophy Faculty may nominate students whom they deem to be especially worthy. Invitations to the Perspectives Honors track will be extended by the Director of the Perspectives Program, and to the History of Philosophy Honors track by the Director of Undergraduate Studies, both in consultation with the Philosophy Department's Undergraduate Program Committee. The two tracks are as follows:

The Honors Majors track

The honors major track is intended for students who may wish to pursue graduate work in the field of philosophy, or other closely related disciplines such as political science, law, and/or international studies.

In addition to their core philosophy courses, students in this track should be advised to take:

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- one course each in the four (4) major historical periods in Western Philosophy: ancient, medieval, modern, and contemporary
- a course in logic, either elementary or at the higher level
- at least one elective course in the 500-700 level
- courses that prepare the student for future graduate work in their selected field

In addition, Honors students will participate in the Senior History of Philosophy Honors seminar in the fall semester, and register for a Senior Thesis Directed Readings course with her or his advisor in the spring semester of the senior year. Students will be expected to complete a thesis of approximately 75–100 pages by the end of the spring semester of their senior year and are encouraged to undertake an Advanced Independent Research project where possible.

The Perspectives Honors Majors Track

The Perspectives Honors Major track is a four-year interdisciplinary course of study grounded in the great texts of Western Culture that seeks to integrate the humanities, the social sciences, and natural sciences. The Perspectives Program seeks to promote the ideal of liberal education, i.e., the liberation from unexamined assumptions that are passed along as a matter of course in a culture. The Perspectives Program seeks to form students who are intelligent, responsible, reasonable, and attentive.

Students selected for the Perspectives Honors Major track will complete all four of the 2-semester Perspectives courses:

- Perspectives I: Perspectives on Western Culture
- Perspectives II: Modernism and the Arts
- Perspectives III: Horizons of the Social Sciences
- Perspectives IV: New Scientific Visions

In addition, Perspectives Honors students will participate in the Senior Perspectives Honors seminar in the fall semester, and register for a Senior Thesis Directed Readings course with her or his advisor in the spring semester of the senior year. Such a senior thesis will ordinarily consist of original research in the field, in close work with a faculty advisor, culminating in the production of a 50–70 page senior thesis.

Fifth Year B.A./M.A. Program

Undergraduate Philosophy majors may opt to enter a 5-year B.A./M.A. program. Application to the program will normally take place during the junior year. Students admitted to the B.A./M.A. program will follow the curriculum for Philosophy majors, except that two courses taken during the senior year must be eligible for graduate credit. These two courses will count toward the M.A. as well as the B.A. The remainder of the M.A. may thus be completed by taking eight additional graduate courses as well as the master's comprehensive examination and meeting the language requirement for master's students.

It is advisable to consult with the Director of the Graduate Program during junior year. In addition to the two graduate level courses that count toward both the B.A. and the M.A., it is strongly recommended that the student take two graduate level courses in the senior year that are beyond the requirements for the B.A. and thus count only for the M.A. degree. This allows the student to take a normal graduate course load the fifth year of three courses a semester, in preparation for the M.A. comprehensive examination.

Interested undergraduate Philosophy majors must apply to the Graduate School of 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.

Undergraduate Course Offerings

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

PL 070–071 Philosophy of the Person I and II (Fall/Spring: 3)

Satisfies Philosophy Core requirement

Two-semester, six-credit course

These courses introduce 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. These courses are designed to show how fundamental and enduring questions about the universe and about human beings recur in different historical contexts. Emphasis is given to ethical themes, such as the nature of the human person, the foundation of human rights and corresponding responsibilities, and problems of social justice.

The Department

PL 088–089 Person and Social Responsibility I and II

(Fall/Spring: 3)

Corequisites: TH 088–089

Satisfies Theology Core requirement

Satisfies Philosophy Core requirement

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 these courses are very limited.

The Department

PL 090–091 Perspectives on Western Culture I and II

(Fall/Spring: 6)

Corequisites: TH 090–091

Satisfies Theology Core requirement

Satisfies Philosophy Core requirement

Freshmen only

These courses introduce students to the Judeo-Christian Biblical texts and to the writings of such foundational thinkers as Plato, Aristotle, Augustine, Aquinas, Luther, Bacon, Descartes, Hobbes, Locke, Kant, Hegel, and Kierkegaard. The first semester considers the birth of the self-critical Greek philosophic spirit, the story of the people of Israel, the emergence of Christianity and Islam, and concludes with a consideration of medieval explorations of the relationship between faith and reason. Attention will also be paid to non-Western philosophical and theological sources.

The Department

PL 116 Medieval Religions and Thought (Spring: 3)

Cross listed with TH 116

Satisfies the Cultural Diversity Core requirement

The medieval world of philosophy and theology was a multi-cultural world: Arabian, Jewish, and Christian thinkers, representing the world's three great religions, adapted and shared the philosophical riches of the classical world and the religious resources of the biblical heritage. This course introduces students to the great Arabian thinkers Alfarabi, Avicenna, Algazel, and Averroes; the respected Jewish authors Saadia Gaon, Moses Maimonides, and Gersonides; and the famous

Christian writers Anselm, Bonaventure, and Thomas Aquinas; as well as the intellectual challenges from the Greek intellectual world that they met and faced in the Middle Ages.

Stephen F. Brown

PL 160 The Challenge of Justice (Fall/Spring: 3)
Cross listed with TH 160

This course satisfies the introductory requirement for students taking the minor in Faith, Peace, and Justice Studies. Other students interested in examining the problems of building a just society are welcome.

This course introduces the student to the principal understandings of justice that have developed in the Western philosophical and theological traditions. Care is taken to relate the theories to concrete, practical and political problems, and to develop good reasons for choosing one way of justice rather than another. The relationship of justice to the complementary notion of peace will also be examined. Special attention is paid to the contribution of Catholic theology in the contemporary public conversation about justice and peace. Problems discussed may include human rights, hunger and poverty, and ecological justice.

Matthew Mullane

Meghan Sweeney

PL 216 Boston: An Urban Analysis (Spring: 3)

This course is intended for PULSE students who are willing to investigate, analyze, and understand the history, problems, and prospects of Boston's neighborhoods. With the exception of the fourth session, class meetings in the first half of the semester will meet on campus. Class number four will meet in the Skywalk Observation Deck at the Prudential Center. For the second half of the semester, as snow banks give way to slush and sun and blossoms, we will meet in the South End of Boston for a case study of a most intriguing and changing inner-city neighborhood.

David Manzo

PL 233 Values in Social Services and Health Care (Fall: 3)

Through readings, lectures, discussions, field placements, and written work, we will attempt the following: to communicate an understanding of the social services and health care delivery systems and introduce you to experts who work in these fields; explore ethical problems of allocations of limited resources; discuss topics that include violence prevention, gangs, homelessness, mental illness, innovating nursing initiatives, economy inequality, community wealth ventures, and the law; and consider possibilities for positive changes in the social service and health care system.

David Manzo

PL 259 Perspectives on War, Aggression, and Conflict Resolution I (Fall: 3)

Cross listed with SC 250, TH 327

The Faith, Peace, and Justice Program at Boston College sponsors this course as an introduction to the field of Peace Studies.

This course develops an interdisciplinary approach to the study of war and conflict and investigates alternatives to their resolution in contemporary global society. The course is organized along multidisciplinary lines, with faculty members from various academic departments responsible for each topic of discussion. This interdisciplinary approach demonstrates the varied and complex perspectives on the causes of war

and conflict and attempts to develop, out of the resources of these respective disciplines, intelligent insights into the resolution of conflicts and the development of alternatives to war.

Matthew Mullane

PL 261 Telling Truths I: Writing for the Cause of Justice (Fall: 3)

This PULSE elective will explore writing as a tool for social change. Students will read and experiment with a variety of written forms, including fiction, poetry, creative non-fiction, and journalism, to tell the "truth" as they experience it in their own direct encounters with social injustice. This workshop is intended to provide a comprehensive introduction to the range of literary strategies that social prophets and witnesses have used, and are using today, to promote the cause of justice.

Kathleen Hirsch

PL 262 Telling Truths II: Depth Writing as Service (Spring: 3)

This PULSE elective will enable students to produce a portfolio of writings that engage a serious social concern. Class will be run as a writing workshop. Students early on will identify an issue they wish to pursue in-depth through the course of the semester. At the same time, they will want to develop and to work in non-fiction, fiction, journalism, or poetry. Students may expand on an issue that has affected them personally or which they have observed in their service work while at BC.

Kathleen Hirsch

PL 264 Logic (Fall/Spring: 3)

This course will consider the principles of correct reasoning together with their application to concrete cases.

The Department

PL 281–282 Philosophy of Human Existence I and II (Fall/Spring: 3)

Satisfies Philosophy Core requirement
Offered periodically

Human existence is a matter of fact in the world that calls for a twofold critical reflection, one on the theory of selfhood and one on the practice of selfhood. In these courses we undertake reflection on the theory of selfhood, starting from our common experience as selves in the world and from what we are as embodied souls and spirits and going on to how we exercise our own proper activities of knowing and willing as selves in an historical culture.

Oliva Blanchette

PL 293–294 Culture and Social Structures I and II: Philosophy of PULSE

(Fall/Spring: 3)

Prerequisite: Membership on PULSE Council

These courses focus on examining the cultural foundations that underlie the contemporary ways in which people choose to structure—literally, figuratively, and symbolically—the way they live together. Our study centers on questions about how our cultural and social structures are the concrete expression in politics, city planning, architecture, literature, etc., of what we value and of the things we consider meaningful and important.

David McMenamin

ARTS AND SCIENCES

PL 394 Senior Honors Seminar (Fall: 4)

Restricted to departmental honors students only

The senior honors seminar will support the development of a senior thesis. Topics will include methods for strong research, writing workshops, and contemporary philosophical readings and discussion.

Marina B. McCoy

PL 395 Senior Honors Thesis (Spring: 4)

Restricted to senior departmental honors students

Students will write a senior thesis of approximately 75 pages under the guidance of a faculty advisor.

The Department

PL 403 Does God Exist? (Spring: 3)

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 405 Greek Philosophy (Fall: 3)

Prerequisites: Philosophy of the Person I and II or Perspectives I and II

This course is organized around the central philosophical questions asked and answered, in various ways, by philosophers in the ancient Greek-speaking world. We will consider the pre-Socratics, Plato, Aristotle, and, more briefly, some Hellenistic authors such as Plutarch, Epictetus, and Plotinus. Topics include theories of material bodies and of change; whether anything immaterial or immutable exists, and if so whether it is single or multiple and its relation to this changing world; the human soul; and the question of the criterion of truth, and the process by which humans may come to know; the question of the criterion of ethics.

Sarah Byers

PL 406 History of Modern Philosophy (Fall: 3)

The course presents in a synthetic but not superficial manner the major philosophies, from Descartes to Kant, which have punctuated the emergence of the modern mind, the development of scientific knowledge and transformations of Western societies, during a period in which conquering rationality asserted its autonomy and gave rise to the idea of Enlightenment, but at the same time reflected on its own limits. This comprehensive survey will cover metaphysics, epistemology, ethics and political thought. We will analyze representative sources, paying attention to their argumentative structures, and highlighting the logic in the unfolding of problems and answers. Syllabus on <http://www2.bc.edu/~solere/pl406.html>

Jean-Luc Solere

PL 407 Medieval Philosophy (Spring: 3)

Prerequisite: Ancient Philosophy

Far from being monolithic and repetitive, the Middle Ages were a creative period during which multiple solutions were proposed to make sense of the world and of human life. The legacy of Antiquity, the philosophic and scientific knowledge of the time, and religious views were combined in original syntheses. The aim of the course is to provide a precise picture of this diversity, through a study of the main problems that a wide range of authors (Christian thinkers from St. Augustine to Ockham, but also Islamic and Jewish philosophers) faced. Syllabus on <https://www2.bc.edu/jeanluc-solere/pl407.html>

Peter J. Kreeft

PL 408 Nineteenth and Twentieth-Century Philosophy (Spring: 3)

Prerequisite: Some background in Kant, although not mandatory, is strongly recommended

This class will be devoted to some of the most important issues in philosophy in the past two centuries. In particular, we will study the development of Kantian transcendental philosophy in German Idealism, Neokantianism, and Husserlian Phenomenology. In the last section of the class we will consider the rise of analytic philosophy in the works of Frege, Russell, and Wittgenstein.

Andrea Staiti

PL 414 Race and Philosophy (Spring: 3)

This course employs methods of recent Anglophone philosophy to examine such topics as the bases and justification of racial solidarity; whether races are real and, if so, what they are (social constructions? natural categories?) and how they come to exist; racial identity; and the nature, preconditions, loci, subjects, and targets of racism.

Jorge Garcia

PL 423 Spanish-American Philosophy (Fall: 3)

Satisfies Cultural Diversity Core requirement

This course is designed to give the student an opportunity to look at some fundamental philosophical issues regarding human nature and the origins and development of human thought from a fresh perspective. Unamuno's *Tragic Sense of Life* presents a critique of the rationalism of modern European thought by focusing on human life as dream, theatre, and struggle. Octavio Paz, in *The Labyrinth of Solitude*, explores the meaning of human existence through the lens, or perhaps the mask, of the Mexican quest for identity at the end of the present century.

Gary M. Gurtler, S.J.

PL 429 Freud and Philosophy (Fall: 3)

Prerequisite: Philosophy core

This introductory course for the interdisciplinary minor in psychoanalysis (open to all interested) is designed to acquaint students with the scope and evolution of Freud's thinking and with significant developments in psychoanalysis since his time. Students will study and assess Freud's and Breuer's first formulation of the nature and etiology of hysteria; Freud's groundbreaking work in dream interpretation and the nature of unconscious processes; Freud's attempt to apply his novel theory of unconscious mechanisms to cultural anthropology as well as individual psychology; and the implications of the ongoing revisions in Freud's classification of the drives.

Vanessa P. Rumble

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 447 Fascisms (Spring: 3)

Offered periodically

We shall investigate the birth and development of fascism as political cultures.

James W. Bernauer, S.J.

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, 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 B. Thaker

PL 456 The Holocaust: A Moral History (Fall: 3)**Offered periodically**

The tragic event that ruptured modern western morality will be examined from a variety of perspectives. We shall study the testimony of both its victims and its perpetrators. Special attention will be given to consideration of the intellectual and moral factors which motivated resistance or excused indifference. We shall conclude with interpretations of its meaning for contemporary morality and of its theological significance for Christians and Jews.

James W. Bernauer, S.J.

PL 493 Bioethics: Ethical Issues in Healthcare (Fall: 3)**Offered periodically**

Should doctors ever be allowed to help their patients die? How much healthcare are we entitled to receive? What, if anything, is wrong with cloning human beings? Is abortion morally wrong? May parents be allowed designer babies? What moral obligations do doctors have toward disadvantaged populations? In this course, we will examine some philosophical answers to these pressing questions of modern societies. Topics include justice and health care, stem-cell research, euthanasia, human cloning, abortion, ethics and medical research in underdeveloped countries.

Marius Stan

PL 538 Capstone: Journey to Self-Discovery (Spring: 3)

Prerequisite: Core

Cross listed with UN 542

See course description in the University Courses section.

Brian J. Braman

PL 550 Capstone: Building A Life (Fall: 3)**Cross listed with UN 550**

See course description in University section of the catalog.

David McMenamin

Undergraduate and Graduate Course Offerings**PL 448 Buddhist Thought and Practice (Fall: 3)****Cross listed with TH 548**

See course description in the Theology Department.

John J. Makransky

PL 492 Spiritual Exercises: Philosophers and Theologians (Spring: 3)**Cross listed with TH 493****Offered periodically**

See course description in the Theology Department.

Brian Robinette

PL 500 Philosophy of Law (Fall: 3)**Cross listed with LL 669****Offered periodically**

This course is intended for both pre-law students and those interested in the contemporary interface of philosophy, politics, and law. The course will cover the following four topics: (1) brief overview of the history of interrelation between law and philosophy (Hobbes, Rousseau, Kant, and Hegel); (2) constitutional legal theory (Dworkin, Ackerman, Michelman, Breyer); (3) political liberalism, public reason, and international law (Rawls, Habermas); and (4) human rights and globalization. The course is intended both to provide an overview of these various positions and to enable students to take a critical stance toward current debates.

Jonathan Trejo-Mathys

PL 508 Dante's *Divine Comedy* in Translation (Spring: 3)**Cross listed with TH 559**

An introduction to and critical reading of the *Divine Comedy* (in English translation), one of the world's greatest epic poems, produced by "the chief imagination of Christendom" (Yeats). Dante's journey through Hell, Purgatory, and Paradise will be analyzed at its multiple levels of interpretation: literal and allegorical, theological, philosophical, political, and literary. Compendium of an entire epoch of European civilization, the *Comedy* will also be interrogated for its responses to the fundamental questions of human existence: God, the Cosmos, the Self, Good and Evil, Right and Wrong, Suffering, and Happiness.

Laurie Shepard

PL 509 Tibetan Buddhist Philosophy and Practice (Spring: 3)**Cross listed with TH 506****Offered periodically**

Philosophical ideas and meditative and ritual practices of the Tantric Buddhism of Tibet (Vajrayana). Includes early Buddhist and Mahayana philosophical foundations of Tantric Buddhism, connections between philosophy and sacred story, nature of mind and the transformative potential of the human being, visionary practices, concepts of mandala, meditation theory, inner yogas, unities of wisdom and means, and the feminine divine in cultural context. We explore Tibetan philosophy and praxis through writings of modern Buddhist studies scholars and Tibetan lamas.

John J. Makransky

PL 512 Philosophy of Existence (Fall: 3)**Offered biennially**

An introduction to the main questions of existentialist philosophy from Kierkegaard and Nietzsche to Heidegger, Sartre, and Camus. The major issues dealt with include freedom and determinism, desire and death, anxiety and the search for the absolute.

Richard M. Kearney

PL 516 Epistemology (Spring: 3)

An exploration of course core issues in contemporary theory of knowledge emphasizing questions about the justification and rationality of belief. Topics to be considered include the analysis of knowledge, skepticism and the sources of knowledge, theories of justification, rationality, and evidence. Our treatment of the reliability of perception, common sense realism, fallibilism, varieties of ampliative inference (such as inference to the best explanation, induction, and the use of probabilistic reasoning in decision theory), naturalized epistemology,

recent trends in social epistemology, and the scope and limits of science will attend to intersections between epistemology, philosophy of science, and philosophy of mind.

Daniel McKaughan

PL 523 Nietzsche on Ethics and Virtues of Philosophy (Spring: 3)

This class will explore the central ideas of Friedrich Nietzsche, especially his ethical thinking. We will consider his notorious attacks on traditional ethics but pay special attention to the positive ethical ideal Nietzsche advocates instead: the “free spirit,” *bermensch*, or “sovereign individual.” This will involve a detailed discussion of Nietzsche’s alternative conceptions of conscience, freedom, responsibility, and autonomy. We will also consider how philosophy is important here, exploring Nietzsche’s critiques of traditional forms of philosophy and his hopes for a new “philosophy of the future,” including the character traits of thinkers and their thinking that he believes constitute philosophical excellence.

Thomas Miles

PL 527 Philosophy of Language (Fall: 3)

Prerequisite: Philosophy Core fulfilled

This course will consider major texts and movements in twentieth century philosophy of language in both the analytic and continental traditions, reading the work of Russell, Wittgenstein, J. L. Austin, Quine and Davidson as well as Ricoeur and Derrida. Our goal will be to bring together these very different approaches to what has been a central concern of philosophy in the twentieth century.

Eileen C. Sweeney

PL 529 Metaphysics (Fall: 3)

Offered periodically

The course begins with classical modern philosophers. Their problems concern the relation of mind and body, the possibility of objective knowledge, and cause and effect. Their method is that of science, combining both empirical and logical elements. After these modern thinkers, giving our cultural assumptions, we turn to Ancient and Medieval philosophers. Their problems concern the relation of spirit and matter, the analogy of being and truth, and causal explanation. Their method is one of dialogue. With this different of these different philosophical positions.

Gary M. Gurtler, S.J.

PL 530 Social Theory: Hegel to Freud (Spring: 3)

Vanessa P. Rumble

PL 534 Environmental Ethics (Spring: 3)

Offered biennially

This course will examine major themes in and approaches to environmental philosophy with a particular focus on the idea of nature as it developed in the United States and how current approaches (such as deep ecology and ecofeminism) challenge existing normative attitudes toward the domain of non-human beings. The course will consider some classic texts in the history of American nature writing by Thoreau, John Muir, and Rachael Carson before turning to topics-based discussions on such issues as environmental justice and animal rights.

Holly VandeWall

PL 537 Contemporary Metaethics (Fall: 3)

Offered periodically

This course examines work in ethical constructivism, anti-realism, projectivism, quasi-realism, scientific reductionism, definism,

neo-expressivism by considering writings selected from those of J. L. Mackie, S. Blackburn, Darwall, P. Pettit, F. Jackson, J. Rawls, T. M. Scanlon, and/or other (mostly Anglophone) philosophers.

Jorge 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 B. Thaker

PL 552 God, Ethics, and the Sciences (Spring: 3)

Cross listed with TH 552

Offered periodically

This course examines some important questions regarding relationships between belief in God and scientific approaches to humanity and the natural world. We explore both the arguments for the incompatibility between science and theism, as well as constructive ways of understanding their potential relationships. We will examine major historical contributors to the discussion including Aquinas, Galileo, and Darwin. Central methodological questions focus on forms of naturalism, reductionism, and evolution. Other course topics include the ethical significance of neuroscience and evolutionary psychology, particularly concerning the relation between brain and mind, the meaning of responsibility, and the natural basis of moral decision-making.

Patrick Byrne

Daniel McKaughan

PL 553 Capstone: Poets, Philosophers, and Mapmakers (Spring: 3)

Cross listed with UN 553

See description in the University Courses section of the catalog.

Paul McNellis, S.J.

PL 577 Symbolic Logic: Theory and Practices (Fall: 3)

An introduction to the powerful ways the logical forms woven into deductive reasoning and language can be analyzed using abstract symbolic structures. The study of these structures is not only relevant for understanding effective reasoning, but also for exploring the Anglo-American analytic philosophical tradition and foundations of mathematics, computer science, and linguistics. Philosophically interesting properties about logical systems will be explored, including the task of proving whether a logical system is complete and consistent. A number of interesting topics of twentieth-century logic will be briefly considered, such as set theory, Russell’s paradox, and Goedel’s theorems.

The Department

PL 584 C. S. Lewis (Fall: 3)

Prerequisite: Completion of Philosophy Core

Lewis wrote poetry, literary criticism, science fiction, fantasy, philosophy, theology, religion, literary history, epics, children’s stories, historical novels, short stories, psychology, and politics. He was a rationalist and a romanticist, a classicist and an existentialist, a conservative and a radical, a pagan, and a Christian. No writer of our century had

more strings to his bow, and no one excels him at once in clarity, moral force, and imagination: the true, the good, and the beautiful. We will consider a sampling of Lewis' fiction and non-fiction.

Peter J. Kreeft

PL 593 Philosophy of Science (Fall: 3)

An introduction to the central themes of twentieth-century history and philosophy of science. Topics to be discussed include the classic and contemporary problems of demarcation, explanation, confirmation, laws of nature, inter-theoretic reduction, social and historical critiques of neo-positivism, and the realism/anti-realism debate. We will examine some philosophical perspectives sometimes thought to be closely associated with science including empiricism, pragmatism, naturalism, and physicalism. We will also discuss a number of other issues, including questions about objectivity and the role of values in science, the methods, scope, and limits of science, and whether science provides anything like a worldview.

Patrick Byrne

PL 598 Law, Medicine, and Ethics (Fall/Spring: 3)

Cross listed with TH 598

See course description in the Theology Department.

John J. Paris, S.J.

PL 621 Anti-Moralism (Spring: 3)

Offered periodically

We explore some ways of rejecting morality as represented by Sextus Empiricus, K. Marx, F. Nietzsche, S. Freud, A. Rosenberg, and/or other thinkers.

Jorge Garcia

PL 622 Philosophy and Music (Spring: 3)

Offered periodically

This course will explore the way in which various philosophers from Plato to Heidegger have understood the nature of music, its relation to the other arts, and its significance outside the aesthetic sphere, especially for political life. Attention will also be given to the way in which music and reflections on music have, in such cases as Nietzsche, played a major role in shaping philosophical thought.

John Sallis

PL 625 The Problem of Self-Knowledge (Fall: 3)

A human being is more than a rational animal. We are symbolic beings with a polymorphic consciousness and have language and a relational existence to others, the cosmos, and transcendence. Insights from the selected readings and pedagogy will serve both as a maieutic and a heuristic; inspiring us to articulate who we are, how we ought to live with others, and how we are to collaborate with others and transcendence in originating creative and healing insights in response to challenges of humanity at the dawn of our twenty-first century. This course is inspired by Socrates' imperative and dictum: "Know Thyself."

Brian Braman

PL 631 Science, Brains and Ethics (Spring: 3)

Offered periodically

This course examines recent work in psychology and neuroscience to determine what, if any, relevance this work has for moral philosophy. We will read works by Alva Noe, Jonathan Haidt, Christian Miller, Daniel Kahneman, and others. Some of the questions we will consider include: Can images of the brain tell us something important about moral decision making? Do empirical studies undermine the idea

of stable character traits? Is it possible for empirical research to justify one normative theory over another? Might the empirical sciences one day replace traditional moral theorizing?

Micah Lott

PL 634 Cosmic City: Hellenistic and Early Christian Philosophy (Spring: 3)

Offered periodically

A study of Hellenistic and early Christian theories of normativity and community. Focuses particularly upon: (1) Augustine's attempt to synthesize the Stoic theory of natural inclinations as normative ("natural law theory") with a Platonic (proximately Plotinian and Victorine) account of transcendent moral standards ("eternal law theory"); and (2) the ways in which Augustine's account of the "two cosmic cities" is developed critically from the Stoic claim that the entire cosmos is one city (polis) and from middle- and neo-Platonic models of how the cosmos is structured and inhabited. Some comparisons/contrasts will be made with ostensibly similar contemporary theories.

Sarah Byers

PL 670 Technology and Culture (Fall: 3)

Cross listed with SC 670

This interdisciplinary course will first investigate the social, political, psychological, ethical, and spiritual aspects of Western cultural development with a special emphasis on scientific and technological metaphors and narratives. We will then focus on the contemporary world, examining the impact of our various technological creations on cultural directions, democratic process, the world of work, quality of life, and especially on the emergent meanings for the terms "citizen" and "ethics" in contemporary society. Students will explore technologies in four broad and interrelated domains: (1) computers, media, and communications and information technologies, (2) biotechnology, (3) globalization, and (4) environmental issues.

William Griffith

PL 794 Philosophy and the Church Fathers (Spring: 3)

Cross listed with TH 794

Introduction to the major Church Fathers and their varying attitudes towards philosophy. Topics include the role of philosophy in the development of patristic theology; particular influences of Aristotle, Epicurus and the Stoa; and the reception and transformation of Platonism and the reciprocal influence of Christianity upon Greek thought.

Margaret Schatkin

Physics

Faculty

Kevin Bedell, *John. H. Rourke Professor*; B.A., Dowling College; M.S., Ph.D., SUNY Stonybrook

David A. Broido, *Professor*; B.S., University of California, Santa Barbara; Ph.D., University of California, San Diego

Baldassare Di Bartolo, *Professor*; Dott. Ing., University of Palermo, Italy; Ph.D., Massachusetts Institute of Technology

Michael J. Graf, *Professor*; B.S., Rensselaer Polytechnic Institute; Sc.M., Ph.D., Brown University

Krzysztof Kempa, *Professor*; M.S., Technical University of Wrocław; Ph.D., University of Wrocław

Michael J. Naughton, *Evelyn J. & Robert A. Ferris Professor*; Chairman of the Department; B.S., Saint John Fisher College; M.A., Ph.D., Boston University

ARTS AND SCIENCES

Ziqiang Wang, *Professor*; B.Sc., Tsinghua University; M.A., M. Phil., Ph.D., Columbia University

Pradip M. Bakshi, *Distinguished Research Professor*; B.S., University of Bombay; A.M., Ph.D., Harvard University

Gabor Kalman, *Distinguished Research Professor*; D.Sc., Israel Institute of Technology

Jan Engelbrecht, *Associate Professor*; B.Sc., M.Sc., University of Stellenbosch; Ph.D., University of Illinois

Vidya Madhavan, *Associate Professor*; B. Tech., Indian Institute of Technology, Madras; M. Tech., Indian Institute of Technology, New Delhi; Ph.D., Boston University

Cyril P. Opeil, S.J., *Associate Professor*; B.Sc., University of Scranton; M.Div., S.T.M., Graduate Theological Union; Jesuit School of Theology; Ph.D., Boston College

Willie Padilla, *Associate Professor*; B.S., San Diego State University; M.S., Ph.D., University of California, San Diego

Rein A. Uritam, *Associate Professor*; A.B., Concordia College; A.B., Oxford University; A.M., Ph.D., Princeton University

Andrzej Herczynski, *Research Associate Professor*; M.S., Warsaw University; M.S., Ph.D., Lehigh University

Ruihua He, *Assistant Professor*; B.S., Fudan University; M.S., Ph.D., Stanford University

Ying Ran, *Assistant Professor*; B.S., Peking University; Ph.D., Massachusetts Institute of Technology

Stephen Wilson, *Assistant Professor*; B.S., Ph.D., University of Tennessee

Contacts

- Graduate Program Director: Prof. Rein Uritam, 617-552-8471, uritam@bc.edu
- Undergraduate Program Director: Prof. Jan Engelbrecht, 617-552-0642, jan@bc.edu
- Director, Administration: Guillermo Nuñez, 617-552-3541, guillermo.nunez.1@bc.edu
- Department Administrator: Jane Carter, 617-552-3576, jane.carter@bc.edu
- Programs Administrator: Stephanie Zuehlke, 617-552-2195, stephanie.zuehlke@bc.edu
- Faculty Support Assistant: Nancy Chevy, 617-552-3575, nancy.chevy@dc.edu
- Administrative Assistant: Gisele Byda, 617-552-0968, gisele.byda@bc.edu
- www.physics.bc.edu
- Fax: 617-552-8478

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. The department offers a 100% guarantee of a research opportunity to every major that seeks one.

Boston College has adopted a credit-based requirement system with the admission of the class of 2014.

Major Requirements Beginning with the Class of 2014 and Beyond

The minimum requirements for the B.S. degree with a major in Physics include 45 credits in Physics, as described below, and additional corequisites in Mathematics and other sciences.

Physics requirements:

- PH 209 Introductory Physics I (Fall: 4 credits)
- PH 210 Introductory Physics II (Spring: 4 credits)
- PH 203 Introductory Physics Lab I (Fall: 1 credit)
- PH 204 Introductory Physics Lab II (Spring: 1 credit)
- PH 301 Vibrations and Waves (Fall: 4 credits)
- PH 303 Modern Physics (Spring: 4 credits)
- PH 401 Mechanics (Fall: 4 credits)
- PH 402 Electricity and Magnetism (Spring: 3 credits)
- PH 407 Quantum Physics I (Fall: 3 credits)
- PH 408 Quantum Physics II (Spring: 3 credits)
- PH 409 Contemporary Electronics Laboratory (Fall: 2 credits)
- PH 420 Statistical Mechanics and Thermodynamics (Fall: 4 credits)

- At least three credits of an advanced laboratory course*, chosen from:

PH 430 Numerical Methods and Scientific Computing** (Spring: 4 credits)

PH 532 Senior Thesis*** (Spring: 3 credits)

PH 535 Experiments in Physics (Spring: 3 credits)

*A&S Honors Program Thesis or Scholar of the College Thesis when supervised by a Physics faculty member will also meet this requirement.

**Students need a background in computer programming, for example, CS 127 Introduction to Scientific Computation.

***Students will need prior agreement from a physics faculty supervisor to enroll in this course.

- At least six credits of an advanced (at or above the 400 level) elective course. Courses vary from year-to-year, but recent offerings include:

PH 412 Particle Physics (3 credits)

PH 416 The Physics of Conventional and Alternative Energy (3 credits)

PH 422 Foundations of Plasmonics (3 credits)

PH 424 Nanoscale Integrated Science (3 credits)

PH 425 Introduction to Condensed Matter Physics (3 credits)

PH 441 Optics (3 credits)

PH 540 Cosmology and Astrophysics (3 credits)

PH 545/MT 440 Introduction to Chaos/Dynamical Systems (3 credits)

Students should consult with the Undergraduate Program Director regarding current elective offerings.

Corequisites

Students are also required to take the following mathematics courses:

- MT 202 Multivariable Calculus (4 credits)
- MT 305 Advanced Calculus (4 credits), which can be substituted by the combination of MT 210 Linear Algebra and MT 410 Differential Equations

(Note that students without advanced math placement will need to take introductory calculus courses as well, which are prerequisites for MT 202 and MT 305)

Physics majors are also required to take eight credits of CH 109–110 and associated labs; other science courses, along with their associated labs, may qualify, but require prior approval by the Department Chair.

Minor Requirements Beginning with the Class of 2014

The minimum requirements for a Minor in Physics include 24 credits in Physics and eight corequisite credits, as described below:

- PH 209 Introductory Physics I (Fall: 4 credits)
- PH 210 Introductory Physics II (Spring: 4 credits)
- PH 203 Introductory Physics Lab I (Fall: 1 credit)
- PH 204 Introductory Physics Lab II (Spring: 1 credit)
- PH 301 Vibrations and Waves (Fall: 4 credits)
- PH 303 Modern Physics (Spring: 4 credits)

Also required are six credits in courses at or above the 400 level. Students should discuss course selection with the Undergraduate Program Director.

Corequisites*

- MT 102 Calculus I (4 credits) and MT 103 Calculus II (4 credits) or
- MT 105 Calculus II-AP (4 credits) are required

*Students who have been placed by the Mathematics Department at a level above MT 105 will have satisfied this corequisite.

MT 202 (4 credits) and MT 305 (4 credits) are required as prerequisites for some of the upper-level physics 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 2-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

Physical science, computer science, and mathematics majors planning on physics in the freshman year should enroll in PH 209 and the associated lab PH 203. Biology majors and premedical students should enroll in PH 211 and the associated lab PH 203. Depending on high-school background, Physics majors take either the Calculus I–II sequence MT 102–103, or Calculus II–AP MT 105, or start with

Multivariable Calculus MT 202. Note that MT 100–101 is intended for Biology and Premedical students and is not sufficient calculus preparation for Physics Majors.

Information for Study Abroad

Before undertaking study abroad, it is strongly recommended that the Physics major complete PH 209, PH 210 (or PH 211, 212) with labs, PH 301, PH 303 (also with labs), and the corequisite 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.

Students who are interested in studying abroad are strongly encouraged to do so during the spring semester of their junior year. While planning their study abroad program, Physics majors should meet with the Undergraduate Program Director. Students should inquire early at the Office of International Programs, and with possible host institutions, to arrange for a course of study appropriate for physics majors.

Course Offerings

Courses numbered below 200 are introductory courses directed primarily towards non-science majors. These courses have no prerequisites and need no mathematics beyond ordinary college entrance requirements. The courses that satisfy the Science Core requirement are noted in the individual course descriptions. PH 209–210 Introductory Physics I, II (Calculus) or PH 211–212 Introduction to Physics I, II (Calculus) and PH 203–204 Introductory Physics Laboratory I and II are required of all Chemistry and Physics majors; Biology majors should consult the Biology Department regarding Physics requirements. Courses numbered above 300 are advanced offerings primarily for Physics majors.

Undergraduate Course Offerings

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

PH 115–116 Structure of the Universe I and II (Fall/Spring: 3) Satisfies Natural Science Core requirement

Introductory courses 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.

*The Department***PH 183–184 Foundations of Physics I and II (Fall/Spring: 3) Satisfies Natural Science Core requirement****Recommended laboratory (optional): PH 203–204**

A two-semester algebra-based introductory physics course sequence, primarily for non-science majors, that covers the basic principles of physics. Emphasis is placed on problem-solving to demonstrate the implications of these principles, and to develop analytical skills. This course is similar to PH 211–212 in pace and content but with less emphasis on mathematical technique. First semester covers classical mechanics, including Newton's laws, energy, rotational motion, fluids, thermal physics, oscillations, waves, and gravitation.

The Department

ARTS AND SCIENCES

PH 199 Special Projects (Fall/Spring: 3)

Credits and requirements by arrangement with the approval of the Chairperson

Individual programs of study and research under the direction of physics faculty members.

The Department

PH 203–204 Introductory Physics Laboratory I and II (Fall/Spring: 1)

Lab fee required

Laboratory courses that provide an opportunity to perform experiments on topics in mechanics and acoustics. One two-hour laboratory period per week. These labs are intended for students in PH 209–210 or PH 211–212.

Andrzej Herczynski

PH 209–210 Introductory Physics I and II (Calculus) (Fall/Spring: 4)

Prerequisites: MT 102–103 (may be taken concurrently)

Corequisites: PH 203–204

Satisfies Natural Science Core requirement

These courses are 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 211–212 in pace and content but at a greater depth appropriate for physical science majors. Class size is limited to promote classroom discussion. Topics cover classical mechanics, including Newton's laws, energy, rotational motion, oscillations, waves, and gravitation.

The Department

PH 211–212 Introduction to Physics I and II (Calculus) (Fall/Spring: 4)

Prerequisites: MT 100–101

Corequisites: PH 213–214

Satisfies Natural Science Core requirement

PH 203–204 are the laboratory courses to supplement the lecture course material.

These courses are a two-semester calculus-based introduction to physics primarily for biology majors and premedical students. The development and application of classical physical principles are covered, and students are introduced to more advanced mathematical techniques to extend these applications. Emphasis is placed on problem-solving to better understand the implications of these principles, as well as to develop analytical skills. Topics include classical mechanics, including Newton's laws, energy, rotational motion, hydrostatics and fluid dynamics, oscillations, waves, and gravitation.

The Department

PH 213–214 Introduction to Physics Recitation I and II (Fall/Spring: 0)

Corequisites: 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. The course also covers the basic concepts in first and second order differential equations, matrices, eigenvalues and eigenvectors and Fourier series.

The Department

PH 303 Introduction to Modern Physics (Spring: 4)

This course is a transition between introductory and advanced physics courses for science majors. The basic subject matter includes the two principal physical theories of the twentieth century--relativity and quantum mechanics. Included are the following: the Lorentz transformation, kinematic consequences of relativity, origin of the quantum theory, one-dimensional quantum mechanics, quantum mechanics of a particle in three dimensions, applications to the hydrogen atom and to more complex atoms, molecules, crystals, metals, and semiconductors.

The Department

PH 399 Advanced Independent Research (Fall/Spring: 6)

This course is reserved for Physics majors selected as Scholars of the College. Content, requirements, and credits by arrangement with the Chairperson.

The Department

PH 401 Classical Mechanics (Fall: 4)

This course studies classical mechanics at the intermediate level and develops analytical skills for later physics courses. It includes: single particle dynamics and oscillations; conservative forces and conservation laws; gravitation and central force motion; Lagrangian and Hamiltonian dynamics; system of particles and rigid body dynamics.

The Department

PH 402 Electricity and Magnetism (Spring: 3)

To provide students with the background in electricity and magnetism necessary to deal with experimental problems in electromagnetism. Part 1 will present the mathematical foundations for the entire treatment of electromagnetism. Part 2 deals with Coulomb's law and the electrostatics based on this law. Part 3 addresses stationary currents and magnetostatics. Part 4 deals with induction and quasi-stationary phenomena, self- and mutual-induction. Part 5 presents a treatment of Maxwell equations and the consequences of these equations, e.g. energy and momentum conservation, Plane waves, reflection and refraction. Time permitting, we will discuss radiation from moving charges.

The Department

PH 407–408 Quantum Physics I and II (Fall/Spring: 3)

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.

The Department

PH 409 Contemporary Electronics Laboratory (Fall: 2)**Lab fee required**

A laboratory course, with lecture component, providing hands-on experience, including a brief review of fundamentals of electronics followed by a study of analog devices, including diodes, transistors, operational amplifiers, resonant circuits, and digital devices, including Boolean algebra, digital Gates, Timers, Counters, and practical combinations of Gates and other digital elements.

The Department

PH 416 The Physics of Conventional and Alternative Energy

(Fall: 3)

PH 416 is a three-credit, elective course designed for junior and senior Physics majors. The course consists of an overview of the entire field of energy, presented with attention to the mathematical, physical and economic principles needed to assess the feasibility and desirability of each source. It will also go into the most detail with respect to renewable sources, but there are also sections on nuclear power and fossil fuels. The course assumes an understanding of basic physics, and it strives to address energy problems on a mathematical level at the level of first year calculus.

The Department

PH 420 Statistical Mechanics and Thermodynamics (Fall: 4)

The results of classical thermodynamics are deduced from a statistical basis, including the concepts of temperature and entropy, and the three laws of thermodynamics. Applications to ideal and real gases. Basic elements of statistical mechanics, including the canonical ensemble, partition function, equipartition theorem and Maxwell velocity distribution. Simple application of Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac Statistic.

The Department

PH 425 Condensed Matter Physics (Fall: 3)

Condensed matter physics concerns all aspects of the physics of “condensed” materials, that is, solids, liquids, gels and plasma. It is the science behind many technologically-relevant applied and integrated science and engineering fields. This course primarily covers the solid state, starting with crystal lattices and their vibrations (phonons), and descriptions of crystalline metals, semiconductors, insulators and superconductors. It covers in some detail the electrical, magnetic, optical and thermal properties of materials, and introduces the student to noncrystalline solids and so-called “soft condensed matter.”

The Department

PH 430 Numerical Methods and Scientific Computing (Spring: 4)

Prerequisites: MT 202, CS 127/EC 314, and permission of instructor

Cross listed with EC 215

This course is intended for students who plan to minor in Scientific Computation. It is also an elective for Physics majors.

This course introduces students to a variety of numerical methods and then applies these methods to solve a broad range of scientific problems. These problems include examples from physics as well as several other disciplines, including chemistry, mathematics, economics, and finance. Numerical techniques for solving problems expressed in terms of matrix, differential and integral equations will be developed. Other topics will include statistical sampling and Fourier and Laplace transforms.

The Department

PH 532 Senior Thesis (Fall/Spring: 3)

A semester-long project in the course of which a student carries out an investigation and research of an original nature or formulates a mature synthesis of a topic in physics. The results are presented as a written thesis, which the student will defend in an oral examination. This course is highly recommended for majors considering graduate study in physics.

The Department

PH 535 Experiments in Physics I (Spring: 3)

Lab fee required

The course includes experiments in optics, solid state physics, nuclear physics, spectroscopy, x-ray, and electron diffraction. Students will carry out independent projects aimed at acquiring a sound understanding of both the physical principles involved in each subject area and of the principles and problems of modern experimental physics.

Cyril P. Opeil, S.J.

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

Political Science**Faculty**

David Lowenthal, *Professor Emeritus*; B.A., Brooklyn College; B.S., New York University; M.A., Ph.D., New School for Social Research

Marvin C. Rintala, *Professor Emeritus*; A.B., University of Chicago; A.M., Ph.D., Fletcher School of Law and Diplomacy

Robert Scigliano, *Professor Emeritus*; A.B., A.M., University of California at Los Angeles; Ph.D., University of Chicago

Ali Banuazizi, *Professor*; B.S., University of Michigan; A.M., The New School for Social Research; Ph.D., Yale University

Robert C. Bartlett, *Behrakis Professor in Hellenic Political Studies*; B.A., University of Toronto; M.A., Ph.D., Boston College

David A. Deese, *Professor*; B.A., Dartmouth College; M.A., M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy

Gerald Easter, *Professor*; B.A., Boston College; Ph.D., Columbia University

Robert K. Faulkner, *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, *Thomas P. O'Neill, Jr. Professor of American Politics*; B.A., M.A., Ph.D., Harvard University

Robert S. Ross, *Professor*; B.A., Tufts University; M.A., Ph.D., Columbia University

Kay L. Schlozman, *J. Joseph Moakley Professor*; A.B., Wellesley College; A.M., Ph.D., University of Chicago

Susan M. Shell, *Professor*; Chairperson of the Department; B.A., Cornell University; Ph.D., Harvard University

Peter Skerry, *Professor*; B.A., Tufts University; Ed.M., M.A., Ph.D., Harvard University

ARTS AND SCIENCES

Alan Wolfe, *Professor*; 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

Timothy W. Crawford, *Associate Professor*; A.B., San Diego State University; M.A., University of San Diego; 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

Ken I. Kersch, *Associate Professor and Director of the Clough Center*; B.A., Williams College; J.D., Northwestern University; M.A., Ph.D., Cornell University

Jonathan Laurence, *Associate Professor*; B.A., Cornell University; M.A., Ph.D., Harvard University

Jennie Purnell, *Associate Professor*; B.A., Dartmouth College; Ph.D., Massachusetts Institute of Technology

Jennifer L. Erickson, *Assistant Professor*; B.A., Saint Olaf College; M.A., Ph.D., Cornell University

David A. Hopkins, *Assistant Professor*; A.B., Harvard University; M.A., Ph.D., University of California, Berkeley

Peter Krause, *Assistant Professor*; B.A., Williams College; Ph.D., Massachusetts Institute of Technology

Gabrielle Kruks-Wisner, *Assistant Professor*; B.A., Swarthmore College; M.C.P., Ph.D., Massachusetts Institute of Technology

Kathleen Bailey, *Adjunct Associate Professor*; A.M., Fletcher School of Law and Diplomacy; A.B., Ph.D., Boston College

Paul Christensen, *Adjunct Associate Professor*; B.A., University of Washington; M.A., Ph.D., Princeton University

Contacts

- Chairperson: Susan Shell, 617-552-4168, susan.shell@bc.edu
- Assistant Chairperson: Kay Schlozman, 617-552-4174, kay.schlozman@bc.edu
- Graduate Director: Nasser Behnegar, 617-552-1897, nasser.behnegar@bc.edu
- Master's Program Director: Gerald Easter, 617-552-3491, gerald.easter@bc.edu
- Honors Program and Undergraduate Studies Director: Timothy W. Crawford, 617-552-4171, timothy.crawford@bc.edu
- Study Abroad Program Advisors: Gerald Easter, 617-552-3491, gerald.easter@bc.edu and Kenji Hayao, 617-552-4096, kenji.hayao@bc.edu
- Department Administrator: Shirley Gee, 617-552-4144, shirley.gee@bc.edu
- Graduate Secretary: To be announced, 617-552-4161
- Staff Assistant: Karina Ovalles, 617-552-4160, karina.ovalles@bc.edu
- Phone: 617-552-4160
- Fax: 617-552-2435
- www.bc.edu/politicalscience

Undergraduate Program Description

An undergraduate major in Political Science provides a foundation for careers in politics, public administration, international service, law, business, and journalism, as well as a foundation for graduate work and teaching in the social sciences.

The Political Science major at Boston College consists of ten courses (30 credits): two introductory courses (those beginning with the number “zero”); at least one course in each of the four subfields of political science (American Politics; Comparative Politics; International Politics; and Political Theory); and four electives from any of the subfields.

The Introductory Sequence

With some exceptions as noted below under **Qualifications, Exceptions, and Special Rules**, all majors must take one of the following introductory courses: Fundamental Concepts of Politics (PO 041) or How to Rule the World (PO 021). After taking one of these two courses, students will be able to choose from among Introduction to Modern Politics (PO 042); Introduction to American Politics (PO 061); Introduction to International Politics (PO 081); or Introduction to Comparative Politics (PO 091).

NB: It is not essential to take Fundamental Concepts of Politics or How to Rule the World before Introduction to Modern Politics, Introduction to American Politics, Introduction to Comparative Politics, or Introduction to International Politics; nor is it essential to take either or both of the introductory courses in the freshman year. **Many students do not begin their major until the sophomore year, and they have no difficulty finishing it on time.** Students who scored a 4 or 5 on either of the AP exams in Government and Politics (American or Comparative) may place out of the requirement for the second introductory course (but not the first). It will still be necessary to take 10 courses (30 credits) in the major. You will need to get a form from the Office of Student Services signed by the Director of Undergraduate Studies in order for this waiver to be reflected on your Degree Audit.

The introductory curriculum in political science is not like that in other majors, such as economics or the natural sciences. Ours does not present a single curriculum that all students are expected to know before moving on to higher-level courses. Rather, the introductory curriculum is designed to expose students to the study of politics in a variety of ways. For example, each faculty member who teaches 041 Fundamental Concepts of Politics has his or her own particular style of doing so.

There is, however, some common ground. PO 041 Fundamental Concepts of Politics and PO 021 How to Rule the World, usually taught in the fall, are devoted principally to a study of some of the classic texts in political theory. PO 042 Introduction to Modern Politics, PO 061 Introduction to American Politics, PO 081 Introduction to International Politics, and PO 091 Introduction to Comparative Politics, all emphasize philosophical, conceptual, and analytical foundations for understanding their substantive domains. Critical dialogue—in the classroom and in some cases, in discussion sections—is central to the way these introductory courses are taught.

Some introductory courses—PO 061 and similar courses to be offered in the future—are open to non-majors as well as majors, and satisfy the University Core Social Science requirement. The latter is also true of PO 041 and PO 042.

To summarize: Students will be required to take two introductory courses: Fundamental Concepts or How to Rule the World; and one additional course from the introductory list: Introduction to Modern Politics (PO 042); Introduction to American Government (PO 061); Introduction to International Politics (PO 081); and (PO 091) Introduction to Comparative Politics.

Beyond the Introductory Courses

Students go directly from introductory courses into upper-level electives. These electives do not have to be taken in any particular order, and the course numbers do not indicate a preferred sequence or level of difficulty. The numbers indicate only the category in which the courses fall: courses beginning with a “3” are in American Politics; courses beginning with “4” are in Comparative Politics; courses beginning with “5” are in International Politics; and courses beginning with “6” are in Political Theory. Students must take eight courses (24 credits beyond) the introductory courses, and at least one course (3 credits) must be taken in each of the four subfields: American Politics, Comparative Politics, International Politics, and Political Theory. All courses (credits) that do not fulfill the subfield or introductory requirements will be counted as electives in the major. The subfield requirements **must be satisfied by courses taken (credits earned) in the department**; courses taken (credits earned) abroad or transferred from other institutions may be used to fulfill elective requirements, or the second introductory course. To fulfill the major, at least six courses (18 credits) of the ten courses (30 credits) required must be taken at Boston College.

There is a considerable variety in these elective offerings, because each faculty member has a rotating set of courses and usually teaches four of these each year. There are approximately 100 courses open to undergraduates over a four-year period. Some of these courses are seminars, which meet once a week, and are usually limited to 19 members so that there is much more opportunity for sustained and intense analysis of texts and problems than there is in a conventional lecture/discussion format. With the exception of the special Sophomore Seminars, seminars are open only to juniors and seniors.

The amount of work required in all of our courses is generally high. Clarity of thought and writing are two sides of the same skill, and for this reason, our courses place special emphasis on writing skills. In addition, most courses encourage classroom discussion on a regular basis, so that students may be graded on their participation in class as well as on their writing and exams.

Degree Requirements

Fields and Electives

- Two introductory courses (6 introductory credits) including, Fundamental Concepts of Politics (PO 041) or How to Rule the World (PO 021) and one course (3 credits) from the list of other introductory offerings: Introduction to Modern Politics (PO 042); Introduction to American Politics (PO 061); Introduction to International Politics (PO 081), or Introduction to Comparative Politics (PO 091).
- At least one course (3 credits) in each of the four subfields of Political Science: American Politics (PO 300–399), Comparative Politics (PO 400–499), International Politics (PO 500–599), and Political Theory (PO 600–699), for a total of four subfield courses (12 subfield credits).
- Four electives (12 credits) from among any courses offered by the department that are not introductory courses.

NB: PO 021 (How to Rule the World) may also satisfy the subfield requirement in Political Theory. It may not, however, satisfy the Introductory requirement and the Political Theory subfield requirement at the same time.

Note: Courses designated as PO 200–299 count as electives toward the major but do not fulfill any of the four subfield distributional requirements. Courses numbered PO 700 and above are graduate courses.

Qualifications, Exceptions, and Special Rules

- Introductory courses do not have to be taken in any particular sequence, and students entering the major late may have to take one of the “second” Introductory courses before Fundamental Concepts or How to Rule the World.
- Students who join the major **after their sophomore year** are not required to take Fundamental Concepts or other Introductory courses. With department permission, they may substitute other courses (credits) for the standard introductory courses (credits) (PO 021, 041, 042, 061, 081, 091). Students who have scored at least a 4 on the American Government or Comparative Government AP exams may place out of the second introductory course (042, 061, 081, 091). **In either of these cases, students will still need to take ten courses (30 credits) and will need to see the Director of Undergraduate Studies in order to get this waiver recorded on their degree audits.**

There are courses in Political Science offered in the Woods College of Advancing Studies (WCAS). These courses may only be used to fulfill elective requirement in the major, and only with the prior approval of the Department’s Director of Undergraduate Studies. The Fundamental Concepts of Politics course taught in the WCAS does not fulfill the introductory requirement for political science majors in the College of Arts and Sciences.

- Students may transfer up to four courses (12 credits) from other institutions, including foreign study programs. But in no case may a student earn a degree in Political Science without taking at least six courses (24 credits) in the Department. Transfer credits and foreign-study credits may not be used to satisfy the four subfield distributional requirements.

Please Note: Even after the University has accepted a transfer or a foreign study course (credits) for your A&S requirements, you will still need to see the Director of Undergraduate Studies or one of the Foreign Study Advisors for special forms to move those classes (credits) into the appropriate categories on your Degree Audit.

Honors Program

The Department of Political Science has established its own Honors program to encourage and reward high academic achievement among its majors. Admission to the program is by invitation from the Department. Each year 15 to 20 Political Science majors who have completed the sophomore year are invited to join the Honors program. Selection is based on academic records within the major and overall. The Honors program seeks to provide additional opportunities for intellectual exchange and friendship, among students as well as with the faculty. The Department hopes that the spirit of the Honors program will in turn extend to all our classes.

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 (30 credits) otherwise required for the major. Students seeking to complete the Honors program and graduate with Honors must, therefore, take at least 12 Political Science courses (36 credits) in all.

Honors Seminar: One Honors seminar is given each semester. The seminars are scheduled a year in advance so that students can plan their programs (especially important for students who will be studying abroad for one or two semesters). These seminars are considered electives in the major, and so they do not exempt the student from the requirement of taking one course in each of four subfields in Political Science. The intention of these seminars is to provide a setting in which students who have shown their lively and nimble engagement with politics can come together with others who share their enthusiasm, for the enjoyment and rewards of shared scholarly exploration. With the permission of the Director of the Honors program, Honors students may substitute one graduate seminar for one of the two required Honors seminars, subject to the approval of the faculty member teaching the seminar.

Honors Thesis: As a culmination of the Honors program, members are strongly encouraged to write an Honors Thesis during their senior year. An Honors Thesis is generally a two-semester project, for which students earn credit for two elective courses in the major (Honors Thesis I and II, designated in the catalog as PO 291 and PO 292). Although the challenges of a senior thesis can seem daunting, the rewards upon completion are satisfying and enduring.

Students participating in the Honors program are eligible for one of three Honors designations when they graduate: Honors, High Honors, and Highest Honors in Political Science. All members of the program who complete at least 12 courses (36 credits) in Political Science, including two Honors Seminars, are eligible to graduate with Honors, if they have sustained a record of academic excellence in the major. Members of the program who choose to write an Honors Thesis will be eligible to receive High or Highest Honors.

For further information on the Political Science Honors Program, contact the Director of Undergraduate Studies.

Study Abroad

Study abroad is an excellent way for Political Science majors to gain a comparative and cross-cultural perspective on politics. Study abroad is encouraged by the Department, so long as students have prepared themselves with a strong academic background and have chosen their study abroad location with care, to assure that the courses taken abroad meet the Department's expectations with respect to quality and content.

Students planning to go abroad will be given a form by the Office of International Programs in Hovey House, which must be filled out in consultation with the one of Department's two study abroad advisors, Professor Gerald Easter and Professor Kenji Hayao. The purpose of this consultation is to make sure that a student is far enough along in the major so that he or she can finish in time to graduate and can successfully integrate the study abroad program with other academic plans. Students who are in the Department's Honors Program, for example, need to plan carefully to coordinate study abroad with the Honors requirements. Information on specific foreign study opportunities can be obtained from the Office of International Programs in Hovey House and by speaking with Professor Easter or Professor Hayao.

To be eligible for elective course credits toward the Political Science major while studying abroad, a student must have at least a 3.2 GPA generally and in the Political Science major before departing.

Political Science majors should be aware that not all study abroad sites available to Boston College students will have courses (credits) acceptable toward the major. Some sites lack political science departments or have weak political science offerings. In these cases, students should be careful to consult with the department's Foreign Study Advisor or the Director of Undergraduate Studies.

Because gaining foreign-language fluency is one of the main benefits of study abroad, Political Science majors seeking to study abroad in an English-speaking country need to have a compelling academic reason for doing so. Students who believe that their foreign-language skills are not advanced enough to take college courses abroad in a foreign language should consider study-abroad programs in foreign-language countries where universities offer their own students courses in English. Information about such programs can be obtained from the Office of International Programs in Hovey House.

The Department's study abroad advisor can advise students about which programs and courses abroad will be acceptable. Students are urged to gain approval for specific courses from the Department's study abroad advisor before departing. A student who seeks approval only after he or she returns from abroad risks not getting Political Science credit for study abroad courses. Always ask first, and if circumstances in the host country change (as they frequently do), email the foreign study advisor or Director of Undergraduate Studies for advice.

The Department will accept no more than two courses (six credits) per semester from an institution abroad or four courses (12 credits) for an entire year. These courses (credits) will count as major electives only. The four courses (12 credits) 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 (credits earned) abroad will be accepted for these distributional requirements. Final approval of courses (credits) taken abroad requires the signature of the Department's Study Abroad Advisor on the Approval Forms available from the Office of International Programs in Hovey House.

Washington Semester

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

Special Programs

Thesis Writing Outside the Honors Program

With department permission, students who are not members of the Honors Program may still have the opportunity to write a thesis, by enrolling in PO 283–284 Thesis I and II. This is an opportunity open to seniors, and the first step is to speak with a faculty member, during your junior year, who might be willing to act as your thesis supervisor. The thesis courses do not satisfy subfield requirements in the major but may be used to satisfy elective requirements.

Scholar of the College Program

Scholar of the College is a special designation conferred at Commencement on seniors who have successfully completed particularly creative, scholarly, and ambitious Advanced Independent Research projects during their senior year, while maintaining an overall cumulative grade point average of 3.700 or better. Students interested in this program should consult the University's website for further information. (In this Department, Scholars projects are done under the course number PO 399 Advanced Independent Research.)

Awards and Fellowships*Advanced Study Grants*

The Boston College Advanced Study Grants were established to encourage, support, and give visible recognition to undergraduates who have that special spark of scholarly initiative and imagination. Students with these qualities should also be thinking of themselves as prospective candidates for national fellowships, such as the Rhodes, Marshall, Fulbright, Goldwater, or Truman. An Advanced Study Grant for a summer project can be an important step along the way. For more information on the ASG program, consult the University's website.

Advanced Study Grants are for student-designed projects. They are not awarded for projects in which a student proposes to work with a faculty member on the faculty member's research. For such faculty-designed projects, Boston College has Undergraduate Research Fellowships.

Undergraduate Research Fellowships Program

The Undergraduate Research Fellowships program enables students of at least sophomore status to gain firsthand experience in scholarly work by participating with a faculty member on a research project. Faculty members select students, and students receive a monetary award based upon the scope and duration of the project. Students do not receive academic credit for these fellowships. Their value lies in the close mentoring relationship students can form while working with a faculty member. All full-time undergraduates of at least sophomore status are eligible. Fellowships are available for the fall, spring, and summer semesters. For more information on the program and application deadlines, consult the website for the University Fellowships Committee, or inquire directly with faculty to express your interest in being involved in their research.

National Fellowships Competitions

Boston College students need to be aware, early in their undergraduate careers, of the fellowships and awards given on a competitive basis by national foundations. Fulbright Grants, Marshall Scholarships, Mellon Fellowships, National Science Foundation Fellowships, Rhodes Scholarships, and Truman Scholarships are among the major grants available. Some of these are available to juniors and seniors for undergraduate study. In order to have a realistic chance of competing for one of these awards, students need to plan ahead. The Department Sponsor for these fellowship opportunities is Vice Provost for Undergraduate Academic Affairs, Professor Donald L. Hafner. Many of these opportunities are especially for students planning a future in public service, so they are very appropriate for Political Science majors. In recent years, several of the Department's majors have been awarded Truman Scholarships, for instance. But early planning and preparation are important—the freshman year is not too early.

For further information about national fellowships, consult the website for the University Fellowships Committee.

Undergraduate Course Offerings

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

PO 020 Internships (Fall/Spring: 1)

Shirley Gee

PO 021 How to Rule the World: Introduction to Political Theory (Fall: 3)

Corequisite: PO 022

For majors and non-majors

This course may be used as a substitution for PO 041, fulfill the field requirement in Political Theory, or fulfill one of the elective requirements in the major. It cannot satisfy more than one of these requirements. This course does not satisfy the Social Science Requirement.

This course will explore the highest political theme: the requirements of great political rule. What must we do and know in order to govern well? Should we be guided by the concern for justice, for example, or by the sometimes nasty demands of “national security”? We'll read a small number of foundational texts that all deal, in very different ways, with the requirements of great political leadership. Along the way we'll encounter the founder of the Persian Empire, the greatest king in the Hebrew Bible, Shakespeare's wickedest king, America's greatest president, and the teacher of princes, Machiavelli.

Robert C. Bartlett

PO 041 Fundamental Concepts of Politics (Fall/Spring: 3)

Satisfies Social Sciences Core requirement

For majors only

Restricted to freshmen and sophomores only

This is an introduction to the study of politics through a consideration of some of the basic elements associated with governing: the political association, justice, constitutions, equality, liberty, conflict among citizens and between citizens and governments, conflict among governments. Each of the course instructors uses a different set of readings, drawing on a mix of political philosophy texts, works on international politics, novels, biographies. Emphasis is on interesting and important readings, discussion, and writing.

The Department

PO 042 Introduction to Modern Politics (Spring: 3)

Satisfies Social Sciences Core requirement

For majors only

Restricted to freshmen and sophomores only

This course examines the politics and government of modern states, identifying what is distinctively modern (e.g., representative government, political parties), including in the survey both democratic and non-democratic nations. We will consider the nation-state itself—the most typical modern political arrangement—as well as efforts to “transcend” the nation (e.g., the European Union, the United Nations). We will examine the kinds of public policies that modern states adapt, and consider their consequences. Although this is not a class in international politics, some attention will be paid to the relations among modern states, including war and its causes.

The Department

ARTS AND SCIENCES

PO 061 Introduction to American Politics (Spring: 3)

Corequisite: PO 063

Satisfies Social Sciences Core requirement

For majors and non-majors

An overview of contemporary American government and politics focusing on how the institutions envisioned by the Framers of the Constitution (Congress, the judiciary, the executive) function today. Particular emphasis will be placed on how developments since the 1960s have affected the interaction of national, state, and local governmental actors, political participation, the articulation of interests, and policy formulation and implementation. Topics covered will include the media, public interest and advocacy organizations, campaign technologies and consultants, and public policy research institutes (think tanks). Whenever possible, comparisons between the U.S. and other advanced industrial democracies will be explored.

Peter Skerry

PO 081 Introduction to International Politics (Spring: 3)

Satisfies Social Sciences Core requirement

Not open to students who have taken PO 500 or PO 501

Course restricted to political science majors only

This course may not be taken by any International Studies majors or minors.

Class restricted to political science freshmen and sophomores, until the end of freshman registration, then the course will be open to political science juniors and seniors.

This course examines the principle sources of the behavior of countries in international politics, including the nature of the international system and the decision-making process within states. It examines such issues as the sources of power, the causes and implications of the security dilemma, the dynamics of alliances, the causes of war, international political economy, and the dilemmas of world order. This course is strongly recommended for students who plan to take upper level international politics courses.

Robert Ross

PO 091 Introduction to Comparative Politics (Spring: 3)

Satisfies Social Sciences Core requirement

This course provides an overview of the political science subfield of Comparative Politics. Comparative Politics is the study of domestic politics among the 200 plus countries around the world. The class introduces students to three features of Comparative Politics: (1) comparative research design and the comparative method; (2) major theoretical themes in comparative politics; and (3) sampling of case studies comparing politics in selected countries of the world.

Gerald Easter

PO 201 Politics of Educational Reform (Fall: 3)

This course examines the political forces, institutions and policy issues that influence public education reform efforts in America. Topics include: local governance and machine politics, roots and impact of federal involvement, organized labor's role, reform groups and other outside actors (non-profits, for profits, foundations), current debates over standards-based reform, parent and student rights and responsibilities, civic capacity and community voice, school choice and competition, implementation challenges, and emerging trends in school governance and educational approaches.

Gigi Georges

PO 274 Seminar: What is Law? (Spring: 3)

Cross listed with HP 274

See course description in the Honors Program Department.

Alice Behnegar

PO 281–282 Individual Research in Political Science I and II

(Fall/Spring: 3)

Permission of instructor required

These are one-semester research course directed by a Department member that culminates in a long paper or equivalent.

The Department

PO 283–284 Thesis I and II (Fall/Spring: 3)

The Department

PO 291–292 Honors Thesis in Political Science I and II

(Fall/Spring: 3)

The Department

PO 297 Honors Seminar: Globalization and National Security

(Fall: 3)

How have accelerated forces of globalization in recent decades affected national security? This course examines how globalization can amplify, change, and create challenges to national security in major powers and smaller states alike. We will explore how states define and respond to these challenges in the context of a number of issue areas, such as defense production, terrorism, trade, energy, and migration.

Jennifer L. Erickson

PO 298 Honors Seminar: Cops, Colonels, and Spies (Spring: 3)

This course develops a comparative analytical framework to understand the role of organized state coercion in domestic politics, protest politics, and regime change. Cases are drawn from across different regions and regime-types, with an emphasis on the communist and post-communist regimes of Eastern Europe. The analytical themes covered include: origins of modern police forces; campaigns of Dirty War in authoritarian and democratic regimes; espionage during the Cold War; policing protest politics; and the role of coercion in cases of regime change.

Gerald Easter

PO 301 Policy and Politics in the U.S. (Fall: 3)

This course is designed to acquaint students with the major features of American policymaking at the national level by engaging in primary research and extensive memo-writing on selected policy issues. Each student will be expected to become familiar with at least three policy areas, understanding existing government policies and underlying tradeoffs and paradoxes; proposing intellectually defensible and politically feasible reforms; and suggesting political strategies for enacting these reforms. Possible topics include social security, environmental regulations, federal aid and mandates for education, affirmative action, welfare, and the use of public lands.

R. Shep Melnick

PO 305 American Federalism (Fall: 3)

This course will examine the constitutional foundation, the historical development, and the contemporary character of American Federalism. It will explore the tension between centralization and decentralization as an independent factor influencing the course of American politics and governance and contemporary policy debate. It will also explore federalism in a comparative light by looking at current debates about European federalism.

Marc Landy

PO 309 The U.S. Congress (Spring: 3)

In this course, we examine the institutional structure of the U.S. Congress and the work ways of its members in both historical and contemporary perspective. Topics covered include the nomination and election of congressional candidates, the committee system, party leaders, rules and customs, the policy-making process, inter-chamber differences, and relations with other branches of government.

David A. Hopkins

PO 317 The American Presidency (Fall: 3)

This course examines the American presidency in the views and actions of major Presidents, electoral politics, and relations with political party, Congress, the courts, and the executive bureaucracy.

Marc Landy

PO 322 Courts and Public Policy (Spring: 3)

This course examines American courts as political institutions, asking how judges shape public policy, how politics outside the courtroom affects judicial behavior, and how the role of the federal courts has changed over the past 60 years. Topics include desegregation, voting rights, environmental and administrative law, statutory interpretation, and torts.

R. Shep Melnick

PO 327 U.S. Constitutional Development (Fall: 3)**Restricted to sophomores, juniors, and seniors only**

A survey of the development of American constitutionalism, considered historically as the product of legal, political, and intellectual currents and crises. Coverage includes the Founding, the Marshall and Taney eras, the slavery crisis, the rise of corporate capitalism, the emergence of the modern state, the Great Depression/New Deal, and new forms of rights and liberties. Topics include the growth of Supreme Court power, the Court's relation to the states and the other federal branches, and the influence on constitutional understandings of economic developments, reform movements, wars, party competition, and legal and political thought.

Ken I. Kersch

PO 334 Political Behavior and Participation (Fall: 3)

This course explores the ways in which citizens acquire political knowledge and attitudes and how they act on these beliefs in the political arena. Topics covered include political learning, socialization, group influence, news media effects, evaluation of candidates, voter turnout, and political activism. While the course will focus primarily on research conducted within the United States, many of its findings are more broadly applicable.

David A. Hopkins

PO 335 Conflict and Polarization in American Politics (Spring: 3)

This course examines the causes and consequences of differences in voting preferences within the American public. In particular, we'll focus on the ways in which divisions among citizens with respect to race, sex, social class, religion, ideology, and issue positions are associated with differing choices at the ballot box. We'll also explore the extent to which the American electorate is becoming more politically polarized over time, whether the United States is increasingly divided into "red" and "blue" territory, and how recent electoral trends within the mass public have affected the behavior of political leaders and the composition of elective institutions.

David A. Hopkins

PO 342 American Political Thought II (Spring: 3)

This course surveys the history of American political thought since the Civil War, with an emphasis on both recurring themes (such as liberal individualism and religiosity) and resurgent conflicts (such as over the scope of government power, and the meaning of democracy and political equality). Topics include Populism, Progressivism, feminism, Social Darwinism, the Social Gospel, New Deal/Great Society liberalism, civil rights, the Beat Generation, Black Power, the student revolts of the 1960s, the sexual revolution of the 1970s, and the 1980s conservative ascendancy.

Ken I. Kersch

PO 351 Seminar: Religion and Politics (Fall: 3)

This course serves as an introduction to the relationship between religion and politics in the United States. We will examine such topics as the rise of conservative Christianity, the changing nature of American Catholicism, the relationship between faith and party identification, and legislative and judicial responses to the role of religion in the public sphere.

Alan Wolfe

PO 358 Seminar: American Culture War (Spring: 3)

Since at least the 1960s, pundits and social scientists have talked about the existence of a profound culture war in the United States. On issues ranging from abortion to immigration to homosexuality, we have been told, America is divided into two major camps, one leaning to the left and the other to the right. This course will examine the evidence behind such assertions, concentrating on some of the key issues around which theories of America's culture war are organized.

The Department

PO 360 Seminar: Rights in Conflict (Fall: 3)

This seminar is primarily for sophomores. Juniors admitted with departmental permission, provided there is an open seat in the course.

This course examines a series of political controversies in which at least one—and usually more than one—side makes a claim on the basis of rights. The political controversies we investigate involve demands made in the name of, among others, property rights, First Amendment rights, the rights of the accused, and the right to vote, as well as rights-based assertions on behalf of the disabled, students, and even animals.

R. Shep Melnick

PO 363 Muslims in U.S. Society and Politics (Spring: 3)

An examination of the demographic, social, cultural, religious, and political forces that are shaping the emergent American Muslim community. Intergenerational family dynamics, Muslim schools, mosque governance, civil religion in America, advocacy group politics, and voting patterns will be examined; so will ethnic, linguistic, national origin, and sectarian differences among immigrant-origin Muslims, particularly their political implications. African-American Muslims will also be considered, especially their relations with immigrant-origin Muslims. Attention will be paid both to the impact of Muslims on American society and to the impact of American institutions and policies, especially post-9/11 initiatives such as the Patriot Act, on Muslims.

Peter Skerry

ARTS AND SCIENCES

PO 386 Civil Liberties (Spring: 3)

Restricted to sophomores, juniors, and seniors only

A political, historical, normative, and legal consideration of the development of individual liberties in the United States. Topics include the freedom of speech, religious liberty and non-Establishment, criminal process, property rights, privacy, and sexual and bodily autonomy.

Ken I. Kersch

PO 399 Advanced Independent Research (Fall/Spring: 6)

The Department

PO 401 Politics of India: Challenges of Democracy and Development (Fall: 3)

This course examines the challenges and opportunities of democracy and development in modern (post-Independence) India. How does democracy persist in a society divided along multiple social and economic cleavages? What are the respective roles of the Indian state, civil society, and private sector in promoting economic growth and human development? How well do India's political institutions perform in promoting these goals? What can we learn from the Indian experience about democratic practice and prospects for development in other countries?

Gabrielle Kruks-Wisner

PO 403 Rise and Rule of Islamic States (Fall: 3)

Satisfies Cultural Diversity requirement

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 Muslim states today. The modern states to be examined include Turkey, Afghanistan, Tajikistan, Uzbekistan, Azerbaijan, and Iran, as well as Muslim enclaves inside Russia such as Chechnya. Islamic philosophy, religion, and culture will also be treated.

Kathleen Bailey

PO 404 Seminar: The Anatomy of Dictatorship (Spring: 3)

This course examines the conditions that give rise to authoritarian regimes; policies and strategies of authoritarian leaders; the different types of authoritarianism; leadership succession and stability; and consequences and outcomes of dictatorship. We will use a variety of sources to explore the politics of authoritarianism such as theoretical approaches, in-depth case studies, biographies, novels, and film.

Kathleen Bailey

PO 410 Latin American Politics (Fall: 3)

This course examines efforts by Latin Americans to create more inclusive, representative, and participatory democracies in a region once dominated by authoritarian regimes of various types.

Jennie Purnell

PO 411 Indigenous Politics in Latin America (Spring: 3)

This course examines the emergence and dynamics of indigenous identities, social movements, and political parties in Latin America.

Jennie Purnell

PO 415 Models of Politics (Spring: 3)

This course is an introduction to thinking analytically about human behavior by exposing students to various models of political phenomena. The emphasis is on improving students' skills in thinking about individual and collective behavior through the use of a few simple concepts and some imagination.

Kenji Hayao

PO 418 U.S.-European Foreign Policy Cooperation (Spring: 3)

Prerequisites: Previous coursework in European politics or international relations is required.

The transatlantic alliance is increasingly challenged by new geopolitical configurations and divergent assessments of what constitutes the most urgent threats to national security: a steady energy supply, democratization, or fighting terrorism? What are the inherent links, tensions and tradeoffs when pursuing one objective at the cost of another? Students will be challenged to identify the defining traits of the transatlantic partnership as nations redefine themselves and their foreign policy goals in the wake of massive population shifts and changing economic circumstances. What binds the U.S. and Europe—geography, institutions, regime types, shared values, or something else?

Jonathan Laurence

PO 420 Modern Iran (Fall: 3)

Cross listed with HS 326

This course will analyze the trends and transformations in the political, social, and cultural history of Iran from the late nineteenth century to the present. Particular emphasis will be placed on the following topics: Iran's encounter with the West in the nineteenth century and its impact on the country's economy and society, social and religious movements in the nineteenth century; the causes and consequences of the Constitutional Revolution of 1905–1909, Iran's modernization and political development under the Pahlavis (1925–1979), the causes and consequences of the Iranian Revolution of 1979, and Iran's postrevolutionary experience as an Islamic Republic.

Ali Banuazizi

PO 421 The Politics of Northern Ireland, 1921–Present (Fall: 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 432 Postcommunist Transitions (Fall: 3)

The course examines the multi-dimensional reforms underway in transitions in Eastern Europe, Russia, and the Former Soviet Union. The class will compare the strategies for establishing democracy, creating a market economy, and building nations.

Paul Christensen

PO 436 Children's Rights in Comparative Perspective (Spring: 3)

This course looks at the comparative politics of children's rights. Issues to be examined include international movements and law related to the rights of children; child labor and the trafficking of children; children and armed conflict; and autonomy rights of older children.

Jennie Purnell

PO 438 Human Rights (Fall: 3)

Not open to students who have previously taken PO 041 Fundamental Concepts of Politics with Professor Jennie Purnell

Do human rights exist? If so, which rights are human rights? Are human rights truly universal, or do our most fundamental rights vary in accordance with the cultures and political systems in which we live? Who is responsible for the enforcement and realization of human rights? What should be done about egregious violations of human rights—and who should do it? This course addresses these questions from the perspective of comparative politics, drawing primarily on cases from the the United States, Europe, and Latin America.

Jennie Purnell

PO 444 Seminar: Intellectuals and Politics in the Middle East (Spring: 3)

Open to juniors and seniors only

This course examines the role of intellectuals, both religious and secular, in several Middle Eastern countries in analyzing the key problems of their societies, articulating visions for change, supporting or challenging the political status quo, and at times acting directly as agents of social change. The main themes to be explored in the works of a number of prominent Middle Eastern intellectuals include: the conflict between tradition and modernity; the encounter with the West and the quest for authenticity; secularism, human rights, minority rights, and democracy; and reformist versus radical strategies for political, social, and cultural change.

Ali Banuazizi

PO 449 Domestic Politics in Postwar Europe (Spring: 3)

This course examines civil society and parliamentary democracy in Western Europe since World War II. What are the distinctive features of European political systems? How have the major political cleavages developed and changed in the last sixty years? Material will cover institutions and political participation in several countries, from prime ministers and presidents to political parties and social movements. We will consider the influence of Europeanization and regional movements on domestic politics. The course will also pay particular attention to the political impact of mass labor migration, including the emergence of right wing parties and contemporary politics of cultural diversity.

Jonathan Laurence

PO 460 Comparative Politics of Development (Spring: 3)

This course examines cross-national perspectives on the politics of development. What is the relationship between political, economic, and social development? Who sets the development agenda, and whose voice is heard? What role do various political and social institutions play in shaping development outcomes? In examining these questions,

we will consider views from multiple regions from the perspective of national and local policymakers, non-governmental and citizens' organizations, and others engaged in development practice.

Gabrielle Kruks-Wisner

PO 461 Seminar: The State and Civil Society (Spring: 3)
Restricted to juniors and seniors

This seminar examines the relationship between state and civil society institutions in shaping democratic practice and governmental performance. Drawing on cases from around the world, we will investigate the effects of social networks and social capital on outcomes ranging from political participation to public goods provision, social welfare, economic development, and conflict mitigation. What are the respective roles of the state, civil society organizations, and ordinary citizens in shaping these political, economic, and social outcomes?

Gabrielle Kruks-Wisner

PO 469 The Politics of Japan and the Republic of Korea (Fall: 3)

This course provides an overview to the politics of contemporary Japan and the Republic of Korea (South Korea). While most of the focus will mostly be on domestic politics, it will include some discussion of their respective foreign policies. The course begins with a brief historical account, and it then proceeds to discussions of culture and society, electoral politics, decision-making structures and processes, and public policy issues.

Kenji Hayao

PO 502 U.S.-Iran Relations since World War II (Spring: 3)

This course examines the domestic, ideological, and strategic dimensions of the troubled relationship between the United States and Iran since the Second World War. After a brief overview of the relationship in the pre-war period, it will focus on the war-time occupation of Iran by the Allied powers and the subsequent onset of the Cold War; Iran's oil nationalization crisis and the 1953 CIA-sponsored coup; U.S.'s unstinting support for the Pahlavi monarch after the coup until his fall in 1979; and the state of mutual distrust, tension, and hostility between the two countries since the Islamic Revolution.

Ali Banuazizi

PO 510 Globalization (Fall/Spring: 3)

Cross listed with IN 510

Satisfies Cultural Diversity Core requirement

This course examines the political, economic, social, and cultural implications of the increasingly integrated world system. The course focuses on conflicting assessments of international institutions (IMP, World Bank, WTO) and economic integration and the effects of globalization on state sovereignty, social cohesion, and cultural diversity and autonomy.

Paul Christensen

PO 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 of war and apply them to the First World War—a monumental human disaster for Europe and a pivotal event in world politics, therefore making it a very important case. The last one-third of the class will focus on contemporary problems of war and peace (e.g., civil wars, ethnic conflict, proliferation of weapons of mass destruction, and terrorism) using theoretical approaches introduced earlier as well as new ones.

Timothy Crawford

ARTS AND SCIENCES

PO 518 Liberalism, Nation Building, and American Foreign Policy (Fall: 3)

Not open to students who have taken PO 517

What are the historical roots and contemporary implications of liberalism and nation-building in American foreign policy? In what ways have liberalism and nation-building shaped presidential foreign policy doctrines and priorities? How have U.S. foreign policy leaders attempted to spread core ideas and institutions to other countries? In particular, how have key American officials understood the relationship between markets and democracy? To what extent might U.S. policies and decisions be expected to spread liberalism to countries in the Middle East? Finally, what can be learned from the continuing cases of Afghanistan and Iraq?

David A. Deese

PO 519 The European Union in World Affairs (Fall: 3)

This course examines the external relations of the European Union, as it seeks to establish an economic, normative, and military power status in world affairs. It will employ theoretical approaches to understand in what capacity and to what effect the EU is involved with global governance and relations with states outside its borders. It will introduce the institutional arrangements of EU external relations and delve into EU activity in policy areas including human rights and democracy promotion, international peacekeeping, and trade and economic development.

Jennifer L. Erickson

PO 521 International Law (Fall: 3)

Cross listed with IN 521

This course examines the role of international public law (the “law of nations”) in the world today. It takes as its starting point the academic (and practical) debate about the utility of international law in world politics. From there, we consider the philosophical foundations of law, the sources of international law, and the application of international law in different arenas. In particular, the course will focus on how international law deals with a number of issues, including the connection between domestic and international law; and the laws on territory, jurisdiction, human rights, security, and other relevant topics.

Hiroshi Nakazato

PO 522 International Institutions: Public and Private (Spring: 3)

This course explores the structures, processes, and impacts of international institutions within the larger context of world politics. The course will first review the contending theoretical perspectives regarding the effect(s) that international institutions have on both interstate relations and political—economic discourse within states. The course will then examine a number of international institutions that are active in a diverse group of issue areas (e.g., security, political-economic, humanitarian, and environment) on both the global and regional levels.

David A. Deese

PO 523 Intelligence and International Security (Fall: 3)

This course examines the role of intelligence in international security. It provides an overview of the conceptual foundations of intelligence studies and the traditional dimensions of intelligence activity (clandestine collection, analysis, counterintelligence, and covert action). We will then examine classic cases of intelligence success and failure in times of war and peace. Finally, we will explore intelligence’s

role in today’s most important international security challenges: WMD proliferation; the war on terrorism; peacekeeping and humanitarian intervention; and War Crimes prosecutions.

Timothy Crawford

PO 525 Politics and Institutions of International Economics (Fall: 3)

Examines the contending theoretical approaches to the politics of international economic relations through the issue of globalization. Emphasizing the period since World War II, it analyzes the primary political questions and international institutions associated with trade, money and finance, multinational corporations, and development. It concludes with the perennial challenge of leadership and change in international political economy.

David A. Deese

PO 527 Seminar: Terrorism and Political Violence (Fall: 3)

Terrorism and insurgency dominate the headlines today, but how much do we really know about these forms of political violence? Are they inventions from the modern era, or do they have a deeper past? What drives an individual to join an armed group? Why do some groups choose to employ violence, while others do not? Are terrorism and insurgency effective political tactics? Just how significant is the threat of terrorism? This course will address these and other questions, while introducing students to relevant analytical frameworks, theories, and cases concerning terrorism, insurgency, and related forms of political violence.

Peter Krause

PO 528 International Relations of the Middle East (Fall: 3)

Media coverage of the Middle East increases by the day, but in-depth knowledge of the region and its politics remains in short supply. Why has the Middle East seemingly experienced so much conflict? How do ethnic and religious identities, domestic politics, and the balance of power between nations help explain state behavior in the region? This course will address the international relations of the Middle East from World War I to today. Students will gain a solid foundation in the region’s recent history and politics, allowing them to develop a more sophisticated understanding of recent events like the “Arab Spring.”

Peter Krause

PO 606 Introduction to Modern Political Philosophy (Spring: 3)

A study of seminal modern thinkers, attending especially to planners (Bacon and Descartes) of scientific-technological societies.

Robert K. Faulkner

PO 615 Islam and Liberal Democracy (Fall: 3)

Cross listed with IC 400

We will take advantage of current geopolitical controversies in order to unearth the theoretical core of the debate between Islam and the West. Materials related to the Islamic heritage will be placed next to arguments made on behalf of the West in relation to certain key issues, such as rights versus duties; religion and freedom; and democracy and progress. Modern, pre-modern, sacred, and secular texts will be studied. How can the secular world defend itself against a critique that begins from a position of faith and emphasizes virtue, God, and justice?

David DiPasquale

PO 618 Political Philosophy of Liberalism (Fall: 3)

Liberalism is the political creed that supports limited government and the primacy of individual rights. This course will examine the

philosophical justification and difficulties of liberalism by examining the writings of such thinkers as Locke, Hume, Kant, Mill, and contemporary writers such as Sandel and Rawls. Issues addressed will include the tension between the individual and the community, the role of religion in politics, the basis of human rights, and the changing character of liberal thought.

Nasser Behnegar

PO 626 Shakespeare's Politics (Spring: 3)

This course attempts to uncover Shakespeare's reflections on politics by a close analysis of a number of his plays.

Nasser Behnegar

PO 637 Democracy and the Pursuit of Happiness (Fall: 3)

Beginning with the Declaration of Independence with its proclamation of the right to pursue happiness, we will examine what in the world such a right might entail. We will examine books, ancient and modern, in an effort to find out.

Robert C. Bartlett

PO 638 Islamic Political Philosophy (Spring: 3)

Cross listed with IC 638

What is the relationship between philosophy and Islam? Does the divine law (Shari'a) need to be supplemented with purely rational reflections on the nature and purpose of political life? What is the place of toleration and individual rights in the Islamic legal and philosophic tradition? We will explore these and similar questions by focusing on two particularly fertile periods of Islamic thought: the encounter of Islam with Greek philosophy in the classical period and its encounter with the modern secular West in late modernity.

David DiPasquale

PO 641 Enlightenment Political Thought (Fall: 3)

This course will focus on a variety of themes debated during the Enlightenment such as the relation between religion and politics, the significance of the differences between communities, and the role of intellectual life in society.

Christopher J. Kelly

PO 642 Political Philosophy and Autobiography (Spring: 3)

In this course we will read the autobiographies of several political thinkers including Rousseau and John Stuart Mill. We will consider the account each gives of the relation between his life and his thought.

Christopher Kelly

PO 655 The Question of Justice (Spring: 3)

This seminar is primarily for sophomores. Juniors are admitted with departmental permission, provided there is an open seat in the course, after the sophomore registration period.

Almost all human beings agree that to live well one must live with others. But how are we to live together? What end or purpose orders our relations? What are our obligations? What are our rights? By examining the writings of various seminal thinkers, this seminar seeks to shed light on these questions which are at the core of the great controversies between political orders and even between political parties.

Christopher Kelly

Undergraduate and Graduate Course Offerings

PO 390 Immigration: Processes, Politics, and Policies (Fall: 3)

Restricted to juniors, seniors, and graduate students only

Not open to students who have previously taken PO 330

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 institutions, and to how the contemporary context differs from earlier periods in our history. The various dimensions (social, cultural, economic, and political) of assimilation will be examined. Particular emphasis will be placed on undocumented immigration as well as the group competition and conflict engendered by immigration generally. The course will culminate in an examination of policy responses to the continuing controversy over immigration.

Peter Skerry

PO 391 American National Institutions and Policymaking in Mature Welfare State (Spring: 3)

Open to all graduate students—see the department administrator for admission paperwork; restricted to juniors and seniors with the permission of the instructor

This seminar focuses on (1) how our peculiar political institutions have shaped the American welfare state, and (2) how the expansion and maturation of the welfare state has changed American politics. Topics include partisan polarization and the persistence of divided government; the centralization of power within Congress and its preoccupation with budget matters; the paradox of growing administrative power and vulnerability; the entrenchment of "adversarial legalism"; the incentives for presidents to go around rather than through Congress; mobilization and counter-mobilization by interest groups; and efforts by state governments to create national policies.

R. Shep Melnick

PO 590 East Asian Security (Spring: 3)

Restricted to juniors, seniors, and graduate students only

Not open to students who have previously taken PO 514

This class offers an analytical perspective on the strategic conditions of post-Cold War East Asia. It examines the regional political structure, the strategic characteristics of the region's great power relationship (U.S.-China relations), and the implications for the conflicts on the Korean peninsula, in the Taiwan Strait, and in the South China Sea and the role of alliance relationships in regional diplomacy. From these different perspectives, it attempts to understand the sources of state behavior and prospects for regional stability and instability.

Robert Ross

Psychology

Faculty

Hiram H. Brownell, *Professor*; B.A., Stanford University; M.A., Ph.D., Johns Hopkins University

Elizabeth A. Kensinger, *Professor*; B.A., Harvard University; Ph.D., Massachusetts Institute of Technology

James A. Russell, *Professor*; B.A., M.A., Ph.D., University of California, Los Angeles

Ellen Winner, *Professor*; Chairperson of the Department; B.A., Radcliffe College; Ph.D., Harvard University

Donnah Canavan, *Associate Professor*; A.B., Emmanuel College; Ph.D., Columbia University

Michael Moore, *Associate Professor*; A.B., A.M., Ph.D., Harvard University

Gorica D. Petrovich, *Associate Professor*; B.S., University of Belgrade, Serbia; Ph.D., University of Southern California

Karen Rosen, *Associate Professor*; B.A., Brandeis University; Ph.D., Harvard University

ARTS AND SCIENCES

Scott D. Slotnick, *Associate Professor*; M.S., Ph.D., University of California, Berkeley

Joseph J. Tecce, *Associate Professor*; A.B., Bowdoin College; M.A., Ph.D., The Catholic University of America

John Christianson, *Assistant Professor*; B.A., Susquehanna University; M.A., Ph.D., University of New Hampshire

Sara Cordes, *Assistant Professor*; B.A., University of California; M.S., Ph.D., Rutgers University

Sean MacEvoy, *Assistant Professor*; Sc.B., Ph.D., Brown University

Ehri Ryu, *Assistant Professor*; M.A., Ph.D., Arizona State University

Alexa Veenema, *Assistant Professor*; M.Sc., Ph.D., University of Groningen, the Netherlands

Hao Wu, *Assistant Professor*; B.S., Beijing University; Ph.D., Ohio State University

Liane Young, *Assistant Professor*; B.A., Harvard College; Ph.D., Harvard University

Andrea Heberlein, *Lecturer*; B.A., University of Pennsylvania; Ph.D., University of Iowa

Gene Heyman, *Lecturer*; B.A., University of California at Riverside; Ph.D., Harvard University

Jeffrey A. Lamoureux, *Lecturer*; A.B. University of Vermont; Ph.D., Duke University

Contacts

- Psychology Department Office: 617-552-4100, psychoffice@bc.edu
- Chair: Ellen Winner, McGuinn 343, 617-552-4118, ellen.winner@bc.edu
- Associate Chair and Undergraduate Program Director: Michael Moore, McGuinn 432, 617-552-4119, michael.moore@bc.edu
- Graduate Program Director: Scott Slotnick, McGuinn 330, 617-552-4188, scott.slotnick@bc.edu
- Honors Program Chair and Psi Chi Advisor: Karen Rosen, McGuinn 436, 617-552-4104, karen.rosen@bc.edu
- Pre-Medical Advisors: Elizabeth Kensinger, McGuinn 510, 617-552-1350, elizabeth.kensinger@bc.edu; Sean MacEvoy, McGuinn 503, 617-552-4365, sean.macevoy@bc.edu; and Liane Young, McGuinn 347, 617-552-1541, liane.young@bc.edu
- Graduate and Undergraduate Programs Administrator: Michael Ring, 617-552-4100, psychoffice@bc.edu
- Managing Editor, Emotion Review: Beatriz Valdés, 617-552-2954, beatriz.valdes.1@bc.edu
- www.bc.edu/psychology

Undergraduate Program Description

Psychology is the scientific study of how and why people think, feel, and behave as they do. Psychology focuses on basic, normal psychological functions such as memory, emotion, visual perception, social interaction, development and learning, and problem solving and creativity, as well as on abnormal processes such as psychopathology, dementia, and retardation. Psychologists study universals as well as individual and cultural differences in mental functioning. Our courses embody the philosophy of Boston College's liberal arts education, providing students the opportunity for intellectual growth and a deeper understanding of the scientific method as applied to the human condition. Our courses also provide the knowledge and tools necessary for students to prepare for graduate training.

The Psychology Department offers two majors: the Psychology Bachelor of Arts (B.A.) major, and the Psychology Bachelor of Science (B.S.) major. Both degree options introduce students to the broad range of topics that psychologists study, while also allowing students to choose an individualized course of study and focus on some aspects of psychology in greater depth. Both options allow students to gain research experience working in one or more of our psychology labs.

The Psychology B.A. major is particularly suited to students who wish to understand human behavior and mental functioning at the behavioral level. Students will take Psychology courses relevant to social, developmental, and cognitive psychology and will learn how animal models can be used to inform human behavior. Together these courses will provide students with an appreciation for the theories that have been put forth to explain human behavior and for the importance of considering clinical, cultural, social, and developmental factors when trying to understand why humans think, feel, and act as they do.

The Psychology B.S. major is particularly suited to students who wish to explore the brain mechanisms of human and animal behavior and mental functioning. Students will take courses from the Psychology, Biology, and Chemistry Departments that are related to evolution, genetics, physiology, neurobiology, and the neural basis of higher cognitive and emotional processes in humans. Together these courses will provide students with a strong foundation in the neurobiological processes that underlie behavior, motivation, and cognition. Pre-med students who are interested in majoring in Psychology are advised to pursue the Psychology B.S. major.

Requirements for B.A. Majors

Students must take a minimum of 33 credits in the Department, including the following required courses:

- Introduction to Psychology as a Natural Science (PS 110) and Introduction to Psychology as a Social Science (PS 111) should both be taken (preferably in different semesters) as soon as possible after entering the major. The courses can be taken in either order. (3 credits each)
- Introduction to Behavioral Statistics and Research I (PS 120) (3 credits). This course should be taken in the sophomore year, when possible.
- Either Introduction to Behavioral Statistics and Research II (PS 121) (3 credits) or a Research Practicum (3 credits). This course 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, PS 287, or PS 289) Cognitive (PS 272 or PS 274) Developmental and Clinical (PS 234 or PS 260) Social and Personality (PS 241 or PS 242) (3 credits each)
- Four additional courses in Psychology, at least three of which must be at the 300-level or higher and the fourth course at the 200-level or higher. (3 credits each)

Requirements for Psychology B.S. Majors

Students must take a minimum of 59 credits, including the following required courses:

- Thirty (30) credits within the Department
- Introduction to Psychology as a Natural Science (PS 110) and Introduction to Psychology as a Social Science (PS 111) should

both be taken (preferably in different semesters) as soon as possible after entering the major. The courses can be taken in either order. (3 credits each)

- Introduction to Behavioral Statistics and Research I (PS 120) (3 credits). This course should be taken in the sophomore year, when possible.
- Either Introduction to Behavioral Statistics and Research II (PS 121) (3 credits) or a Research Practicum (3 credits). This course should be taken in the sophomore year, when possible. The Research Practicum option is recommended for Psychology B.S. majors.
- PS 285 (3 credits) Behavioral Neuroscience
- PS 272 (3 credits) Cognitive Psychology: Mental Processes and their Neural Substrates
- Any one of the following (3 credits) courses:
PS 234 Abnormal Psychology
PS 241 Social Psychology
PS 242 Personality Theories
PS 260 Developmental Psychology
- Three (3 credits each) Psychology neuroscience courses: one from one of the following clusters, and two from the other cluster. One of these three courses must be a laboratory course from one of these clusters. A Research Practicum may also be used to fulfill this laboratory requirement, but the Research Practicum will not count toward one of these three required neuroscience cluster courses.

Cognitive/Affective Neuroscience Cluster:

PS 329 Psychophysiology of Stress
PS 338 Topics in Abnormal Psychology
PS 341 Psychology of Morality
PS 371 Cognitive Neuroscience: Exploring Mind and Brain
PS 372 Affective Neuroscience
PS 375 Psychology and Neuroscience of Human Memory
PS 378 Vision
PS 391 Ethical Controversies in Psychology and Neuroscience
PS 473 Event-Related Potentials (laboratory course)
PS 540 Advanced Topics in Social Psychology
PS 541 Moral Emotions
PS 570 Advanced Topics in Cognitive Neuroscience
PS 571 Controversies in Cognitive Neuroscience
PS 574 Neuroscience of Sensation and Perception
PS 575 Advanced Affective Neuroscience
PS 576 Methods in Human Brain Mapping (laboratory course)

Any one of the following courses in a Cognitive/Affective Neuroscience laboratory (Brownell, Kensinger, MacEvoy, Slotnick, Young). (Only one semester of a thesis or scholar's project course can be used to satisfy this requirement):

PS 490 Senior Thesis I (laboratory course)
PS 495 Senior Honors Thesis I (laboratory course)
PS 497 Scholars Project Research (laboratory course)

Systems Neuroscience Cluster:

PS 380 Neuroscience of Psychopathology
PS 381 Neurobiology of Social Behavior
PS 382 Neurobiology of Stress

PS 383 Neurobiological Basis of Learning and Memory
PS 384 Neurobiology of Sensory and Motor Systems
PS 385 Neurobiology of Motivation and Emotion
PS 386 Psychopharmacology
PS 387 Developmental Neuroscience and Behavior
PS 388 Neurobiology of Eating and Eating Disorders
PS 580 Neural Systems and Stress
PS 581 Neurobiology of Mental Illness
PS 583 Molecular Basis of Learning and Memory
PS 584 Epigenetics and Mental Disorders
PS 585 Brain Systems: Motivation and Emotion
PS 589 Neural Systems and Social Behavior
Any one of the following courses in a Behavioral Neuroscience laboratory (Christianson, Petrovich, Veenema). (Only one semester of a thesis or scholars project course can be used to satisfy this requirement):

PS 490 Senior Thesis I (laboratory course)
PS 495 Senior Honors Thesis I (laboratory course)
PS 497 Scholars Project Research (laboratory course)

- Minimum of 29 credits outside the Department
- Three Biology Courses (at least 9 credits total):

BI 200 Molecules and Cells

Any two of the following Biology courses:

BI 201 Ecology and Evolution
BI 303 Introduction to Physiology
BI 304 Cell Biology
BI 315 Introduction to Genomics
BI 319 Genetics and Genomics
BI 322 Microbial Genetics
BI 426 Human Anatomy
BI 432 Developmental Biology
BI 435 Biological Chemistry
BI 442 Principles of Ecology
BI 445 Animal Behavior
BI 481 Introduction to Neuroscience
BI 485 Research in Neuroscience Lab
BI 527 Neurobiology of Disease
BI 551 Cell Biology of the Nervous System

- Two Chemistry courses (8 credits total):
CH 109 General Chemistry I with Lab (CH 111)
CH 110 General Chemistry II with Lab (CH 112)
- Two Mathematics courses (at least 6 credits total):
Two courses at the level of MT 100 or above (MT 004 Finite Math is also accepted), one of which may be a Computer Science course in CSOM (CS 021 or CS 074). MT 100 and MT 101 (Calculus I and II) are highly recommended for those who plan to go on to a Doctoral Program in Neuroscience.
- Two of the following courses (at least 6 credits total):
At least two additional one-semester courses from Chemistry, Physics, Biology, or from the Psychology Neurosciences courses listed above at the 300-level or above. Students planning on applying to Doctoral Programs in Neuroscience should consult with their advisor about which of these courses to choose. Biology courses must be 300-level or above. Chemistry and Physics courses must be 200-level or above. Important: Whenever an

upper-level Biology, Chemistry, or Physics course that has an associated lab is taken, the student must also take the lab.

Highly recommended for those who plan to go on to a Doctoral Program in Neuroscience are: CH 231 Organic Chemistry I and CH 232 Organic Chemistry II, or PH 209 Introduction to Physics I and PH 210 Introduction to Physics.

Advanced Placement

For either the Psychology B.A. major or the Psychology B.S. major a score of four or five on the A.P. Psychology examination may be substituted for either PS 110 or PS 111, but students substituting an A.P. exam score for one of these introductory courses are required to take an additional upper level Psychology course to complete their major in Psychology.

Senior Thesis

Students in both the Psychology B.A. and Psychology B.S. majors may choose to write a thesis during the senior year. In most cases, the thesis will involve original, empirical research, although theoretical papers will also be permitted. Students must obtain the consent of a faculty member to serve as their thesis advisor.

Those who are interested in writing a thesis are encouraged to participate in an Independent Study with a prospective thesis advisor during the junior year to develop a thesis proposal.

Seniors who are engaged in writing a thesis may enroll in PS 490 in the fall and/or PS 491 in the spring. Only one semester may count as an elective to fulfill the psychology major requirement. Students who plan to write a thesis are advised to complete Introduction to Behavioral Statistics and Research I (PS 120) and either PS 121 or a Research Practicum before their senior year.

Students whose theses are judged to be of exceptional merit will receive a note that their "Senior thesis passed with distinction." This is kept on file in the Psychology Department, but not noted on their transcripts.

Clinical Concentration

The Undergraduate Clinical Concentration is designed for Psychology majors with a particular interest in careers in clinical or counseling psychology or clinical social work. Although the concentration does not lead to a license for such careers, it does lay a foundation in coursework, research, and field experiences to help students decide whether they wish to apply to a graduate program in a clinical field.

To complete the clinical concentration, students must satisfy both the Psychology major requirements and some additional course requirements. A complete description of the concentration, along with a listing of the additional required courses, is available at www.bc.edu/schools/cas/psych/undergrad/opportunities/clinical.html. Students should contact the concentration adviser, Karen Rosen, for additional information, if necessary.

This concentration is normally not open to Psychology B.S. majors. We are concerned that the heavier load of the B.S. requirements along with the added requirements of the Clinical Concentration will interfere with students becoming involved in research early in their studies and their undertaking an independent research project in their senior year. However, B.S. Majors may petition the Department for permission to pursue the Clinical Concentration by contacting Dr. Michael Moore, the Department's Director of Undergraduate Studies as early as possible.

Honors Program

The Psychology Honors Program offers students in both the Psychology B.A. major and the Psychology B.S. major an excellent opportunity to get involved in research. The program is for students with strong academic records who wish to devote a substantial amount of time in their senior year to a senior honors thesis.

Students who are eligible to participate in the Psychology Honors Program receive a letter from the Honors Program Director at the beginning of their junior year. Students who meet or exceed the GPA requirement, in Psychology and overall, will be invited to join the Honors Program. The Honors Program requires a GPA of 3.5 for the class of 2016 and prior, and 3.6 for the class of 2017 and on. If they are interested in participating in this program, students need to identify a Psychology faculty member who is willing to supervise them in their work. Students then need to complete a preliminary application by November 1 of their junior year. On this application, they need to indicate the issue or topic they would like to investigate in their honors thesis and the name of a faculty member in the Psychology Department who has agreed to work with them.

By May 15 of their junior year, students need to submit a Thesis Proposal Approval Form to the Psychology Department. At this point the student begins the process of executing the research plan, analyzing the data, and writing the thesis.

The principal requirement of the Honors Program is the successful completion of the Honors Thesis. During their senior year, students should enroll in PS 495–496 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 major requirements for both B.A. and B.S. Psychology majors. The second semester of the Senior Honors Thesis course (PS 496) and the 500-level course are taken in addition to the courses required for the majors. Therefore, students in the Honors Program will have completed two courses in Psychology beyond the basic major requirements.

A copy of the thesis, accompanied by an Honors Thesis Approval Form needs to be submitted to the Department by May 1 of the senior year. A presentation of the student's honors thesis at the Psychology Undergraduate Research Conference in May of the senior year will provide all students in the Honors Program the opportunity to share their work with members of the Psychology Department.

Those students who fulfill all of the Honors Program course requirements, maintain their required GPA in Psychology and overall at the time of graduation, and successfully complete the final written thesis, will be deemed to have completed the Psychology Honors Program successfully.

For further information about the requirements of the Honors Program, distinctions between the A&S Honors and Psychology Honors Programs, and what to do if you are planning to study abroad, visit the Psychology Department website and/or contact the Director of the Honors Program in the Psychology Department.

Information for Study Abroad

Psychology majors should arrange an appointment with their advisor for permission to study abroad. Psychology majors should meet with the Associate Chair for permission to apply courses taken abroad towards meeting major requirements. These decisions about international study are made on a case-by case basis. Approval should be obtained before the start of the study abroad program.

Fifth Year Program: B.A.-B.S./M.A.

The B.A.-B.S./M.A. program is limited to students who are majoring in Psychology at Boston College. The program is designed to allow selected students to earn both a B.A. or B.S. and an M.A. in Psychology in five years. The purpose of the program is to allow students a greater opportunity for concentrated study and research training. Such training is excellent preparation for application to a Ph.D. program in any area of psychology. Undergraduate Psychology majors may apply to continue their studies beyond the B.A.-B.S. and to earn an M.A. with the equivalent of another, consecutive year of full-time study. It is limited to Boston College undergraduates, and the fifth year must follow immediately after the fourth.

The Psychology Departments areas of concentration are:

- Behavioral Neuroscience
- Cognitive Psychology and Cognitive Neuroscience
- Social Psychology
- Developmental Psychology
- Quantitative Psychology

Visit the Department's website at www.bc.edu/psychology for additional information on these areas.

Fifth Year Program: B.A./M.S.W.

Please note: This program is available only to Psychology B.A. majors.

In cooperation with the Graduate School of Social Work, the Psychology Department offers a dual five-year Master's degree program for those students who have decided upon a career in social work. Students in this program complete their undergraduate requirements including those for the Psychology B.A. major during their first four years. In addition, in their junior year students begin to take Social Work courses. Upon successful completion of all undergraduate requirements, students receive the B.A. after their senior year at which time they are formally enrolled in the Graduate School of Social Work. Upon successful completion of all graduate requirements at the end of the fifth year students are awarded the M.S.W. Students apply for admission to the five-year program during their sophomore year. Contact faculty advisor Michael Moore in the Psychology Department for more information.

Faculty Advisement

All Psychology majors should seek psychology faculty advisement prior to each University registration period. Psychology faculty members provide expanded office hours during these periods. Students interested in studying abroad should seek the consent of their advisor. Students who desire to change advisors should contact the Associate Chairperson.

Psychology majors who do not have an academic advisor (i.e., 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 numbers between 010 and 111 (e.g., PS 011, PS 021, PS 029, PS 032, PS 045, PS 072, PS 110, and PS 111).

Students receiving a 4 or a 5 on the Psychology AP exam are considered to have fulfilled half of the Social Science Core requirement and may, if they wish, take any Psychology Core Course to fulfill the second required semester of Social Science Core.

Prerequisites

Prerequisites for courses, if any, are listed with each course description. If none is listed, the course has no prerequisites.

Guide to Psychology Course Numbering

- **PS 000–PS 009:** Courses that *do not* satisfy the Social Science Core requirement and do not provide credit toward completion of the Psychology major.
- **PS 010–PS 099:** Core courses, primarily for non-majors, that satisfy the Social Science Core requirement but *do not* provide credit toward completion of the Psychology major.
- **PS 110–PS 111:** Courses that satisfy the Social Science Core requirement and also provide credit toward completion of the Psychology major.
- **PS 120–PS 199:** Introductory, statistical, and methodological courses that are required for Psychology majors.
- **PS 200–PS 299:** Introductions to primary subdisciplines of psychology, serving as prerequisites to more advanced courses.
- **PS 300–PS 399:** More advanced and/or specialized courses, requiring one or more 200-level courses as prerequisites.
- **PS 400–PS 499:** Research practica and advanced seminars in various areas of psychology limited to Psychology majors.
- **PS 500–PS 599:** Seminars and Advanced Topics courses open to advanced undergraduates and to graduate students.
- **PS 600 and above:** Graduate-level courses.

Undergraduate Course Offerings

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

PS 011 Psychobiology of Mental Disorders (Fall/Spring: 3)

Satisfies Social Sciences Core requirement

Does not provide credit toward completion of the Psychology major

Abnormal behaviors characteristic of mental disorders are discussed with respect to psychological and biological origins and treatments. Topics include theoretical approaches, such as cognitive science and neuroscience; brain mechanisms that regulate behaviors associated with mental disorders such as schizophrenia and Alzheimer's disease; interactive effects of genetic predispositions and environmental stresses in the cause of mental disorders; treatment of mental disorders by the use of biological methods, such as drug therapy, and psychological techniques, such as behavior therapies; and the prevention of mental disorders by behavior modification, stress management, and lifestyle.

Joseph Tecce

PS 029 Mind and Brain (Spring: 3)

Satisfies Social Sciences Core requirement

Does not provide credit toward completion of the Psychology major

This course is an introduction to the field of biopsychology, an approach to psychology stressing brain function as the source of cognition and behavior. We begin the course by establishing a "common vocabulary" by reviewing basics of brain and neuronal function. The bulk of the course addresses how brain function controls perception of the physical world, is altered by drugs and physical damage, and controls basic behaviors—eating, sleeping, language, and sex—that make humans so unique. A major underlying theme will be how the brain and mind have evolved over time and develop within an individual.

Jeffrey Lamoureux

PS 032 Emotion (Spring: 3)

Satisfies Social Sciences Core requirement

Does not provide credit toward completion of the Psychology major

This course examines the scientific study of emotion for undergraduate students with no background in psychology. Topics include

such questions as: What are the functions of emotion, interpersonally and intrapersonally? What are some ways that emotions can be dysfunctional? Are emotions the same across cultures? How do we know what someone else is feeling? How does emotion interact with decision-making? In addressing these questions, we will incorporate discussions of how psychological experiments are constructed, performed, and interpreted.

Andrea Heberlein

PS 110 Introduction to Psychology as a Natural Science (Fall/Spring: 3)

Satisfies Social Sciences Core requirement

This course is one of two introductory courses required for Psychology majors, along with PS 111. The course is concerned with the biological (genetic, evolutionary, and physiological) bases of behavior and with the attempt to characterize in physiological and cognitive terms the underpinnings of human motivation, emotion, sensation, and thought.

Gene Heyman

PS 111 Introduction to Psychology as a Social Science (Fall/Spring: 3)

Satisfies Social Sciences Core requirement

PS 110 and PS 111 can be taken in any order.

This course is one of two introductory courses required for Psychology majors, along with PS 110. This course introduces students to the basic questions, perspectives, and methods that characterize the fields of developmental, social, cultural, personality, and clinical psychology.

Michael Moore

PS 120 Introduction to Behavioral Statistics and Research I (Fall: 3)

Corequisite: PS 122

This course is the first in a two-semester sequence surveying research methodologies and statistical procedures used in psychological research. In the first semester, the emphasis is on statistics. Students will be introduced to the most common topics and procedures in descriptive and inferential data analysis such as averages, measures of variability, shapes of distributions, probability, sampling distributions, hypothesis testing, effect size, statistical power, correlation and regression, t-tests, and analysis of variance.

Ebri Ryu

PS 121 Introduction to Behavioral Statistics and Research II (Spring: 3)

Prerequisite: PS 120

Corequisite: PS 123

As the second course in PS 120–121 sequence, this course covers one-way and factorial ANOVA, correlation and regression, within subject ANOVA, analysis of contingency tables and nonparametric methods. If time permits, logistic regression will be covered.

Hao Wu

PS 200 Introduction to Social Work (Fall/Spring: 3)

Cross listed with SC 378

The purpose of this course is to give students an overview of the field of social work. Starting with a discussion of the history of social work and the relevance of values and ethics to the practice of social work, the course then takes up the generalist method of social work

intervention. The course also examines the current policies and programs, issues, and trends of the major settings in which social work is practiced.

The Department

PS 206 Independent Study (Fall/Spring: 3)

Registration for this course requires additional paperwork. See the Psychology website.

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 234 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.

Marilee Ogren

PS 241 Social Psychology (Fall/Spring: 3)

Prerequisite: PS 111

This course explores the scientific study of social thought and behavior. How do we understand, interact with, and influence other minds—and our own? How might we apply psychology to social problems? Topics include mind perception, emotion, persuasion, stereotyping, and moral psychology.

Andrea Heberlein

PS 242 Personality Theories (Spring: 3)

Prerequisite: PS 111

This course introduces students to a variety of theoretical approaches to the understanding of character and personality.

James Russell

PS 260 Developmental Psychology (Fall/Spring: 3)

Prerequisite: PS 111

This course is an introduction to developmental psychology. The course examines topics in personality, social, and cognitive development.

Sara Cordes

Tasha Posid

PS 272 Cognitive Psychology: Mental Processes and their Neural Substrates (Fall: 3)

Prerequisite: PS 110

This course introduces the scientific study of mental function from an information processing perspective. The course examines how information is processed and transformed by the mind to control complex human behavior. Specific topics include the history of cognitive psychology, cognitive neuroscience, attention, perception, consciousness, short-term and long-term memory, mental imagery, language, decision-making, and problem solving. Course material will be drawn from work with clinical populations (e.g., people who have sustained brain injury) as well as from work with non-injured populations.

Hiram Brownell

PS 274 Sensation and Perception (Spring: 3)*Prerequisite:* PS 110

How do our senses tell us what is really in the world around us, and can our senses be trusted? These questions have been pondered by philosophers for centuries, and more recently by psychologists and neuroscientists. This course will explore the anatomical/biological basis of sensation (how the world that we perceive is translated into the raw language of the nervous system) and the cognitive processes underlying perception (how our brains reconstruct the physical world from these neural inputs). We will examine these questions for vision, hearing, touch, smell, and taste.

*Sean MacEvoy***PS 285 Behavioral Neuroscience (Spring: 3)***Prerequisite:* PS 110, or BI 100–102, or BI 200–202

This course presents an introduction to the physiological basis of behavior. Basic neuroanatomy and neurophysiology are presented, and the following topics are then discussed: neuropharmacology, psychopharmacology, and the biological bases of mental illness; brain mechanisms of reward and reinforcement; hormones and behavior; an introduction to the development of the nervous system; brain mechanisms of learning and memory; and brain mechanisms of emotion.

*Marilee Ogren***PS 289 Comparative Psychology: Study of Animal Behavior (Fall: 3)***Prerequisite:* PS 110 is suggested but not required

This course is a survey of animal behavior from the psychologist's perspective. The methods and aims of comparative psychology are presented as we consider how and why psychologists should study animal behavior. All species are faced with fundamental problems such as navigating in their environment, finding food and water, defending against predators, communicating with conspecifics, attracting a mate, and learning and remembering information. The course will examine the very different strategies that various species, including humans, have evolved for solving these problems, and discuss reasons why these different kinds of strategies have evolved.

*Jeffrey Lamoureux***PS 329 Psychophysiology of Stress (Spring: 3)***Prerequisite:* PS 110 or permission of the instructor

This course explores the psychological and physiological factors underlying stress, including basic principles of psychophysiology and fundamental concepts of stress. Topics include emotion, motivation, multitasking, attention, arousal, and distraction. Physiological mechanisms underlying stress will be examined relative to health and abnormal behaviors, such as addictions, mood disorders, and violence. Students will be instructed in methods of stress control, including cognitive behavioral techniques and meditation.

*Joseph Tecce***PS 331 Developmental Psychopathology (Spring: 3)***Prerequisite:* PS 260

This course will provide an introduction to the field of developmental psychopathology, an area of psychology that combines the topics of developmental and abnormal psychology in order to facilitate an understanding of maladaptive behavior within a developmental framework. Course material will emphasize how aspects of development bear upon the subsequent adaptation of an individual and will generate an appreciation of normal and pathological behavior in the context of

the individual, his or her developmental history, and current conditions. Examples of specific topics include the developmental impact of parent-child attachment, child maltreatment, peer relationships, and resilience in development.

*Amy Tisbelman***PS 334 Interpersonal Violence (Fall: 3)**

This course will review research, assessment, treatment, and current controversies in the area of family violence, focusing on child sexual abuse, child physical abuse, and spousal abuse. The course will consist of a combination of a lecture and class discussion of the issues, including those related to memories of abuse, identification of abuse, and the legal, psychological, and social ramifications of extracting women and children from abusive homes.

*Amy Tisbelman***PS 336 Clinical Psychology (Fall/Spring: 3)***Prerequisite:* PS 234

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 338 Topics in Abnormal Psychology (Fall: 3)***Prerequisite:* PS 234

This course considers several adult neuropsychiatric disorders such as Alzheimer's disease, stroke, schizophrenia, depression, bipolar disorder, and savant syndrome. We will consider basic research as well as case studies to analyze these disorders in terms of their neurological and psychological basis, etiology, symptomology, diagnosis, treatment, and prognosis.

*Marilee Ogren***PS 341 Psychology of Morality (Fall: 3)***Prerequisites:* PS 241 or PS 272 or permission of the instructor

How do we decide between right and wrong? When do we behave well, when do we behave badly, and why? In this course, we will explore moral judgment and behavior—the evolution and development of human morality, its psychological and brain basis, and moral “pathology” in clinical populations. Topics will include: emotion, mind perception, self-concept, motivated cognition, group membership, and connections to religion, politics, and the law.

*Liane Young***PS 344 Psychology of Gender (Spring: 3)***Prerequisite:* PS 241

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 Dempewolf

PS 345 Social Motivation (Spring: 3)

How do other people affect our motivation to act? Psychology has given too much emphasis to extrinsic rewards and too little to the ways in which our relationships with others determine our choices, feelings, and thoughts. Many of our behaviors are motivated primarily by our relationships with others. In this course we will explore the influence of others on our behavior. Topics to be considered include kindness and cruelty, cooperation and competition, and conformity and rebellion.

Donnah Canavan

PS 354 Culture, Identity, and Asian-American Experience (Fall: 3)

Cross listed with UN 354

PS 354/UN 354 satisfy Cultural Diversity Core requirement

Required for the Asian-American Studies concentration

See course description under University Courses.

The Department

PS 366 Social and Emotional Development (Spring: 3)

Prerequisite: PS 260

In this course, we will explore developmental changes in social and emotional functioning from birth through adolescence. We will study the beginning of emotion expression and the emergence of attachment relationships, the development of emotional regulation, and the socialization of children during infancy. We will then continue to examine emotional changes and social development through toddlerhood, early childhood, middle childhood, and adolescence. The influences of parents, siblings, peers, and caregivers will be examined, as will the issues of individual differences, stability and change, and coherence of development across contexts and over time.

Karen Rosen

PS 367 Art and Creativity (Fall: 3)

Art is a universal human activity that confronts us with many puzzling questions: How does our mind allow us to look at a flat drawing and see a three-dimensional world? How can blind people draw using linear perspective? How can a retarded autistic child draw horses like Leonardo da Vinci? What is the relationship between creativity and mental illness? What happens to drawing ability after brain damage? Why do so few art prodigies become great artists? We will examine how psychological research has investigated these questions.

Ellen Winner

PS 373 Learning and Motivation (Fall: 3)

Prerequisite: PS 110 is suggested but not required.

This course examines fundamentals of learning theory. We will examine principles of classical and instrumental learning in animals and will discuss the human application of these principles in the home, classroom and clinical settings. We will focus heavily on classic and recent experiments designed to assess the processes and content of associative learning. Lastly, we will consider whether animals simply acquire stimulus-response tendencies, or if they have a more cognitive representation of their world, again focusing on how we can even ask this experimentally.

Jeffrey Lamoureux

PS 375 Psychology and Neuroscience of Human Memory

(Spring: 3)

Prerequisite: PS 110

The field of memory research studies how people organize, maintain, and access experiences they have had, and knowledge and

information they have encountered. This course introduces the theories, methodologies, and findings in current memory research. Topics, among others, include memory structures, processes, the flow of information, implicit and explicit memory, working memory, short- and long-term memory as they are currently defined, metacognitive processes, memory and aging, and the neuroscience of memory.

Kelly Bennion

PS 378 Vision (Fall: 3)

Prerequisite: One of the following: PS 272, PS 285, PS 373, or BI 481

How do we see the world? Why does it look that way? Vision is the sensory system we typically rely on most to make sense of our environment. But vision is far from a passive reflection of the scene before our eyes: by necessity much of what we see is a result of inferences we make about the environment based on incomplete or ambiguous information. This course covers both the neuroscience of vision and its cognitive aspects to understand how we perceive the richness of the world around us.

Sean MacEvoy

PS 379 Psychology of Pleasure and Aversion (Fall: 3)

Prerequisite: PS 110 or PS 111

What makes us crave chocolate and be revolted by mucus? By examining our brain and physiology, our senses (especially smell and taste), our personality, and the society we live in, we will explore what gives us pleasure and what disgusts us, how these states help us and harm us, and how they are central to the experience of being human.

The Department

PS 380 Neuroscience of Psychopathology (Spring: 3)

Prerequisite: One of the following: PS 285, PS 373, PS 382, PS 385, or PS 386. It is assumed that all students have a basic knowledge of the nervous system.

The course provides an overview of the neurobiological mechanisms underlying developmental and adult psychopathologies, including autism, schizophrenia, depression, anxiety disorders, violence, and personality disorders. We will explore the involvement of neurotransmitters in psychopathology, including serotonin and dopamine, neuropeptides such as vasopressin and oxytocin, and stress hormones. We will discuss how genetic background and early environment can be important risk factors for the development of psychopathologies. We will review how all these factors may mediate abnormal regulation of emotion, cognition and/or social behavior. The course will discuss current findings from human studies and from animal models of psychopathology.

Alexa Veenema

PS 383 Neurobiological Basis of Learning (Spring: 3)

Prerequisite: PS 285 or an equivalent neuroscience course

This course will explore the neural mechanisms that underpin basic processes of learning and memory. We will investigate both systems-level neuroscience (e.g., What do the hippocampus, amygdala, VTA, etc. actually do?), as well as a more molecular view of the role of specific intracellular processes in producing changes in synaptic connections. The molecular focus of the course will comprise a detailed investigation of long-term potentiation (LTP), and its relation to endogenous memory processes. Systems-level topics will focus on fundamental associative and non-associative learning phenomena in non-human animal models.

Jeffrey Lamoureux

PS 386 Psychopharmacology: Behavior, Performance, and Brain Function (Spring: 3)

Prerequisite: PS 285 or an equivalent neuroscience course

This course explores psychopharmacology, the science of drugs and behavior. We will discuss synaptic neurochemistry as associated with a number of specific mechanisms of drug action and outline brain circuits which mediate drug actions such as reward. Major classes of psychotropic drugs will be introduced, including both drugs of abuse and psychotherapeutic agents used in the treatment of mood disorders and psychosis.

Jeffrey Lamoureux

PS 388 Neurobiology of Eating and Eating Disorders

(Fall: 3)

Prerequisite: PS 285, or PS 287, or PS 384, or PS 572, or PS 573

This course will review the neural mechanisms controlling food intake, and body weight regulation under normal circumstances and in eating disorders. Eating is not only controlled by metabolic signals (e.g., hormones, peptides), but also by extrinsic or environmental factors that are not directly related to energy balance (e.g., stress, emotion, social/cultural factors). Likewise the brain systems regulating hunger are associated with networks mediating stress, reward, emotion, and learning and memory. The course will explore the current neuroscience findings from animal models, and human studies relevant to appetite, regulation of eating, and eating disorders.

Gorica Petrovich

PS 431 Seminar in Positive Psychology (Spring: 3)

Prerequisites: PS 121 and either PS 241 or PS 242

This advanced undergraduate seminar reflects a new direction in psychology that focuses on topics that emphasize people's positive characteristics and processes. Characteristics that will be studied include happiness, kindness, generosity, love, and gratitude. Growth, healing, relatedness, and curiosity are among the processes that will be examined. The course will also address the antecedents and consequences of positive social situations such as peace, solidarity, and massive public responses to catastrophes like 9/11.

Donnah Canavan

PS 433 Addiction, Choice, and Motivation (Spring: 3)

Prerequisites: Psychology 110 and at least two 200-level courses or higher in Psychology, Economics, or a Natural Science, or permission of instructor

This is a research-based seminar on topics in addiction and choice. The drug research includes biographical accounts, epidemiological studies, and experiments on drug choice. The choice research includes studies in animals and humans that shed light on optimizing outcomes, impulsiveness, and risk taking.

Gene Heyman

PS 436 Clinical Field Work in Psychology (Fall/Spring: 3)

Prerequisite: PS 336

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 437 Stress and Behavior (Fall: 3)

Prerequisites: PS 234, PS 329, or permission of the instructor

This course provides an in-depth examination of causes of stress and effects of stress on behavior. Topics include the expression of body language, detection of deception, and the formation of psychosomatic diseases. Behavioral control of stress is evaluated relative to real-life factors, such as self-destructive social relationships, family dysfunction, and unhealthy life styles. Students will be instructed in methods of stress control, including cognitive behavioral techniques and meditation.

Joseph Tecce

PS 441 Research Practicum in Sport and Exercise Psychology

(Fall: 3)

This course introduces students to research in sport and exercise psychology. Course content will focus on the various methods used to study psychosocial aspects of sport, exercise, and physical activity. Students will become familiar with quantitative and qualitative methods by examining current research in the field and participating in hands-on, collaborative research assignments. Students will also choose a topic related to course content, conduct a literature review, design a study, collect and analyze data, write a scientific paper in APA style, and present their findings.

The Department

PS 443 Research Practicum in Social and Cognitive Methods

(Fall: 3)

This course explores how questions are asked and answered in social and cognitive psychology, focusing on discussions of articles and the conduction of a series of research projects and demonstrations. We will cover topics including research ethics, constructing experimental variables, experiment design, a few specific types of methods and their uses/constraints, and how to write an APA-style research report.

Andrea Heberlein

PS 444 Research Practicum in Social Psychology (Fall: 3)

Prerequisite: PS 241

For majors only

This course provides students with a hands-on approach to research in psychology with an emphasis on personality and social approaches. The course requires students to put into practice the knowledge of psychological science that they have accumulated from previous courses. By the end of the course, students will have experienced the research process from beginning to end; i.e., writing a literature review on some topic in social or personality psychology, hypothesis formation, experimental design, analysis of data, and writing up results in publishable manuscript form.

Donnah Canavan

PS 445 Research Practicum in Social Cognition (Spring: 3)

This course will introduce you to social psychological research methods. We will read about and discuss a range of methods in social psychology and will conduct our own study or studies using a subset of these methods in the lab. Students will work on one or two large group projects, contributing to all stages of the project, and will write

up independent reports. You will learn to perform a literature review, carry out a study from data collection through analysis and interpretation, and write up a research paper in APA style.

Andrea Heberlein

PS 447 Individual Differences and Social Behavior (Fall: 3)

Prerequisites: PS 111, PS 120–121, PS 241 or PS 242

This course will study a series of individual differences or personality variables such as narcissism, self-esteem, defensive styles, fear of success/self defeat, and the Big Five. Each of these personality variables will be studied in a framework that focuses on the context of development as well as the traits and behaviors which are consequences (and correlates) of these personality variables. While the social context (of development) will be emphasized, the biological and cultural contexts will also be presented. Issues surrounding measurement and change in these variables will also be discussed.

Donnah Canavan

PS 448 Achievement Motivation (Fall: 3)

Prerequisites: PS 111, PS 120, PS 121, and either PS 241 or PS 242

Achievement Motivation is an advanced undergraduate seminar. This course presents a wide-ranging set of theories/ideas about achievement and what facilitates and hinders it. Topics include intrinsic and extrinsic motivation, success, productivity, competition, fear of success, fear of failure, greed, risk, and social energy. Some of the psychological processes that will be covered are the childhood, cultural, and educational origins of achievement motivation, the development of expertise, and success and psychological health.

Donnah Canavan

PS 466 Current Issues in Developmental Psychology

(Spring: 3)

Prerequisite: PS 260

Recommended for juniors and seniors

An intensive analysis of issues in developmental psychology, including infancy, motivation, and cognition. This seminar will focus on recent research findings as a source for understanding human development.

Michael Moore

PS 470 Research Practicum in Cognitive Psychology

(Fall: 3)

This course introduces students to the research process in cognitive psychology and cognitive neuroscience. The semester starts with a review of experimental design, common paradigms, statistical analysis, critical reading of journal articles, and ethics. Then, students work individually or in small groups to carry out a research project in an area of language or cognition that relates to cognitive neuroscience. Possible research topics are discussed in class. The research project entails reviewing the psychological and neuroscientific literature, identifying an appropriate research topic, designing and carrying out an empirical study, and evaluating and communicating the results.

Hiram Brownell

PS 471 Research Practicum in Experimental Psychology

(Fall/Spring: 3)

Prerequisites: PS 110 and PS 120, or permission of the instructor

Students will conduct original experiments on cognition, perception, and choice and decision making. Students will analyze their data

and learn to write up the results in scientific, journal-style format. Course readings and class discussion will provide the necessary background for how to conduct the studies and analyze the results.

Gene Heyman

PS 481 Research Practicum in Behavioral Neuroscience

(Spring: 3)

This course will introduce students to research methods used in behavioral neuroscience. We will read and discuss a variety of methods that researchers use to determine the underlying brain circuitry and mechanisms of observable behaviors. Students will learn how to pose and test behavioral neuroscience research questions, conduct and write a literature review, analyze data, and write a research paper in APA style.

Christina Reppucci

PS 490–491 Senior Thesis I and II (Fall/Spring: 3)

Registration for this course requires additional paperwork. See the Psychology website.

Students may elect to write a thesis during the senior year. In most cases, the thesis involves original empirical research, although theoretical papers may be permitted in exceptional instances. Students must obtain the consent of a faculty member to serve as thesis advisor. Students who choose to write a thesis are encouraged to take an Independent Study with a prospective thesis advisor during the junior year to develop a thesis proposal.

The Department

PS 495–496 Senior Honors Thesis I and II (Fall/Spring: 3)

Registration for this course requires an invitation and additional paperwork. See the Psychology website.

For students in the Honors Program writing a thesis. All Honors Program students write a thesis during the senior year. In most cases, the thesis involves original empirical research, although theoretical papers may be permitted in exceptional instances. Honors students are encouraged to take an Independent Study with a prospective thesis advisor during the junior year, to develop a thesis proposal. The designation “Graduated with Departmental Honors” will be granted by the Honors Program Committee upon successful completion of the Honors Program requirements and the final evaluation of the thesis.

The Department

PS 497 Scholars Project Research (Fall/Spring: 6)

This course is limited to Psychology majors who are conducting their Scholar of the College research.

The Department

Undergraduate and Graduate Course Offerings

PS 501 Experimental Design and Statistics (Fall: 3)

Prerequisite: An undergraduate course in statistics

This course focuses on experimental design and related statistical methods. It covers between-subject, within-subject, and mixed designs with one and two factors. Statistical topics include the relevant statistical model and model assumptions, omnibus test, test of contrasts, multiple comparison, effect size, and power calculations. One and two sample t tests will also be revisited. If time permits, advanced topics such as designs with nested factors or random factors, mixed model approach, and nonparametric approach may also be covered.

Hao Wu

PS 502 Multiple Regression (Spring: 3)*Prerequisite:* PS 501

This course provides an introduction to the theory and application of multiple regression analysis. The topics are multiple regression, treatment of categorical predictors, test of interaction effect, statistical assumptions, regression diagnostics, and regression analysis for categorical dependent variable.

*Ebri Ryu***PS 540 Advanced Topics in Social Psychology (Spring: 3)***Prerequisite:* PS 241 or permission of instructor

This seminar is designed to provide students with an overview of current themes and research in social psychology. Topics include social cognition, social influence, social interaction and group dynamics, close relationships, stereotype and prejudice, attitudes, prosocial behavior, the self, and free will.

*Liane Young***PS 542 Theories of Human Emotion (Fall: 3)***Prerequisite:* A 300-level psychology course

This seminar covers the major psychological theories of human emotion, beginning with the classic writings of William James and continuing to contemporary controversies about the nature of emotion. Some of the questions to be considered are whether or not there are basic emotions, the relation of emotion to cognition and action, and whether emotions are innate or learned through our particular culture. The focus is on biological, social, and cultural subdisciplines of psychology, but contributions of anthropology, philosophy, and other disciplines will be discussed as well.

*James Russell***PS 571 Controversies in Cognitive Neuroscience (Spring: 3)**

Cognitive Neuroscience is the study of how human mental processing relates to activity in specific brain regions. Current controversies in Cognitive Neuroscience will be critically examined by evaluating key articles relating to the following questions. Are there category specific processing regions in the brain (e.g., a region specialized for processing faces)? Can visual images be pictorial? Does short-term memory related activity in prefrontal cortex mirror more posterior perception related activity patterns? Do recollection and familiarity—two types of long-term memory—depend on different sub-regions of the medial temporal lobe? Does attention modulate activity in primary visual cortex?

*Scott Slotnick***PS 574 Neuroscience of Sensation and Perception (Fall: 3)**

Our ability to survive as we make our way through the world requires the quick and accurate transformation of a vast array of sensory inputs into a cohesive picture of the environment. Drawing upon classic work and recent advances, this seminar will explore the critical neural steps that underlie this process, addressing topics in vision, audition, and somatosensation, among others. We will place a particular emphasis upon drawing parallels among sensory modalities and upon integrating information from a wide range of techniques, from single-unit electrophysiology to fMRI.

*Sean MacEvoy***PS 583 Molecular Basis of Learning and Memory (Fall: 3)**

Persistent yet pliable behavioral adaptations are the result of learning and memory. The goal of this course is to provide an introduction to the fundamental cellular and molecular mechanisms that permit the storage and retrieval of information. After a primer on cellular and

molecular neurobiology, students will read and discuss the seminal works on the following topics: intrinsic (cellular), synaptic and morphological plasticity, molecular mechanisms of consolidation, modulators of memory systems and diseases of memory.

*The Department***PS 585 Advanced Brain Systems: Motivation and Emotion****(Spring: 3)**

This course will review the organization of neural networks that control motivated and emotional behaviors in mammals. This is a functional neuroanatomy course that will discuss how the brain regions are interconnected to form functional systems.

*Gorica Petrovich***PS 590 History of Psychology (Fall: 3)**

A hundred years ago, psychology was a tiny academic specialty called mental philosophy. In a matter of decades, however, psychology burgeoned into an enormous field influencing both scholars and the popular imagination (think IQ test, think analyst's couch). What accounts for the rise of psychology to its all-powerful position? This course will examine the twentieth century trajectory of psychology, asking how it has shaped, and been shaped by, cultural, social, and political conditions, and exploring major thinkers such as William James, Sigmund Freud, B. F. Skinner, Stanley Milgram, Abraham Maslow, and others.

*Nadine Weidman***Romance Languages and Literatures****Faculty**

Vera Lee, *Professor Emerita*; A.B., Russell Sage College; A.M., Yale University; Ph.D., Boston University

J. Enrique Ojeda, *Professor Emeritus*; M.A., Ph.D., Harvard University

Maria L. Simonelli, *Professor Emerita*; Libera Docenza in Filologia Romanza, Rome; Dottore in Lettere e Filosofia, University of Florence

Rebecca M. Valette, *Professor Emerita*; B.A., Mt. Holyoke College; Ph.D., University of Colorado

Robert L. Sheehan, *Associate Professor Emeritus*; B.S., Boston College; A.M., Ph.D., Boston University

Franco Mormando, *Professor*; Chairperson of the Department; B.A., Columbia University; M.A., Ph.D., Harvard University

Ourida Mostefai, *Professor*; Licence de lettres, Université de la Sorbonne Nouvelle, Paris; M.A., Ph.D., New York University

Kevin Newmark, *Professor*; B.A., Holy Cross; M.A., Middlebury College, France; Ph.D., Yale University

Elizabeth Rhodes, *Professor*; B.A., Westhampton College, University of Richmond; M.A., Ph.D., Bryn Mawr College

Sarah H. Beckjord, *Associate Professor*; B.A., Harvard University; M.A., Ph.D., Columbia University

Stephen Bold, *Associate Professor*; B.A., University of California; M.A., Ph.D., New York University

Ernesto Livon-Grosman, *Associate Professor*; B.A., Empire State College; M.A., Ph.D., New York University

Irene Mizrahi, *Associate Professor*; B.Sc., Technion-Israel Institute of Technology; M.A., Ph.D., University of Connecticut

Harry L. Rosser, *Associate Professor*; B.A., College of Wooster; M.A., Cornell University; Ph.D., University of North Carolina at Chapel Hill

ARTS AND SCIENCES

Laurie Shepard, *Associate Professor*; B.A., Wesleyan University; M.A., Ph.D., Boston College

Régine Michelle Jean-Charles, *Assistant Professor*; B.A., University of Pennsylvania; A.M., Ph.D., Harvard University

Jeff Flagg, *Adjunct Professor*; B.A., University of Massachusetts; M.A., Brown University; Ph.D., Boston University

Joseph Breines, *Adjunct Associate Professor*; B.A., University of Michigan, Ann Arbor; M.A., Boston University; M.A.T., Oakland University; Ph.D., Yale University

Brian O'Connor, *Adjunct Assistant Professor*; B.A., Northern Illinois University; M.A., Ph.D., Boston College

Esther Gimeno Ugalde, *Assistant Professor*; B.A., Pompeu Fabra University, Barcelona; M.A., Ph.D., University of Vienna

Catherine Wood Lange, *Adjunct Assistant Professor*; B.A., M.A., Boston College; Ph.D., State University of New York at Stony Brook

Andrea Javel, *Senior Lecturer*; B.A., University of Dayton; M.A., Université René Descartes (Paris); M.Ed., Harvard University

Debbie Rusch, *Senior Lecturer*; B.S., M.S., University of Wisconsin–Madison

Contacts

- Administrative Assistant: Joanna Doyle, 617-552-3821, joanna.doyle@bc.edu
- Romance Languages and Literatures Department office: 617-552-3820, rll@bc.edu
- www.bc.edu/rll

Undergraduate Program Description

The Department of Romance Languages and Literatures offers both majors and minors in French, Hispanic Studies, and Italian, each of which affords a wide exposure to literature and culture in the target language.

Major in French

Requirements: Ten 3-credit courses (30 credits)

- Four courses (12 credits) to be chosen from among the following:
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 (12 credits) in French language, literature, or culture at the 400 level or above
- Two electives (6 credits) 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 597 Foreign Language Pedagogy
RL 210 French Composition, Conversation, and Reading II can be taken for elective credit as the first course in the major.

Only one course (3 credits) may be in English.

Senior Year Requirement: All majors must take one advanced course (3 credits) each semester of their senior year.

Minor in French

Requirements: Six 3-credit courses (18 credits)

- Two foundation courses (6 credits) to be chosen from among the following:

RL 305 Introduction to Drama and Poetry

RL 306 Introduction to Narrative Forms

RL 307 Masterpieces of French Literature

RL 308 Advanced Language Studies in French

RL 309 Topics in French Culture and Civilization

- One advanced course (3 credits) at the 400 or 700 level.
- Three electives (9 credits) to be chosen among the following:
RL 209–RL 210 French Composition, Conversation, and Reading I and II (as entry-level courses only)
Additional courses at the 300 or 400 level

Senior Year Requirement: All minors must take one advanced course (3 credits) during a single semester of their senior year.

Major in Hispanic Studies

Requirements: Ten 3-credit courses (30 credits) that must include the following:

- RL 395 Contextos (3 credits)
- Four 600-level advanced courses (12 credits) in literature and culture, which must include one course (3 credits) in each of the following categories:
Pre-1800 Peninsular literature and culture
Pre-1900 Latin American literature and culture
Post-1800 Peninsular literature and culture
Post-1900 Latin American literature and culture
- Five electives (15 credits), which can be chosen from among the following:
RL 216 Spanish Conversation, Composition, and Reading II
Any 300 level course
Any 600 level course
Related courses allowed by departmental permission
Only one course (3 credits) may be in English.

Senior Year Requirement: All majors must take one advanced course (3 credits) each semester of their senior year.

Note the following conditions:

Students enter the major at a point appropriate to their level of linguistic proficiency. The earliest point at which a student can begin the major is RL 216 Spanish Conversation, Composition, and Reading II.

The prerequisite for all 600-level courses (and above) is the linguistic proficiency level of RL 392 Advanced Spanish or equivalent. Once the student has completed RL 395 Contextos, all subsequent courses must be at the 600-level.

Only one course may be in English.

Maximum transfer credit from study abroad: Fifteen (15) credits (five courses) for one year of study; nine (9) credits (three courses) for one semester of study. If three or more courses (9 credits) for the major are transferred from study abroad, then all other courses must be taken in the Department.

Students who do not study abroad are allowed a maximum of two related courses (6 credits) outside the Department of Romance Languages and Literatures.

Minor in Hispanic Studies

Requirements: Six 3-credit courses (18 credits) that must include RL 395 Contextos (3 credits) and at least two courses (6 credits) at the 600-level.

Note the following conditions:

The prerequisite for all 600-level courses (and above) is the linguistic proficiency level of Advanced Spanish or equivalent. Once the student has completed RL 395, all subsequent courses must be at the 600-level.

Minimum entry level for the minor is RL 216 Spanish Conversation, Composition, and Reading II.

Senior Year Requirement: All minors must take one advanced course (3 credits) during a single semester of their senior year.

Major in Italian

Requirements: Ten 3-credit courses (30 credits)

- Six advanced courses (18 credits) in Italian literature, culture, and civilization (RL 500 or above or the equivalent)
- Two electives (6 credits) to be chosen from 300, 500, or 800 level courses
- RL 213 and 214 Italian Conversation, Composition, and Reading I and II (6 credits) (or the equivalent).
- Only one course (3 credits) may be in English.

Senior Year Requirement: All majors must take one advanced course (3 credits) each semester of their senior year.

Minor in Italian

Requirements: Six 3-credit courses (18 credits)

- Two foundation courses (6 credits): RL 213 and RL 214 Italian Composition, Conversation, and Reading I and II (or the equivalent)
- Two advanced courses (6 credits) in Italian literature or culture at the RL 500 level or above (for undergraduates)
- Two electives (6 credits): RL 300 (or above) courses in culture, or approved course taken abroad.

Senior Year Requirement: All minors must take one advanced course (3 credits) during a single semester of their senior year.

For further information or to declare a major or minor, please contact the Romance Languages and Literatures Department, Lyons 304, 617-552-3820.

General Information

The major curriculum is designed to help students attain a high linguistic proficiency in at least one Romance language and broad insight into the literature and culture of other nations. Graduates with Romance Languages and Literatures degrees are currently employed in many different fields including law, interpreting, and international business. For students interested in graduate studies, the major offers solid preparation and guidance.

Students who plan to major or minor in Romance Languages and Literatures should consult the Director of Undergraduate Studies of the Department in order to be assigned an advisor, review their qualifications and placement within the program, and organize a course of study suited to their individual needs and objectives.

Romance Languages and Literatures majors are strongly encouraged to study abroad and may do so through Boston College programs or other programs approved by the Office of International Programs. Upon approval from the Department, students abroad typically take five classes per semester. They may earn credit in the major program for three courses in a single semester of study abroad and five courses in a year-long program. Minors may earn credit for two courses in a single semester and three courses in a year-long program.

All majors are required to enroll in two advanced literature courses during their senior year. Minors must enroll in one advanced course in either semester of senior year.

Information for First Year Majors and Non-Majors

Students planning to major in Romance Languages and Literatures, to study abroad during their junior year, or 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 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 program found in the Academic Regulations section of this catalog. Placement tests in French and Spanish are available online.

The Department offers courses, some taught in the target languages and some in English, which count for University Core requirements and for elective credit in the major. Students interested in advancing their major credits at the early stages of their careers are encouraged to consider these Core courses.

Core Offerings: Literature and Cultural Diversity

All the courses offered in the Department of Romance Languages and Literatures propose an exploration of the culture and literature in countries around the world where French, Italian, and Spanish are spoken. In addition, the department has created a number of courses for inclusion in the Arts and Sciences Core in Literature and Cultural Diversity designed especially to meet the needs of non-specialists.

Literature Core

Core offerings, whether in the target language or in translation, are distinctive in several important ways. The department is committed to reading literary texts in their fullest linguistic, artistic, and cultural context. Literature Core courses offer majors and non-majors alike the opportunity to read great books with the guidance of a teacher sensitive to their original language. Even in courses given in English, qualified students may decide to read texts in the original language. Comparative literature courses introduce students to the interplay of literary forms and themes across national boundaries. In order to achieve an intimate understanding of the texts studied, all Core courses propose close reading and thorough discussion of a limited number of texts.

For a list of courses that will satisfy the Literature Core requirement, visit www.bc.edu/core.

Cultural Diversity Core

In addition to their focus on the languages, literatures and cultures of Western Europe, the course offerings of the Department of Romance Languages and Literatures also take into account the presence of Hispanic and Francophone cultures in the Caribbean, South and Central America, Africa, and Asia. Students can choose from a number of courses that focus on these cultures in order to satisfy the Cultural Diversity Core requirement.

The Departmental Honors Program

The Honors Program offers its majors a unique opportunity to conduct research and write a thesis on a topic of their choice, under

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the guidance of a faculty member in the department. Students admitted into the program will work throughout the senior year with their Thesis Director.

To be eligible, candidates must be declared majors in the Department of Romance Languages and Literatures with a grade point average of 3.4 or higher. No more than 9 credits must remain for completion of the major in their senior year. Candidates must also have exhibited the maturity and self-discipline that long-term independent work requires.

Faculty members will nominate students for the Honors Program in April of their junior year. Nominated students will be invited to meet with the Program Coordinator during the semester preceding their enrollment in the program. The final decision about acceptance into the program will be made during the first week of registration.

For complete details, please read the RLL Honors Program Guidelines. After consulting the guidelines, interested students should contact their current RLL instructor to inquire about nomination to the program.

Study Abroad Guidelines and Policies

Romance Languages and Literatures students should be aware that not all study-abroad programs available to Boston College students will have courses acceptable toward the major or minor. No RLL credit will be granted for courses conducted in English. Credit is not automatically granted for courses taken in the target language. Courses must show a direct relationship to the student's program of study in the department.

Students are urged to gain approval for specific courses from the Department's study-abroad advisor before departing. Students who seek approval only after they return from abroad risk not getting Romance Languages and Literatures credit for study-abroad courses. Final approval of courses taken abroad requires the signature of the Department's study-abroad advisor on the Approval Forms available from the Office of International Programs in Hovey House.

To schedule appointments with the Director of Undergraduate Studies, contact the Romance Languages and Literatures Department, Lyons 304, 617-552-3820.

Transfer of Credit from Study Abroad

RLL majors may earn credit for up to three courses (9 credits) toward their major in a single semester of study abroad, and credit for up to five courses (15 credits) in a year-long program.

RLL minors may earn credit for up to two courses (6 credits) toward their minor in a single semester of study abroad, and credit for up to three courses (9 credits) in a year-long program.

Applying for Study Abroad

To obtain information on programs, and to apply, please contact the Office of International Programs in Hovey House, 617-552-3827.

Undergraduate Course Offerings

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

RL 003–004 Elementary Italian I and II (Fall/Spring: 3)

Conducted in Italian

These courses are for those who have not studied Italian previously. Students with prior Italian experience admitted only by placement test

The purpose of these courses is to introduce the students to Italian language and culture. In the first semester students will learn the Italian sound system and the rudiments of vocabulary and grammar necessary

for basic communication. While memorization and mechanical practice are required, the greater part of class time will be dedicated to practicing acquired knowledge in a conversational and contextualized atmosphere.

Brian O'Connor (Coordinator)

The Department

RL 009–010 Elementary French I and II (Fall/Spring: 3)

Conducted in French

Students with prior French experience admitted only by placement test

These courses are designed for students with no prior French experience and those who have studied French before and have placed into this level. True beginners should also sign up for RL 011, the Elementary French I Practicum. Emphasis is on building oral and written communication skills and exploring the cultural specificities of life in France. Elementary French I is a film-based course and is supplemented with web-based assignments and an online language lab.

Andrea Javel (Coordinator)

The Department

RL 015–016 Elementary Spanish I and II (Fall/Spring: 3)

Conducted in Spanish

These courses are for beginners.

Students with prior Spanish experience admitted only by placement test

These courses are 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. Emphasis is on building oral and written communication skills and acquiring a greater awareness of the Hispanic world. Class instruction is supplemented by videos and CD-ROM and web activities.

Debbie Rusch (Coordinator)

The Department

RL 023–024 Elementary Portuguese I and II (Fall/Spring: 3)

Conducted in Portuguese

Offered periodically

These courses are designed for students with little or no knowledge of the Portuguese language. They are an introduction to the language and cultures of the Portuguese-speaking world: Portugal, Brazil, Mozambique, Angola, Guinea-Bissau, Cape Verde, Sao Tome and Principe, and East Timor. Students will be engaged in basic activities and conversation, read simple texts, and study basic grammar structures and vocabulary (personal and family information, daily routines, food, housing, and hobbies).

The Department

RL 041 Intensive Elementary Spanish for Proficiency (Spring: 6)

Conducted in Spanish

Open to students with no prior experience in Spanish

This course meets five days per week.

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 Proficiency (Spring: 6)**Conducted in French****Open to students with no prior experience 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. The course meets four days per week (75 minutes each class).

*Jeff Flagg**Margaret Flagg***RL 043 Intensive Elementary Italian (Spring: 6)****Conducted in Italian****This course is for beginners.****Students with prior Italian experience admitted only by placement test****This course meets five days 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 the fall semester at Parma.

*Brian O'Connor**The Department***RL 109–110 Intermediate French I and II (Fall/Spring: 3)***Prerequisite:* RL 010, RL 042, RL 109, or admission by placement test**Conducted in French****Satisfies Foreign Language Proficiency Core requirement**

The emphasis will be on building upon prior study and developing a practical knowledge of the French language, as spoken by native speakers in contemporary France. Our goal is to help students develop oral and written proficiency in the language. The emphasis is on contemporary French culture and history, vocabulary expansion, accuracy of expression, and interactive language use. Short literary and cultural readings will provide authentic insight. Classroom work will be supplemented with web-based assignments and an online audio program.

*Andrea Javel (Coordinator)**The Department***RL 113–114 Intermediate Italian I and II (Fall/Spring: 3)***Prerequisite:* Admitted by placement test, consent of instructor, or completion of RL 004 and RL 113**Conducted in Italian****Satisfies Foreign Language Proficiency Core requirement****Elective for the Italian minor when taken as first course in language sequence**

The prime objective of these courses is to improve reading and writing skills, to continue building oral proficiency, and to provide a lively and current cultural background of contemporary Italy. A review of the elements of language will be supplemented by the reading of selected texts, oral practice, and individual research, all presented

within the context of contemporary Italian society and classic Italian culture. Students will develop their ability to satisfy basic survival needs and to engage in conversation on a fairly complex level.

*Brian O'Connor (Coordinator)**The Department***RL 115–116 Intermediate Spanish I and II (Fall/Spring: 3)***Prerequisite:* RL 016, RL 041, RL 115, or admission by placement test**Conducted in Spanish****Satisfies Foreign Language Proficiency Core requirement**

These courses build 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 videos, films, the internet, and other multimedia materials.

*Catherine Wood Lange (Coordinator)**The Department***RL 151 Italianissimo: Intermediate Italian II, Track 2 (Spring: 3)***Prerequisite:* Admission by placement test, consent of instructor, or completion of RL 113**Conducted in Italian****Satisfies Foreign Language Proficiency Core requirement****Elective for Italian minor when taken as first course in language sequence**

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. Readings include current newspaper and magazine articles and literary texts, including short stories, poems, and two short novels. 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 153–154 Adelante I and II (Fall/Spring: 3)***Prerequisite:* RL 016, RL 041, or admission by placement test**Conducted in Spanish****Satisfies Foreign Language Proficiency Core requirement**

Adelante I and II can be taken in lieu of Intermediate Spanish I and II. They are 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. They also provides excellent preparation for study abroad. Adelante I and II build 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 materials.

The Department

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RL 181 Intensive Intermediate Spanish for Proficiency (Fall: 6)

Prerequisites: RL 016, RL 041, or permission of instructor

Conducted in Spanish

This course meets five days per week.

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 Proficiency (Fall: 6)

Prerequisites: RL 010, 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. The course meets four days per week (75 minutes each class).

Jeff Flagg

Margaret Flagg

RL 209–210 French Conversation, Composition, and Reading I and II (Fall/Spring: 3)

Prerequisites: RL 110, RL 182, or admission by placement test

Conducted in French

Satisfies Foreign Language Proficiency Core requirement

An elective towards the French minor when taken as first course in sequence

These courses 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. These courses are 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)

Prerequisites: Admitted by placement exam, consent of instructor, or completion of RL 114, RL 151, or RL 213

Conducted in Italian

Satisfies Foreign Language Proficiency Core requirement

Elective for major and minor in Italian

The course topic, Italian through Fiction and Films, allows development of oral and written language skills. Centered on the analysis of short stories and films related to contemporary Italian society, attention will be paid to analytical and lexical enrichment. Other sources (articles from the Italian Press, audio-visual programs, and the Internet) will provide additional avenues of interpretation.

The Department

RL 215–116 Spanish Conversation, Composition, and Reading I and II (Fall/Spring: 3)

Prerequisites: RL 116, RL 215, or admission by placement test or appropriate score on SAT II or AP Exam

Conducted in Spanish

Satisfies Foreign Language Proficiency Core requirement

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 centering on contemporary Spain will form the basis for classroom discussions and compositions.

The Department

RL 300 The French and the Peoples of America (Fall: 3)

Prerequisites: Four years of high school French or RL 210

Conducted in French

Satisfies Cultural Diversity Core requirement

Satisfies Literature Core requirement

Elective for French major or minor

From the early modern period to the present, letters, travel accounts, engravings, essays and narrative fiction have borne witness to attempts of the French to understand peoples different from themselves in the Americas. We will explore issues of cultural diversity and commonality as we analyze accounts of their encounters with Native Americans, descendants of African slaves, Colonial Boston's Puritans, New Yorkers of the 1940s, and New England's university students, politicians, and writers. Students will also work on topics of French grammar through guided exercises.

Jeff Flagg

RL 302 Racism: French and American Perspectives (Spring: 3)

Cross listed with BK 316

Conducted in English

Satisfies Cultural Diversity Core requirement

Offered periodically

Elective for French major or minor

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

Jeff Flagg

RL 305 Introduction to Drama and Poetry (Fall/Spring: 3)

Prerequisites: Four years of high school French or RL 209 or RL 210

Conducted in French

Satisfies Foreign Language Proficiency Core requirement

Fulfills one of the 300 level requirements for the French major

This course is open to any students interested in expanding their linguistic and cultural horizons while developing their literary skills through writing in French. Guided compositions will help students to gain precision and sophistication in their written French and in their writing in general. Selected poems and plays explore a chosen theme

and allow students to learn the basics of literary analysis in each genre. Grammar review is tied to the readings. This course will prepare students for 400-level courses in literature and culture.

Stephen Bold

Lauren Ravalico

RL 306 Introduction to Narrative Forms (Fall/Spring: 3)

Prerequisites: Four years of high school French or RL 209 or RL 210

Conducted in French

Satisfies Foreign Language Proficiency Core requirement

Fulfills one of the 300-level requirements for the French major

This course is designed to help students with a good background in French to progress to the next level. Students in this course will continue to solidify their mastery of French grammar through structural exercises tied to readings, discussion, and written analysis of selected short stories, novels, and narrative film. The stories have been chosen and presented to allow students to progress substantially both in their basic reading skills in French and in their awareness of critical aspects of storytelling such as narrative voice, point of view, and plot structure.

Joseph Breines

Lauren Ravalico

RL 307 Masterpieces of French Literature (Fall/Spring: 3)

Prerequisites: Four years of high school French or RL 209 or RL 210

Conducted in French

Satisfies Foreign Language Proficiency Core requirement

Fulfills one of the 300-level requirements for the French major

This course allows students to proceed to a more advanced level of study in French through the reading and discussion of a selection of important works of French literature. It will provide an introduction to the history of the French literary tradition through the study of a specific theme. The selected works will be studied from a variety of literary, historical, and cultural perspectives. 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.

Ourida Mostefai

Lauren Ravalico

RL 308 Advanced Language Studies (Fall/Spring: 3)

Prerequisites: Four years of high school French or RL 209 or RL 210

Conducted in French

Satisfies Foreign Language Proficiency Core requirement

Fulfills one of the 300-level requirements for the French major

Fall topic: Translation; Spring topic: Phonetics

This course will help you deepen your mastery of the structures of written French, develop your appreciation of style, and enrich your vocabulary. Selected topics of advanced grammar and stylistics will be examined in context in order to help you prepare for a wide range of exercises in written composition. Special attention will also be given to the enrichment of your active vocabulary. As you develop your analytical reading skills, you will use a wide variety of textual models for your own writing.

Stephen Bold

Ourida Mostefai

RL 309 Topics in French Culture and Civilization (Spring: 3)

Prerequisites: Four years of high school French or RL 209 or RL 210

Conducted in French

Satisfies Foreign Language Proficiency Core requirement

Fulfills one of the 300-level requirements for the French major

Spring topic: Artists and their Writings

This course introduces students to the study of French culture and its tradition by exploring questions related to contemporary France, its cultural history, monuments, and institutions. Discussions and students' work focus on a selection of relevant documents chosen from a variety of print and audio-visual documents. Students also continue to work on advanced topics of French grammar through structural exercises and guided written compositions. This course prepares students for 400-level courses in culture and civilization.

Anne Bernard Kearney

RL 314 Businessmen in Literature (Spring: 3)

Prerequisite: Consent of instructor or completion of RL 214

Cross listed with EN 084

Conducted in English

Satisfies Foreign Language Proficiency Core requirement

Offered periodically

Elective for Italian major and minor

The course looks at businessmen as they are portrayed in short stories, plays, a novel, and films from the Middle Ages to the present. It takes as a premise the revolutionary nature of the businessman, and literature will serve as the microcosm to explore society's evolving ideas about business. Questions include the role of businessmen in urban development, the arts and philanthropy, business and meritocracy, reputation and the need for privacy/secretcy, price versus value, the ambivalent symbolism of currency, the commodification of the human body/nature, the anxiety of poverty and of wealth, and inherited versus earned money.

Laurie Shepard

RL 320 Le Française des Affaires (Spring: 3)

Prerequisites: Four years of high school French or RL 209 or RL 210

Conducted in French

Satisfies Foreign Language Proficiency Core requirement

Elective for French major or minor

This course offers an introduction to the French vocabulary and syntax specific to business and politics. Students will learn advanced French language communication skills, study the functioning of the French business world, and review the essential grammatical structures of the French language. This course prepares students 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 328 Islam and the Iberian Peninsula (Fall: 3)

Cross listed with IC 328

Conducted in English

Offered periodically

This course will examine the relationship between cultures in the Euro-Arab context from both historical and contemporary perspectives. It will begin with an examination of the historical influence of Islam in the Iberian Peninsula from the eighth to the fifteenth centuries. During

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that period, Spain presented an example of religious tolerance and the place where the followers of the three Abrahamic religions lived, arguably, in harmony with one another. Against this background, the course will explore the interactions and mutual influences between the Iberian and the Islamic cultures from the Middle Ages to the present.

Elizabeth Goizueta

RL 355 Theater Practicum: Carlo Goldoni's "La locandiera"
(Spring: 3)

Conducted in Italian
Offered periodically

Theater has always been a quintessentially Italian genre, from Renaissance comedies to the experimentations of the 1900s. Students will carefully read Carlo Goldoni's *La locandiera*, one of the most revolutionary and influential plays of eighteenth century theater. The course is divided in two parts: in the first one students will closely analyze the text in light of its historical, social and literary context. In the second part the whole class will stage the play, and prepare every detail involved in such process: choose costumes, props and setting, direct, and ultimately act.

Mattia Acetosio

RL 360 Literature et Culture Francophones (Fall: 3)

Cross listed with BK 466

Conducted in French

Satisfies Cultural Diversity Core requirement

Satisfies Foreign Language Proficiency Core requirement

Offered periodically

Elective for French major or minor

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 following writers' works will be discussed: Tahar Ben Jelloun, Assia Djebar, Leïla Sebbar, Aimé Césaire, Leopold Senghor, Aminata Sow Fall, and Anne Hebert.

Nelly Rosenberg

RL 373 Love, Sexuality, and Gender (Spring: 3)

Cross listed with EN 084

Conducted in English

Elective for Italian major or minor

This course explores the modern conception of "romantic love" by examining its birth and development in prominent literary works (by men and women) of the Middle Ages and Renaissance. We will also investigate allied notions of sexuality, gender, and marriage, in both a heterosexual and same-sex ("homosexual") context. For contrast and comparison, the course begins with a study of the Bible and ancient Greek and Roman texts and ends with a look at the depiction of our themes in contemporary cinema as well as a discussion of the current debate in American society over the nature and purpose of marriage.

Franco Mormando

RL 374 What is Africa to Me? Comparative African Literatures (Fall: 3)

Conducted in English

Satisfies Cultural Diversity Core requirement

Satisfies Literature Core requirement

Offered periodically

Elective for French major or minor

In his poem "What is Africa to Me?" the African-American Countee Cullen considers what writing about Africa means to those living in the United States. Similarly, this course explores how different African writers have used literature to express various aspects of their identities including race, class, ethnicity, religion, and gender. This course crosses national boundaries to broaden perspectives on studying the African continent from a literary perspective. Bringing together African studies, comparative literature, and postcolonial studies, this course will introduce students to major topics in each of these areas through the study of authors from Francophone and Anglophone Africa.

Regine Jean-Charles

RL 392 Advanced Spanish (Fall/Spring: 3)

Prerequisite: RL 216, or a score of 5 on the AP Spanish Language Exam, or proficiency equivalent to students completing RL 216, to be determined by the Department

Conducted in Spanish

Satisfies Foreign Language Proficiency Core requirement

Elective for the Hispanic Studies major and minor

In this one-semester intensive course, the students will assimilate, at an advanced proficiency level, the communicative functions of narration and description in past, present, and future time frames, as well as of hypothesis, analysis, and the defense of opinions on topics relevant to contemporary Spanish speaking cultures. Students will participate in intensive and structured practice, including reading, writing, listening comprehension, and speaking in formal and informal situations. The goal is to make the accurate use of the past tenses and the subjunctive mood part of the student's spontaneous use of spoken Spanish.

The Department

RL 393 Literatures of the World: Life Stories (Fall: 3)

Cross listed with EN 084

Conducted in English

Satisfies Literature Core requirement

Offered periodically

Elective for the French major

This course will concentrate on texts following the path of a person on his/her journey from alienation, loss, hardship, through a turning point. We will read stories of people who were caught in a major life crisis but who managed to keep a deep connection with themselves and the world: people who survived to share their experience with others. We will read three books and a play, as well as letters, book extracts, and Nobel Prize addresses in a coursepack. Some films will be discussed.

Anne Bernard Kearney

RL 395 Contextos: Introduction to Literary Analysis in Spanish (Fall/Spring: 3)

Conducted in Spanish

Satisfies Literature Core requirement

Required for Hispanic Studies majors and minors

Contextos introduces students to the analysis of a wide range of Hispanic texts, including genres such as poetry, narrative, drama, essay,

and film. Special attention to written work and discussion allows them to become familiar with the concepts and terminology essential for original critical thinking.

The Department

RL 511 Manzoni's *I Promessi Sposi* (Spring: 3)

Prerequisites: Admitted by placement test, consent of instructor, or completion of RL 214

Conducted in Italian

Offered periodically

Elective for Italian major or minor

A critical reading of Alessandro Manzoni's nineteenth-century novel, *I Promessi Sposi*, the fascinating story of simple but star-crossed peasant lovers seen against the turbulent historical backdrop of the Spanish domination of seventeenth-century Lombardy. Universally acclaimed as the greatest and most important novel of Italian literature as well as one of the foundational texts of post-unification Italian national identity, the novel will be analyzed from a multiplicity of interdisciplinary perspectives (literary, political, theological, psychological, etc.). Accompanying our reading of the text will be a study of the two film versions of the novel produced in the 1940s and 1960s.

The Department

RL 526 Dante's *Divine Comedy* in Translation (Spring: 3)

Cross listed with EN 696

Conducted in English

Elective for Italian major or minor

An introduction to and critical reading of the *Divine Comedy* (in English translation), one of the world's greatest epic poems, produced by "the chief imagination of Christendom" (Yeats). Dante's journey through Hell, Purgatory, and Paradise will be analyzed at its multiple levels of interpretation: literal and allegorical, theological, philosophical, political, and literary. Compendium of an entire epoch of European civilization, the *Comedy* will also be interrogated for its responses to the fundamental questions of human existence: God, the Cosmos, the Self, Good and Evil, Right and Wrong, Suffering, and Happiness.

Laurie Shepard

RL 566 Twilight Zones: Italian Fantastic Short-Stories (Fall: 3)

Conducted in Italian

Offered periodically

Literature of the Fantastic has always challenged our perception of reality. Many Italian writers focused on fantastic themes and wrote unique stories about the uncanny, the unfamiliar and the astonishing in everyday life or described marvelous worlds and alternate universes. This course explores the short stories of major Italian writers from Romanticism to the New Millennium who engaged in this genre and mode of narration. Their short stories will show an unedited side of Italian literature, and allow students to more fully understand Italy's history, society, and culture.

Mattia Acetosio

RL 607 Warrior Women of Spain: Nineteenth–Twenty-first Centuries (Spring: 3)

Prerequisite: Contextos, concurrent enrollment in Contextos, or permission of instructor

Conducted in Spanish

Offered periodically

Fulfills post-1800 Peninsular requirement for major

This course examines the portrayal of strong female figures in Spanish literature and film from the nineteenth century to the present. Beginning with the writings of outspoken nineteenth-century authors such as Concepción Arenal and Emilia Pardo Bazán, we move towards literary and filmic depictions of female involvement in the Spanish Civil War, and feminist narrative of recent decades from authors such as Montserrat Roig and Almudena Grandes. This course focuses on the variety of ways in which literature and film have defied gender stereotypes.

Wan Tang

RL 615 Contemporary Latin American Writers (Fall: 3)

Prerequisite: Contextos, concurrent enrollment in Contextos, or permission of instructor

Conducted in Spanish

Satisfies Cultural Diversity Core requirement

Satisfies Foreign Language Proficiency Core requirement

Offered periodically

Fulfills Latin American post-1800 major requirement

Selected texts from various genres (short story, theatre, 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 619 Spanish Short Stories from Medieval to Modern (Spring: 3)

Prerequisite: Contextos, concurrent enrollment in Contextos, or permission of instructor

Conducted in Spanish

Offered periodically

Fulfills pre-1800 Peninsula requirement for major

This course presents a panoramic study of Spanish short fiction from the Middle Ages through the nineteenth century. We will focus on the evolution of the short story genre, examining changes in the format and content of short fiction ranging from the medieval exempla to works from the Siglo de Oro, the Enlightenment, and the Romantic and Realist movements.

Wan Tang

RL 629 Latin American Novels (Spring: 3)

Prerequisite: Contextos or permission of instructor

Conducted in Spanish

Satisfies Cultural Diversity Core requirement

Offered periodically

Fulfills post-1900 Latin American requirement for major

The focus of this course will be on the shift in Latin American novels of the twentieth century from exterior descriptions to the interior dimensions of the self. It examines the themes and techniques of selected writers, including Ernesto Sábato, María Luisa Bombal, Alejo Carpentier, Carlos Fuentes, Mario Vargas Llosa, Elena Poniatowska, Gabriel García Márquez, Laura Esquivel, and Antonio Skarmeta.

Harry L. Rosser

ARTS AND SCIENCES

RL 640 What's Modern About Modernism (Fall: 3)

Conducted in Spanish

Offered periodically

Fulfills the post-1900 Latin American requirement for majors in Hispanic Studies

Beginning with Modernismo this course will explore, through some of the most relevant writers of the period, the idea of Modernity and its impact as a major cultural force in Latin America. We will focus on the innovative cultural and textual politics of writers such as Rubén Darío, Leopoldo Lugones, Delmira Agustini and José Juan Tablada among others.

Ernesto Livon-Grosman

RL 647 Spanish Short Stories since Clarín (Fall: 3)

Prerequisite: Contextos or permission of instructor

Satisfies Foreign Language Proficiency Core requirement

Offered periodically

Fulfills post-1800 requirement in Peninsular Literature for Hispanic Studies majors

A panoramic study of Spanish short fiction since Leopoldo Alas (Clarín). We will study this genre, which achieves its most mature expression in the twentieth century. During the semester, we will analyze a representative sample of writers of both sexes, paying particular attention to modern and postmodern contributions.

Irene Mizrahi

RL 648 Literature of Cultural Migration in the Americas (Spring: 3)

Prerequisite: Contextos, concurrent enrollment in Contextos, or permission of instructor

Conducted in Spanish

Offered periodically

Fulfills pre-1900 requirement in Latin American literature for Hispanic Studies majors

Ever since Columbus, the culture and literature of the Americas has been forged by the conflictive and yet rich mixing of peoples and cultures. In this course we will focus on three regions: the Caribbean, the Andes, and Latinos in the United States, basing our inquiry on major literary texts spanning the colonial to modern periods, as well as sources in music and film, as we seek to grapple with questions of coloniality and modernity, transculturation and assimilation, in an increasingly global world.

Sarah H. Beckjord

RL 657 Galdos: An Introduction (Fall: 3)

Prerequisites: Contextos, concurrent enrollment in Contextos, or permission of instructor

Conducted in Spanish

Offered periodically

Fulfills post-1800 Peninsular requirement for major

This course provides a survey of the literary production of Benito Pérez Galdos, the foremost Spanish writer of the nineteenth century. Beginning with the author's famous discourse "La sociedad presente como materia novelable," we will study a range of Galdos's novels and short stories with a focus on his representations of nineteenth-century Spanish society. We will also examine film adaptations of Galdos's works, and discuss the author's continued relevance in Spanish culture.

Wan Tang

RL 659 The Hero's Other Half: Bad Guys and Girls in Early Modern Spain (Fall: 3)

Prerequisite: Contextos or permission of instructor

Conducted in Spanish

Offered periodically

Fulfills Peninsular pre-1800 major requirement

Based on the idea that heroes depend on anti-heroes to exist, this course examines Early Modern Spanish heroic figures in light of social misfits and minorities, such as women, fools, and sinners. The changing nature of the heroic figure across the sixteenth and seventeenth centuries is considered.

Elizabeth Rhodes

RL 661 Contemporary Spanish Theater (Spring: 3)

Prerequisite: Contextos or permission of instructor

Conducted in Spanish

Satisfies Foreign Language Proficiency Core requirement

Offered periodically

Fulfills Peninsular post-1800 major requirement

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 662 Violence in Hispanic Culture (Spring: 3)

Prerequisite: Contextos

Conducted in Spanish

Satisfies Cultural Diversity Core requirement

Offered periodically

Counts as an elective for the major and the minor

In this writing-intensive course, students will interrogate the nature and representation of violence in specific Peninsular and Latin American texts, from the pre-Columbian to the contemporary periods. Painting, plastic arts, cinema, and literature are considered.

Elizabeth Rhodes

RL 670 The Sounds of Spanish: Phonetics and Phonology (Spring: 3)

Conducted in Spanish

Offered periodically

An introduction to the fundamental linguistic concepts and terms that characterize the types of sounds used in speech and the ways in which they are produced and perceived in the Spanish language. Focus will be on the physiological description of the sound system itself (phonetics), as well as on the analysis of those units of sound which make up elements of contrast in an interlocking network of contrasts (phonology).

Harry L. Rosser

RL 678 Early Spanish American Women Writers (Fall: 3)

Conducted in Spanish

Offered periodically

Fulfills pre-1900 requirement in Latin American literature for Hispanic Studies Majors

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, among others.

Sarah H. Beckjord

RL 693 Borges: an Introduction (Fall: 3)

Prerequisite: Contextos, concurrent enrollment in Contextos, or permission of instructor

Conducted in Spanish

Offered periodically

Fulfills post-1900 Latin American requirement for major Elective for Hispanic Studies major or minor

This course will discuss Jorge Luis Borges's work and its multiple philosophical and cultural implications. We will read his prose and poetry in direct dialogue with his predecessors and followers. Looking at how Borges read other writers and other writers read him, we will map the genealogy that makes him one of the most important intellectuals of our time.

Ernesto Livon-Grosman

RL 698 Honors Research Seminar (Fall: 3)

This semester is devoted to defining and researching the thesis. Students will work closely with their thesis director and meet regularly as a group with the program coordinator to discuss their work in progress. At the end of the semester students will present a clear statement of their thesis, accompanied by an outline, a bibliography of works consulted, and one chapter.

The Department

RL 699 Honors Thesis Seminar (Spring: 3)

This semester is devoted to the writing and completion of the thesis. Students will continue to work closely with their thesis director and meet as a group with the program coordinator. Upon submitting the final copy of their thesis, students will make a short oral presentation to the faculty and to other students during the annual reception honoring their achievements.

The Department

Undergraduate and Graduate Course Offerings

RL 430 French Poetry of the Renaissance (Spring: 3)

Prerequisites: Two courses from RL 305–309

Conducted in French

Offered periodically

Fulfills one of the 400-level requirements for the French major or minor

This course will focus on the poetic revolution undertaken by Joachim du Bellay and Pierre Ronsard, leaders of the group known as the Pléiade. Their return to classic Greek and Roman sources paradoxically established the standards for modern French poetry through to the twentieth century. Most importantly, we will read some of the most beautiful and most intriguing poems ever written in French.

Stephen Bold

RL 435 Tragedy (Fall: 3)

Prerequisites: Two courses from RL 305–309

Conducted in French

Offered periodically

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 441 Literature and Culture of the French Enlightenment (Fall: 3)

Prerequisites: Two courses from RL 305–309

Conducted in French

Satisfies Foreign Language Proficiency Core requirement

Offered periodically

This course seeks to examine the idea of “Lumieres” 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 449 Libertinage (Spring: 3)

Prerequisites: Two courses from RL 305–309

Conducted in French

Offered periodically

Libertinage in eighteenth-century France is characterized by the desire for a radical emancipation from all constraints and the systematic pursuit of pleasure. This course will focus on this cultural and intellectual phenomenon, which has recently received much critical attention. We will trace its evolution and analyze its multiple manifestations in ancien-régime French society: in religion, politics, morals, literature, philosophy and the arts. Readings will include pieces of fiction and philosophy of major authors, e.g., Crébillon, Marivaux, Diderot, Laclos, Sade as well as lesser-known writers. Painters Boucher, Watteau, Fragonard and other artists who participated in this important movement will also be studied.

Ourida Mostefai

RL 473 Haiti Cherie: Haitian Literature and Culture (Spring: 3)

Prerequisites: Two courses from RL 305–309

Cross listed with BK 322

Conducted in French

Offered periodically

This course will focus on the formation of a Haitian literary tradition, along with the historic and cultural factors that have influenced them. We will consider the major movements and themes, such as the nineteenth century literary movements, the politics of literature, and the role of the Haitian diaspora. How has Haitian literature developed over the years? How have socioeconomic, historical, and political factors been represented? How have Haitian writers taken on the question of language in their writing? Using a chronological approach to chart a timeline of Haitian literature, we will observe various cultural trends in relation to history.

Regine Jean-Charles

RL 480 Marriage and Modernity (Fall: 3)

Prerequisites: Two courses from RL 305–309

Conducted in French

Offered periodically

Fulfills one of the 400-level requirements for the French major or minor

In this course we will study the role of marriage in French culture. Starting with comic theatre in the seventeenth century, we will work our way up to recent debates about marriage laws in France. Our goal is to come to a better understanding of how representations of marriage in literature, art, popular media, and film function to define, challenge, and subvert what it means to be a French man and a French woman

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throughout the ages. We will meet a diverse cast of characters in our survey: wives and husbands, cheaters, cuckolds, desperate housewives, nuns, closeted gays, and prostitutes.

Lauren Ravalico

RL 483 Twentieth-Century French Theatre (Fall: 3)

Prerequisites: Two courses from RL 305–309

Conducted in French

Offered periodically

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 485 Consumption and Self (Spring: 3)

Prerequisites: Two courses from RL 305–309

Conducted in French

Offered periodically

Fulfills one of the 400-level requirements for the French major or minor

Elective for French major or minor

The French are among the world's most discerning consumers of the finer things in life: food, wine, fashion, etc. In this course we will examine the cultural history of French consumptive practices to better understand their role in shaping modern French culture. We will discuss the pleasures and problems of consumption in the literature, press, and visual art of the nineteenth century, when France developed into a capitalist democracy with Paris as its economic and cultural hub. Works by Balzac, Baudelaire, Flaubert, Sand, Zola, et al. We will also take museum excursions to study works by, Degas, Manet, Renoir, etc.

Lauren Ravalico

RL 495 Second Language Acquisition (Spring: 3)

Cross listed with SL 378

Offered periodically

The course focuses on research carried out since the development of the "interlanguage hypothesis"; the role of the learner's native language, Krashen's Monitor Model; application of Greenbergian language universals in the analysis of learner language; generative grammar-based proposals; debate about the role of input and interaction; and research on the social and psychological factors that bear on second language learning. Emphasis is on the acquisition of second-language morphology, grammar, and vocabulary by adults, with some treatment of child language acquisition.

Margaret Thomas

RL 526 Dante's *Divine Comedy* in Translation (Spring: 3)

Cross listed with EN 696, PL 508, TH 559

Conducted in English

Offered periodically

Elective for Italian major or minor

An introduction to and critical reading of the *Divine Comedy* (in English translation), one of the world's greatest epic poems, produced by "the chief imagination of Christendom" (Yeats). Dante's journey

through Hell, Purgatory, and Paradise will be analyzed at its multiple levels of interpretation: literal and allegorical, theological, philosophical, political, and literary. Compendium of an entire epoch of European civilization, the *Comedy* will also be interrogated for its responses to the fundamental questions of human existence: God, the Cosmos, the Self, Good and Evil, Right and Wrong, Suffering, and Happiness.

Laurie Shepard

RL 571 Italian Postwar Cinema (Spring: 3)

Conducted in Italian

Offered periodically

Italian cinema left an everlasting footprint worldwide: many Hollywood masters declared their love for it and recognized their debt towards the major Italian directors, such as Roberto Rossellini, Federico Fellini, and Michelangelo Antonioni. This course follows the main steps toward the definition of this great filmic tradition, from Neorealism to the digital experimentation of the 1990s. From the great Italian comedies of the 1960s, to the political films of the 1970s, Italian cinema constantly recorded the cultural evolution of a country that emerged from postwar poverty and became a global symbol elegance, history and art.

Mattia Acetosio

RL 572 Comparative Development of the Romance Languages (Fall: 3)

Prerequisite: Advanced knowledge of at least one Romance language or Latin, or a strong background in Linguistics

Cross listed with SL 472

Conducted in English

Offered periodically

How many Romance languages are there? You may be surprised! What constitutes a Romance language? Why are they called Romance languages? In addition to answering these and many other questions, we will examine in considerable detail the linguistic development and structure of Spanish, French, and Italian, and acquire more limited familiarity with other Romance languages. The focus of the course will be on their historical development from Latin. This course may be taken for either graduate or undergraduate credit.

Laurie Shepard

RL 830 Bernini and the Baroque (Fall: 3)

Cross listed with FA 481

Conducted in English

Offered periodically

An interdisciplinary study of the art, literature and culture of the Baroque age (ca. 1600–1680), focusing on its epicenter, the city of Rome, and on the one artist who more than any other defined and disseminated that style, Gian Lorenzo Bernini. Against the backdrop of the political and institutional crises and social-religious metamorphoses of the period, we will explore the fertile and intimate inter-relationship between the arts (sculpture, architecture, theatre, music) and the other forms of cultural expression.

Stephanie Leone

Franco Mormando

Slavic and Eastern Languages and Literatures

Faculty

Maxim D. Shroyer, *Professor*; B.A., Brown University; M.A., Rutgers University; M.A., M.Phil., Ph.D., Yale University

Cynthia Simmons, *Professor*; A.B., Indiana University; A.M., Ph.D., Brown University

Margaret Thomas, *Professor*; B.A., Yale University; M.Ed., Boston University; A.M., Ph.D., Harvard University

Sing-chen Lydia Chiang, *Associate Professor and Coordinator, East Asian Languages*; B.A., National Taiwan University; M.A., University of Washington; Ph.D., Stanford University

Michael J. Connolly, *Associate Professor*; Chairperson of the Department; A.B., Boston College; Ph.D., Harvard University

Franck Salameh, *Assistant Professor and Coordinator, Arabic and Hebrew*; B.A., University of Central Florida; M.A., Boston University; Ph.D., Brandeis University

Atef N. Ghobrial, *Adjunct Assistant Professor*; B.A., Cairo University; M.A., Ph.D., Boston University

Fang Lu, *Adjunct Assistant Professor*; B.A., M.A., Beijing Normal University; Ph.D., Simon Fraser University

Contacts

- Administrative Secretary: Demetra Parasirakis, 617-552-3910, parasira@bc.edu
- fmwww.bc.edu/sl

Undergraduate Program Description

The Department administers undergraduate majors in Linguistics, Russian, and Slavic Studies, as well as minors in Arabic (departmental), Chinese (departmental), Linguistics (departmental), Russian (departmental), and East European Studies (interdisciplinary). Students may also participate in the Minor in Asian Studies (interdisciplinary). Departmental honors require successful completion of honors requirements. For information, contact the Department at 617-552-3910.

The Department maintains listings of related courses from other departments that satisfy various program requirements. Substitutions and exemptions from specific program requirements, as well as the application of courses from other institutions, require express permission from the Chairperson or the Undergraduate Program Director.

Students fulfilling the undergraduate Core requirement in Literature should consider Core offerings taught by members of the Department under the title SL 084 (EN 084) Literatures of the World.

References to the number of credits required pertain to students enrolled in the class of 2014 and beyond, but also correlate with the number of full one-semester courses required.

Major in Linguistics (30 credits)

The focus of the Linguistics program does not lie in the acquisition of language skills alone, but rather in learning to analyze linguistic phenomena with a view toward making significant generalizations about the nature of language.

Students majoring in linguistics build their programs around a specific area of emphasis. A program of study tailored to the individual student's interests and goals is designed in consultation with the faculty. Areas of emphasis include, but are not limited to, philology (the historical and comparative study of ancient languages), psycholinguistics, and language acquisition.

A typical program for this major requires the following:

- SL 311 General Linguistics (three credits)
- SL 344 Syntax and Semantics (three credits)
- SL 367 Language and Language Types (three credits)
- Six credits of a philological nature on the detailed structure of a language
- Fifteen credits drawn from departmental offerings, supplemented by approved language-related courses in other departments

Linguistics majors should have proficiency in one foreign language and competence in at least one other language at a level appropriate to their career plans. Some exposure to a non-Indo-European language is desirable (e.g., Chinese, Hebrew, Japanese, Korean—all of which are taught within the Slavic and Eastern Languages and Literatures Department).

Minor in Linguistics (Departmental)

This departmental minor requires a minimum of 18 credits:

- SL 311 General Linguistics (three credits)
- SL 344 Syntax and Semantics (three credits)
- Two courses on philological topics (six credits)
- Two courses on general linguistic topics (six credits)

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 (30 credits):

- Nine credits in Russian grammar, composition, and stylistics beyond the intermediate level
- Nine credits in Russian literature, including two survey courses for classical and modern Russian literature (SL 222 and SL 223)
- Three credits in Russian linguistics (The Structure of Russian, Early Slavic Linguistics and Texts, Old Church Slavonic, or Old Russian)
- Nine elective credits in Russian literature or advanced Russian linguistics (list of approved courses available)

Track 2: Russian Culture and Civilization (30 credits):

- Three credits in Russian Civilization (usually SL 285 Russian Civilization and Culture)
- Six credits in Russian language beyond the intermediate level
- Six credits for classical and modern Russian literature (normally SL 222 and SL 223)
- Fifteen credits from Russian and Slavic offerings, of which at least nine credits must be in Russian literature or culture

Minor in Russian (Departmental)

The departmental minor in Russian requires a minimum of 18 credits:

- Six credits in Russian at or above the intermediate level
- Six credits in Russian literature: one pre-twentieth century and one post-nineteenth century
- Six credits in Russian literature, culture, or linguistics

Major in Slavic Studies (30 credits)

The major in Slavic Studies provides broadly-based training in scholarship about Russia and the nations of Eastern Europe and the former Soviet Union. The normal program for this major requires the following:

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- Six credits in a Slavic language at or above the intermediate level
- Three credits in Slavic civilizations (usually SL 231 Slavic Civilizations)
- Six credits in a Slavic literature
- Six credits in Slavic history or social sciences
- Nine credits in general Slavic studies (list of approved courses available)

Minor in Arabic Studies (Departmental)

The departmental minor in Arabic Studies covers areas of Modern Standard Arabic and Modern Hebrew languages, Modern Middle Eastern literature and cultural history, and Near Eastern Civilizations. The minor requires a minimum of 18 credits:

- Six credits in Modern Standard Arabic above the intermediate level
- Twelve credits in Middle Eastern languages, cultures, literatures and civilizations, which may include a language course in Modern (Israeli) Hebrew, courses taught in translation, and Near Eastern Civilizations

Minor in Chinese (Departmental)

The departmental minor in Chinese focuses on acquiring modern language proficiency and knowledge of aspects of Chinese culture, literature and civilization. The minor requires a minimum of 18 credits:

- Six credits in modern Mandarin Chinese above the intermediate level
- Twelve credits in Chinese culture and literature, which may include courses taught in translation, language courses in Classical Chinese and Advanced Chinese, and Introduction to Far Eastern Civilizations

Minor in Asian Studies (Interdisciplinary)

For information concerning the Asian Studies minor, contact the Director of the interdisciplinary minor in Asian Studies, Rebecca Nedostup, nedostup@bc.edu, 617-552-3017.

Minor in East European Studies (Interdisciplinary)

The East European Studies interdisciplinary minor requires a minimum of 18 credits, distributed as follows:

- Three credits in either Russian Civilization (SL 284) or Slavic Civilizations (SL 231)
- Three credits in Russian or East European history or politics
- Six credits in Russian or another East European language at or above the intermediate level
- Six credits from related areas such as: art history, economics, film studies, literature, linguistics or language, philosophy, or theology. One of these electives may be a directed senior research paper on an approved topic.

For more information on the minor in East European Studies, contact Professor Cynthia Simmons, Director, East European Studies minor, simmons@bc.edu

Minor in Jewish Studies (Interdisciplinary)

The Boston College Jewish Studies program seeks to examine the multiple dimensions and complexities of Jewish culture throughout its broad chronological and geographical range. The interdisciplinary minor in Jewish Studies consists of a total of 18 credits, including one foundation course, four electives, and a concluding seminar/Capstone course.

For information concerning the interdisciplinary undergraduate minor in Jewish Studies, visit the program's webpage, at www.bc.edu/schools/cas/jewish.

Study Abroad

The Slavic and Eastern Languages and Literatures 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.

Students majoring in linguistics may profit from any number of study-abroad opportunities, depending on the specific language(s) they elect to focus on. Students of East Asian languages have participated to great advantage in a variety of different study abroad opportunities in Japan, the People's Republic of China, the Republic of China, Korea, and other nations of Asia.

Junior year is the most popular time to study abroad, but seniors have done so successfully as well. All Slavic and Eastern Languages and Literatures majors must obtain department course approval before going abroad. Students should consult with the relevant faculty members, depending on their language and area of expertise.

Office of International Programs

Students taking classes in the Slavic and Eastern Languages and Literatures Department participate in Boston College's programs and international partnerships in China, Israel, Japan, Korea, Morocco, Nepal, Philippines, Poland, Russia, and other countries.

For complete information on any of these programs and also on unofficial study abroad, visit www.bc.edu/international.

Teachers of English to Foreign Students

The Slavic and Eastern Languages and Literatures Department offers a number of linguistics courses for training teachers of English to foreign students. The English Department offers elective and core-level undergraduate courses of English language and literature for foreign students enrolled at Boston College (EN 117-120).

Undergraduate Course Offerings

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

SL 003-004 Elementary Russian I and II (Fall/Spring: 4)

Courses for beginners that stress thorough training in Russian grammar accompanied by reading exercises and elementary composition. Additional conversation and language-laboratory work required.
Elena Lapitsky

SL 009-010 Elementary Chinese I and II (Fall/Spring: 3)

Corequisite: SL 015

An introduction to the fundamentals of modern Chinese (Mandarin) grammar and vocabulary, including exercises in pronunciation and sentence structure and development of basic conversation, reading, and character writing skills. Additional practicum work required.
Fang Lu

SL 015 Elementary Chinese Practicum (Fall/Spring: 3)

Corequisite: SL 009-010

Required additional exercises and conversational practice to supplement Elementary Chinese I and II.

Guo Xu Chan

Huimin Li

SL 017–018 Elementary Arabic I and II (Fall/Spring: 3)*Corequisite:* SL 025

An introduction to the study of literary and formal spoken Arabic. The course is designed to develop simultaneously the fundamental skills of reading ability, aural comprehension, and oral and written self-expression. Includes exercises in pronunciation, grammar, and reading. Additional conversation practice and language laboratory work required.

*Atef Ghobrial***SL 023–024 Elementary Japanese I and II (Fall/Spring: 4)**

An introduction to the study of modern Japanese. The course develops the fundamental skills of reading ability, aural comprehension, and oral and written self-expression.

*Jeun Ono Cheung**Ritsuko Sullivan***SL 025 Elementary Arabic Practicum (Fall/Spring: 3)***Corequisites:* SL 017–018

Required exercises and conversational practice to supplement Elementary Arabic I and II.

*Ikram Easton**Samira Al Recha Kuttab***SL 031–032 Introduction to Korean I and II (Fall/Spring: 3)**

Offered biennially

An introduction to the study of modern Korean. The course develops the four fundamental skills of reading ability, aural comprehension, and oral and written expression through exercises in pronunciation, grammar, and reading. An additional language laboratory drill is available.

*Choong Yoon**Hyang-sook Yoon***SL 035–036 Introduction to Bulgarian I and II (Fall/Spring: 3)**

Offered biennially

Courses for beginners in standard modern Bulgarian intended to develop reading, writing, and speaking abilities as well as to introduce students to Bulgarian culture. The study of language structure is based on comparisons with English and Slavic languages. The courses provide a basis for further work in translation and composition.

*Mariela Dakova***SL 037–038 Introduction to Modern Hebrew I and II**

(Fall/Spring: 3)

Cross listed with TH 037–038

Offered biennially

Courses for beginners in Hebrew with attention to modern Israeli. The courses are intended to develop the ability to read a variety of Hebrew texts and other Hebrew prose and poetry and to set a foundation for both conversational and compositional skills. As part of the learning, students will be exposed to modern Israeli culture. No previous knowledge of Hebrew is assumed.

*Gil Chalamish***SL 051–052 Intermediate Russian I and II (Fall/Spring: 4)***Prerequisite:* SL 004 or equivalent

Satisfies Foreign Language Proficiency Core 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 061–062 Intermediate Chinese I and II (Fall/Spring: 3)***Prerequisite:* SL 010*Corequisite:* SL 069

Satisfies Foreign Language Proficiency Core requirement

Continuation of coursework in spoken and written modern Chinese (Mandarin) with extensive practice in listening, speaking, reading, and writing, as well as the development of specialized vocabularies and cultural dimensions.

*Sing-chen Lydia Chiang***SL 063–064 Intermediate Japanese I and II (Fall/Spring: 4)***Prerequisite:* SL 024 or equivalent

Satisfies Foreign Language Proficiency Core requirement

Continuation of coursework in spoken and written Japanese with extensive practice in listening, speaking, reading, and writing.

*Naemi Tanaka McPherson**Ritsuko Sullivan***SL 069 Intermediate Chinese Practicum (Fall/Spring: 3)***Corequisites:* SL 061–062

Additional required exercises and conversation practice for Intermediate Chinese I and II.

*The Department***SL 084 Literatures of the World: Dream and Nightmare**

—The Fantastic Landscapes of St. Petersburg (Fall: 3)

Cross listed with EN 084

Satisfies Literature Core requirement

Offered periodically

Readings in English

Founded in 1703 by Peter the Great, Saint Petersburg, intended to be Russia's "window on Europe," its modern capital, and an expression of Enlightenment rationalism, instead gave birth to a dystopian utopia, peopled by phantom realities and real phantoms. Home both to the Russian Revolution and artistic Suprematism, it also inspired and fascinated several of Europe's greatest authors: among them Pushkin, Gogol, Dostoevsky, and Bely, all of whom we will read. Additionally, we will survey the city's splendid architecture, its daunting social history, its rich artistic and political heritage; and you'll learn the Cyrillic alphabet in the bargain.

*Thomas Epstein***SL 089–090 Intermediate Arabic I and II (Fall/Spring: 3)***Prerequisite:* SL 018 or equivalent*Corequisite:* SL 093

Satisfies Foreign Language Proficiency Core requirement

Conducted mostly in Arabic

Continuation of coursework in reading and writing literary Arabic with required coextensive conversation practice.

*Franck Salameh***SL 091–092 Biblical Hebrew I and II (Fall/Spring: 3)**

Cross listed with TH 582–583

These courses are a thorough introduction to Biblical Hebrew and its principal grammatical structures in preparation for translation of prose and poetic texts. Readings in the Hebrew Bible/Old Testament begin the fall semester and increase in variety throughout the year. No previous knowledge of Hebrew is assumed.

Jeffrey I. Cooley

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SL 093 Intermediate Arabic Practicum (Fall/Spring: 3)

Corequisites: SL 089–090

Required exercises and conversational practice to supplement Intermediate Arabic I and II.

Atef Ghobrial

Mudafer Al Ziyadi

SL 150 States and Minorities in the Middle East (Fall: 3)

Cross listed with SC 150

Satisfies Cultural Diversity Core requirement

Offered periodically

A general survey of Middle Eastern minority narratives within the context of the modern Middle East state system. The course will examine such topics as the political and cultural make up of the Middle East, the status of minorities, minority narratives, and minority rights.

Franck Salameh

SL 157–158 Third-Year Russian I and II (Fall/Spring: 3)

Prerequisite: SL 052 or equivalent

Satisfies Foreign Language Proficiency Core requirement

Conducted in Russian

The development of active skills in contemporary standard Russian to beyond a high-intermediate level of proficiency in reading, writing, listening and speaking, with an emphasis on vocabulary building, composition, and *pereskaz*.

Aleksey Berg

SL 167–168 Third-Year Japanese I and II (Fall/Spring: 3)

Prerequisite: SL 064 or equivalent

Satisfies Foreign Language Proficiency Core requirement

Conducted in Japanese

The development of active skills in modern Japanese to beyond a high-intermediate level of proficiency in reading, writing, listening, and speaking, with an emphasis on grammar, phrases, and sentence patterns.

Naemi Tanaka McPherson

SL 181–182 Persian for Scholars I and II (Fall/Spring: 3)

Offered periodically

Familiarity with Arabic script recommended

An intensive and rapid introduction to the phonology and grammar of Modern Persian (Farsi) followed by the reading of literary and expository texts.

Sassan Tabatabai

SL 208–209 Advanced Russian I and II (Fall/Spring: 3)

Prerequisite: SL 158 or equivalent

Satisfies Foreign Language Proficiency Core requirement

Conducted in Russian

Advanced-level work toward a thorough proficiency in all aspects of contemporary standard Russian, with an emphasis on original composition, syntax, and style, and through careful translation of advanced texts.

Aleksey Berg

SL 220 Far Eastern Literary Masterpieces (Spring: 3)

Satisfies Cultural Diversity Core requirement

Offered periodically

All readings are in English translation.

Introduction to the literary canons of East Asia through selected masterworks of Chinese, Japanese, and Korean literatures. We will learn how to interpret the meaning of each piece and to appreciate its

unique artistry. The historical contexts, cultural values, and aesthetics of these masterpieces will also be discussed. Readings include classical Chinese poetry and short stories, *Tale of Genji*, and Korean fiction.

Sing-chen Lydia Chiang

SL 222 Classics of Russian Literature (in translation) (Fall: 3)

Cross listed with EN 227

All readings and lectures in English

A survey of selected major works, authors, genres, and movements in nineteenth-century Russian literature, with emphasis on the classic works by Pushkin, Lermontov, Gogol, Turgenev, Tolstoy, Dostoevsky, and Chekhov.

Cynthia Simmons

SL 223 Twentieth-Century Russian Literature (in translation)

(Spring: 3)

Cross listed with EN 228

Offered periodically

All readings and lectures in English

Study of major landmarks of Russian literature in light of Russia's turbulent history in the twentieth century. Works by Akhmatova, Babel, Belyi, Berberova, Bunin, Venedikt Erofeev, Gladkov, Olesha, Platonov, Solzhenitsyn, Trifonov, and others.

Maxim D. Shrayner

SL 224 Post-Soviet Russian Literature (Fall: 3)

Cross listed with EN 224

Since the fall of the Soviet Union in 1991, dramatic cultural shifts have transformed Russian literature—writers no longer work under the “red pencil” of censorship, but like writers in the West, under the “censorship” of the marketplace. Crime fiction vies with more high-brow literature, and post-modern themes and devices prevail among a younger generation less influenced by a classical or Soviet heritage. Diversity (e.g., gender and ethnic identities), newly acquired tastes, and a predictable tension between Soviet and post-Soviet values characterize works by Boris Akunin, Valeriia Narbikova, Viktor Pelevin, Nina Sadur, Vladimir Sorokin, Olga Slavnikova, and Liudmila Ulitskaia.

Cynthia Simmons

SL 231 Slavic Civilizations (Spring: 3)

Satisfies Cultural Diversity Core requirement

Offered periodically

A survey of various parameters of Slavic cultural identity (religion, language, literature, and arts) from the time of Common Slavic history to the diaspora of the Slavs of Central, Eastern, and Southeastern Europe today. Through works of scholarship, literature, and film, the course studies the Slavic social and intellectual history. A selection of readings (all in English) illustrates some of the most prominent Slavic contributions to the culture of the world.

Mariela Dakova

SL 245–246 Advanced Chinese I and II (Fall/Spring: 3)

Prerequisite: SL 062 or equivalent

Satisfies Foreign Language Proficiency Core requirement

Conducted in Chinese

Advanced-level work toward a thorough proficiency in all aspects of modern Mandarin Chinese, with an introduction to important aspects of culture and society.

Fang Lu

SL 250 Conversion, Islam, and Politics in the Balkans (Spring: 3)

Cross listed with IC 250

Satisfies Cultural Diversity Core requirement

Offered periodically

Through a study of fiction, works of scholarship, folklore, and movies, the course examines the conversion of Christians to Islam in Southeast Europe. It analyzes the most important cultural, social, and political implications of this change with the goal of identifying the various factors that promote cooperation or conflict among mixed Christian-Muslim communities.

*Mariela Dakova***SL 251–252 Advanced Arabic I and II (Fall/Spring: 3)***Prerequisite:* SL 090 or equivalent

Satisfies Foreign Language Proficiency Core requirement

Conducted in Arabic

Advanced-level work toward a thorough proficiency in all aspects of modern standard Arabic, with an emphasis on composition, syntax, style, and careful translation of advanced texts.

*Atef Ghobrial***SL 257–258 Advanced Japanese I and II (Fall/Spring: 3)***Prerequisite:* SL 168 or equivalent

Satisfies Foreign Language Proficiency Core requirement

Conducted in Japanese

Advanced-level work toward a thorough proficiency in all aspects of modern Japanese, with an introduction to important aspects of culture and society.

*Jun Ono Cheung***SL 272 War and Peace in Yugoslavia (Spring: 3)**

Satisfies Cultural Diversity Core requirement

Offered periodically

A study of the numerous differences and affinities—ethnic, religious, historical, and linguistic—that have characterized the former Yugoslavia as an area situated at the crossroads of East and West, of their representation in various sources and media (official documents, historical accounts, folklore, literature, and film), and of the influence of these varying and conflicting representations during the wars of succession and in the aftermath.

*Cynthia Simmons***SL 274 Russian Cinema (Fall: 3)**

Cross listed with FM 277

Offered periodically

Conducted entirely in English

All films with English subtitles

An overview of the main trends, films, and directors of Russian and Soviet cinema with particular attention to structure, ideology, and intent as well as to connections between filmic and literary texts. The course examines works by leading directors along with a consideration of Russian contributions to film theory.

*Thomas Epstein***SL 280 Society and National Identity in the Balkans (Fall: 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). 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 291 Near Eastern Civilizations (Spring: 3)**

Satisfies Cultural Diversity Core requirement

Offered periodically

This course explores the peoples, places, and events of the so-called Cradle of Civilizations, the Near East. It surveys the cultural, political, religious, social, and intellectual evolution of Mesopotamia, Egypt, Canaan, Israel, and Arabia, from ancient times to the present. The course examines shared cultural patterns and practices, as well as distinguishing aspects of the peoples of the Near East.

*Franck Salameh***SL 324 The History and Structure of Latin (Fall: 3)***Prerequisite:* Prior study of Latin

Cross listed with CL 286

Offered periodically

An introduction to the phonological, morphological, and syntactic structures and history of Latin from the earliest inscriptions through the classical and medieval periods up to neo-Latin.

*M.J. Connolly***SL 328 Classical Armenian (Spring: 3)***Prerequisite:* Familiarity with an inflected language highly recommended*M.J. Connolly*

A grammatical analysis of Armenian grabar, the classical literary language current from the fifth century. Sample readings will come from Classical Armenian scriptural, patristic, liturgical, and historical texts.

*M.J. Connolly***SL 368 Newspaper and Media Chinese (Spring: 3)***Prerequisite:* SL 246 or equivalent

Offered periodically

Conducted in Chinese and English

Introduction to the special vocabulary and sentence structure used in Chinese news media, both in print and on the Internet. The course aims to help students acquire advanced proficiency in reading, listening, speaking, and translating Chinese journalistic discourse.

*Fang Lu***SL 381 Newspaper and Media Arabic (Spring: 3)***Prerequisite:* At least five semesters (appx. 200 hours) of Arabic-language study or equivalent

Offered periodically

Offered periodically

The specialized structure and vocabulary of newspaper Arabic, beginning with the analysis of headlines and telegraphic language and messaging, and continuing into video, radio, film, and web-based content.

Atef Ghobrial

ARTS AND SCIENCES

SL 385 Contemporary Chinese Literature (Fall: 3)

Prerequisite: SL 245 or equivalent

Offered periodically

Conducted in Chinese

This course introduces students to contemporary Chinese short fiction and its cultural context. Emphasis will be placed on the acquisition of advanced reading proficiency in literary texts.

Fang Lu

SL 388 Senior Honors Project (Fall/Spring: 3)

May be repeated for credit

Supervised preparation of a senior paper for Honors Program students or for students working toward departmental honors.

The Department

SL 393 Advanced Tutorial: Chinese (Spring: 3)

Offered periodically

May be repeated for credit

A course of directed study on Chinese language and style intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics. The precise subject matter is determined by arrangement and need.

Sing-chen Lydia Chiang

SL 398 Advanced Tutorial: Arabic (Fall/Spring: 3)

Offered periodically

May be repeated for credit

A course of directed study on Arabic grammar and style intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics. The precise subject matter is determined by arrangement and need.

Franck Salameh

Undergraduate and Graduate Course Offerings

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 Central and Southeastern Europe. A study of the often-shared themes of frontier and identity (political and religious), exile, and apocalypse in the works of selected leading writers, such as Witold Gombrowicz (Poland), Bruno Schulz (Poland), Bohumil Hrabal (Czech Republic), Milan Kundera (Czech), Dubravka Ugresic (Croatia), Mesa Selimovic (Bosnia), Muharem Bazdulj (Bosnia), and Emilian Stanev (Bulgaria).

Cynthia Simmons

SL 298 Advanced Readings in Turkish Texts (Fall/Spring: 3)

Prerequisite: SL 184 or equivalent

Offered biennially

Two semesters of this course satisfy the A&S language-proficiency requirement and the ICS-major language requirement.

This course examines classical and contemporary texts covering both prose and poetry for advanced students of the Turkish language. Emphasis is placed on comprehension, speaking, and writing.

Bilal Ozaslan

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, including articulatory and acoustic phonology, morphological analysis, historical reconstruction, and syntactic models. This course provides an intensive introduction to the study of what languages are and how they operate. Exercises in the analysis of fragments from various languages supplement the theoretical lectures and readings.

M.J. Connolly

SL 322 The Structure of Modern Russian (Fall: 3)

Prerequisite: Previous experience with an inflected language

Offered biennially

A systematic review coverage of the phonology and grammar of Contemporary Standard Russian with attention to specific topics in the linguistic analysis of the language, especially phonological structure, accentuation, and morphological patterning. Open to upper-division students requiring a very intensive introduction to Russian, as well as to students in Linguistics or Slavic Studies looking to see what makes the language “tick.”

M.J. Connolly

SL 323 The Linguistic Structure of English (Spring: 3)

Cross listed with ED 589, EN 121

Offered biennially

An analysis of the major features of contemporary English with some reference to earlier versions of the language, including sound system, grammar, structure and meanings of words, and properties of discourse.

M.J. Connolly

SL 325 Historical Linguistics (Spring: 3)

Prerequisite: SL 311 or equivalent and familiarity with an inflected language

Cross listed with EN 528

The phenomenon of language change and of languages, dialects, and linguistic affinities as examined through the methods of comparative linguistics and internal reconstruction.

M.J. Connolly

SL 344 Syntax and Semantics (Spring: 3)

Cross listed with EN 392

An introduction to the concepts and operations of modern generative grammar and related models, as well as linguistic theories of meaning.

Claire A. Foley

SL 358 The Linguistic Structure of Japanese (Spring: 3)

Prerequisite: Exposure to linguistics or to Japanese (but not necessarily to both)

Offered periodically

A linguistic outline of the Japanese language. The phonological and writing systems of Japanese and their origins, Japanese morphology, fundamentals of Japanese syntax, and characteristics of Japanese vocabulary.

Margaret Thomas

SL 362 Language in Society (Fall: 3)

Cross listed with EN 122, SC 362

Satisfies Cultural Diversity Core requirement

Offered periodically

This course provides an introduction to the study of language in its social context, including varieties of language associated with

social class, ethnicity, locale, and age; bilingualism; pidgin and Creole languages; proposals about the relationship of language, thought, and culture; and the structure and role of discourse in different cultures. Sociolinguistic issues of contemporary interest, including language and gender, language planning, and language and public policy will be studied.

Margaret Thomas

SL 367 Language and Language Types (Fall: 3)

Prerequisite: SL 311/EN 527 and at least one other course in linguistics recommended

Cross listed with EN 127

Offered periodically

Undergraduate linguistics major elective

Researches the diversity of natural languages and the limits of that diversity. How are human languages similar, and how are they different? What factors control the attested range of cross-linguistic variation? Focus is on morphological and syntactic data, with some discussion of the genetic (historical) relationships among the world's languages and methodological problems facing modern linguistic typologies.

Margaret Thomas

SL 378 Second Language Acquisition (Spring: 3)

Cross listed with RL 495

Offered biennially

An introduction to what it means to learn, and know, a second or foreign language. The course focuses on research carried out since the development of the "interlanguage hypothesis," the role of the learner's native language, Krashen's Monitor Model, application of Greenbergian language universals in the analysis of learner language, generative grammar-based proposals, debate about the role of input and interaction, and research on the social and psychological factors that bear on second language learning. Emphasis is on the acquisition of second-language morphology, grammar, and vocabulary by adults, with some treatment of child language acquisition.

Margaret Thomas

Sociology

Faculty

Severyn T. Bruyn, *Professor Emeritus*; A.B., A.M., Ph.D., University of Illinois

John D. Donovan, *Professor Emeritus*; Ph.D., Harvard University

Lynda Lytle Holmstrom, *Professor Emerita*; B.A., Stanford University; A.M., Boston University; Ph.D., Brandeis University

David A. Karp, *Professor Emeritus*; A.B., Harvard College; Ph.D., New York University

Ritchie Lowry, *Professor Emeritus*; A.B., A.M., Ph.D., University of California at Berkeley

Sarah Babb, *Professor*; Chairperson of the Department; B.A., University of Michigan; M.A., Ph.D., Northwestern University

Charles Derber, *Professor*; A.B., Yale University; Ph.D., University of Chicago

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

Sharlene Hesse-Biber, *Professor*; A.B., A.M., Ph.D., University of Michigan

Stephen J. Pfohl, *Professor*; 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, Madison

Juliet Schor, *Professor*; B.A., Wesleyan University; Ph.D., University of Massachusetts

John B. Williamson, *Professor*; B.S., Massachusetts Institute of Technology; Ph.D., Harvard University

Eva Marie Garrouette, *Associate Professor*; B.A., Houghton College; M.A., SUNY, Buffalo; M.A., Ph.D., Princeton University

Paul S. Gray, *Associate Professor*; A.B., Princeton University; A.M., Stanford University; A.M., Ph.D., Yale University

Zine Magubane, *Associate Professor*; B.A., Princeton University; M.A., Ph.D., Harvard University

Michael A. Malec, *Associate Professor*; B.S., Loyola University; M.S., Ph.D., Purdue University

Shawn McGuffey, *Associate Professor*; B.A., M.A., Transylvania University; Ph.D., University of Massachusetts, Amherst

Charlotte Ryan, *Associate Research Professor*; B.A., Harvard University; Ph.D., Boston College

Natasha Sarkisian, *Associate Professor*; B.A., State Academy of Management, Moscow, Russia; M.A., Ph.D., University of Massachusetts, Amherst

Eve Spangler, *Associate Professor*; A.B., Brooklyn College; A.M., Yale University; Ph.D., University of Massachusetts

Brian Gareau, *Assistant Professor*; B.A., Providence College; M.S., Washington State University; M.A., Ph.D., University of California, Santa Cruz

Sara Moorman, *Assistant Professor*; B.S., B.A., Pennsylvania State University; M.S., Ph.D., University of Wisconsin–Madison

Gustavo Morello, *Assistant Professor*; B.A., Universidad Del Salvador, Buenos Aires, Argentina; M.A., Universidad Nacional de Córdoba, Argentina; Ph.D., University of Buenos Aires, Buenos Aires, Argentina

Contacts

- 617-552-4130
- www.bc.edu/sociology
- sociolog@bc.edu

Undergraduate Program Description

The undergraduate program in sociology is designed to satisfy the intellectual, career, and civic interests of students who are concerned about what is happening in their society and in their daily personal interactions. The program prepares students for graduate study in sociology, social work, law, urban affairs, governmental administration, criminal justice, industrial organization, education, etc. The sociological perspective and the technical knowledge and skills developed in this program contribute to personal growth and are useful in a broad range of occupations.

Courses numbered SC 001 through SC 099 are part of the University Core. These courses address a wide range of important sociological themes ranging from the study of major social institutions, such as the family, religion, education, mass media, the workplace, and justice system, to the analysis of global social processes including culture, identity formation, war and peace, deviance and social control, aging, social movements, and inequalities in the areas of race, class, and gender.

Information about Core Courses

Sociology courses numbered from SC 001 through SC 099 provide Social Science Core credit. Sociology Cultural Diversity courses numbered above SC 099 do not satisfy the Social Science Core requirement.

Major Requirements

Sociology majors are required to take a minimum of 30 credits (generally ten courses) in Sociology. These courses must include the following:

- Introductory Sociology (SC 001), preferably the section designed for Sociology majors (SC 001.01)
- Statistics (SC 200), Social Theory (SC 215), and Research Methods (SC 210) are also required
- Six electives numbered SC 002 or above. Of these six electives, at least three must be upper level courses (SC 299 or higher).

Minor Requirements

Sociology minors are required to take a minimum of 18 credits (generally six courses). These courses must include the following:

- Introductory Sociology (SC 001), preferably the section designed for Sociology majors (SC 001.01)
- Statistics (SC 200), Social Theory (SC 215), and Research Methods (SC 210) are also required
- Two electives, at least one of which must be numbered SC 299 or above

Honors Program

The undergraduate Honors Program in Sociology is designed to give eligible Sociology majors (3.50 GPA, 3.50 in Sociology) the experience of doing original sociological research that leads to a Senior Honors Thesis. The program includes a three-course Honors sequence that allows students to work closely with their faculty and other students in the Program. The courses include reading the most engaging classics of sociological research, designing an original project, and, in the last semester of senior year, gathering and analyzing the data, then writing the thesis. For details, consult Professor Juliet Schor.

Information for Majors and Non-Majors

Sociology majors are required to take a minimum of 30 credits (generally ten courses). SC 001 Introductory Sociology is required for majors (preferably SC 001.01).

For non-majors, courses from SC 001 through SC 099 provide Social Science Core credit. Sociology Cultural Diversity courses numbered above SC 099 do not satisfy the Social Science Core requirement.

Information for Study Abroad

Although the Sociology Department designates no particular prerequisites, it strongly recommends that students have completed at least five courses in Sociology, including all of the required courses (Statistics, Methods, and Theory), prior to going abroad.

Courses taken overseas in a department of Sociology or Anthropology of a BC-approved program will almost always be accepted for credit towards the Sociology major. The department recommends not more than two Sociology courses in any one semester or five Sociology courses in a full year. Courses taken in other departments will not be considered for Sociology credit unless a syllabus and reading list are submitted. All Sociology majors should consult with Professor Gustavo Morello, McGuinn 422, when planning their study abroad program. The Sociology Department does not accept overseas courses for Social Science Core credit.

Internship

The department offers internship placements in court probation offices and other legal settings, and in settings designed for students who wish to acquire practical work experience in human services, political or social research, or social policy agencies. Most take positions in government or non-profit organizations, but some get placements in various business settings. Students typically take these courses in their junior or senior year as a way to find out more about what it is like to work in one of the many settings where Sociology majors may find employment after graduation. For details, consult Professor John B. Williamson.

Five Year Master's Degrees with a Sociology Major

Majors in Sociology have the opportunity to earn two degrees over a period of five consecutive years. There are two separate programs:

B.A./M.A. Program Admission

Application normally takes place early in the second semester of the junior year. The usual deadline each year is February 1. The applicant must submit the same admissions materials as are required of all graduate degree applicants. Apply online at www.bc.edu/schools/gsas/admissions.html.

Undergraduates must understand that the admissions requirements are strict. Normally, a student must have an overall GPA, after five semesters, of at least 3.50 with at least a 3.50 GPA in Sociology courses. For details, consult Professor Juliet Schor.

B.A./M.S.W. Program

The choice of this program will provide the Sociology major with an undergraduate B.A. degree in Sociology and with the professional degree of Master of Social Work. The B.A. degree will be awarded with the student's undergraduate class. The Master's degree will be awarded one year later. The choice of this program should be made by Sociology majors in their sophomore year so that the required course sequence and degree requirements can be fulfilled. For details, consult Professor Sara Moorman.

Undergraduate Course Offerings

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

SC 001 Introductory Sociology (Fall/Spring: 3)

Satisfies Social Sciences Core requirement

Aspects of course content can vary by instructor.

In many cases, students can find earlier syllabi by the same instructor during our office hours or at the following url: (<http://www.bc.edu/schools/cas/sociology/faculty/syllabi.html>).

This course presents the basics of sociology. It conveys a sense of the history of sociology, how research is conducted, and various theoretical approaches to the field. Attention is given both to micro-level (interpersonal) and macro-level (organizational) behavior. Special topics may include interaction in everyday life, sociology of the family and gender roles, education, race and ethnic relations, and sociology of work and occupations, among others. One of the major goals of the course is to enable students to ground themselves and their families sociologically, by examining their own community and social class origins.

The Department

SC 025 People and Nature: History and Future of Human Impacts on the Planet (Fall: 3)*Corequisite:* SC 029**Cross listed with HS 121****Offered periodically**

The twenty-first century opened with combined crises of climate, bio-diversity, and eco-system collapse. While it is not often recognized, human disruption of eco-systems is an old story, and environmental historians have identified major human impacts over the last 500 years. This course combines contemporary analyses of how humans are altering the planet with the historical record and explores both the familiar and the novel in the realm of ecological challenges. Topics include climate change, de-forestation, water shortages, the spread of disease, limits to growth, the global consumer culture, food systems, and culture and values.

*Juliet Schor***SC 031 Society and Environmental Transformations (Spring: 3)****Offered periodically**

Where do contemporary environmental problems come from? Why is it so hard to resolve serious global environmental issues? Are environmental problems really social problems? This course will compel students to explore these questions, to devise answers to them, and to learn how to understand environmental problems with sociological analytical tools and methods. Students will explore the historical origins of the contemporary world, revisit the social and environmental changes brought about by the Industrial Revolution, the World Wars, and the liberalization of capitalism, and, through firsthand research, ponder how globalization might be the start of a new environmental transformation for society.

*Brian Gareau***SC 036 Introduction to Latin American Societies (Fall: 3)****Satisfies Social Sciences Core requirement****Offered periodically**

The aim of this course is to introduce students to sociology while exploring Latin American societies. The course will start with a general presentation of both sociology and Latin America. We will discuss what sociology is, and the different ways of studying societies. We will take some time to study the birth of modern Latin American nations. Relying on this historical background, we will explore Latin American societies through sociological concepts such as race, gender, social violence, religion, sports, and culture. Finally, we will pay attention to U.S.-Latin American relations and the fact of Latino people living in the United States.

*Gustavo Morello***SC 038 Race, Class, and Gender (Fall: 3)****Cross listed with BK 138****Satisfies Social Sciences Core requirement****Satisfies Cultural Diversity Core requirement****Offered periodically**

Viewing race, class, gender, sexuality, and other identities as inseparable from discussions of inequality and power, this course will begin by discussing the social construction of these categories and how they are connected. We will then look at how these social identities shape and are also shaped by four general subject areas: (1) wealth and

poverty, (2) education, (3) family, and (4) crime, law, and social policy. Although this course is separated into subject areas, we shall see that these areas greatly overlap and are mutually influenced by one other.

*Shawn McGuffey***SC 039 African World Perspectives (Fall: 3)****Cross listed with BK 139****Satisfies Social Sciences Core requirement****Satisfies Cultural Diversity Core requirement****Offered periodically**

The aim of this course is to provide a broad overview of how Africa has impacted the world and how the world has impacted upon Africa. The course is divided into six basic topic of "units." Each unit deals with a major area of debate in the field of African studies.

*Zine Magubane***SC 043 Introduction to African-American Society (Spring: 3)****Cross listed with BK 155****Satisfies Cultural Diversity Core requirement****Satisfies Social Sciences Core requirement****Offered periodically**

To get **Sociology credit for the major or minor (or Social Science Core credit)**, you must register for SC 043 rather than the cross-listed course.

In 1896, distinguished scholar W.E.B. DuBois became convinced that the experience of Africans in the Americas was so distinctive that it was imperative to study Black people in order to understand power dynamics at all levels of society. This course will study those power dynamics. While paying particular attention to the many ways that racial power dynamics have impacted all people of African descent in the United States, this course does not assume a uniform Black experience. We shall see that gender, class, and sexuality greatly shape the differing experiences of African-Americans.

*C. Shawn McGuffey***SC 045 Introduction to African Diaspora Studies (Fall: 3)****Cross listed with BK 110**

A survey of the African continent and the Diaspora that would include geography, history, politics, economics and literature. The purpose of the course is to introduce students to specific historical, cultural, social and political topics related to Africa and the African Diaspora. Because the scope of the course is so vast, we will explore important issues and themes to give students a desire to further pursue more specific classes in African and African Diaspora Studies. Boston College faculty members will be invited to lecture in their area of expertise specific to Africa and the Diaspora throughout the semester.

*Shawn McGuffey***SC 046 Technology and Society (Fall: 3)****Cross listed with CS 266****Satisfies Social Sciences Core requirement****Offered periodically**

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. Through readings, projects and class discussion, we explore social, cultural, and political issues as they pertain to technological transformations.

The Department

SC 049 Social Problems (Fall: 3)

Satisfies Social Sciences Core requirement

Offered periodically

This course is an exploration of different sociological approaches to the study of social problems and social trends in contemporary society. It examines the linkages between social structures/institutions, culture and human experience. The course emphasizes theoretical research issues, especially how, and to what degree, the understanding of social problems are a direct result of the processes used to define social problems as well as the research methods and procedures used to investigate them. Students will learn to critique popular discourses from a critical sociological perspective and will be encouraged to form their own opinions and critiques.

The Department

SC 078 Sociology of Health and Illness (Spring: 3)

Satisfies Social Sciences Core requirement

The World Health Organization defines health as a state of complete physical, mental, and social well-being and not merely the absence of disease or infirmity. This course will consider this whole-person definition across the human life course using a range of sociological principles and perspectives. Major topics will include the structure of health care systems in the United States and globally, doctor-patient interaction, social and cultural influences on health and disease, and social disparities in the distribution of health and quality health care.

Sara Moorman

SC 081 Introduction to Sociology for Healthcare Professions

(Fall: 3)

This course is designed to present the fundamentals of sociology to an audience of future healthcare professionals. Attention is given both to micro-level (interpersonal) and macro-level (organizational) behavior. One of the major goals of the course is to enable students to ground themselves and their families sociologically, by examining their own community and social class origins. It will highlight issues of interest to healthcare professionals, along with sociological concepts that appear on the MCAT exam.

Eva Garroutte

SC 089 Women and the Body (Fall: 3)

Satisfies Social Sciences Core requirement

Offered periodically

This course covers Western cultural pressures on women to be super-slim. We analyze biological, sociological, and feminist perspectives on the body especially with regard to issues of beauty and body image and sexuality. We analyze how race, ethnicity, and class intersect to create differences among women's relationship to their bodies. In what way do biological perspectives illuminate as well as cloud understanding of women's relationship to their bodies? We explore mass-mediated pressures on women's bodies through films, women's magazine, reality TV, and social networking sites. We examine the plastic surgery industry and the growing trend toward "designer bodies."

Sharlene Hesse-Biber

SC 092 Peace or War (Fall/Spring: 3)

Satisfies Social Sciences Core requirement

Offered periodically

We analyze issues of war and peace before and after the Cold War, focusing on U.S. wars, largely in the Third World. In the first part of the course, we explore core theories of the roots of war. In the second part, we focus on the Cold War era, examining Vietnam, El Salvador, and other U.S. conflicts. In the third part, we focus on more recent wars: Iraq, the Israeli-Palestinian conflict, the "war on terrorism" as well as conflicts such as Rwanda and Sudan. The fourth section explores the United Nations, social activism among students, and other routes to peace.

Charles Derber

SC 093 Comparative Social Change (Spring: 3)

Satisfies Cultural Diversity Core requirement

Offered periodically

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 096 Aging and Society (Fall: 3)

Offered periodically

"Age doesn't matter unless you're a cheese," quipped actress Billie Burke (the Good Witch in *The Wizard of Oz*). Nevertheless, age does matter within societies. This class will cover specific topics in four general areas of sociological study: roles and relationships (e.g., within the family), inequalities (e.g., ageism), institutions (e.g., health care), and social change (e.g., the aging of the population). By the end of the course, you will have acquired a new approach to thinking about how you and others age in the social world and the ways in which age is portrayed in the media.

Sara Moorman

SC 097 Death and Dying (Fall/Spring: 3)

Satisfies Social Sciences Core requirement

The course presents an overview of the major issues, themes, and controversies in the death and dying literature. Historical, cultural, political, economic, and psychological aspects are considered, but the emphasis is on sociological dimensions and perspectives. Among the issues to be considered are the following: historical trends in attitudes toward death, cross-cultural and historical perspectives on death, the development of children's understanding of death, health care for the dying, hospice, patient-caregiver relationship, the social role of the dying patient, funeral practices, bereavement, truth-telling and the terminal patient, suicide, suicide bombers, genocide, homicide, the death penalty, near-death experiences, and social immortality.

John B. Williamson

SC 144 Legal and Illegal Violence Against Women (Fall: 3)

Cross listed with Women's Studies

To get sociology credit for the major or minor, you must register for SC 144.

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 150 States and Minorities in the Middle East (Fall: 3)

Cross listed with MT 353, PS 153, SL 150

Offered periodically

To get Sociology credit for the major or minor, you must register for SC 150.

A broad-based overview of the role of language choice plays in the construction of national and cultural identity in the Middle East. We will examine the role of Modern Standard Arabic (or Fus-ha) in the elaboration of Arab Nationalism, and the role of local dialects in the conceptualization of competing national identities and territorial nationalisms. In particular, and in addition to Arab Nationalism and Zionism, we will examine the ideas of Greater Syria, the Egyptian Pharaonic idea, Lebanonism, Mesopotamianism, and the Canaanite movement in Israel.

Franck Salameh

SC 200 Statistics (Fall/Spring: 3)

Required for the Sociology major

This course is an introduction to statistics, with some emphasis is on the SPSS statistical software. Statistical issues covered include measures of central tendency, measures of dispersion, probability and sampling, hypothesis testing, measures of correlation, simple regression, and one-way analysis of variance.

Michael Malec

The Department

SC 210 Research Methods (Fall/Spring: 3)

Required for the Sociology major

This course acquaints students with the range of research methods used in sociological work. We cover the philosophical assumptions which underlie a scientific approach to the study of social life, and consider the interplay of data method and theory. In addition to presentation of specific techniques, we will also consider questions surrounding the politics and ethics of research in the social sciences.

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, Bourdieu, Foucault, and Giddens, are presented in the context of their intellectual forebears.

The Department

SC 225 Introduction to Feminisms (Fall/Spring: 3)

Cross listed with EN 125, HS 148, PS 125

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 per 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.

The Department

SC 250 Perspectives on War, Aggression, and Conflict Resolution (Fall: 3)

Cross listed with PL 259, TH 327

This course develops an interdisciplinary approach to the study of war and conflict and investigates alternatives to their resolution in contemporary global society. The course is organized along multidisciplinary lines, with faculty members from various academic departments responsible for each topic of discussion. This interdisciplinary approach demonstrates the varied and complex perspectives on the causes of war and conflict and attempts to develop, out of the resources of these respective disciplines, intelligent insights into the resolution of conflicts and the development of alternatives to war.

Matthew Mullane

SC 254 Community Service Research Seminar (Fall: 3)

Cross listed with BK 248, UN 254

Offered periodically

See course description under University Courses.

Deborah Piatelli

SC 255 Advanced Community Service Research Seminar II (Spring: 1)

Prerequisite: SC 254

Offered periodically

CRP is a two-semester program (SC 254 and SC 255) offering leadership, research, and public policy training for students interested in working with Latino, Asian American and/or African Diaspora communities. In fall, students in SC 254 learn the process of community-based research and its methodologies, and begin to design a proposal for an independent study for Spring. In spring, students sign up for SC 255 in conjunction with a Readings and Research to conduct their projects. The spring seminar complements the Readings and Research serving as a forum for students to discuss their research and continue to develop their oral presentation skills.

Deborah Piatelli

SC 280 Social and National Identity in the Balkans (Fall: 3)

Cross listed with SL 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)). A study of what constitutes the various parameters of identity including linguistic typologies, religious diversity (Catholicism, Orthodoxy, Islam, and Judaism), culture, and social class. An analysis of the origins of nationalism, the emergence of nation-states, and contemporary nationalism as a source of instability and war in the Balkans.

Mariela Dakova

ARTS AND SCIENCES

SC 299 Reading and Research (Fall/Spring: 3)

Prerequisite: Permission of instructor

This is not a classroom course.

No more than two Readings and Research courses can be taken to fulfill the course requirements for the Sociology major.

Independent research on a topic mutually agreed upon by the student and professor. Professor's written consent must be obtained prior to registration.

The Department

SC 304 Race, Ethnicity, and Popular Culture (Fall: 3)

Prerequisite: Students taking this course must have taken at least one other sociology course. Familiarity with postmodernism, postcolonial studies, and gender and/or race theory suggested.

Cross listed with BK 301

Satisfies Cultural Diversity Core requirement

Offered periodically

To get sociology credit for the major or minor, you must register for SC 304.

This course will examine how racial and ethnic groups have been stereotyped in popular culture and how these stereotypes have changed over time. The course will look at stereotypes of Africans, African Americans, Native Americans, Asian-Americans, Asians, and European Americans. Students will also explore theoretical questions on the relationship between culture, politics, and ideology.

Zine Magubane

SC 305 Capstone: Doing Well and Doing Good (Spring: 3)

Cross listed with UN 539

To get Sociology credit for the major or minor, you must register for SC 305.

Are you prepared to balance doing well in life and doing good in the world? I will argue that to answer life's challenges, you need good questions—those that reveal the intersection of biography and history, showing how personal choices are shaped by and mold societal forces. Good questions, in turn, are connected to good answers: ones that allow you to act productively while respecting the fact that most knowledge is incomplete, ambiguous and, often, contested. In this course, we will use tools for individual self-assessment, group dynamics, and organizational impact to help build an effective life.

Eve Spangler

SC 310 Studies in Crime and Social Justice (Fall: 3)

Offered periodically

Crime and social justice is considered not as distinct, but indivisible constructs produced through specific knowable institutional/personal practices. Course allows students to analyze perspectives on the process through which laws and criminal justice institutions have been/continue to be constructed; situate crime study within a "power reflexive" framework, while being attentive to the operation of race, class, and gender as features of contemporary social relations/institutions; discuss contemporary intellectual and practical efforts challenging existing conceptual and political structures relating to crime and social justice; and imagine/articulate institutions paralleling the vision of social justice developed throughout the course.

Jessica Hedges

SC 311 Diversity, Community, and Service (Fall: 3)

Offered periodically

What are the roles and responsibilities of individuals in addressing inequality in our society? This course will engage with several bodies of literature, including social movement, service learning, feminist, and critical race studies to better understand the dilemmas facing those working for social change. Drawing on case studies, personal accounts, and research, students explore various historical and contemporary forms of "service" and "activism" as well as reflect upon their own personal experiences with these various social change efforts. We will also explore the influence that various forms of privilege can have on building collaborative relationships that promote structural social change.

The Department

SC 342 Faith and Conflict: Religion and Social Change in Latin American Societies (Fall: 3)

Offered periodically

Liberalism was a major political influence in most of the new Latin American republics during the nineteenth century. During most of the twentieth century, the church stood itself against modernity and fought against progressive and liberal positions. However, during the Sixties, a very important renewal in theology took place in the church. This renewal had political consequences in Latin America, where wide portions of the faithful and clergy supported progressive theology. The seminar will study the progressive theological ideas and their impact in Latin America. We will frame this discussion in the debate about secularization and modernity in the continent.

Gustavo Morello

SC 343 Meaning and Practice of Philanthropy/Biography and Society (Fall: 3)

Offered periodically

We examine philanthropy as a way of thinking, feeling, and acting in biography and society. A foundation has provided \$10,000 for students to learn how to contribute grants wisely to people and causes they care about. In addition, we will study philanthropy's history; spiritual, philosophical, and sociological meaning; current and emerging patterns; motivations; implications for fund-raising, and effect of methodology on findings.

Paul Schervish

SC 350 Black and Green: Race and Urban Ecology (Fall: 3)

Offered periodically

Race has been a controversial topic for the largely White and affluent environmental movement. In this course we will examine how this racial bias has arisen and what many are doing to promote more diverse and equitable strategies for sustainability. Using a historical and sociological perspective we will cover key modes of environmental thought coming from African American, Latino, Asian, and Indigenous communities. Themes include the legacy of slavery and its effect on participation in the environmental movement, the role of racialized modes of thought such as hip hop, and the environmental justice movement.

Mike Cermak

SC 362 Language in Society (Fall: 3)

Cross listed with EN 122, SL 362

Satisfies Cultural Diversity Core requirement

Offered periodically

To get sociology credit for the major or minor, you must register for SC 362 rather than cross-listed courses.

This course is an introduction to sociolinguistics, that is, to the study of language in its social context. We will examine a number of classic issues in sociolinguistics including the varieties of language associated with social class, ethnicity, and locale, bilingualism, pidgin and creole languages, proposals about the relationship of language, thought, and culture, and the structure and role of discourse in different cultures. The course concludes by investigating several sociolinguistic issues of contemporary interest including language and gender, the “U.S. English” controversy, and language and public policy.

Margaret Thomas

SC 367 Social Justice in Israel/Palestine (Fall: 3)

Offered periodically

This seminar provides the intellectual underpinnings for an immersion trip to Israel/Palestine in January. Students in this course must commit to the trip and, upon their return, to a project that uses the knowledge they gained in Israel/Palestine. The seminar will include a review of the Israeli and Palestinian history, an analysis of the contested theological claims to the land, and an examination of conflict resolving strategies focusing on cross-border groups operating in Israel/Palestine (e.g., Prime, Combatants for Peace, Parents Circle). Finally, we will consider possible economic futures for the area under both one and two state scenarios.

Eve Spangler

SC 375 American Economic Crisis and Social Change

(Fall/Spring: 3)

Offered periodically

This course offers a new way to think about America, focusing on our values, our intertwined economic and social crises exploding in the 2008 Wall Street meltdown, and systemic solutions. Our economic problems include growing poverty and inequality, a shrinking job market, and the failure of many of our industries and corporations to compete globally; our social crisis includes the growth of violence, family breakdown, global warming, overweening corporate power and erosion of democracy. We look at new visions and social movements to transform our socio-economic system.

Charles Derber

SC 388 Culture Through Film (Fall/Spring: 3)

Offered periodically

We will explore contemporary issues, perception and reality, language, race, gender, sexual orientation, indigenous rights, marriage, colonialism, protest and chaos, and attempt to “think outside the box.” Each week we will view one or more films that raise questions about the ways we understand these issues. The films have been selected to enable us to experience alternative ways of thinking about concepts with which we probably feel comfortable. The goal of the course is to allow us to realize that many of our beliefs are cultural constructions and in fact are always in the process of revision.

James Hamm

SC 399 Advanced Independent Research (Fall/Spring: 6)

Prerequisite: Permission of instructor

Enrollment limited to candidates for Scholar of The College

This is not a classroom course.

The Department

SC 597 Contemporary Race Theory (Spring: 3)

Cross listed with BK 597

Offered periodically

To get Sociology credit for the major or minor, you must register for SC 597.

This class will explore how various contemporary writers engage with the question of race both in the United States and transnationally. We will look at social constructionist theories of race, postmodernism, feminist theory, critical legal studies, and the intersection between contemporary race theory and queer theory.

Zine Magubane

Undergraduate and Graduate Course Offerings**SC 378 Introduction to Social Work (Fall/Spring: 3)**

Cross listed with PS 200

See course description in the Psychology Department.

The Department

SC 455 Sociology Senior Seminar (Spring: 3)

This seminar will help students to understand the education they have received and provide direction for their career choices. The goals are: to help students think through the intellectual, ethical and personal meaning of their sociology studies, and to solidify their sociological knowledge. The course will have three main parts: (1) one will focus on readings and seminar style discussion, (2) a second part will provide elements for the students to prepare for their lives after graduation, (3) a third part will involve work on a project that can assume the form of a paper or any other creative way.

Gustavo Morello

SC 518 Participant Observation (Fall: 3)

Offered periodically

This seminar introduces students to qualitative methods of inquiry. This is a hands-on course in which you will collect and analyze your own data. We will examine the scope and principles of qualitative inquiry, and the basic techniques of ethnographic observation, interviewing, recording and transcribing, data analysis, and writing reports. We will discuss strategies for gaining entry into your research site, identifying key informants, selecting respondents, and considering the ethical responsibilities of qualitative researchers. To understand what constitutes good research, we will first read and critique key qualitative studies and then discuss hands-on research conducted by seminar participants.

Kimberly Hoang

SC 530 International Studies Senior Seminar (Fall: 3)

Cross listed with IN 530

Offered periodically

To get Sociology credit for the major or minor, you must register for SC 530.

This seminar is required of seniors majoring in International Studies. It provides participants with a common vocabulary for analyzing the current international environment—politically, economically and socially. It also examines how to integrate cultural questions and expression into the discipline. Students will explore possibilities for

future global relationships in an informed and constructive way and exchange their views, questions and research in an atmosphere of mutual respect and trust.

Brian Gareau

Paul Gray

SC 540–541 Internship in Sociology I and II (Fall/Spring: 3)

Prerequisite: Permission of instructor

This internship program is designed for students who wish to acquire practical work experience in a human service, political, social research, or social policy agency—private or governmental, profit or nonprofit. Students have the primary responsibility of locating their own placement setting; however, both the instructor and the BC Internship Program Office in the Career Center can be of help. Students must meet with the instructor before registering to receive permission to register for the course, to make sure that they will be available at the time the seminar will meet, and to receive the details about the course and placements.

John B. Williamson

SC 550 Important Readings in Sociology (Spring: 3)

Prerequisite: Permission of the department

This course is designed as the first in the sequence of courses required of students who have been admitted into the Sociology Department's Undergraduate Honors Program.

Ordinarily, students will take this course during the spring of their junior year. The purpose of this seminar will be to read and discuss a series of books that are generally thought to be important contributions to the field. The books chosen will reflect a range of substantive issues, methodological approaches, and theoretical perspectives. The abiding question throughout this seminar class will be the following: What are the characteristics of powerful and compelling sociological work?

Paul Gray

SC 554 Qualitative Methods for Applied Settings (Fall: 3)

Offered periodically

This course situates the researcher as practitioner and provides a foundation in the application of qualitative methods to applied settings. It offers training in social research designs connected to social issues and problems central to public health, clinical, social science and educational settings. It provides a hands-on approach to learning methods—focus groups interviews, in-depth interviews, case studies and evaluation designs—that are deployed to answer complex social questions and issues. The course introduces mixed methods designs that bring together qualitative and quantitative methods especially as this relates to randomized control trial (RCT) experimental designs.

Sharlene Hesse-Biber

SC 555 Senior Honors Seminar (Fall: 3)

Prerequisite: Permission of the department

Only students who have been accepted into the Sociology Honors Program should enroll

This course is required of participants in the Sociology Department Honors Program. Students develop a research prospectus that is to be the basis of the Senior Thesis. This is an interactive seminar stressing hands-on experience. Skills in topic selection, research design, and theory construction are emphasized.

Eva Marie Garroutte

SC 556 Senior Honors Thesis (Spring: 3)

Prerequisite: Permission of the department

After having completed their research proposal in SC 555, Students in the Undergraduate Sociology Honors Program then complete the data collection, the analysis, and the writing of their senior thesis during the spring of the senior year. In SC 556 students complete their thesis research under the direction of their faculty advisor. Although SC 556 is normally a 6 credit course, students may opt to complete their thesis using only 3 credits. Ordinarily, students are expected to complete their thesis by April 15, approximately two weeks before all senior honors students present the findings of their research in a public meeting.

Paul Gray

SC 562 Environmental Sociology I (Fall: 3)

Offered periodically

This course reviews some of the major literatures and lines of research in environmental sociology. The literature emphasized here (1) pioneered the formation of environmental sociology, (2) directed its various trajectories, and (3) represents recent developments. Classical readings include the works of Karl Marx, Kautsky, and Adam Smith. Early environmental sociology works include those of Catton, Dunlap, Freudenberg, Buttel, Schnaiberg, Merchant, and others. Contemporary trajectories explored include ecological modernization, treadmill of production, ecology of the world-system, world polity theory, eco-Marxism, eco-feminism, actor-network theory, environmental justice, critical studies of global environmental governance, and political ecology.

Brian Gareau

SC 568 Sociology of Education (Spring: 3)

Cross listed with ED 349

Offered periodically

To get Sociology credit for the major or minor, you must register for SC 568 rather than the cross-listed course.

This course will examine the scope and usefulness of the sociology of education. A number of critical problems will be examined such as the following: How does schooling influence socialization, the social organization of knowledge, and the structure of economic opportunity? How do schools as formal organizations transmit and institutionalize social norms and habits? How do the dynamics of educational organization work? Does education generate inequality by reproducing social classes? Are there any relationship between educational achievement and economic opportunity? What role does schooling play in modernization and social change in less developed societies?

Ted Youn

SC 574 Globalization, Gender, and Development (Spring: 3)

Cross listed with IN 574

Offered periodically

Over the past two decades the concept of globalization has taken academia by storm. The movement of people, capital, and cultures across borders has profoundly reshaped local structures transforming the everyday lives of people in every corner of the globe. In this course we will explore several factors that shape a global world include the role of nation states, economic capital, and laws that permit or inhibit the movement of people across borders. We consider theory and policy oriented towards addressing not just material deprivations but also gender, racial and ethnic disparities, health status, education, human rights, and political freedoms.

Kimberly Hoang

SC 590 Carework and Inequality (Fall: 3)

Offered periodically

This course explores work and family conflicts and the tension between carework as private responsibility versus carework as a public good. We examine the private cost of motherhood and the social and economic consequences of child-raising, including those faced by low-income parents without public provision of family welfare. We return to the question, does the larger society have care responsibilities for its people? We also focus on purchased care and paid careworkers, exploring the race/class identity of this fastest-growing labor market and their care-impooverished families.

*Lisa Dodson***SC 593 Advanced Topics: Transnational Feminisms (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.

*Sharlene Hesse-Biber***SC 664 Colloquium: Teaching Women's Studies (Fall/Spring: 3)***Prerequisite:* SC 255

Cross listed with EN 603, HS 665

Offered periodically

Course is pass/fail only, so it will not count toward the Sociology major.

Students meet weekly with the faculty advisor to discuss assigned readings—interdisciplinary feminist pedagogy—and with their respective seminar groups from SC 255.

*The Department***SC 670 Technology and Culture (Fall: 3)**

Cross listed with CS 267, 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 life world, and on the emergent meanings for the terms “citizen” and “ethics” in our so-called post-modern society.

*William Griffith***Theatre****Faculty**

Scott T. Cummings, *Associate Professor*; Chairperson of the Department; B.A., University of Michigan; M.F.A., Carnegie Mellon University; M.F.A., D.F.A., Yale University

Stuart J. Hecht, *Associate Professor*; B.A., University of Michigan; M.A., Ph.D., Northwestern University

John H. Houchin, *Associate Professor*; B.A., Houston Baptist University; M.F.A., Ph.D., New York University

Crystal Tiala, *Associate Professor*; B.A., University of Mississippi; M.F.A., University of Connecticut

Jacqueline Dalley, *Adjunct Assistant Professor*; BA, University of California at Davis; M.F.A., Carnegie-Mellon University

Luke Jorgensen, *Adjunct Associate Professor*; B.A., Boston College; M.A., Northwestern University; Ph.D., Tufts University

Sun Ho Kim, *Adjunct Assistant Professor*; B.A., Cho Sun University; M.F.A., Boston Conservatory

Patricia Riggin, *Adjunct Assistant Professor*; B.A., Cornell University; M.F.A., Brandeis University

Contacts

- Undergraduate Program Information: Scott Cummings, 617-552-4614, cumminsc@bc.edu
- www.bc.edu/theatre

Undergraduate Program Description

The Boston College Theatre Department—faculty, staff, and students—is committed to theatre education that combines art with scholarship and drama study with theatre practice. We seek to foster creativity, critical thinking, excellence, and professionalism through the integration of courses, productions, workshops, and other activities. We value theatre as a liberal art as well as a performing art, which means that we seek to understand it not only as a means of artistic expression and a form of entertainment but as a window onto history, a method of inquiry into all things human, and a vehicle for social change. Interested students are invited to join us in this mission regardless of previous experience. Those who do will develop an intellectual frame of reference, a theatrical imagination, and practical skills that prepare them for advanced training in a wide range of disciplines and vocations.

Major Requirements

The Theatre Department offers a major in theatre, and students earn a bachelor of arts degree. Students must successfully complete a total of twelve 3-credit courses, six of which constitute the foundation upon which the upper-level courses are built. Ideally, these six courses will be completed by the end of the sophomore year. The required Foundation courses are:

- CT 062 Dramatic Structure and Theatrical Process (fall only). Students unable to register for this class may substitute CT 060 Introduction to Theatre.
- CT 101 Acting I
- CT 140 Elements of Theatre Production I (spring only)
- CT 141 Elements of Theatre Production II (fall only; prerequisite CT 140)
- CT 275 History of Theatre I
- CT 276 History of Theatre II

Students must also complete six 3-credit courses that provide focused training and advanced study. Theatre majors will choose these courses as follows: (1) two upper-level Performance/Production courses (numbered CT 300 to CT 359, CT 366, and CT 400 to CT 459); (2) two upper-level Dramatic Literature, Criticism, and Theatre History courses (numbered CT 360 to CT 379 [excluding CT 366] and CT 460 to CT 479); and (3) two General Theatre Electives chosen from the Theatre Department curriculum according to individual interest.

In addition, theatre majors must complete a total of six Production Labs. These are experience-based courses that involve working backstage or in the shops (one credit) or as a designer or stage manager (two credits) on Theatre Department productions. Students register for Labs at the beginning of each semester.

Mentoring and Advisement

The Theatre Department faculty places great emphasis on academic advisement and professional mentoring. We are committed to helping students design an academic program that stimulates their curiosity, supports their interests, and advances their abilities. In this interest, we encourage students to pursue professional internships and/or summer training programs that provide practical experience and help to clarify long-range goals. Internships can earn academic credit and often lead to job offers after graduation. Junior and senior Theatre majors are guided and coached as they face the challenges of life after college and prepare for graduate study, advanced training, a full-time professional internship, or early-career job experience.

The Theatre Department Production Program

The Theatre Department maintains an ambitious co-curricular production program that includes four faculty-or-guest directed Mainstage productions and two student-directed, student-designed Workshop productions per academic year. Casting is open to all students and based mainly on audition. The Theatre Department actively encourages students of color to audition for all productions and is firmly committed to a policy of non-traditional (or “color blind”) casting, which means that race and ethnicity are not a factor when casting decisions are made. Opportunities abound for students who are interested in design, technical production, and stage management.

Certification in Theatre Option for Education Majors

Elementary Education

Elementary Education majors may follow a program that allows them to seek alternative certification in theatre from the Massachusetts Department of Education. More information is available from the Assistant Dean of Undergraduate Services in the Lynch School of Education, Campion 104.

Secondary Education

Secondary Education/English majors may follow a carefully designed program that allows them to seek alternative certification in theatre from the Massachusetts Department of Education. More information is available from the Assistant Dean of Undergraduate Services in the Lynch School of Education, Campion 104.

Information for Study Abroad

The Theatre Department has no formal affiliation with international programs that focus on theatre training. Students who are considering study abroad are advised to meet with their advisor a full year in advance of their departure in order to plan their academic progress and discuss the advantages and disadvantages of being off campus for a semester or more as an upperclassman. In general, students can receive credit towards the Theatre major (as appropriate) for no more than one course taken abroad. For more information, please contact the Department Chair.

Undergraduate Course Offerings

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

CT 060 Introduction to Theatre (Fall/Spring: 3)

Satisfies Arts Core requirement

This is a survey course for primarily non-majors. Its aim is to impart an appreciation of the theatre as an artistic and humanizing experience. There will be discussion of the various elements that contribute to the development of theatre as a specialized art form including

historical and cultural influences, staging styles and techniques, and the multiple genres of dramatic writing. Several plays illustrating the above will be read and attendance at selected performances is required.

The Department

CT 062 Dramatic Structure and Theatrical Process (Fall: 3)

Satisfies Arts Core requirement

Required for all Theatre majors

This foundational course provides a thorough introduction to theatre and drama study. It is geared towards, though not limited to, Theatre majors (or prospective majors) in their first year. Dramatic texts are studied as blueprints for performed events. Students will read a wide range of plays in order to develop play analysis skills and to gain an awareness of how structure shapes meaning. Fundamental aspects of theatrical process and production are also taken into consideration.

Scott T. Cummings

CT 140 Elements of Theatre Production I (Spring: 3)

Corequisite: CT 145

This course is required for Theatre majors, but it is also open to interested non-majors by permission.

Elements I introduces the history, theory, and practice of technical theatre production through lectures, discussions, observation, and hands-on experience. The class consists of two paths of learning. The first will be practicing the necessary skills for the preparation of scenery, props, costumes and lights. Students will be required to learn to safely rig scenery, use many power tools, hang and focus lighting equipment, and cut and stitch fabric. The second path develops literacy in the visual design elements as it applies to theatre and theatrical spaces. A number of exercises will expand your visualization and creative skills.

Jacqueline Dalley

Crystal Tiala

CT 141 Elements of Theatre Production II (Fall: 3)

Prerequisite: CT 140 or permission of instructor

Corequisite: CT 145

The course is a continuation of the Elements of Theatre Production I class. In addition to learning more of the basic knowledge and skills necessary for the preparation and execution of theatrical production work, students will use class projects to begin creating designs for the stage. The final project will focus on professional design processes and collaborative procedures as they apply to scenic, costume, lighting and sound design. In addition, Elements II in combination with the Theater Production Laboratory will introduce you to skills necessary for the preparation and execution of lights, sound, painting, and make-up for stage productions.

Jacqueline Dalley

Crystal Tiala

CT 203 Acting II: Voice/Body/Text (Fall/Spring: 3)

Prerequisite: CT 103

This course is a prerequisite course for CT 303 Acting III: Meisner Technique.

Voice, speech, gesture, and movement are essential tools for effective communication—for actors and for anyone who addresses an audience. The goal of this team-taught course is for the actor/speaker to achieve a greater range of expressiveness and agility and a stronger,

healthier voice and body in performance. Kristin Linklater's voice technique, somatic-based body exercises, and rigorous physical training will be used to build awareness, sharpen focus, promote articulation, release tension, and create dynamic presentations of prepared texts.

Sun Ho Kim

Patricia Riggan

CT 204 Modern Dance I (Fall: 3)

This course introduces modern dance, in theory and in practice. Through training in various dance techniques, movement analysis, composition exercises, work on the floor and at the barre, study of modern dance history, and viewing of dance videos, students will learn the vocabulary and aesthetics of modern dance and begin to express themselves creatively in those terms. Coursework includes reading assignments, a research paper, exams, and a performance project. Appropriate dance attire is required.

Sun Ho Kim

CT 205 Elements of Dance (Fall/Spring: 3)

Satisfies Arts Core requirement

This course is designed to develop the student's knowledge and experience of dance as an art form. The elements of dance used in ballet, modern, and jazz will be introduced along with the principles of composition. The aesthetics of dance as an art form will also be studied. Students will be reading texts as well as viewing dance works in live performance and on video. This course will provide a groundwork for students who wish to do further work in technique, composition, and performance.

Robert Ver Eecke, S.J.

Sun Ho Kim

CT 207 Jazz Dance I (Fall: 3)

This course is designed for the beginning and intermediate dancer. The class will introduce a variety of techniques thereby giving young dancers a complete overview of jazz dance as practiced today. Each class will contain body toning and shaping exercises, technique and jazz combinations that may include lyrical, video, and classic jazz. Jazz shoes or jazz sneakers are required.

Kirsten McKinney

CT 210 Intermediate Ballet I (Fall: 3)

Prerequisite: CT 111 or permission of instructor

This course is designed to challenge the intermediate dancer who has a solid command of ballet vocabulary and who has had two to three years of secure ballet training or who has completed Ballet II. Individual attention will be given with the goal of perceiving the technical and artistic aspects of dance as a performing art.

Margot Parsons

CT 243 Makeup Design for the Stage (Spring: 3)

This course introduces students to basic makeup techniques for the stage. Students will study makeup design principles and develop a mastery of applied techniques. Using the theories of highlight and shadow, and an examination of facial anatomy and how it changes with age, the student will learn to change the look of the face to suit different characters. Emphasis will be placed on character analysis and research, and translating that into a makeup design. Time will also be given to study various styles of makeup (e.g., fantasy, cartoon, period makeup, etc.) and special-effect makeup.

Jacqueline Dalley

CT 252 Creative Dramatics (Fall: 3)

Prerequisite: Instructor's permission

This class investigates the power of drama to educate, inspire and empower the individual. The course focuses on drama pioneers whose work crosses over borders between the fields of education, theatre, drama therapy and social justice. This is a hands-on investigation of theories and techniques and will include working with local middle school students to observe and apply ways of making drama with adolescents. Creative Dramatics is essential for teachers in obtaining additional certification to teach drama. Subjects include improvisation, Viola Spolin, Augusto Boal, Winifred Ward, and children's theatre.

Luke Jorgensen

CT 262 Theatre for Youth (Spring: 3)

Prerequisite: CT 252 or instructor's permission

This class builds upon the knowledge acquired in Creative Dramatics. During this semester, students create an original piece of children's theatre that tours local schools.

Luke Jorgensen

CT 275–276 History of Theatre I and II (Fall/Spring: 3)

These courses follow the simultaneous development of the actor, playwright, architect, and director from the Egyptian theatre through to the Elizabethan and Jacobean theatre. These courses will also study the development of dramatic structure and form over time. In a larger sense, they 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 303 Acting III: Meisner Technique (Fall: 3)

Prerequisites: CT 301–302

Acting III explores the essential principles of acting through the methods developed by Sanford Meisner and William Esper. The actor's ability to work "moment to moment" and to live truthfully in those moments is developed through a progression of structured improvisations. These exercises are designed to stimulate instincts and impulses, sharpen concentration and listening skills, and develop the imagination, spontaneity, and emotional skills of the actor. During the semester, students apply the expertise acquired through these exercises to scene work. The course has a strict attendance policy and requires weekly rehearsal outside of class.

Patricia Riggan

CT 311 Modern Dance II (Spring: 3)

Prerequisite: CT 204 or permission of instructor

This course continues the study and practice of modern dance as introduced in Modern Dance I. Students will learn basic choreographic processes which they will use to create their own original modern dance pieces. Principles of dance criticism will be introduced in advance of writing a critique of a modern dance performance in the Boston area. Dance appropriate attire is required.

Sun Ho Kim

CT 352 Stage Design I (Spring: 3)

Cross listed with FS 352

See course description in the Fine Arts Department.

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CT 357 Costume Design (Fall: 3)

Cross listed with FS 357

Students are not required to have advanced drawing skills to take this class. There are several class sessions devoted to learning and practicing drawing and painting techniques.

The art of costume design integrates artistic imagination with the practical concerns of theatrical production. The course is designed to help students develop the fundamental skills used by costume designers, focusing particular attention on character analysis, period research, and visual communication. The course will include a series of exercises and projects to develop skills in figure drawing, rendering in various media, fabric selection, and color. Students will learn how to communicate character, mood, and style through costume following two learning tracks: (1) developing the concept and theory of the design, and (2) communicating the design through figure drawing and rendering.

Jacqueline Dalley

CT 361 Shakespeare on the Stage (Fall: 3)

Cross listed with EN 245

Offered biennially

William Shakespeare wrote his plays to be performed. Consequently, the most effective method of understanding his work is through performance. Lectures will describe the condition of Elizabethan England and its theatre, providing a larger social and historical context in which to view the playwright and his work. The class will read, analyze, and discuss some ten to twelve Shakespearean plays, including his comedies, tragedies, history plays, and the so-called problem plays. Students will also be expected to perform scenes from Shakespeare's plays, not to show off their acting skills, but rather as a means to explore how each play works.

Stuart J. Hecht

CT 364 American Theatre and Drama (Spring: 3)

This course will attempt to trace American theatre and drama from the end of the Civil War to the present. Special emphasis will be placed on how the plays and their productions reflect America's changing social, political, and cultural concerns.

CT 375 African American Theatre and Drama (Fall: 3)

Cross listed with BK 375

This course examines how African American playwrights have combined historical narrative, personal recollection, spirituality and religion, popular music, and folk art to create a unique form of American drama that reflects the traumas and triumphs of African Americans. Plays to be studied range from William Wells Brown's autobiographical *Escape; or, a Leap for Freedom* (1858) to Lorraine Hansbury's inspirational *A Raisin in the Sun* (1959) to Lydia Diamond's contemporary comedy *Stick Fly* (2006).

John Houchin

CT 377 Fashion and Decor: A Cultural History (Spring: 3)

Trends in fashion and interior decoration simultaneously shape and are shaped by the culture from which they grow. When we look at styles of a particular period, we see reflections not just of personal taste, but also social values, political and economic developments, influence of popular culture, new technology, and the overall mood of the period. Through lectures, discussions and visual research projects, this class will examine trends in fashion and decor as they relate to the

cultures of the eighteenth, nineteenth, and twentieth centuries, highlighting the correlation between fashion, decorative arts, architecture, and interior design.

The Department

CT 384 Playwriting I (Fall: 3)

Cross listed with EN 241

This writing-intensive course offers a practical introduction to the art and craft of writing for performance. Students will engage in numerous writing exercises that highlight the special demands and opportunities of writing for the stage. Emphasis is placed on finding ways to contact and release the theatrical imagination and on mastering the basics of writing a solid dramatic scene. Exemplary plays by established playwrights will be studied as appropriate, but the overwhelming emphasis is on student writing.

The Department

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 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.

Scott T. Cummings

Stuart J. Hecht

CT 540 Theatre Practicum in Design (Fall/Spring: 3)

Prerequisite: Permission of instructor

Consideration for enrollment will be given to those students who have successfully completed the design sequence CT 140–141; the relevant upper level design course in scenic, lighting, or costume design; and a student workshop design.

This is a senior project involving the design of sets, lights, costumes, and/or sound for a departmental mainstage production. Candidates are selected in the second semester of their junior year and will discuss the scope of the project with the faculty. Consultation with the faculty will determine whether the student enrolls in the Practicum in the fall or the spring semester of their senior year.

Jacqueline Dalley

Crystal Tiala

CT 550 Honors Project in Theatre (Fall/Spring: 3)

Prerequisite: Permission of sponsoring instructor

A year-long project open only to senior Theatre majors. An advanced independent study in the area of readings and research, though it may include a performance or production aspect. This will result in a written thesis at year's end.

Scott T. Cummings

CT 598 Readings and Research in Theatre (Fall/Spring: 3)

Prerequisites: Senior standing, 12 credit hours in Theatre, and permission of instructor required

Students are not encouraged to employ this course for anything but a very specific research program, which must be approved in advance by a Theatre faculty member.

The Department

Theology**Faculty**

Robert Daly, S.J., *Professor Emeritus*; A.B., A.M., Boston College;

A.M., Catholic University; Dr. Theol., University of Wurzburg

Harvey D. Egan, S.J., *Professor Emeritus*; B.S., Worcester Polytechnic Institute; A.M., Boston College; Th.M., Woodstock College; Dr. Theol., University of Munster (Germany)

Philip King, *Professor Emeritus*; A.B., M.A., St. John Seminary College; S.T.L., Catholic University of America; S.S.L., Pontifical Biblical Institute; S.T.D., Pontifical Lateran University

Patrick J. Ryan, S.J., *Associate Professor Emeritus*; A.B., A.M., Boston College, S.T.D., Gregorian University

Stephen F. Brown, *Professor*; A.B., St. Bonaventure University; A.M., Franciscan Institute; Ph.L., Ph.D., Université de Louvain

Lisa Sowle Cahill, *Monan Professor*; A.B., University of Santa Clara; A.M., Ph.D., University of Chicago

M. Shawn Copeland, *Professor*; Ph.D., Boston College

Catherine Cornille, *Professor*; Chairperson of the Department; M.A., University of Hawaii; Ph.D., Catholic University of Leuven, Belgium

Richard Gaillardetz, *The Joseph McCarthy Professor of Catholic Systematic Theology*; B.A., University of Texas, Austin; M.A., St. Mary's University, San Antonio; M.A., Ph.D., University of Notre Dame

Roberto S. Goizueta, *Flatley Professor of Catholic Theology*; B.A., Yale University; M.A., Ph.D., Marquette University

Michael J. Himes, *Professor*; B.A., Cathedral College; M.Div., The Seminary of the Immaculate Conception; Ph.D., University of Chicago

David Hollenbach, S.J., *University Professor of Human Rights*; B.S., St. Joseph's University; M.A., Ph.L., St. Louis University; M.Div., Woodstock College; Ph.D., Yale University

James F. Keenan, S.J., *Founders Professor of Theological Ethics*; Director of Graduate Studies; B.A., Fordham University; M.Div., Weston Jesuit School of Theology; S.T.L., S.T.D., Gregorian University, Rome

Ruth Langer, *Professor*; A.B., Bryn Mawr College; M.A.H.L., M.Phil., Ph.D., Hebrew Union College

James W. Morris, *Professor*; B.A., University of Chicago; Ph.D., Harvard University

John J. Paris, S.J., *Walsh Professor*; B.D., M.A., Boston College; A.M., Harvard University; Ph.L., Weston College; M.A., Ph.D., University of Southern California

PHEME PERKINS, *Professor*; A.B., St. John's College; A.M., Ph.D., Harvard University

Stephen J. Pope, *Professor*; A.B., Gonzaga University; M.A., Ph.D., University of Chicago

Boyd Taylor Coolman, *Associate Professor*; B.A., Wheaton College; M.Div., Princeton Theological Seminary; Ph.D., University of Notre Dame

John A. Darr, *Associate Professor*; A.B., A.M., Wheaton College (Illinois); A.M., Ph.D., Vanderbilt University

Kenneth R. Himes, O.F.M., *Associate Professor*; 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

Frederick G. Lawrence, *Associate Professor*; A.B., St. John's College; D.Th., University of Basel

John J. Makransky, *Associate Professor*; B.A., Yale University; Ph.D., University of Wisconsin

H. John McDargh, *Associate Professor*; A.B., Emory University; Ph.D., Harvard University

Brian D. Robinette, *Associate Professor*; B.A., Belmont University; M.A., Saint John's University (Collegeville); Ph.D., University of Notre Dame

Margaret Amy Schatkin, *Associate Professor*; A.B., Queens College; A.M., Ph.D., Fordham University; Th.D., Princeton Theological Seminary

David Vanderhooft, *Associate Professor*; B.A., University of Winnipeg; M.A., York University; Ph.D., Harvard University

James M. Weiss, *Associate Professor*; A.B., Loyola University of Chicago; A.M., Ph.D., University of Chicago

Jeffrey L. Cooley, *Assistant Professor*; B.A., Wheaton College; M.Phil., Ph.D., Hebrew Union College

Douglas Finn, *Assistant Professor*; B.A., Wabash College; M.T.S., Ph.D., University of Notre Dame

Yonder Gillihan, *Assistant Professor*; B.A., M.A., Ball State University; Ph.D., University of Chicago

Andrew L. Prevot, *Assistant Professor*; B.A., The Colorado College; M.T.S., University of Notre Dame; Ph.D., University of Notre Dame

Erik C. Owens, *Adjunct Assistant Professor*; B.A., Duke University; M.T.S., Harvard University; Ph.D., University of Chicago

Matthew Petillo, *Adjunct Professor*; B.A., Saint Anselm College; M.A., Ph.D., Boston College

Meghan Sweeney, *Adjunct Assistant Professor*; B.A., College of the Holy Cross; M.Div., Harvard University; Ph.D., Emory University

Matthew Mullane, *Adjunct Senior Lecturer*; B.A., St. Columban's College; B.D., St. John's Seminary; M.A., Ph.D. (cand.), Boston College

Contacts

- Department Administrator: Toni Ross, 617-552-2474, toni.ross@bc.edu
- Staff Assistant: Gloria Rufo, 617-552-3882, gloria.rufo@bc.edu
- Graduate Programs Assistant: Gail Rider, 617-552-4602, gail.rider@bc.edu
- www.bc.edu/theology

Undergraduate Program Description

The undergraduate program in Theology is designed to provide students with the knowledge and skills necessary for a reasoned reflection on their own values, faith, and tradition, as well as on the religious forces that shape our society and world. As a broad liberal arts discipline, theology encourages and guides inquiries into life's most meaningful issues from such diverse perspectives as ethics, Biblical studies, history, psychology, social studies, philosophy, and comparative religion. There is a strong, although not exclusive, emphasis on Christianity, especially as manifested in the Roman Catholic tradition.

The major in Theology has proven to be excellent preparation for vocations requiring careful reasoning, close reading, clarity in written expression, the ability to make ethical decisions, and a broad understanding of cultures. It provides a solid background for graduate study in the humanities and for such professional schools as medicine, business, and law. For those wishing to pursue a career in ministry or religious education, of course, Theology is still a prerequisite. Long gone, however, is the time when Theology was considered the exclusive domain of seminarians and the religious. Many students now elect Theology as a second major to balance and to broaden their education and to provide perspective on such first majors as biology, political science, or English literature.

Students who elect to major or minor in Theology are encouraged to meet with the Department's Director of Undergraduate Studies to review their opportunities as well as pertinent departmental policies.

The Theology Department boasts a large, internationally known faculty with expertise in areas as diverse as systematic theology, ethics, biblical studies, church history, liturgy, psychology of religion, and the dialogue between Christianity and major religious traditions. A prestigious graduate program leads to the Ph.D. degree in several specialties. Nevertheless, the Department as a whole remains fully committed to the teaching of undergraduates and to the education of Theology majors.

Course Offerings

The Department distinguishes five levels of course offerings:

- (1) Core—introductory, designed for the fulfillment of the University's basic Theology requirement
- (2) Level One—introductory, but not fulfilling the Core requirement
- (3) Level Two—advanced undergraduate, more specifically aimed at minors and majors
- (4) Level Three—addressed to advanced undergraduates (usually majors) and graduate students who are more theologically proficient
- (5) Graduate—offered exclusively for professionally academic theological formation

Core Options

The Theology Core requirement is a two-semester sequence (six credit hours). Students must first take Part I, then Part II of the same Core course (preferably with the same instructor and in the same academic year) to fulfill the requirement and receive Core credit. Students shall select one 2-course sequence from the following:

- TH 001–002 Biblical Heritage I and II
- TH 016–017 Introduction to Christian Theology I and II
- TH 023–024 Exploring Catholicism: Tradition and Transformation
- TH 161–162 The Religious Quest I and II

Twelve-credit courses. Students may take these courses to fulfill the Theology requirement. There are two of these Philosophy/Theology courses: PL/TH 090–091 Perspectives on Western Culture (**for freshmen only**) and PL/TH 088–089 Person and Social Responsibility (for PULSE Program students only).

Major Requirements

The major curriculum in Theology incorporates both structure and flexibility. Majors take a combination of essential, required courses and electives from within and outside the Department of Theology. Programs are designed in consultation with the Director

of Undergraduate Studies. The ordinary requirements are 30 credits, distributed as follows. These year-long Core sequences count as six credits each:

- Either The Religious Quest or The Biblical Heritage. (Majors taking the Biblical Heritage option are encouraged to enroll in the enhanced section which is restricted to majors only.) These year-long Core sequences count as six credits 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. Only one (1) Level-1 course may be applied to the Major in Theology. In some cases, the Director may also approve one or two electives from outside the Theology Department that will count as Theology electives. 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 3-credit 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 Theology minor consists of the Theology Core requirement (1 two-course Core sequence) plus 5 three-credit courses (above the Core level, only one of which can be level one).

Honors Program

Requirements for graduation with departmental honors:

- Completion, with at least a grade of A-, of at least one majors seminar, which will involve students in specialized study within one of the areas of our field (e.g., systematics, comparative, ethics, bible, etc.) and which will enable them to develop the skills of research and writing necessary for writing the senior thesis.
- Completion of at least four Level III courses (or the equivalent, e.g., a graduate course by permission of the instructor).
- Completion of a senior honors thesis under the direction of a designated faculty member. Students writing the honors thesis will be given three credits per semester in the fall and spring of their senior year. These six credits will contribute to the 30 required to obtain the major in Theology.

Information for First Year Majors and Non-Majors

Theology is the academic discipline concerned with the realities that are the center of religious faith and with the traditions of belief and worship that inform the life of communities of faith. Historical, biblical, psychological, ethical, pastoral, comparative, philosophical, and doctrinal studies are all included within the scope of Theology at

Boston College, which introduces the undergraduate to a mature, critical approach to religious knowledge and experience. There is a strong, but by no means exclusive, emphasis on Christianity, and more specifically, on the Roman Catholic tradition.

The courses offered are grouped in four categories: (1) Biblical, (2) historical, (3) ethical and social-scientific, and (4) comparative and systematic or doctrinal. All courses, particularly those taught at the Core level, aim at fulfilling certain goals:

- A liberal arts goal of fostering awareness of the religious roots and background of our culture—for example, by giving students a coherent view of religion and its development, a groundwork for moral decision, and an awareness of their own existence as religious persons
- A specifically theological goal of introducing the materials and methods of one or more approaches to the academic study of religious faith and tradition
- A religious or confessional goal, explicit in some—though not all—courses, of exploring a particular tradition from the inside, healing negative encounters with religion, inviting commitment and belief, and the like.

Information for Study Abroad

There are no formal requirements stated by the Theology Department, but it is presumed that students will have completed at least three credits of the Core before going abroad. The Department will allow six credits or two courses taken abroad to count toward major credit. A maximum of three Core credits may be taken abroad.

The international programs at the University of Durham and Oxford University are both recommended by the Theology Department. All Theology majors should contact the Director of Undergraduate Studies while planning their study abroad program.

Fifth Year B.A./M.A. Program

Undergraduate Theology majors may opt to enter a 5-year B.A./M.A. program. Application to the program must take place during junior year. The deadline for applications is **February 1st**. Students admitted to the program will follow the curriculum for regular Theology majors, except that all five (5) of their electives must be upper level courses (level three or above). Furthermore, these upper-level electives must be chosen in consultation with the Director of Undergraduate Studies, who will evaluate their appropriateness for graduate education. Two (2) of these courses will count towards the M.A. as well as the B.A. The remainder of the M.A. may thus be completed by taking eight (8) additional *graduate* courses (BTI included) and fulfilling the revised comprehensive and research language requirements as specified below. Interested undergraduate Theology majors must apply to the Graduate School of Arts and Sciences. Applicants should have achieved an overall GPA of at least 3.33 and a major GPA of at least 3.5.

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 www.bc.edu/lonergan.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed at 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 001–002) 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. Thus, a thorough analysis of Biblical texts in terms of the central concerns of the Core curriculum will be the primary goal of the Biblical Heritage.

The Department

TH 016 Introduction to Christian Theology I (Fall: 3)

Satisfies Theology Core requirement

This is a year long course where you must take both sections of Introduction to Christian Theology (TH 016–017) first Part I, then Part II to receive Core credit. There are no exceptions.

This is a two-semester course that fulfills the Theology core requirement. This sequence of courses considers significant questions in conversation with some of the most important writings in the tradition of Western Christian thought. Its purpose is to encourage students by drawing systematically on primary sources of historical significance to uncover the roots of the Christian faith and life and to delineate the values for which this tradition of faith stands. Students considering a minor course of study in the Faith, Peace, and Justice Program will find this course of special interest.

The Department

TH 023–024 Exploring Catholicism: Tradition and Transformation I and II (Fall/Spring: 3)

Satisfies Theology Core requirement

This is a year long course where you must take both sections of Exploring Catholicism (TH 023–024) first Part I, then Part II 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 as lived in the light of the Mystery of God and the gift of Jesus Christ. The second semester considers the Church as the people of God, gathered and sent forth in the Spirit; the sacraments as catalysts of ongoing transformation in Christ; and the challenge of the spiritual life today. Close analysis of passages from the Bible will be supplemented by readings from contemporary theologians, literary figures, and social commentators.

The Department

TH 037–038 Introduction to Hebrew I and II (Fall/Spring: 3)

Cross listed with SL 037–038

Offered biennially

Courses for beginners in Hebrew, with attention to modern Israeli. The courses are intended to develop the ability to read a variety of Hebrew texts and other Hebrew prose and poetry and to set a

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foundation for both conversational and compositional skills. As part of the learning, students will be exposed to modern Israeli culture. No previous knowledge of Hebrew is assumed.

Gil Chalamish

TH 088–089 Person and Social Responsibility I and II (Fall/Spring: 3)

Corequisites: PL 088–089

Satisfies Theology Core requirement

Satisfies Philosophy Core requirement

This is a two-semester course that fulfills all Core requirements in Philosophy and Theology. The course requirements include ten to twelve hours per week of community service at a PULSE field placement (see Special Programs section) as well as participation in a correlated class. The course will focus on problems of social injustice and the possibilities of surmounting those injustices. The field projects will put students directly in contact with people experiencing the consequences of social injustice—delinquency, poverty, psychological problems, prejudice, and alienation.

The Department

TH 090–091 Perspectives on Western Culture I and II (Fall/Spring: 3)

Corequisites: PL 090–091

Satisfies Theology Core requirement

Satisfies Philosophy Core requirement

Total of six credits each term

Freshmen only

These courses introduce 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, and the emergence of Christianity and Islam, and concludes with a consideration of medieval explorations of the relationship between faith and reason. Attention will also be paid to non-Western philosophical and theological sources.

The Department

TH 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, and Islam, and those originating in India, like Hinduism, Jainism, Sikhism, and Parseeism. While emphasis will be laid on the impact religion has had on African communities within the context of peace and justice in the world, the course will also consider the role of Africism in a changing Africa.

Aloysius M. Lugira

TH 108 Christianity in Africa (Spring: 3)

Cross listed with BK 121

Satisfies Cultural Diversity Core requirement

This course is intended to give a historically interdisciplinary bird's-eye-view of Christianity in Africa. While Christianity in general will be touched upon, emphasis will be laid on the development and

extension of the Christian tradition in Africa. The three stages within which Christianity has so far been established in Africa will be discussed. Finally, the response Christianity has received in Africa will be considered for the purpose of visualizing the future role of Christianity in a changing Africa.

Aloysius M. Lugira

TH 116 Medieval Religions and Thought (Spring: 3)

Prerequisites: Core courses in Philosophy and Theology

Cross listed with PL 116

Satisfies Cultural Diversity Core requirement

The medieval world of philosophy and theology was a multicultural world: Arabian, Jewish, and Christian thinkers from the three great religious traditions adopted, adapted, and shared the philosophical riches of the classical world and the religious resources of the biblical heritage. This course introduces students to the great Arabian thinkers Alfarabi, Avicenna, Algazel and Averroes; the respected Jewish authors Saadiah Gaon, Moses Maimonides, and Gersonides; and the famous Christian writers Anselm, Bonaventure, and Thomas Aquinas and the intellectual challenges from the Greek intellectual world that they met and faced in the Middle Ages.

Stephen F. Brown

TH 160 The Challenge of Justice (Fall/Spring: 3)

Prerequisite: Department permission required. Please contact professor.

Cross listed with PL 160

This course satisfies the introductory requirement for students taking the minor in Faith, Peace, and Justice Studies. Other students interested in examining the problems of building a just society are welcome.

This course introduces the student to the principal understandings of justice that have developed in the Western philosophical and theological traditions. Care is taken to relate the theories to concrete, practical and political problems, and to develop good reasons for choosing one way of justice rather than another. The relationship of justice to the complementary notion of peace will also be examined. Special attention is paid to the contribution of Catholic theology in the contemporary public conversation about justice and peace. Problems discussed may include human rights, hunger and poverty, and ecological justice.

Matthew Mullane

Meghan Sweeney

TH 161–162 The Religious Quest: Comparative Perspectives I and II (Fall/Spring: 3)

Satisfies Cultural Diversity Core requirement

Satisfies Theology Core requirement

Religious Quest courses present Christianity and at least one other world religious tradition.

Students are strongly encouraged to take both semesters of the same Religious Quest class.

If circumstances require switching sections, students need permission of the instructor of the spring term course and may be asked to do additional background reading and writing for the religious tradition(s) not covered in their first semester of the course.

You must take both sections of the Religious Quest I and II (TH 161–162) first Part I, then Part II to receive Core credit. There are no exceptions.

The Religious Quest explores the individual and communal search for wisdom about human nature, the world, ultimate realities and God, secrets of love and death, enduring values to live by, and

paths to spiritual maturity. Although each section is different, likely themes include symbols, myths, doctrines, rituals, holy texts, saints, comparisons and contrasts among traditions, relevance of classical religious traditions to issues in today's world, interreligious dialogue today, and religious diversity in the Boston area. Each section brings the Biblical and Christian tradition into conversation with at least one other religious tradition.

DeLongBas-Islam

Klancer-Confucianism

Langer-Judaism

Makransky-Buddhism

Maxey-Judaism

McDargh-Buddhism

Morris-Islam

O'Donnell-Judaism

Petersen-Hinduism

Sonsino-Judaism

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 who 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 of God.

Joseph Marchese

TH 231 The Bible and Ecology (Spring: 3)

In this course we will: (1) identify and analyze a variety of biblical understandings of how humans relate to nature, from the Genesis creation accounts to St. Paul's notion of a liberated creation; (2) evaluate the influences of these Biblical ideas on current trends in theology, ethics, and ecology; and (3) explore ways in which religious world views hinder and/or enhance efforts to protect and preserve the environment.

John Darr

TH 241 Roman Religion (Fall: 3)

Cross listed with CL 242, HS 229

See course description in the Classical Studies Department.

Kendra Esbleman

TH 244 Classics of Christian Spirituality (Spring: 3)

The history of Christian spirituality is a history of interactions between the life of the triune God and the lives of human beings. In this course, we will examine the conversion stories, ascetical practices, prayerful devotions, mystical encounters, and works of mercy and justice that have shaped Christian spirituality throughout the ages. The question will be how these interactions between divine and human life have enabled many Christian saints and witnesses to confront the sins, sufferings, and deaths of this fallen world in conformity with Christ.

The Department

TH 327 Perspectives on War, Aggression, and Conflict

Resolution I (Fall: 3)

Cross listed with PL 259, SC 250

The Faith, Peace, and Justice Program at Boston College sponsors this course as an introduction to the field of Peace Studies.

This course develops an interdisciplinary approach to the study of war and conflict and investigates alternatives to their resolution in contemporary global society. The course is organized along multidisciplinary lines, with faculty members from various academic departments responsible for each topic of discussion. This interdisciplinary approach demonstrates the varied and complex perspectives on the causes of war and conflict and attempts to develop, out of the resources of these respective disciplines, intelligent insights into the resolution of conflicts, and the development of alternatives to war.

Matthew Mullane

TH 330 Theology Majors' Seminar (Fall/Spring: 3)

Prerequisite: Completion of Theology Core

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 and identify key themes, questions, and areas in need of further study. This is done primarily through the research and writing of a seminar paper. This course is offered each fall and spring and may be taken senior or junior year. Sufficiently advanced students are urged to take the seminar in junior year.

Lisa Cahill

Roberto Goizueta

Matthew Petillo

TH 341 Peaceful Conflict Resolution Methods (Fall: 3)

Cross listed with UN 162

This course considers conflict resolution methods in several different types of contexts: personal and family, organizational and work, international peace-making. Among the methods analyzed and practiced in role playing exercises are: methods for resisting win-lose behaviors, methods for developing win-win solutions to conflicts, dialogic methods for developing creative solutions to conflicts, and third party facilitation, mediation, and arbitration methods. Personal skill development as well as careers in conflict resolution are explored. In addition, different types of personal philosophical and spiritual approaches to conflict resolution are considered.

Richard Nielsen

TH 342 Peaceful Ethics Leadership Methods (Spring: 3)

Cross listed with UN 163

This course provides examination of peaceful, ethical leadership as well as a forum for discussion and development of leadership action skills and the cultivation of personal values and ethics in the art of leadership. Students examine their leadership styles as a step toward evolving ethical, peaceful, and effective modes of leadership. The purpose of the course is to improve students' abilities to analyze, prepare for, and practice values based leadership; ethical and peaceful power based leadership methods; measurement and reward based leadership methods; participative and team based leadership methods; and, storytelling, charismatic, inspirational leadership methods; and servant leadership methods.

Richard Nielsen

ARTS AND SCIENCES

TH 360 Living Truthfully: Way to Personal Peace and Social Change (Fall: 3)

Prerequisite: Completion of Theology Core

The primary purpose of this course is to examine the proposition that it is better to tell the truth than tell the lie. Too often, we are tempted to live out an illusion. The personal and social costs of keeping an illusion pumped are steep. Personal peace and courage are born when we settle in on the truth of our identity and dare to live it. In short, this course proposes that the larger life is possible when we come home to the smaller life that defines us as individual women and men.

Rev. Anthony Penna

TH 361 Praying Our Stories (Fall: 3)

Significant experiences of God's presence are often thought of as extraordinary. They are moments we might expect while on retreat, during community worship, or while sitting under the stars. We might assume that to find God we must transcend our mundane life and get to another place. This course will explore how God is in fact more likely, and thankfully, discovered in the ordinary. Ignatian spirituality does not distinguish between secular and sacred, work and prayer, or God and real life. Instead, it is about finding God in our lived experience and cooperating with God to transform that experience.

Daniel Ponsetto

TH 410 Capstone: One Life, Many Lives (Fall: 3)

Prerequisite: This section is designed for students who have engaged in service experiences during their BC years, whether here, elsewhere, or abroad. Instructor permission required.

Cross listed with UN 500

Capstone classes cannot be taken pass/fail.

Students may take only one Capstone class before graduation.

This course gives you the chance to review what you have made of your education and preview your long-term life commitments to work, relationships, community, and spirituality. We read fiction, psychology, sociology, and wisdom figures to find the deeper continuity underlying our many experiences. Students lead discussions, conduct interviews of working people, and cap off their Capstone by writing their own autobiography.

James Weiss

TH 523 Capstone: Telling Our Stories, Living Our Lives (Fall: 3)

Prerequisite: Enrollment restricted to seniors only

Cross listed with UN 523

Our lives take shape and meaning from the stories that we tell ourselves about what it means to be a man or a woman, what is worth doing in a life, and who or what is ultimately valuable and trustworthy. In this course, we shall investigate our own life narratives by looking at significant myths that derive from religion, culture, and our families. We shall read works in developmental psychology, cultural anthropology, and narrative theology. We shall also use selected fiction and film.

H. John McDargh

Undergraduate and Graduate Course Offerings

TH 261 Spirituality and Sexuality (Spring: 3)

Prerequisite: Permission of instructor

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 290 The Problem of Belief in Modernity (Fall: 3)

The various critiques of religion that have emerged since the Enlightenment have raised issues which call into question the possibility of Christian faith. This course will explore several of those issues (especially regarding the doctrines of God, creation, incarnation, and grace) in order to appreciate the truth and relevance of the critiques. It will then consider how responsible persons today can express the Christian faith in such a way as to take account of the critiques.

Michael Himes

TH 343 Genocide and Film (Fall: 3)

Cross listed with FM 343

This course is an historical overview of the twentieth century tragedy of genocide and ethnic cleansing as depicted in feature films and documentaries. We ask how these horrors can be visually translated to the screen while both maintaining their authenticity and serving as commercial entertainment. Through an analysis of a series of poignant films, the plight of the Native Americans, the controversial Armenian Genocide, the Holocaust and its legacy, the Killing Fields of Cambodia, and the Hutu-sponsored massacres in Rwanda will help grasp the driving mechanism of genocide and ethnic cleansing.

Raymond Helmick

John Michalczyk

TH 351 Faith Elements in Conflicts: The Role of Theological Positions in the Fomenting or Resolution of Conflict (Spring: 3)

Cross listed with TM 351

Religious differences often appear 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 employment of these concepts betrays the religions themselves. It will also examine how far the institutional interests of religious bodies make them vulnerable to manipulation by other parties engaged in any given conflict, and how the religious elements and loyalties relate to other interests that figure in such conflicts.

Raymond Helmick, S.J.

TH 352 Israelis and Palestinians: Two Peoples, Three Faiths (Fall: 3)

Satisfies Cultural Diversity Core requirement

In 1993 the parties in the Middle Eastern Conflict came 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 into 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 372 New Testament Greek (Fall: 3)**Offered periodically**

This course will teach you to read the New Testament in Greek in one semester. The Greek of the New Testament is readily learnable by American students and will enrich their English vocabulary. Students will begin immediately to translate verses from the New Testament. To read the New Testament in Greek is to more fully understand the Good News of the Gospel.

Margaret Schatkin

TH 426 Fathers of the Church (Fall: 3)**This course counts as an elective towards the interdisciplinary minor in Ancient Civilization.**

Introduction to the Fathers of the Church, with special emphasis on the period after the apostles to the Council of Nicea (A.D. 325). The lives, writings, and teachings of the Church Fathers will be studied through readings in English translation.

Margaret A. Schatkin

TH 436 Exploring the Theology of Abraham Joshua Heschel (Spring: 3)

A refugee from the Nazis, Abraham Joshua Heschel became one of the most beloved and influential Jewish theologians of his day. He advised the bishops in formulating their new teachings about Jews and Judaism at the Second Vatican Council, he marched with Martin Luther King in Selma, he protested the Vietnam War, and he dialogued with other leading Christian theologians. This course will be an exercise in comparative theology, engaging key elements of Heschel's writings and the Judaism expressed in them in order to investigate their potential for contributing to the self-understanding of Christians and practitioners of other religions.

Ruth Langer

TH 437 Jewish and Christian Approaches to Bible (Fall: 3)

Although Jews and Christians share many scriptural texts (the Christian "Old Testament," the Jewish Tanakh), they often understand them differently. This course explores the ways that Jews and Christians have interpreted key texts, separately and together, over two millennia of learning from and disputing with each other. Students will themselves engage in interreligious learning while learning about ancient Israel's scriptures and studying methods of biblical interpretation from late antiquity to today.

Ruth Langer

David Vanderhoof

TH 438 Career and Calling: Spirituality, Sociology, Psychology of Work (Fall: 3)**Offered periodically**

How can people combine their sense of calling with their pursuit of work and career? Both corporations and spiritual writers have converged on the topic of "workplace spirituality." The Academy of Management, a leading forum for business schools, now includes a section on management and spirituality. Catholic and Protestant thinkers—including Jesuit experts on spiritual discernment—also seek to integrate career development and Christian spiritual practices. This multi-disciplinary seminar will read psychologists, theologians, sociologists, and developmental theorists to guide case studies of individuals' careers. Course includes personal discernment exercises. Suitable for ministry students and undergraduates.

JAMES WEISS

TH 448 Patristics: Latin and English (Spring: 3)**Prerequisite:** Introduction to Latin

Selections from St. Jerome read in the original Latin to illustrate his role as a biblical scholar, a translator, and a mediator between Eastern and Western theology.

Margaret Schatkin

TH 452 Marriage and Family in the Catholic Tradition (Spring: 3)

Prerequisite: Undergraduates must have completed the Theology core in either Exploring Catholicism or Introduction to Christian Theology

The Catholic Christian tradition has always given a prominent role to marriage and family yet both institutions have undergone significant changes and have been understood in quite different ways within that tradition. This course will explore the changing role and developing doctrinal/theological understandings of marriage and family with special attention to several controversial issues.

Richard Gaillardetz

TH 456 Genesis (Spring: 3)

Prerequisites: TH 001, A&S Honors, or instructor's permission

This course will serve as an introduction to the text, context and reception of the book of Genesis. Examining the book of Genesis in detail, we will explore not only the book itself, but parallel creation and national origin stories in the ancient Near East, methods of interpretation and their history, as well as the book's profound legacy in Jewish, Christian, and Muslim tradition.

Jeffrey Cooley

TH 462 Liberating Rituals (Fall: 3)**Offered periodically**

Rituals and symbols are at the heart of every religion. They remind us of who we are and from where we have come. They give shape and direction to our lives and inform the way that we act. This course investigates the transformative power of the prophetic actions of Jesus of Nazareth, such as feeding the hungry, reconciling the outcast and healing the sick. These dramatic acts proclaimed the nearness of God's Kingdom and unveiled the fullness of life that it promised. A renewed approach to Christian sacraments is then proposed.

Liam Bergin

TH 464 Liberation Christology (Spring: 3)

This course will examine the person of Jesus Christ as the foundation of Latin American liberation theology. Beginning with an analysis of the roots, methodology, and key themes of liberation theology, course readings and discussions will explore how a "preferential option for the poor" influences the understanding of the life, death and resurrection of Jesus Christ. Topics to be addressed, among others are the relationship between Christian faith and the social order, the implications of globalization for Christology, Jesus and violence, differences between "low" and "high" Christologies, and the meaning of salvation in the light of liberation Christologies.

Roberto Goizueta

ARTS AND SCIENCES

TH 469 What Can We Know About God? Exploring the Answers of Christian Antiquity (Fall: 3)
Team-taught with Rev. George Dion D. Dragas of Greek Orthodox School of Theology

Study of the teachings and dogmatic writings of the Cappadocians (Basil, Gregory of Nazianzus, Gregory of Nyssa) and John Chrysostom about God, Trinity, and Christology in light of modern interpretation and contemporary debate.

Margarat Schatkin

TH 471 Bread Broken for a New World (Spring: 3)

The Eucharist is primarily about the future. God has laid hold of human history and has begun to transform it from within. The Eucharist has the power to shape the community that celebrates it to be a source of life in a broken and fragile world. This course examines the biblical roots of the Eucharist in the meal traditions of the Jewish people, and in the table fellowship of Jesus, and in his death on the Cross.

Liam Bergin

TH 492 Religion and Public Education (Spring: 3)

Cross listed with ED 402

This course examines a controversial but surprisingly unfamiliar topic: religion(s) in American public schools. The class has three objectives: (1) to understand the complex role religions have played in the development of American public schools and the political and educational philosophy that undergirds them; (2) To examine the principled philosophical and theological issues behind contemporary legal cases about religion and public education; and (3) To understand how constitutionally sound approaches to religion in schools can help to modulate or resolve the pedagogical and administrative issues that arise across the curriculum and within school culture.

Erik Owens

TH 493 Spiritual Exercises: Philosophers and Theologians

(Spring: 3)

Cross listed with PL 492

This course will introduce students to “spiritual exercises” that have helped shape the philosophical and theological traditions of the West, and which allow us to appreciate how these disciplines form a “way of life.” Such exercises include: cultivating attention, concentrating upon the present moment, negative visualization, meditating upon death, becoming indifferent to indifferent things, the art of reading and dialogue, systematizing the passions, observing states of mind, discernment, examining conscience, and non-discursive meditation. The course is designed to provide students opportunities for engaging ancient and contemporary voices of wisdom in the effort to imagine and fashion “the good life.”

Brian Robinette

TH 506 Tibetan Buddhist Philosophy and Practice (Spring: 3)

Cross listed with PL 509

Philosophical concepts and meditative and ritual practices of the Tantric Buddhism of Tibet (Vajrayana). Includes early Buddhist and Mahayana philosophical foundations of Tantric Buddhism, connections between philosophy and sacred story, nature of mind and the transformative potential of the human being, visionary practices, meditation theory, inner yogas, unities of wisdom and means, and the

feminine divine in cultural context. We explore Tibetan philosophy and praxis through writings of modern Buddhist studies scholars and Tibetan lamas.

John J. Makransky

TH 514 Parables of Jesus (Fall: 3)

Prerequisite: Biblical Heritage II or similar introductory New Testament course

Offered periodically

Close reading and analysis of Jesus’ parables in the synoptic gospels from literary, social, historical, and theological perspectives. Special attention will be given to the historical Jesus’ use of parables and to the literary functions of parables as “narratives within narratives” in the gospel stories.

John Darr

TH 519 The Crisis of Confidence in the Catholic Church

(Spring: 3)

Cross listed with TM 569

Offered periodically

The Catholic Church in the United States and Europe has seen declining numbers both in regular attendance and in clergy and religious life. Scandals have torn at people’s allegiance, and feelings of disappointment, disillusion, and anger have become widespread. Church authorities have seemed reluctant to acknowledge or address these problems and have responded with vexation to those who raise them from the Right or Left. This course will examine the roots of this crisis of confidence in light of the nature of the Church community, its institutional structure, and the historical experiences that have brought it to this pass.

Raymond Helmick, S.J.

TH 527 Meditation, Interfaith Learning, and Social Service

(Spring: 3)

Prerequisite: Professor’s permission required

Cross listed with TM 544

Enters students into a process in which their study of meditation theory, their own contemplative experience, critical reflection on writings of faith-based social activists, and social service mutually inform each other, helping them to freshly appropriate their own spiritualities as bases for service and action. By engaging contemplative practices from Tibetan Buddhism in forms made accessible to people of other faiths, this course is also an exercise in inter-religious learning and applied comparative theology. Includes writings of Merton, Nouwen, Himes, M. L. King, Gandhi, Thich Nhat Hanh, Suu Kyi and others.

John Makransky

TH 528 The Gospel of Matthew (Spring: 3)

Prerequisite: Biblical Heritage II or equivalent, or instructor’s permission

Offered periodically

An in-depth examination of the Gospel of Matthew, with sustained analysis of its narrative contents and structure, sources, and theology. This course aims to produce thorough familiarity with the text and its interpretive problems, as well as traditional and recent methodological approaches that have produced promising solutions. Topics of primary interest will include ethics, eschatology, and ecclesiology, with focus on the relationship of Matthew’s community to the Judaism of its day.

Yonder Gillihan

TH 533 Modern Catholic Social Teaching (Spring: 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 548 Buddhist Thought and Practice (Fall: 3)
Cross listed with PL448, TM 448

A study of early Buddhism, Southeast Asian Buddhism, Zen, and Pure Land traditions of East Asia, with focus on ways that Buddhist philosophy informs and is informed by practices of meditation, mindfulness, inquiry, ethical training, and ritual. Students will be instructed in mindfulness exercises (observation of states of mind) to inform our studies, with daily mindfulness practice required. Relevance of Buddhist philosophy today, and in relation to Western philosophy and religion, will be considered throughout.

John Makransky

TH 552 God, Ethics, and the Sciences (Spring: 3)
Cross listed with PL 552
Offered periodically

This course examines some important questions regarding relationships between belief in God and scientific approaches to humanity and the natural world. We explore both the arguments for the incompatibility between science and theism, as well as constructive ways of understanding their potential relationships. We will examine major historical contributors to the discussion including Aquinas, Galileo, and Darwin. Central methodological questions focus on forms of naturalism, reductionism, and evolution. Other course topics include the ethical significance of neuroscience and evolutionary psychology, particularly concerning the relation between brain and mind, the meaning of responsibility, and the natural basis of moral decision-making.

Patrick Byrne

TH 554 Encountering the Qur'an: Contexts and Approaches (Fall: 3)

Using only English-language sources, this seminar will focus on developing the skills and background needed to understand and reliably interpret the Qur'an in translation. The course will also introduce the traditional contextual materials, such as Prophetic history (Sira, hadith), recitation, "tales of the prophets," textual development, and tafsir. But seminar sessions will focus on close reading and interpretation of selected early (Meccan) Suras.

James Morris

TH 556 Mystery of God (Spring: 3)
Offered periodically

This course covers a variety of themes in contemporary philosophical and Trinitarian theology. The central goals will be (1) to think critically about what we can and cannot know about God in the light of natural reason and divine revelation and (2) to consider how this theological knowing and unknowing has helped many Christian thinkers effectively address certain pressing epistemological, ethical, and political challenges in modernity and postmodernity. Students should have some background in philosophy and theology prior to taking the course.

Andrew Prevot

TH 559 Dante's *Divine Comedy* in Translation (Spring: 3)
Cross listed with PL 508

See course description in the Philosophy Department.

Laurie Shepard

TH 563 Ethics, Religion, and International Politics (Fall/Spring: 3)
Corequisite: TH 605

Cross listed with IN 600

See Theology or International Studies Department for registration approval.

Priority given to senior Theology and International Studies majors
Students must register for one of the required discussion groups.

An examination of ethical approaches to international affairs and the role of religion in international politics. The class will explore diverse religious and secular models for relating ethics to international affairs as well as specific areas of international politics where ethical questions are likely to arise, including sovereignty, terrorism, peace-making, human rights, globalization, economic justice, and the use of force in war or humanitarian interventions.

Erik Owens

TH 566 Mystical Poetry in the Islamic Humanities (Spring: 3)
Supplemental Persian reading session available

Spiritual poetry and music have long been the primary cultural vehicle for the popular communication of Qur'anic teaching throughout the Islamic world. Beginning with essential background from the Qur'an and Hadith, this seminar will focus on three classics of the Islamic humanities: Attar's *Language of the Birds*; Rumi's *Masnavi*; and Hafez's lyrical poetry. Each participant will also study another major work from the Islamic humanities (in translation) from a different Muslim culture or cognate artistic forms (film, music, literature) from contemporary spiritual settings.

James Morris

TH 569 Johannine Community (Spring: 3)

Emergence and development of the Johannine community as reflected in the Gospel and Epistles of John. Analysis of the Gospel text from the perspective of historical-criticism, literary criticism, and theological developments in Gospel traditions. Introduces the student to exegetical methodology as well as basis themes in Johannine theology.

Pheme Perkins

TH 571 Augustine's *Confessions* (Spring: 3)

This course will offer an in-depth reading of St. Augustine's classic work *The Confessions*. Attention will be paid not only to the theological, philosophical, and biographical issues raised in the text, but also to questions of genre, style, voice, and structure. Among the topics to be considered will be the nature of evil, language, scriptural interpretation, and the construction of individual and communal religious identity.

Doug Finn

TH 572–573 Intermediate Biblical Hebrew I and II (Fall/Spring: 3)
Prerequisite: Introductory Biblical Hebrew

Offered periodically

The courses begin with a refresher of the basic grammar learned in 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 Vanderhooff

TH 577 Conciliar Traditions (Fall: 3)

This course offers an introduction to the conciliar tradition of the Roman Catholic Church. The course will begin with an historical overview of the ecumenical and Catholic councils, from the councils of Nicaea and Constantinople in the early church era, to the Council of Trent and the First Vatican Council in early modernity. It will then turn to an extended exploration of the Second Vatican Council, its interpretation and reception. The course provides an introduction to the development of Catholic theology, in regard to both form and content, from the beginning to the present.

Boyd Coolman

Mary Ann Hinsdale, IHM

TH 578 Visions and Visualizations: Daoist Religious Traditions (Fall: 3)

Daoism (sometimes spelled Taoism) has been imagined in the West as an Eastern philosophy of blithe individuality and environmental consciousness. But what have Daoist thought and practice meant to Chinese practitioners? The answer might surprise. This course will examine major moments of thought and practice from the early, medieval, and modern periods of China's most successful indigenous religious tradition. Close readings of texts and images will challenge Western assumptions about what this religious tradition has been all about, and by extension, how we imagine the general categories "theology" and "religion."

The Department

TH 582–583 Introduction to Biblical Hebrew I and II (Fall/Spring: 3)

Cross listed with SL 091–092

No previous knowledge of Hebrew is assumed.

These courses are a thorough introduction to Biblical Hebrew and its principal grammatical structures in preparation for translation of prose and poetic texts. Readings in the Hebrew Bible/Old Testament begin the fall semester and increase in variety throughout the year.

Jeffrey Cooley

TH 587 Early Christianity in its Jewish Context (Fall: 3)

Prerequisite: Biblical Heritage II or equivalent

The course surveys the Jewish context of early Christian literature and history through close analysis of primary texts. We begin with the origins of Jewish sectarianism in the second century BCE and study the development of various Jewish and Christian sects, concluding with Jewish and Christian groups in the second century CE. We will explore how closely related, and in many cases inseparable, Christian and Jewish identity were well into the second century CE.

Yonder Gillihan

TH 598 Law, Medicine, and Ethics (Fall/Spring: 3)

Cross listed with PL 598

This course examines legal and ethical issues in medicine. It is designed so that students take an ethical position on difficult or emerging issues in medicine, such as appropriate care of seriously ill newborns, new forms of reproduction, and proposals for health care reform. The student is expected to provide a principled rationale for the position. The goal is to have the students think, be prepared to recognize inadequacies or difficulties in their position, modify it if necessary, and ultimately arrive at a thought-through and principled position. A Socratic method is used to achieve that goal.

John J. Paris, S.J.

TH 794 Philosophy and the Church Fathers (Spring: 3)

Cross listed with PL 794

Introduction to the major Church Fathers and Christian schools of antiquity and their varying engagement with philosophy. Elements of opposition and areas of harmony between Greek and Christian ideals.

Margaret Schatkin

University Courses

Undergraduate Program Description

University Capstone Courses

For up-to-date information on Capstone, including the best way to register, the seminars available, their syllabi, and the faculty, please see the Capstone website at www.bc.edu/capstone.

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 500–599 only) directly address the hopes and anxieties that seniors face but seldom find treated in traditional courses. They invite seniors to discover the patterns underlying their choices up to now. They also relate the life and learning of the past four years to the life and learning ahead. In this way, Capstone Seminars take seriously the struggle to integrate four crucial areas of life: work, relationships, society, and spirituality.

Ask some inevitable questions now, not later.

How did my education prepare me to live? With everything I want to do, what will I have to compromise? How can I balance my career and my family? Can I find work with a higher meaning than my income? How do I wish to live responsibly and affect society?

Special features of the course:

- Faculty from various departments
 - Each section limited to 15–20
 - Innovative teaching methods
 - Interdisciplinary reading
 - Guest speakers from professional life
- Capstone Seminars satisfy major requirements in certain departments.

To register for a Capstone Seminar:

You must be a senior or a second-semester junior to take the course. Students may take only one Capstone Seminar during their time at Boston College.

Different Capstone Seminars will be offered each semester. All Seminars are interdisciplinary. You may register for any one of the seminars as a University (UN) course.

In addition, several Capstone seminars are cross-listed, both as University courses with a UN number and also as courses in the department of the professor offering the course. If you find a particular Seminar closed, try to register under the cross-listed number (e.g., if UN 523 is closed, try to register for the class as TH 523, and vice versa). A Capstone Seminar can count as an elective for students in all colleges (A&S, CSON, LSOE, CSOM). For majors in English, Philosophy, Theology, and certain other departments it might satisfy the major requirements if the seminar is taken under the cross-listing in the department of his/her major.

Students should also understand the following rule:

No student may take more than one Capstone seminar during his/her undergraduate years. Thus, you may not take two Capstone courses in one semester or in two different semesters. This is true whether the course is listed under 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 at www.bc.edu/courses.

UN 010 Perspectives on Management (Spring: 3)

Cross listed with MM 010

This course, taught by practitioners John Clavin (BC '84) and Richard Powers (BC '67) provides Boston College students with an excellent opportunity to explore the functional disciplines of business from a real-world perspective. Using a combination of lectures, case studies, readings, and outside speakers, the course provides students the opportunity to get grounded in each of these disciplines and get some outside views on careers in each of these areas. The course will also provide students with a framework to explore and discuss cross-functional issues that affect business strategy and execution.

John Clavin

Richard Powers

UN 104–105 Modernism and the Arts I/Perspectives II (Fall: 3)

Corequisite: UN 105

Satisfies Arts Core requirement

This two-semester course fulfills the 6-credit Philosophy Core requirement, the 3-credit Literature Core requirement, and the 3-credit Fine Arts Core requirement.

This is a full-year course in the literature, music, and visual arts usually connected with the term modernism. The 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 106–107 Modernism and the Arts II/Perspectives II (Spring: 3)

Corequisite: UN 107

Satisfies Arts Core requirement

A two-semester sequence (UN 104–105 and UN 106–107)

Total of 6 credits each term

See course description under UN 104–105.

The Department

UN 109–110 Horizons of the New Social Sciences I/Perspectives III (Fall: 3)

Corequisite: UN 110

This two-semester course fulfills the 6-credit Philosophy core requirement and the 6-credit Social Science core requirement.

This is a full-year course designed to lead the student to an understanding of the unity that underlies the diversity of the separate social sciences of economics, sociology, political science, and law from a viewpoint that does not prescind from the theological issues.

The Department

UN 111–112 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 course description under UN 109–110.

The Department

UN 119–120 New Scientific Visions I/Perspectives IV (Fall: 3)

Corequisite: UN 120

Satisfies Mathematics Core requirement

This two-semester course may fulfill the 6-credit Philosophy core requirement and either the 6-credit Natural Science core or the 3-credit Mathematics core and 3 credits of the Natural Science Core.

Can the study of modern mathematics and the natural sciences prove to be a genuine liberation of the human spirit? This unusual question will form the central theme of this course. The course will explore major developments in the fields of mathematics, biology, physics, chemistry, and the earth and space sciences from ancient Greece, through the modern scientific revolutions of the seventeenth century, and into the twentieth century achievements and paradoxes of modern number theory, the discovery of DNA, relativity theories, quantum mechanics, and contemporary cosmologies.

The Department

UN 121–122 New Scientific Visions II/Perspectives IV (Spring: 3)

Corequisite: UN 122

Satisfies Mathematics Core requirement

A two-semester sequence (UN 119–120 and UN 121–122)

Total of 6 credits each term

See course description under UN 119–120.

The Department

UN 140 Survey of Applied Pedagogy and Practice (Summer: 2)

Boston College's theory of teaching has been underscored by its Ignatian pedagogical tradition. Being at once both a school immersed in the local environment, and part of one of the most enduring systems of educational practice, Boston College seeks to combine the two in an integrated whole. The survey course examines the manner in which this pedagogical system has been applied in practice over time. The course consists of lectures and written assignments, based on course readings.

Jeremy Clarke, S.J.

UN 141 Applied Pedagogy Practice (Summer: 1)

This one unit course invites students to examine the lessons of the classroom in applied environments. It relies on a praxis model of learning, whereby students engage in reflection upon their experience in a variety of concrete and challenging circumstances.

Jeremy Clarke, S.J.

UN 162 Peaceful Conflict Resolution Methods (Fall: 3)

Cross listed with TH 341

See course description in the Theology Department.

Richard Nielsen

UN 163 Peaceful Ethics: Social Action Leadership Methods (Spring: 3)

Cross listed with TH 342

See course description in the Theology Department.

Richard Nielsen

ARTS AND SCIENCES

UN 201 The Courage to Know: Exploring the Intellectual, Social, and Spiritual Landscapes of the College Experience (Fall/Spring: 3)
This will be an interactive three-credit seminar of fifteen students, serving as one of students' University electives and one of the five courses in the first semester.

The student's instructor will serve as his or her academic advisor during the first year.

This course offers an introduction to college life. The readings and discussions will investigate personal and social development in the college years. Topics will include the nature of learning, diversity, social justice, human sexuality, intimacy, addiction, and other topics. The class materials and strategies are designed to be provocative and practical as well as intellectually stimulating.

The Department

UN 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.

Christine Caswell McCarron

UN 229 Magazine Journalism (Fall/Spring: 3)

What does it take to make a magazine? This course will introduce students to the creative process of magazine publishing. Students will learn what distinguishes lifestyle magazines from news, and how to pitch a story. They'll write and edit short front-of-book features, develop elements in themed issue packages, and work on story development for features, profiles, and food and culture reviews. The class will provide instruction on blogging, and the rigors of research and fact-checking. Upon conclusion, students will be well prepared for an internship or entry-level position at a magazine.

Janelle Nanos

UN 230 News Writing (Fall/Spring: 3)

An introduction to reporting for the media, this course examines (1) techniques of interviewing and observation, (2) the news value of events, and (3) the organizational forms and writing styles used by newspapers. Students will be expected to read a newspaper daily.

Kimberly Blanton

Jimmy Golen

UN 231 Feature Writing (Fall/Spring: 3)

This is a course on contemporary feature writing—literary nonfiction journalistic writing based on solid reporting. The emphasis is on writing stories editors will want to print and readers will want to read. The course will include reading and analyzing well-written newspaper and magazine articles. Students will learn to apply the techniques of drama and fiction to writing objective, factual stories that entertain as well as inform. The course focuses on newspaper features and magazine articles, but the techniques are also applicable to writing nonfiction books.

Donald Aucoin

Jon P Marcus

UN 232 Investigative Journalism (Fall: 3)

Investigative Reporting holds the powerful accountable in government, business and large institutions. This course will provide you with an opportunity to both learn about investigative journalism and do in-depth investigative reporting that has the potential to make a difference. Students will learn a variety of reporting techniques while working on semester-long investigative projects that could end up in

several major newspapers across Massachusetts. Story subjects will focus on holding government agencies and powerful institutions accountable for a wide-range of problems and systemic failures.

Joseph Bergantino

UN 233 Advanced Journalism (Fall/Spring: 3)

Organized like a professional newsroom, this course will examine how news is produced for print and online publication. It will define and teach the roles of reporters and editors in the daily news gathering process as decisions are made about what stories to cover, what stories and photographs to publish (and not to publish), and on what pages to put them. Also covered will be advanced reporting and interviewing, computer-assisted reporting, investigative journalism, media law and ethics, and the business and history of journalism. The class will collectively produce one or more investigative stories for publication.

Jon Marcus

UN 234 News Ethics (Spring: 3)

This course will focus on the ethical dilemmas that challenge journalists working in print, broadcast, and online media. Topics will include deception, privacy, conflicts of interest, anonymous sources, plagiarism, hidden cameras, undercover reporting, and linking on the web, among others. The method for teaching will be primarily case studies. Students will be expected to do extensive background reading in the general area of each case and be prepared to help lead a class discussion.

Joseph Bergantino

UN 235 Sports Writing (Spring: 3)

Why is the sports section so often the best-written part of the newspaper? You will find out why in this course that examines the art of sports writing, from game and beat coverage to in-depth interviews and other long features. Discussions will cover current events in sports journalism and review some of the classic works of sports non-fiction.

Jimmy Golen

UN 240 Public Relations (Fall/Spring: 3)

This course focuses on the complex relationship between an organization or individual and the public. Through commercial, corporate and nonprofit case examples, students will explore reputation positioning and management, audience and influencer research, messaging in support of specific objectives, and the importance of ethics and transparency across proactive and reactive communication. Students will develop targeted written materials and a comprehensive campaign proposal, using both traditional and social channels.

The Department

UN 241 Advanced Public Relations (Fall/Spring: 3)

Prerequisite: UN 240 is preferred but not required

Public Relations is a field that demands of its practitioners excellent oral and written communications skills as well as effective problem-solving abilities. Advanced Public Relations will provide students with the skills needed to succeed in the field through extensive writing, media relations, problem solving, public speaking and institutional advocacy/defense tactics and strategies.

The Department

UN 245 Freshman Topic Seminars (Fall: 1)

The Freshman Topic Seminars give freshmen an opportunity to meet with their faculty advisor once a week to enjoy small group discussions on a topic of research and intellectual interest to the instructor. The Freshman Topic Seminars are limited to 14 students per section, meet once a week for 75 minutes, end before the Thanksgiving break,

earn one credit, and are graded pass/fail. The short readings in the Topic Seminars focus on specific topics unique to each section and are designed to allow students to explore new academic areas. A list of current topics can be found at www.bc.edu/offices/fye/cornerstone/freshman.

The Department

UN 250 Internship (Fall/Spring: 1)

John J. Burns

UN 251 Mock Trial Practicum (Fall/Spring: 1)

John J. Burns

UN 254 Community Service Research Seminar (Fall: 3)

Cross listed with BK 248 and SC 254

Students should contact the Office of AHANA Student Programs to obtain permission to register.

CRP is a two-semester program that offers leadership, research, and public policy training for students interested in working with Latino, Asian American, and/or African Diaspora communities in Massachusetts. In the fall, students will participate in a seminar to study the process of community-based research and its methodologies and begin to design a research proposal for an independent study with a faculty advisor for the spring semester research project. The seminar will also include a lecture series, in which academic researchers and community professionals will discuss their current work and experiences on issues related to the three research-interest communities.

Deborah Piatelli

UN 256 Environmental Law and Policy (Spring: 3)

This course is intended for undergraduates interested in environmental law, legal process, and environmental policy.

For pre-law and non-pre-law students

This course is team-taught under the supervision of BC Law Professor Zygmunt Plater.

The course introduces students to the structure, doctrines, and logic of environmental law and of the American legal system. Includes environmental protection issues of air and water pollution, toxics, parks, wildlife, energy, natural resources, historic preservation, environmental justice, and other timely issues. Covers virtually all elements of the legal system, including basic common law lawsuits, constitutional litigation, complex agency regulations, creation and enforcement of international legal norms, and ethics and policy issues.

Zygmunt Plater

UN 354 Culture, Identity and Asian-American Experience (Fall: 3)

Cross listed with PS 354

PS 354/UN 354 satisfy Cultural Diversity Core requirement Required for the Asian-American Studies concentration

This seminar explores self and identity as products of shared culture and history as well as individual life experience and development. It focuses specifically on the complexities of ethnic and racial identity among Asian Americans drawing on contributions from psychology, nineteenth and twentieth century Asian American history, and Asian American literary works. Students are also introduced to current social issues that are especially relevant to Asian-American communities.

The Department

UN 500 Capstone: One Life, Many Lives (Fall: 3)

Cross listed with TH 410

Capstone classes cannot be taken pass/fail.

Students may take only one Capstone class before graduation.

This Capstone is designed for students who have engaged in service projects during college and want to reflect on that as they plan their future lives. The service projects may have been through BC (Pulse, 4Boston, Arrupe, service trips, etc.) or on their own in Boston, the USA, or abroad.

Please contact Fr. Weiss to enroll: weissj@bc.edu or 617 552 3897.

This course gives you the chance to review what you have made of your education and preview your long-term life commitments to work, relationships, community, and spirituality. We read fiction, psychology, sociology, and wisdom figures to find the deeper continuity underlying our many experiences. Students lead discussions, conduct interviews of working people, and cap off their Capstone by writing their own autobiography.

James Weiss

UN 505 Capstone: Life and Career Planning (Fall/Spring: 3)

Prerequisite: Seniors only

Capstone classes may not be taken pass/fail.

Students may take only one Capstone class before graduation.

This course provides an overview of life and career planning in the context of (1) career, (2) personal relationships, (3) spirituality, and (4) ethical decision making. Students are asked to develop autobiographical responses to a series of questions about their lives to find themes related to possible careers and relationship issues. Readings, cases, exercises, and guest lecturers will amplify those personal themes and common issues in life as we enter the twenty-first century. The integration of spirituality and ethical decision making into one's life will be addressed by readings on ethical perspectives and the students' written reflections.

Robert F. Capalbo

UN 523 Capstone: Telling Our Stories, Living Our Lives (Fall: 3)

Cross listed with TH 523

Students can take a Capstone class only as a senior or second-semester junior.

Capstone classes may not be taken pass/fail.

Students may take only one Capstone class before graduation.

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 works in developmental psychology, cultural anthropology, and narrative theology and also use selected fiction and film.

John McDargh

UN 528 Capstone: Holistic Living (Fall: 3)

Students can take a Capstone class only as a senior or second-semester junior.

Capstone classes may not be taken pass/fail.

Students may take only one Capstone class before graduation.

This seminar will examine spirituality, community, personal and family relationships, and education through the lenses of cross-cultural holistic health and healing practices. Selected readings, films, and field visits will assist you to visualize the relationships of health to the holistic aspects of your life and that of the multicultural communities

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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 532 Capstone: Boston College/Your Life (Spring: 3)

Cross listed with HS 241

Students can take a Capstone class only as a senior or second-semester junior.

Capstone classes may not be taken pass/fail.

Students may take only one Capstone class before graduation.

This seminar will focus on the historical development of Boston College and the continually evolving interaction between its traditions and its students. Students will do archival research on some aspect of Boston College in which they have a personal interest and will record oral histories with faculty, administrators, and alumni who can describe the ambiance and personalities of different periods that have shaped the modern university. All students will write a series of reflective essays on their experience with Boston College traditions and the impact it has had on their own personal views of themselves, their pasts, and their futures.

J. Joseph Burns

UN 533 Capstone: Desire and Discernment (Fall/Spring: 3)

Students can take a Capstone class only as a senior or second-semester junior.

Capstone classes may not be taken pass/fail.

Students may take only one Capstone class before graduation.

This course aims to help students review the process of their education and preview the process of making long-term commitments by taking a long, loving look how we experience desire, and how we act upon those desires to construct a life well lived. The course will first expose students to spiritual practices of discernment, rooted in the Ignatian and Benedictine spiritual traditions. Second, it will involve careful thinking about stories of discernment which involve the sorting and pruning of desire. Discussions will reflect on these stories, in order to help each other consider what they mean for our own lives.

Timothy P Muldoon

UN 539 Capstone: Doing Well and Doing Good (Spring: 3)

Cross listed with SC 305

Students can take a Capstone class only as a senior or second-semester junior.

Capstone classes may not be taken pass/fail.

Students may take only one Capstone class before graduation.

This Capstone prepares you to balance between doing well in life and promoting the good in work, community, intimacy, and spirituality. To answer life's challenges, you need good questions. Our questions will focus on the intersection of personal biography and the context of society. We will learn to steer a course between prejudice and cliché on one hand and sound knowledge on the other. Even as we try to do good as informed persons, we will find that most knowledge is incomplete and often contested. A hands-on participatory course project will model a specific plan for fuller living.

Eve Spangler

UN 542 Capstone: Journey to Self-Discovery (Spring: 3)

Cross listed with PL 538

Students can take a Capstone class only as a senior or second-semester junior.

Capstone classes may not be taken pass/fail.

Students may take only one Capstone class before graduation.

As historical beings, our lives constitute a story that unfolds in time. Our lives narrate a journey from sin to salvation, despair to faith, sickness to health, death to life, darkness to light, and ignorance to knowledge. This is a journey to selfhood. We are sojourners struggling to understand more deeply who we are as this self, and what is our place in the world. This seminar will explore the four fundamental capstone issues of spirituality, citizenship, relationships, and work in terms of this notion of our life as a narrative, a journey to selfhood.

Brian Braman

UN 544 Capstone: Vision Quest: A Multicultural Approach

(Fall: 3)

Cross listed with EN 637

Satisfies Cultural Diversity Core requirement

Students can take a Capstone class only as a senior or second-semester junior.

Capstone classes may not be taken pass/fail.

Students may take only one Capstone class before graduation.

We will use the Vision Quest, a Native American ritual for finding oneself, as a metaphor for four years at Boston College. Relating their own lives to the lives of the characters, who have all gone on some variation of a quest, students will explore ways their education and experiences at college have prepared them to face the great mystery of life ahead. The main texts include *The Grass Dancer*, *The Life of Pi*, *Their Eyes Were Watching God*, *The Bonesetter's Daughter*, and *Like Water for Chocolate*, and films include *Thunderheart* and *The Whale Rider*.

Dorothy Miller

UN 550 Capstone: Building A Life (Fall: 3)

Cross listed with PL 550

Students can take a Capstone class only as a senior or second-semester junior.

Capstone classes may not be taken pass/fail.

Students may take only one Capstone class before graduation.

This course explores the middle ground between thinking we can construct our lives without limits and that we have no real options. We will look at life as "constructing" the future. Lives are not created "ex nihilo" but built in the context of the places in which we live and have lived, built on the foundations that we have already laid, constructed by us in and through our interactions with the world around us. Building on the past, they are our place in the world, situating us in the present and orienting us toward the future.

David McMenamin

UN 553 Capstone: Poets, Philosophers, and Mapmakers (Spring: 3)

Prerequisites: Completion of Philosophy and Theology Core and instructor permission required

Cross listed with PL 533

Students can take a Capstone class only as a senior or second-semester junior.

Capstone classes may not be taken pass/fail.

Students may take only one Capstone class before graduation.

We go through life with mental maps of reality in various degrees, implicit or explicit. A liberal arts education presupposes such a map of the intelligible world. Is it accurate? What does your map of reality look like? How has it changed since freshman year? The goal of the seminar is to help you see what kind of map you implicitly have now and to begin to ask what you want the map to look like ten years after graduation. How do you develop an open rather than closed map?

Paul McNellis, S.J.

UN 555 Capstone: Multicultural Narratives (Spring: 3)

Cross listed with BK 229

Students can take a Capstone class only as a senior or second-semester junior.

Capstone classes may not be taken pass/fail.

Students may take only one Capstone class before graduation.

Guided by international and multicultural literature, students in this course will reflect on and explore the personal narratives that have contributed to their development. While examining the complex emotional lives of characters in the texts, we will also uncover our own intricate his (and her) stories. Stories of family, faith, race, gender, class, and nation and the rites of passage that have made us who we are and brought us to where we are emotionally, intellectually, and spiritually are the narratives we will share.

Akua Sarr

UN 557 Capstone: Life, A Tightrope: Attaining Balance (Spring: 3)

Students can take a Capstone class only as a senior or second-semester junior.

Capstone classes may not be taken pass/fail.

Students may take only one Capstone class before graduation.

Given that each of us is part nahr (fool) and part mensch (one worthy of respect), how do we achieve balance between the two? How do we answer Hillel's challenge: "If I am not for myself, who will be? If I am only for myself, what am I? If not now, when?" To carry on with BC's objective to Light the World, how do we develop/maintain our "inner light" as it pertains to family, relationships, vocation, community, faith, and avocation? We will confront these questions and consider the inputs that feed who we are and help to inform our lives.

Daniel Kirschmer

UN 561 Capstone: Creativity and Human Development (Fall: 3)

Students can take a Capstone class only as a senior or second-semester junior.

Students cannot take any Capstone class pass/fail.

Students can take only one Capstone class before graduation.

By the time most people have reached the age of 20, they have formed a solid ability to think creatively. Powerful authorities tend to encourage conformity. To reverse this trend, such adverse qualities must be identified and countermanded. The best path to becoming a more creative thinker is to become aware of how creativity works. This

course will help you understand how creative people think. You will look at your life retrospectively and prospectively with an emphasis on what role your creativity has played or will play.

John Dacey

UN 562 Capstone: Finding and Following Life's Calling (Fall: 3)

Prerequisite: Seniors only

Capstone classes may not be taken pass/fail.

Students may take only one Capstone class before graduation.

We live in a time of change. Driven by macro-trends, they impact us as individuals, family members, employees, and citizens. These changes call for us to conceptualize, choreograph, and manage our lives where possible and to respond to life's unexpected callings. Doing this requires a deep level of self-understanding coupled with the heartfelt desire to live lives of meaning. This course will facilitate the development of students own sense of identity through rigorous self-assessment. It will also help students answer the questions: Who am I? How can I make a difference in the world?

J. Bradley Harrington

UN 563 Capstone: Beyond Study Abroad (Fall: 3)

Capstone classes may not be taken pass/fail.

Students may take only one Capstone class before graduation.

Through the eyes of twentieth century literary writers such as John Dos Passos, Ernest Hemingway, Carlos Fuentes, and Julia Alvarez, students will explore literature and how external events interact with personal choices to affect relationships and life-commitments, often with serious moral consequences. More specifically, the course will examine how the experience of cultural displacement itself impacts the challenge and process of vocational discernment. While focusing on Spain and Latin America, the course will appeal to any student who has studied abroad. All readings and movies will be in English.

Elizabeth Goizueta

UN 564 Capstone: The Last Lecture (Spring: 3)

Students can take a Capstone class only as a senior or second-semester junior.

Capstone classes may not be taken pass/fail.

Students may take only one Capstone class before graduation.

Amy La Combe

UN 590 Faith, Peace, and Justice Senior Project Seminar (Spring: 3)

Prerequisite: Completion of FPJ requirements

Open only to senior students in the FPJ Program

This course provides the finishing touch for students in the program for the Study of Faith, Peace, and Justice. Students enrolled in the seminar work closely with a faculty project advisor from the department of their major and present the preliminary results of their project study in the seminar. Students and faculty responses to the presentation will help shape the presenter's project into a finished form. The seminar provides a unique opportunity for the individual student to integrate several years of study in the Program while at the same time learning about an interesting range of issues from fellow students.

The Department

Lynch School of Education

The Lynch School offers undergraduate and graduate programs in education and applied psychology and human development.

The mission of the Lynch School of Education is to improve the human condition through education. It pursues this goal through excellence and ethics in teaching, research, and service. It prepares undergraduate and graduate students to serve diverse populations in a variety of professional roles—as teachers, administrators, human service providers, psychologists, and researchers.

Through research, the Lynch School seeks to advance knowledge in its respective fields, inform policy, and improve practice. Teachers, scholars, and learners at Lynch engage in collaborative school and community improvement efforts locally, nationally, and internationally. What unites the diverse work conducted within the Lynch School of Education is the underlying aspiration to enhance the human condition, to expand the human imagination, and to make the world more just.

The Lynch School is named in honor of Carolyn A. and Peter S. Lynch. Carolyn Lynch is a fervent supporter of education, as is her husband, Peter Lynch, a Boston College graduate and one of the country's best-known financial investors.

UNDERGRADUATE PROGRAMS

Undergraduate students in the Lynch School may choose to major in Elementary Education, Secondary Education, or Applied Psychology and Human Development. All students entering Lynch School undergraduate programs follow a program of study in selected majors and complete Core requirements and electives needed to fulfill degree requirements.

Elementary Education majors must also complete a second major either in a content area in the College of Arts and Sciences or in one of several interdisciplinary majors. Interdisciplinary majors include Applied Psychology and Human Development, American Heritages, General Science, Mathematics and Computer Science, and Perspectives on Spanish America.

Secondary Education majors must also major in a state-approved licensure area. These areas include Biology, Chemistry, Geology or Earth Sciences, Physics, English, History, Mathematics, Latin Studies, and Classical Humanities.

All education majors complete three pre-practicum experiences (1 day/week for 10 weeks) and one full practicum experience (5 days/week for 14 weeks) in a variety of classrooms where they mediate theory and practice to develop and provide instruction that enhances the life chances of all children. All Elementary and Secondary Education programs lead to endorsement for Initial Licensure in the state of Massachusetts. These programs may change in response to state licensure regulations. All students seeking licensure in Massachusetts **must** pass all the appropriate Massachusetts Tests for Educator Licensure (MTEL), regardless of in which state students wish to teach.

Graduates from Elementary and Secondary Education programs attain positions in public, private, parochial, and charter schools, other education-related fields, and fields that require strong liberal arts, subject matter, pedagogy preparation, and the ability to collaborate with others.

The major in Applied Psychology and Human Development prepares students for work in social and community service and/or for graduate study in counseling, human development, educational psychology, organizational studies, and related fields. Coursework in

this major curriculum offers a theoretical base in developmental and counseling psychology with a focus on understanding psychological processes in a variety of contexts.

Students in Applied Psychology and Human Development obtain employment in educational, human service, and business settings. A practicum experience is strongly recommended and provides students with an opportunity to develop important professional skills and explore career opportunities. The 10-course major 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.

Students in the Applied Psychology and Human Development program are required to complete a minor of six courses in one discipline outside of the Lynch School, an interdisciplinary minor or major in the College of Arts and Sciences, or a second major or interdisciplinary major in the Lynch School. Graduates receive a bachelor of arts or a bachelor of science depending on the degree requirements of the second major.

In addition, there is a number of Fifth Year Programs available for academically superior students through which the bachelor's and the master's 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.

Satisfactory Academic Progress

Beginning with the class of 2014 and beyond, Boston College has restated its degree requirements in terms of credits rather than courses. Lynch School of Education students who are Elementary or Secondary Education majors must successfully complete 120 credits which must include the Core curriculum, the education major, and an appropriate second major. Students who are majoring in Applied Psychology and Human Development must also successfully complete 120 credits, which **must** include the Core curriculum, the Applied Psychology and Human Development major, and at least one minor in an Arts and Sciences discipline.

To continue enrollment in a full-time program of study, a student must maintain a cumulative grade point average of at least 1.667 as the minimum standard of scholarship and must not fall more than six credits behind the total number of credits a student of their status is expected to have completed (Elementary and Secondary Education majors usually carry 15–17 credits each semester during the first three years and 30 credits during the senior year. For example, a first semester sophomore student must have completed at least 30–32 credits during the freshman year. Any student who is permitted by the Dean to continue enrollment in a full-time undergraduate program is considered to be in good standing.

Failure to maintain good standing either through a low cumulative grade point average, by incurring excessive deficiencies including failures, withdrawals, or unapproved underloads will result in placing the student on academic probation or requiring the student to withdraw, as determined by the Academic Standards Committee or the Dean.

A student on probation may return to good standing by approved methods, e.g., make-up of credits via approved summer school work, raising GPA to acceptable standards, etc. (Students may make up no more than nine credits in summer study.). A student who incurs

additional failures or withdrawals, or carries an unapproved underload while on probation, may be required to withdraw from the institution at the time of the next review.

Information for First Year Students

Although students may satisfy Core requirements (42 credits) during any of their four undergraduate years, they are advised to complete most or, if possible, all Core requirements within the first two years. The remaining 78 credits (minimum) are to be fulfilled by courses required in the major(s), minor(s), and elective choices.

All first semester, first year students should select EN 010 First Year Writing Seminar or a Core Literature course, PY 030, First Year ERA, and the course(s) designated by your major department. (Students who advance place out of Core courses will take different courses selected in collaboration with an advisor.) Major requirements are listed in the sections that follow. If you have not declared a major and are listed as undeclared, follow the course requirements for the Applied Psychology and Human Development major.

The First Year Experience, Reflection, and Action Seminar (First Year ERA), a two-credit course, is also a requirement for all Lynch School students and is taken as a sixth course during first semester, freshman year.

For students in the Class of 2014 and beyond, the bachelor of arts in Applied Psychology and Human Development requires the completion of at least 120 credits, which includes the University Core. Students must achieve at least a cumulative grade point average of 1.667. Furthermore, students majoring in Applied Psychology and Human Development must also complete an approved minor (18 credits).

Students in the Class of 2014 and beyond majoring in Elementary Education or Secondary Education must also complete 120 credits, which include the University Core and are normally distributed over eight semesters of four academic years. Both Elementary and Secondary Education students must also fulfill a second major. Elementary Education majors may fulfill the second major in either a subject in Arts and Sciences or one of the five Lynch School interdisciplinary majors. Secondary Education majors can only fulfill a second major in specific content areas in Arts and Sciences. All Teacher Education majors must complete three pre-practica, a full practicum, and an inquiry seminar. Students pursuing teacher licensure programs, however, must maintain a cumulative grade point average of at least 2.5 in order to be eligible to participate in the full practicum (full-time student teaching). Any student who enrolls in a pre-practicum must obtain a Massachusetts Education Personnel Identification (MEPID). Consult the Office of Practicum Experiences and Teacher Induction for more information.

The Assistant Dean or the Associate Director of Undergraduate Student Services must approve a program of study in the declared major in the Lynch School before the end of sophomore year. Students majoring in Applied Psychology and Human Development or a teacher licensure program must be accepted officially into the major by the Lynch School.

Students seeking a major leading to teacher licensure must complete and submit a Declaration of Major form and an application for Admission to a Teacher Education Program to the Associate Director (Campion 104). This office reviews applications and accepts qualified applicants prior the end of the sophomore year. Early application to the program is encouraged. Applied Psychology and Human Development majors need to complete a Declaration of Major form.

The remaining courses required for graduation include additional major courses, minor courses, and electives.

Practicum Experiences Leading to Teacher Licensure

Endorsement for license is a collaborative effort between the Lynch School Director of Practicum Experiences, the student teacher supervisor, and the cooperating teacher. The Office of Practicum Experiences and Teacher Induction, Campion 103, approve and arrange placements for pre-practica and full-practica leading to license only for eligible students enrolled in programs in the Lynch School. Placement also requires prospective teacher candidates to complete a successful interview with the Principal/Headmaster and/or potential cooperating teacher from the school in which they plan to fulfill this requirement. The Director of Practicum Experiences and Teacher Induction, for appropriate reasons, may choose not to approve a student for the practicum. All students seeking licensure in Massachusetts must pass the appropriate Massachusetts Tests for Educator Licensure (MTEL) regardless of in which states students wish to teach upon graduation.

Pre-practica and practica are essential components and experiences of the teacher preparation curriculum in the Lynch School. Attendance is mandatory for all students assigned to school placements. It is the student's responsibility to inform the school or agency and the college supervisor of absences and to make up all absences.

Students must complete three semesters of pre-practicum placements (1 day/week/10 days) before they enter a full time student teaching placement in Elementary and Secondary Education classrooms.

A full practicum (student teaching) is a full-time, five-days, per week experience that occurs for 14 weeks during the senior year. In the Lynch School, a full practicum must meet the teaching standards required by the Massachusetts Department of Education. Student teachers must demonstrate competence in the following standards: plans curriculum and instruction, delivers effective instruction, manages classroom climate and operation, promotes equity, meets professional responsibilities, and teaches and acts for social justice.

The semester prior to completing a field placement, students must formally apply and participate in an interview in the Office of Practicum Experiences and Teacher Induction before securing a field assignment.

All students seeking teacher licensure must complete the full practicum. A cumulative grade point average of 2.5 and successful completion of all major courses are required prior to student teaching for all students in the Elementary program. Students in Secondary Education must complete all major courses in Secondary Education and 4/5 of Arts and Sciences courses prior to student teaching. No incomplete grades may be outstanding and a minimum of 87 credits must have been completed before placement is approved.

All students will be screened for eligibility and any who fail to meet the standards (academic, health, professional) will be counseled into courses that will complete an appropriate degree program from Boston College. These students will not be recommended for endorsement for teacher licensure. The State of Massachusetts issues teacher licenses; therefore, students who are endorsed submit all licensing documentation to the Massachusetts Department of Elementary and Secondary Education. Students will not be allowed to overload courses while student teaching. If, for any reason, a student is unable to complete the full practicum, an extended practicum (additional time in the field) will be required by arrangement of the Director of Practicum Experiences and Teacher Induction.

Application deadlines for all pre-practica are May 1 for fall placements and December 1 for spring placements. Application deadlines for all full-practica are March 15 for fall placements and October 15 for spring placements. The Office of Practicum Experiences and Teacher Induction will not be able to arrange assignments for late applicants.

The school sites utilized for pre-practica and full-practica are located in Boston and neighboring communities. Students are responsible for their own transportation to and from these facilities.

Applied Psychology Field Practica

Applied Psychology and Human Development students should visit www.bc.edu/schools/lsoe/academics/undergrad/human_dev/APHD for information on practica experiences for this major and register for PY 152 or PY 245 in the semester during which they will complete their field practicum experience.

International and Special Practicum Placement Program for Undergraduate Studies

Lynch School students may participate in the International Programs described in the University Policies and Procedures section of this catalog.

The Lynch School's International and Special Practicum Placement Program offers undergraduate coursework opportunities in a variety of foreign countries as well as out-of-state settings for pre- and full-practicum placements. International settings include classrooms in such countries as Switzerland, Ireland, England, France, Italy, Germany, Spain, and Mexico. Out-of-state opportunities are restricted to student teaching on Arizona, Maine, or North Dakota Native American Reservations, and a school in Mississippi. For information regarding programs and requirements, contact the Director, International and Special Practicum Placement Program, Office of Practicum Experiences and Teacher Induction, Lynch School, Boston College, Campion 103, Chestnut Hill, MA, 02467-3804.

The Honors Program

Scholarship and academic excellence are traditions at Boston College. To meet the needs of superior students, the Lynch School offers an Honors Program. Students are admitted to the Honors Program by invitation only prior to the beginning or at the end of freshman year, based on prior academic accomplishments and other criteria.

MAJORS IN EDUCATION

The undergraduate majors in the Lynch School, with the exception of the major in Applied Psychology and Human Development, are intended to meet the requirements for Initial Licensure as a teacher of the Massachusetts Department of Education. The Lynch School accreditation process and the Interstate Licensure Compact (ICC) facilitate licensure in other states. Licensure requirements are set by each state, however, and are subject to change. Students seeking licensure in Massachusetts must pass all appropriate tests of the Massachusetts Tests for Educator Licensure. All students must consult with the Office of Practicum Experiences and Teacher Induction and/or the Boston College Career Center to review the most recent licensure requirements of Massachusetts and other states.

The Lynch School offers three minors for Education majors—Special Education, Middle School Mathematics Teaching, and Management and Leadership. Students may also earn a certificate in Teaching English Language Learners (TELL/ESL), which requires two specific courses. For the Class of 2014 and beyond, the Massachusetts

Department of Elementary and Secondary Education is mandating that all teacher candidates complete a specific bilingual course. Consult the Chair of Teacher Education, Special Education, and Curriculum and Instruction or the Assistant Dean of Undergraduates at LSOE for the most current information.

The 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 section of the Lynch School catalog and on the Lynch School website.

The minor in Middle School Mathematics Teaching is available to Elementary Education majors with an Arts and Sciences Mathematics major or an Arts and Sciences Mathematics/Computer Science interdisciplinary major, or to 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 section of the Lynch School catalog and the Lynch School website.

The minor in Organizational Studies-Human Resources is open to Lynch School Applied Psychology and Human Development majors only. This minor is limited to 15 students per class and requires a specific grade point average of 3.5, a completed application, and a 250-word rationale for pursuing this minor. See the Minors section of the Lynch School catalog and the Lynch School website.

Major in Elementary Education

The major in Elementary Education prepares students for teaching children without disabilities and children with mild disabilities in regular classrooms, grades 1–6.

The major requirements for the elementary program include foundation and professional courses. Foundation courses focus on building understanding in areas such as child growth, learning, pedagogy, and development from diverse social, cultural, and historical perspectives. Professional courses integrate theoretical and pedagogical knowledge of subject matter of the elementary classroom that includes reading, language, literature, mathematics, science, and social studies, informed by a pupil-centered perspective.

In addition to the mastery of program content, students are instructed in learning theories, instructional strategies and models, curriculum and school organizational practices, educational technology, inquiry, and effective assessment procedures and instruments.

Students also develop competencies in working with diverse learners including English language learners. Instruction enables teacher candidates to effectively integrate children with disabilities into regular classrooms. Teacher candidates have opportunities to engage in problem-solving and reflective practice, work with parents and communities, and apply knowledge to research projects.

The pre-practicum component begins at the sophomore level and culminates in full-time senior level practicum. Course and practica are carefully linked.

A second major, either interdisciplinary or in a subject discipline in Arts and Sciences or Applied Psychology and Human Development in the Lynch School, is required. Students must consult with their program advisors as to the selection and requirements for the major.

Major in Secondary Education

The major in Secondary Education prepares students for teaching in secondary schools, grades 8–12. The major in Secondary Education is ideal for those students interested in high school teaching, who want to achieve an in-depth major in a discipline, and who want to apply elective courses to enhance the major and professional course work. Students may prepare to teach in the following disciplines: biology, chemistry, geology (earth science), physics, English, history, mathematics, Latin, and classical humanities.

Requirements for the secondary major include courses in child and adolescent development; theory and instruction in teaching diverse populations and meeting the special needs of children; teaching reading, writing, and specific subject methods courses; inquiry; and classroom assessment. The program also includes three pre-practicum experiences beginning sophomore year and culminating in a full practicum in the senior year.

Middle School Licensure

Middle School licensure is available to Elementary and Secondary Education students by application to the Massachusetts Department of Elementary and Secondary Education via an alternate route. A special option is provided for students who plan to minor in Middle School Mathematics Teaching. Students seeking licensure to teach at the middle school level should consult the Office of Practicum Experiences and Teacher Induction.

MAJOR IN APPLIED PSYCHOLOGY AND HUMAN DEVELOPMENT

The major in Applied Psychology and Human Development consists of course offerings in developmental psychology, personality theories, educational psychology, and related fields. It provides a basic foundation for careers in social service and community settings or for graduate study in many fields of psychology, including counseling, developmental or educational psychology, organizational studies, business, and social work. This major prepares students for entry-level employment as support personnel in offices of senior professional psychologists and counselors, and in settings such as child/adult residential or day care facilities and alternative educational, community, or business settings. Ten courses or a minimum of 30 credits are required for the major.

This requirement is for the Class of 2014 and beyond: The Applied Psychology and Human Development major for students in the Class of 2014 and beyond requires five specified courses and five additional courses selected from one of the following concentrations: Human Services, Organization Studies, and Community, Advocacy and Social Policy. Each concentration includes 2–3 specified courses and/or 2–3 electives.

The Applied Psychology and Human Development major does not provide for state licensure as a classroom teacher.

Students who are pursuing Applied Psychology and Human Development as their primary major within the Lynch School, regardless of class year, are required to complete coursework in one of the following:

- a minor of six courses in a single subject discipline in Arts and Sciences or the Organizational Studies-Human Resource Management in the Carroll School of Management. Please note: the minor in Organizational Studies-Human Resource Management is limited to 15 students per class and requires a specific grade point average.

- a major or an interdisciplinary minor (e.g., African and African Diaspora Studies, Women's Studies) in Arts and Sciences; or
- a second major or interdisciplinary major in the Lynch School.

The minimum number of credits acceptable for most minors is 18, which may include applicable Core courses. The minor in Special Education, however, requires only 12 credits. This is an excellent option as a second minor for Applied Psychology and Human Development majors interested in special needs settings. The minor in Organizational Studies-Human Resources, offered in collaboration with the Carroll School of Management, is an excellent option for students planning to work in business or industry. Students who have a second major automatically fulfill the minor requirement. Approved areas of study for both majors and minors are listed under the College of Arts and Sciences, with acceptable interdisciplinary majors listed above.

Additional detailed information for Applied Psychology and Human Development majors is available on the Lynch School website, www.bc.edu/schools/lsoe/academics/undergrad/human_dev/APHD.html. There is a link at the bottom of this page for details about course requirements. There are also links from this page to a list of faculty who teach in the program, field practicum courses, supporting fields of study, and study abroad opportunities, as well as information about future career choices. It is strongly recommended that all students pursue a field practicum course which includes ten hours a week of volunteer work in community, business, or human service agencies or programs, and a weekly seminar. Links to existing sites are available on the web and can be discussed with the Coordinator of the Applied Psychology and Human Development Program or the Assistant Dean for Undergraduate Students.

SECOND MAJORS AND INTERDISCIPLINARY MAJORS FOR LYNCH SCHOOL STUDENTS

All students in the Lynch School pursuing an Education major leading to licensure are required to complete a second major in Arts and Sciences or an interdisciplinary major as outlined below. Applied Psychology and Human Development majors are also required to carry a minor of 18 credits in a single subject discipline in 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 teaching in elementary school settings. Each of these majors is available to students in the Lynch School pursuing Elementary Education and Applied Psychology and Human Development. Students should consult their advisors regarding the specific courses required for these interdisciplinary majors.

Note: Secondary Education students **cannot** become licensed to teach in any of these interdisciplinary areas. Secondary licensure requires an Arts and Sciences major in one of the specific subject disciplines listed under the description of Secondary Education requirements.

Applied Psychology and Human Development majors may choose a second major or one of the interdisciplinary majors listed below in place of their A&S minor requirement.

EDUCATION

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.

Applied Psychology and 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.

General Science

Designed for students seeking a broad and general background in science to help them teach in an elementary or special education setting. Nine courses are required from four science departments—Biology, Chemistry, Physics, and Earth and Environmental Sciences (Geosciences).

Mathematics/Computer Science

This major is recommended for students who have had four years of high school mathematics and wish to specialize in the area of mathematics and computer science but who are not interested in the traditional Mathematics major because of their intended career objective as elementary, early childhood, or special needs educators. Many students who complete this interdisciplinary major in conjunction with Applied Psychology and Human Development or Elementary Education go on to acquire licensure to teach mathematics at the secondary level by fulfilling master's degree requirements in Secondary Education through the Fifth Year Program.

Perspectives on Spanish America

Recommended for students who may have had at least two years of high school Spanish and wish to develop Spanish language skills, this minor coupled with a background in the historical, sociological, and literary traditions of Hispanic cultures.

MINORS IN THE LYNCH SCHOOL

Minors for Lynch School Students

All Lynch School majors may minor in Special Education, as well as any Arts and Sciences discipline. A minor consists of 6 three-credit courses. Some Lynch School Elementary and Secondary Education majors are eligible to minor in Middle School Mathematics Teaching (see details below). Lynch School Applied Psychology and Human Development majors may apply for the minor in Organizational Studies—Human Resource Management. These minors are described below.

Minor in Middle School Mathematics Teaching

The minor in Middle School Mathematics Teaching is available only to Lynch School undergraduate students who are Elementary Education majors with an Arts and Sciences Mathematics major or a Mathematics/Computer Science interdisciplinary major, or Secondary Education majors with an Arts and Sciences Mathematics major.

Interested students must complete a Middle School Mathematics Minor form and submit it to the Associate Director (Campion 104). While the minor in Middle School Mathematics Teaching does not directly lead to middle school mathematics licensure through the Lynch School, it does fulfill the National Council of Teachers of Mathematics requirements for middle school teachers of mathematics.

Students seeking licensure to teach at the middle school level should consult the Office of Professional Practicum Experiences and Teacher Induction.

A listing of specific course requirements may be obtained from the Lynch School Office for Undergraduate Student Services.

Minor in 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:** Applied Psychology and Human Development majors in the Lynch School may declare the Special Education minor **in addition** to the required Arts and Sciences minor. Interested students must complete a Declaration of Major form and submit it to the Associate Director (Campion 104). 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 Students with Low Incidence Disabilities (including severe disabilities, visual impairments, deaf/blindness, and multiple disabilities). The minor in Special Education is not available to students outside of the Lynch School.

Teaching English Language Learners (TELL/ESL) Certificate

Although The Lynch School currently offers a certificate in Teaching English Language Learners, this course of study is under modification due to changing education licensure requirements. Candidates should hold or be working toward a licensure in an education field (early childhood, elementary, secondary, reading, and others). This program is designed to prepare teachers to work with bilingual learners/English Language Learners in their mainstream classroom settings. The certificate requires two courses. In addition, candidates need to complete a field experience in a classroom that includes bilingual learners.

Minor in the Carroll School of Management for Lynch School of Education Students

The Department of Management and Organization offers a minor in Management and Leadership for Lynch School Applied Psychology and Human Development majors who are interested in pursuing a career in management. The minor consists of six courses in the Carroll School of Management: two required courses (MB 021 and MB 127) and four electives, chosen from among all MB course offerings. Applications for the CSOM minor are available in the Office for Undergraduate Student Services, Campion 104 and 106D, and online.

Minors for College of Arts and Sciences Majors

Some Arts and Sciences majors are eligible to minor in Secondary Teaching (see more information below). All Arts and Sciences majors may minor in General Education. More information on these minors appears below.

Inclusive Education Minor

The Department of Teacher Education, Special Education, and Curriculum & Instruction (LSOE) offers the Inclusive Education minor for students enrolled in the College of Arts and Sciences. The minor is designed to (1) introduce Arts and Sciences students to the world of disabilities and special education, with an emphasis on special education practice; and (2) enhance the ability of future professionals to meet the needs of an increasingly diverse population of students in

America's schools. Classes address the nature and implications of disabilities as well as effective practices in special education. The minor consists of six courses and a zero-credit field observation.

Minor in Secondary Education

Students who are pursuing a major in biology, chemistry, geology (earth science), physics, English, history, mathematics, or Latin and classical studies in the College of Arts and Sciences may apply to minor in Secondary Education. **Note:** This minor is **only** open to eligible College of Arts and Sciences undergraduate students. This program begins in the sophomore year, and interested students should apply before the end of sophomore year. Only those students majoring in the approved disciplines listed above may apply for a minor in Secondary Education. This minor leads to state licensure in all areas listed. Students seeking licensure in Massachusetts must pass the Massachusetts Tests for Educator Licensure (MTEL). NB: Students must complete all the requirements of the University Core and the College of Arts and Sciences major.

Before submitting an application, interested students should meet with the Assistant Director of the Arts and Sciences Advising Center in Campion 106D or the Associate Director in Campion 104.

Minor in General Education

All undergraduate students in the Connell School of Nursing, College of Arts and Sciences, and Carroll School of Management who have an interest in Education may pursue a minor of six courses. **Note:** This minor is not available to Lynch School students.

Minors for Carroll School of Management Majors

All Carroll School majors may minor in Applied Psychology and Human Development for Carroll School Majors or General Education. More information on these minors is listed below.

Minor in Applied Psychology and Human Development

The Lynch School of Education, in cooperation with the Carroll School of Management, offers an 18-credit minor in Applied Psychology and Human Development, which is open to fifteen Carroll School undergraduates each year. This minor may interest you if you wish to (1) deepen your knowledge of human behavior in the areas of psychology, human development, and learning in preparation for a career in fields such as human resource management, marketing research, or advertising; (2) gain specialized knowledge in certain specific areas of human resources management, for example: counseling, training, personnel assessment, family crisis assistance, drug, and alcohol abuse programs, and aging/elderly care; or (3) prepare for employment in a government or private sector social services organization.

Minor in General Education

All Carroll School of Management majors (as well as all Connell School of Nursing and Arts and Sciences majors) may minor in General Education. See more information about this minor at the end of the Minors section.

Minors for Connell School of Nursing Majors

All Connell School of Nursing majors may minor in General Education. More information about this minor appears in the next column.

Minors for Connell School of Nursing, College of Arts and Sciences, and Carroll School of Management Majors

Minor in General Education

All undergraduate students in the Connell School of Nursing, College of Arts and Sciences, and Carroll School of Management who have an interest in Education may pursue a minor of six courses with their advisor's approval. **Note:** This minor is not available to Lynch School students.

FIFTH YEAR AND EARLY ADMIT PROGRAMS

For Boston College Juniors

The Fifth Year Program and Early Admit Programs offer academically outstanding Boston College juniors a unique opportunity to begin graduate study during their undergraduate senior year, allowing them to graduate with a bachelor's and master's degree in a shortened amount of time.

None of the 120 credits required for the bachelor's degree may be counted toward a Fifth Year Program. In consultation with an advisor, a graduate level course may be added each semester, on to the student's senior-year schedule.

All undergraduate juniors in the Lynch School of Education, College of Arts and Sciences, Connell School of Nursing, and Carroll School of Management are eligible to apply for these programs. (*See additional Early Admit requirements below)

Fifth Year Programs are available in:

- Early Childhood, Elementary, or Secondary Teaching
- Curriculum & Instruction
- Moderate Special Needs (mild/moderate learning disabilities, developmental disabilities, and behavior disorders)
- Severe Special Needs (including visually impaired, deaf/blindness, and multiple disabilities)
- Higher Education
- Educational Research, Measurement, and Evaluation
- Applied Developmental and Educational Psychology

There may be limited federal financial assistance for some graduate programs in Severe Special Needs and Secondary Science Teaching.

Early Admit Programs are available in Mental Health Counseling and School Counseling. Given the amount of credits required for licensing in Mental Health and School Counseling, both Early Admit Program and students admitted directly into the M.A. programs typically need six years to complete their B.A. and license-eligible M.A. Mental Health degree (60 credits) or School Counseling (48 credits). The main advantages of the Early Admit Program are (1) BC juniors receive early provisional admittance into these M.A. programs, and (2) complete two master's-level courses during senior year.

Students interested in a Fifth Year or Early Admit Program should consult with the Lynch School Office for Graduate Student Services, Campion 135, during the fall semester of their junior year. Without proper advisement and early acceptance into a master's degree program, students will be unable to complete the program in five years.

A special master's degree program in Social Work program is also available for a limited number of students pursuing a B.A. in Applied Psychology and Human Development. Students should consult the Graduate School of Social Work for information on requirements, prerequisites, and application at the beginning of their sophomore

EDUCATION

year. Students interested in this 3/2 program in Applied Psychology and Human Development/Social Work should apply to the Graduate School of Social Work before the end of their sophomore year. Please contact the Office of Admissions, Graduate School of Social Work, Boston College, McGuinn Hall, Chestnut Hill, Massachusetts 02467, 617-552-4024.

*Students who have completed some psychology-related coursework, have at least a 3.5 GPA, and have completed some type of practical, field-based or helping experience (e.g., residential advisor, camp counselor, hotline operator, youth worker, etc.), either volunteer or paid, are strong candidates for this program.

Application Process

- Students must apply by March 1 of their junior year.
- Applicants must meet all graduate admission requirements.
- Download the Application Checklist.
- The application fee is waived for applicants to the Fifth Year and Early Admit Programs.
- Notification of approval to begin the program is usually made in May by the Office of Graduate Admission.
- If students are in a study-abroad program during their junior year but are still interested in one of these programs, they should contact the Office of Graduate Admission gsoe@bc.edu or (617) 552-4214.
- If an applicant is not offered admission into the program, they are welcome to re-apply to the Master's program upon completion of their undergraduate degree.

Full Graduate Student Status

Upon successful graduation from the undergraduate program, Fifth Year and Early Admit students will be advanced to full graduate student status if they have maintained good academic standing (including a 3.5 or higher in their two graduate courses). Early admit students will also need to have engaged in field experience as described above. Students should submit their transcripts and documentation of any additional service work if the work was not previously documented in their application for the Fifth Year and Early Admit programs. Upon final admission, the student will receive an official letter of acceptance into the full master's program by the Office of Graduate Admission (gsoe@bc.edu or 617-552-4214).

Faculty

Albert Beaton, *Professor Emeritus*; B.S., State Teacher's College at Boston; M.Ed., Ed.D., Harvard University

M. Beth Casey, *Professor Emerita*; A.B., University of Michigan; A.M., Ph.D., Brown University

John S. Dacey, *Professor Emeritus*; A.B., Harpur College; M.Ed., Ph.D., Cornell University

George T. Ladd, *Professor Emeritus*; B.S., State University College at Oswego; M.A.T., D.Ed., Indiana University

George F. Madaus, *Professor Emeritus*; B.S., College of the Holy Cross; M.Ed., State College of Worcester; D.Ed., Boston College

Vincent C. Nuccio, *Professor Emeritus*; A.B., Boston College; M.E., Ed.D., Cornell University

Bernard A. O'Brien, *Professor Emeritus*; A.B., Boston College; A.M., Ph.D., Catholic University of America

John Savage, *Professor Emeritus*; A.B., Iona College; Ed.D., Boston University

Charles F. Smith, Jr., *Professor Emeritus*; B.S., Bowling Green State University; M.S., Kent State University; C.A.S., Harvard University; Ed.D., Michigan State University

Mary Griffin, *Associate Professor Emerita*; B.A., Mundelein College; M.A., Ph.D., University of Chicago

Irving Hurwitz, *Associate Professor Emeritus*; A.B., Ph.D., Clark University

Jean Mooney, *Associate Professor Emerita*; A.B., Smith College; A.M., Stanford University; Ph.D., Boston College

Philip Altbach, *J. Donald Monan, S.J., University Professor*; A.B., A.M., Ph.D., University of Chicago

David Blustein, *Professor*; B.A., SUNY Stony Brook; M.S., CUNY Queens College; Ph.D., Teachers College, Columbia University

Henry Braun, *The Boisi Professorship of Education and Public Policy*; B.A., McGill University; M.S., Ph.D., Stanford University

María Estela Brisk, *Professor*; B.A., Universidad de Cordoba, Argentina; M.S., Georgetown University; Ph.D., University of New Mexico

Marilyn Cochran-Smith, *John E. Cawthorne Professor*; B.A., College of Wooster; M.Ed., Cleveland State University; Ph.D., University of Pennsylvania

Rebekah Levine Coley, *Professor*; B.A., Brandeis University; Ph.D., University of Michigan

Curt Dudley-Marling, *Professor*; B.A., M.Ed., University of Cincinnati; Ph.D., University of Wisconsin at Madison

Anderson J. Franklin, *Honorable David S. Nelson Professional Chair*; B.A., Virginia Union University; M.S., Howard University; Ph.D., University of Oregon

Lisa Goodman, *Professor*; B.A., Wesleyan; M.A., Ph.D., Boston University

Andrew Hargreaves, *Thomas More Brennan Professor*; B.A., University of Sheffield; Ph.D., University of Leeds

Penny Hauser-Cram, *Professor*; B.S., Denison University; M.A., Tufts University; Ed.D., Harvard University

Janet Helms, *Augustus Long Professor*; B.A., Ed.M., University of Missouri; Ph.D., Iowa State University

Maureen E. Kenny, *Professor and Interim Dean*; B.A., Brown University; M.Ed., Teachers College, Columbia University; Ph.D., University of Pennsylvania

Jacqueline Lerner, *Professor*; B.A., St. John's University; M.S., Eastern Michigan University; Ph.D., Pennsylvania State University

Larry Ludlow, *Professor and Chairperson*; B.A., M.A., California State University; Ph.D., University of Chicago

M. Brinton Lykes, *Professor and Chairperson*; B.A., Hollins University; M.Div., Harvard University; Ph.D., Boston College

James R. Mahalik, *Professor*; B.S., M.A., Ph.D., University of Maryland

Michael Martin, *Research Professor*; B.A., University College Cork; M.Sc., Trinity College Dublin; Ph.D., University College Dublin

Ana M. Martínez Alemán, *Professor and Chairperson*; B.A., M.A., State University of New York, Binghamton; Ph.D., University of Massachusetts, Amherst

Ina Mullis, *Professor*; B.A., Ph.D., University of Colorado

Joseph M. O'Keefe, S.J., *Professor*; B.A., College of the Holy Cross; M.A., Fordham University; M.Div., STL, Weston School of Theology; M.Ed., Ed.D., Harvard University

Diana C. Pullin, *Professor*; B.A., Grinnell College; M.A., J.D., Ph.D., University of Iowa

Dennis Shirley, *Professor*; B.A., University of Virginia; M.A., New School for Social Research; Ed.D., Harvard University

Mary E. Walsh, *Daniel E. Kearns Professor*; B.A., Catholic University; M.A., Ph.D., Clark University

Lillie Albert, *Associate Professor*; B.A., Dillard University; M.A., Xavier University; Ph.D., University of Illinois at Urbana–Champaign

Karen Arnold, *Associate Professor*; B.A., B.Mus., Oberlin College; M.A., Ph.D., University of Illinois

G. Michael Barnett, *Associate Professor*; B.S., University of Kentucky; M.S., Ph.D., Indiana University

Susan Bruce, *Associate Professor*; A.A., B.A., M.A., Ph.D., Michigan State University

Eric Dearing, *Associate Professor*; B.A., University of Colorado; M.A., Ph.D., University of New Hampshire

Audrey Friedman, *Associate Professor and Assistant Dean, Undergraduate*; B.S., University of Massachusetts, Amherst; M.S., University of Pennsylvania; M.A., University of Massachusetts, Boston; Ph.D., Boston College

Richard M. Jackson, *Associate Professor*; A.B., American International College; Ed.M., Harvard University; Ed.D., Columbia University

Lauri Johnson, *Associate Professor*; B.S., M.S., University of Oregon; S.D.A., Teachers College, Columbia University; Ph.D., University of Washington

Belle Liang, *Associate Professor*; B.S., Indiana University; Ph.D., Michigan State University

Katherine McNeill, *Associate Professor*; B.A., Brown University; M.S., Ph.D., University of Michigan

Patrick McQuillan, *Associate Professor*; A.B., A.M., Wesleyan University; Ph.D., Brown University

Laura M. O'Dwyer, *Associate Professor*; B.S., M.S., National University of Ireland, Galway; Ph.D., Boston College

Mariela Paez, *Associate Professor*; B.S., Cornell University; M.A., Tufts University; M.Ed., Ed.D., Harvard University

Alec F. Peck, *Associate Professor and Chairperson*; B.A., University of San Francisco; M.S., Ph.D., Pennsylvania State University

Joseph J. Pedulla, *Research Associate Professor*; B.S., Tufts University; M.S., Ph.D., Northeastern University; Ed.D., Harvard University

C. Patrick Proctor, *Associate Professor*; B.A., Clark University; M.A., Stanford University; Ed.D., Harvard University

Heather Rowan-Kenyon, *Associate Professor*; B.S., University of Scranton; M.A., Bowling Green State University; Ph.D., University of Maryland–College Park

David Scanlon, *Associate Professor*; B.A., M.O.E., University of New Hampshire; Ph.D., University of Arizona

Elizabeth Sparks, *Associate Professor and Associate Dean of Graduate Studies*; B.A., Wellesley College; M.Ed., Teachers College, Columbia University; Ph.D., Boston College

Lisa Patel Stevens, *Associate Professor*; B.J., University of Nebraska–Lincoln; M.Ed., University of San Diego; Ph.D., University of Nevada, Las Vegas

Marina Vasilyeva, *Associate Professor*; B.A., University of Krasnoyarsk, Russia; Ph.D., University of Chicago

Ted I.K. Youn, *Associate Professor*; B.A., Denison University; M.A., M.Phil., Ph.D., Yale University

Vincent Cho, *Assistant Professor*; B.A., Boston College; M.Ed., University of Houston; Ph.D., University of Texas at Austin

Elida V. Laski, *Assistant Professor*; B.A., Ed.M., Boston University; M.S., Ph.D., Carnegie Mellon University

Zhushan Li, *Assistant Professor*; B.A., Shanghai International Studies University; M.S., Southern Illinois University at Carbondale; M.S., Ph.D., University of Illinois at Urbana–Champaign

Rebecca J. Lowenhaupt, *Assistant Professor*; A.B., Harvard University; Ed.M., Harvard University; Ph.D., University of Wisconsin–Madison

Julie Pacquette MacEvoy, *Assistant Professor*; B.A., Reed College; M.A., Ph.D., Duke University

Rebecca Mitchell, *Assistant Professor*; B.S., M.S., Florida State University; Ed.D., Harvard University

Paul Poteat, *Assistant Professor*; B.S., Florida State University; M.A., Ph.D., University of Illinois at Urbana–Champaign

Lauren P. Saenz, *Assistant Professor*; A.B., Princeton University; Ph.D., University of Colorado

Pratyusha Tummala-Narra, *Assistant Professor*; B.A., University of Michigan–Ann Arbor; M.A., Ph.D., Michigan State University

Patricia Weitzel-O'Neill, *Executive Director, Barbara and Patrick Roche Center for Catholic Education and Senior Lecturer*; B.A., Wheeling Jesuit University; M.A., Ph.D., St. Louis University

Nettie Greenstein, *Lecturer*; B.A., Wesleyan University; Psy.D., Massachusetts School of Professional Psychology

Margaret (Penny) Haney, *Lecturer*; B.A., Loyola Marymount University; M.A., Ph.D., Loyola University

Anne Homza, *Lecturer*; B.A., Mount Holyoke College; Ed.M., Harvard University; Ed.D., Boston University

Julia Whitcavitch-Devoy, *Lecturer*; B.A., St. Lawrence University; M.T.S., Harvard University Divinity School; Ph.D., Boston College

Undergraduate Course Offerings

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

PY 030 Child Growth and Development (Fall: 3) Satisfies Social Sciences Core requirement

First part of a two-course sequence (PY 030–PY 031) designed to introduce students to the multiple dimensions of child development, and the place of education in promoting healthy development for all children. This course acquaints students with multiple processes of child development, including physical, social, cognitive, linguistic, and emotional development from birth through adolescence. Both typical and atypical patterns of development will be examined. Students discuss and analyze classic theories, contemporary issues, and key research in child development in view of their application to educational and other applied settings.

The Department

PY 031 Family, School, and Society (Spring: 3) *Prerequisite:* PY 030 Satisfies Cultural Diversity Core requirement Satisfies Social Sciences Core requirement

Second part of a two-course sequence (PY 030–PY 031) that introduces students to the multiple dimensions of child development, and the place of education in promoting healthy development for all children. This course considers the social and cultural contexts that shape developmental and educational processes. Focuses on understanding the nature of contemporary social problems including racism,

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sexism, ethnic prejudice, poverty, and violence, as they affect children, families, and schooling. Emphasizes special role of education in linking community resources for an integrated approach to serving children and families.

The Department

PY 032 Psychology of Learning (Fall/Spring: 3)

Discusses classic and contemporary theories of learning and of cognitive development and theories of the relation between learning and cognitive development. Also looks at major studies with children. Compares and contrasts theories along key dimensions on which they vary. Addresses issues and questions that include the following: Is the environment or our biological endowment and innate knowledge responsible for our learning; are babies born with a lot of knowledge or must all cognition develop from scratch; does development precede learning (readiness to learn). Also looks at role of motivational factors, and discusses practical applications of theory and research.

The Department

ED 039 Learning and Curriculum in the Elementary School (Fall/Spring: 3)

Corequisite: ED 104

Students must be registered for ED 151 and arrange their schedules to be on-site in a school Tuesday or Thursday.

Introduces students to profession of education and roles of teachers. Provides understanding of contexts in which education is delivered in multicultural settings and opportunity to gain knowledge and experience about interpersonal, observational, and organization skills that underlie teaching. Faculty and students work together throughout course to examine students' commitment to and readiness for career as a teacher. Introduces essentials of curriculum, teaching, and managing classrooms at elementary (K–6) level and links them to major learning theories for children. Views curriculum, instruction, management, and learning theory from perspectives of current school reform movement and social/cultural changes affecting elementary classrooms and schools.

The Department

PY 041 Adolescent Psychology (Fall/Spring: 3)

Introduces the psychology and problems of the adolescent years. Discusses biological changes, cultural influences, the identity crisis, educational needs, and adult and peer relationships. Consideration will be given to the impact that rapid cultural change has on youth. Also discusses adolescence in other cultures to provide a better perspective on American youth.

Jackie Lerner

Belle Liang

ED 044 Working with Special Needs Students (Fall/Spring: 3)

Introduces pre-service teachers to a variety of issues surrounding special education, including its historical development, concepts of disability, the terminology commonly used in the field, and recent trends and practices. Examines legislation pertaining to special education, particularly the Individuals With Disabilities Education Act (IDEA). Assists future educators to understand the process of designing and implementing an Individualized Educational Program (IEP).

Richard Jackson

David Scanlon

ED 060 Classroom Assessment (Fall/Spring: 3)

This course emphasizes that assessment entails more than quizzes, unit tests, and standardized multiple-choice measures of student

learning. The course explores how assessment is a key component of all aspects of the instructional process including organizing and creating a classroom culture, planning lessons, delivering instruction, and examining how students have grown as result of instruction. The validity of inferences and decisions made based on assessment information is examined within each phase of instruction. The goal is to show students that assessment is an integral part of teaching that should not be separated from daily classroom practices.

The Department

ED 100 First Year Experience, Reflection, and Action (Fall: 2)

First Year Experience, Reflection, and Action is a seminar designed to help first year students negotiate the rigors and dilemmas of college life and become more critical citizens. Readings, discussions, and panel presentations will address moral-cognitive decision-making, vocational discernment in the context of Ignatian Pedagogy, local, state, and national trends in Applied Psychology and Human Development and Teacher Education and expose students to LSOE and university faculty and student research. Participants will read and critique current research about college student issues and learn to self-reflect critically in order to make more informed choices and decisions.

Audrey Friedman

ED 101 Teaching Language Arts (Fall/Spring: 3)

Corequisite: ED 108

Focuses on the teaching and learning of language arts in the elementary grades. Students will be exposed to theoretical approaches to both oral and written language development in addition to a wide variety of teaching methods. Students will have the opportunity to apply their learning through practical lesson development, and encouraged to reflect on their experiences via the theoretical perspectives highlighted in the course. Student diversity and its implications for teaching language arts will be an integral theme. Students will draw on their experiences in their prepractica to apply and reflect on learning as they mediate theory and practice.

Curt Dudley-Marling

ED 104 Teaching Reading (Fall/Spring: 3)

Corequisite: ED 039

This course is designed to offer preservice teachers theoretical and practical knowledge and experience into teaching literacy to elementary age students. Emphasis will be placed on the social, political, and cultural context of reading instruction. Students will gain understanding of major theoretical perspectives on literacy development and the myriad strategies for teaching reading in a variety of contexts. Students will also be expected to spend time in a context where they can gain experiences in providing reading instruction in a relevant and productive way.

Curt Dudley-Marling

Lisa Patel Stevens

ED 105 Teaching the Social Sciences and the Arts (Fall/Spring: 3)

Corequisite: ED 109

Provides prospective elementary teachers with opportunities to develop social studies and arts curricula for elementary age students and consider a variety of instructional approaches appropriate for this age group. Students will learn how to develop the skills of an historian and select and integrate knowledge appropriate for diverse learners. Curricular topics include evaluating context-appropriate materials,

developing critical thinking, using and critiquing primary sources in the classroom, and developing varied learning activities through the use of multiple media.

Patrick McQuillan

ED 108 Teaching Mathematics and Technology (Fall/Spring: 3)

Corequisite: ED 101

This course presents methods and materials useful in teaching mathematics to elementary school children. It analyzes mathematics content and pedagogy from both conceptual and practical perspectives. Emphasis is placed on the interconnections among theory, procedures, and applications that form the framework on which specific mathematics lessons are constructed. It examines the elementary mathematics curriculum through technology resources, addressing the different ways in which technology can be used. Activities include laboratory experiences with concrete models and technology as well as inquiry into the role of the teacher in the school community in the epoch of teaching for social justice.

Lillie R. Albert

ED 109 Teaching About the Natural World (Fall/Spring: 3)

Corequisite: ED 105

Provides an examination of instructional models and related materials that assist children in the construction of meaning from their environment. Models will be set in real life settings (both inside and outside the classroom) and students will become actively involved in the following: selecting preferred strategies, working directly with students to demonstrate model application, and initiating self/group evaluations of implementation efforts.

G. Michael Barnett

ED 131–133 Undergraduate Inquiry Seminar: I, II, and III (Fall/Spring: 1)

Corequisites: ED 151–153

Graded as pass/fail

The purpose of this seminar is to introduce and develop classroom-based inquiry skills in teacher candidates. Teachers develop a self-awareness about their personal beliefs and biases about teaching, learning, and pupils; explore, understand, and learn to navigate the various aspects of school culture; and learn to use their classroom as a research site by posing critical questions about pupil learning, consulting related research, gathering and analyzing data about their pupils and classrooms, attempting interventions, evaluating results, and documenting pupil learning.

Fran Loftus

Melita Malley

ED 134 Undergraduate International Inquiry Seminar IV (Fall/Spring: 1)

Corequisite: ED 154

Department permission required

Graded as pass/fail

Restricted to students completing a pre-practicum abroad

The purpose of this seminar is to introduce and develop classroom-based inquiry skills in teacher candidates. Teachers develop a self-awareness about their personal beliefs and biases about teaching, learning, and pupils; explore, understand, and learn to navigate the various aspects of school culture; and learn to use their classroom as a

research site by posing critical questions about pupil learning, consulting related research, gathering and analyzing data about their pupils and classrooms, attempting interventions, evaluating results, and documenting pupil learning.

Fran Loftus

Melita Malley

ED 151–152 Pre-Practicum I and II (Fall/Spring: 1)

Corequisites: ED 131–132

For Lynch School undergraduate students only
Graded as pass/fail

A one-day-a-week practicum for Lynch School sophomores and juniors majoring in elementary and secondary education. Placements are made in selected schools in the Greater Boston area. Apply to the Office of Practicum Experiences & Teacher Induction during the semester preceding the placement by May 1 for fall placements and December 1 for spring placements.

Fran Loftus

Melita Malley

PY 152 Human Development Practicum (Fall/Spring: 3)

Provides an introduction to the applications of psychological theory within various human and community service contexts. Readings and discussion contribute to critical analyses of how social issues and social problems are situated differently due to gender, race, social class and diversities of language, ability, sexuality, etc. Students volunteer for 8–10 hours per week at a site selected with the assistance of the instructor and meet in a weekly seminar, keep a journal of their field experience, and complete reading and written assignments that integrate theory and practice.

The Department

ED 153 Pre-Practicum III (Fall/Spring: 1)

Corequisite: ED 133

For Lynch School undergraduate students only
Graded as pass/fail

A one-day-a-week practicum for Lynch School sophomores and juniors majoring in elementary and secondary education. Placements are made in selected schools in the Greater Boston area. Apply to the Office of Practicum Experiences & Teacher Induction during the semester preceding the placement by May 1 for fall placements and December 1 for spring placements.

Fran Loftus

Melita Malley

ED 154 International Pre-Practicum for LSOE Students (Fall/Spring: 1)

Corequisite: ED 134

Department permission required

For Lynch School undergraduate students only
Graded as pass/fail

A one-day-a-week practicum for Lynch School juniors who study abroad for one semester majoring in early childhood, elementary, and secondary education. Placements are made in selected school and teaching-related sites. Apply to the Office of Practicum Experiences & Teacher Induction during the semester preceding the placement by May 1 for fall placements and December 1 for spring placements.

Fran Loftus

Melita Malley

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ED/PY 198 Readings and Research (Fall/Spring: 3)

Provides a student the opportunity to do guided readings under the supervision of a professor. Research project must be approved one month before the beginning of the course by the instructor, department chair, and associate dean.

The Department

ED/PY 199 Independent Study/Internship Experience (Fall/Spring: 3)

Provides a student independent research opportunities under the guidance of an instructor. Research project must be approved one month before the beginning of the course by the instructor, department chair, and associate dean.

The Department

ED 208 Educational Strategies: Children with Special Needs (Fall: 3)

Offered biennially

This course provides instruction to pre-service teachers interested in learning more about instruction, curriculum, and teaching for children with special needs, with a framework highlighting important educational issues pertinent to their professional development and the realities of teaching. The course emphasizes the complexities of teaching children with individual learning profiles in inclusive settings. Students will examine educational readings and instructional practices through the lenses of curriculum, author voice, and academic tension. Class participants will develop a comprehensive understanding of the historical, legal, and political developments influencing current general and special education practices.

The Department

ED 211 Secondary Curriculum and Instruction (Fall/Spring: 3)

Corequisite: ED 151

Department permission required

Provides an introduction to secondary teaching practices as well as an overview of the history and structure of secondary schools. Topics include curriculum theory and development, interdisciplinary teaching, teaching students with diverse learning abilities, application of educational research, assessment, national standards, and alternative models for secondary schools. Focuses on the role of the teacher in secondary education reform. Taught on-site and in conjunction with secondary education teacher candidates' first prepracticum experience, this course offers a unique opportunity for a cohort experience in which preservice teachers work closely with each other, high school faculty, the instructor, and urban students.

Audrey Friedman

PY 216 Research Methods and Analyses (Fall/Spring: 3)

Prepares professionals in the fields of human development and education to understand, design, and conduct preliminary analyses of research investigations related to applied topics. Provides students with necessary strategies and techniques to read and evaluate research studies. Students will learn fundamental concepts of research design and basic statistical procedures for analyzing data. Emphasizes understanding the basic concepts underlying different approaches to research design and analysis. Highlights research examples from the fields of human development, human services, and education.

Laura O'Dwyer

Michael Russell

PY 230 Abnormal Psychology (Fall/Spring: 3)

Prerequisite: PY 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.

The Department

ED 231 Senior Inquiry Seminar (Fall/Spring: 3)

Corequisite: ED 250

This capstone seminar provides students with an opportunity to reflect systematically on classroom experiences and to research a question that addresses pupil learning in their classrooms. Students identify a problem and design and conduct an inquiry project to explore the issue. Students will experience the role of reflective practitioner, and, as a result, learn how better to address student needs. Class discusses ways to help diverse students at different developmental levels learn and explores how better to achieve social justice in the classroom, school, and community. This is required for all teacher education majors.

The Department

PY 241 Interpersonal Relations (Fall/Spring: 3)

Prerequisite: PY 030

Provides an opportunity to learn a developmental and systems perspective on the nature of family and interpersonal relations. Examines both the nature of interpersonal relations and some of the conditions in contemporary life that are shaping the quality of these relationships. Gives particular emphasis to understanding the self, family life, emotions, and conflicts in field research. Views the concept of interpersonal relations from historical, multicultural, gender, and developmental perspectives.

The Department

PY 242 Personality Theories: Behavior in Context (Fall/Spring: 3)

Prerequisites: PY 030–031

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.

Robert Romano

PY 243 Counseling Theories (Spring: 3)

Prerequisite: PY 230

Open to majors in Human Development only

The purpose of this course is to learn about the major counseling theories including basic concepts, advantages and limitations, techniques, and the counseling process. There is also a focus on personal exploration aimed at helping students adopt their own personal theory of counseling. Issues of multiculturalism and client diversity will be integrated into all course content.

Pratyusha Tummala-Narra

PY 244 Adult Psychology (Fall/Spring: 3)

Prerequisites: PY 030–031 or permission of the instructor

Explores theories and research on development across early, middle, and late adulthood and offers numerous opportunities for reflection on one's own development as an adult. Also provides insights into application of adult psychology to real life situations and is especially helpful to those who wish to work with adult populations.

The Department

PY 245 Advanced Practicum: Human Development (Fall/Spring: 3)
Cross listed with PY 470

Open only to students who are juniors or seniors or have taken PY 152

Students meet once a week to discuss their required field work (8–10 hours per week) and to relate their field work to psychological theories, research, and applications. Readings and discussion contribute to critical analyses of how social issues and social problems are situated differently due to gender, race, social class, and diversities of language, ability, sexuality, etc. Participants will explore strategies for translating this knowledge and experience into resources that enable them to identify future career options.

The Department

PY 248 Gender Roles (Spring: 3)

This course examines biological, social, and psychological factors that interact in contributing to men's and women's gender roles. Within the social domain, particular attention will be given to how culture affects the social construction of gender, and how factors such as racism and homophobia interact with societally prescribed norms for men and women. The second half of the class will focus on the effects of gender roles on mental and physical health, social problems like aggression, and issues in education, work, and relationships including family life.

James Mahalik

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

For Lynch School undergraduate students only

Semester-long practicum experience (300+ clock hours), five full days per week, for Lynch School seniors majoring in education. Placements are made in selected schools in the Greater Boston area. Apply to the Office of Practicum Experiences and Teacher Induction during the semester preceding the placement by March 15 for fall placements and by October 15 for spring placements.

Fran Loftus

Melita Malley

ED 255 Seminar: International/Out-of-State Program (Fall/Spring: 3)

Department permission required

For students who have completed a semester of student teaching abroad or in certain U.S. locations. Students lead seminars on the culture of overseas, Native American reservation, and other sites with students selected to participate in the International/Out-of-State program for the following year.

Fran Loftus

Melita Malley

ED 259 PreK–K Practicum (Fall/Spring: 3)

Corequisite: ED 133

This PreK–K Practicum Experience is required of all early childhood majors. This 2–3 day experience is usually completed in a nursery school setting and is a prerequisite to the full time student experience.

Fran Loftus

Melita Malley

ED 269 Extended Practicum (Spring: 3)

For students who have advance approval to continue practica
Students should apply to the Office of Practicum Experiences & Teacher Induction

This is an extended practicum for students who have already completed their full time student teaching. This placement provides additional field experience and opportunities for them to further hone their abilities to mediate theory and practice. The course is by arrangement only with the Practicum Director.

Fran Loftus

Melita Malley

ED 286 Honors Thesis I (Fall/Spring: 3)

Open only to students who are candidates for Latin honors

Students who have the approval of the Dean to write an honors thesis will use this course as the credit vehicle for writing the thesis.

The Department

ED 360 Inclusive Education Field Observation (Fall/Spring: 0)

Open to undergraduate majors in the School of Arts and Sciences, the Inclusive Education Minor is offered in the LSOE. The minor is designed to (1) introduce Arts & Sciences students to the world of disabilities and special education with an emphasis on special education practice, and (2) enhance the ability of future professionals to meet the needs of increasingly diverse school populations. Classes address the nature and implications of disabilities and effective practices in special education. The minor consists of six-courses and a zero-credit field observation. Appropriate for those considering a career or further studies in education.

David Scanlon

PY 397 Social Issues and Social Policy (Spring: 3)

Offered biennially

This seminar provides participants with a foundation of knowledge concerning current social policy issues involving children and families in the U.S., with a particular focus on issues related to poverty and disadvantage. Considers how research, politics, and advocacy play a role in the initiation, implementation, and evaluation of policy, and how social policies impact children and families. Seeks to help students explore scientific evidence and social perceptions, and think critically about central social issues and social policies.

Rebekah Levine Coley

Undergraduate and Graduate Course Offerings**ED 300 Secondary/Middle School Science Methods (Fall: 3)**

Provides an active, instructional environment for science learning that enables each student to construct knowledge (skill, affective, and cognitive) that, in turn, allows them to be prepared to construct instructional environments meeting the needs of tomorrow's secondary and middle school students. Activities reflect on current research:

reform movements of AAAS, NRC, NSTA, inclusive practices, interactions with experienced teachers, firsthand experience with instructional technology, and review and development of curriculum and related instructional materials.

G. Michael Barnett

ED 301 Secondary and Middle School History Methods (Fall/Spring: 3)

Demonstrates methods for organizing instruction, using original sources, developing critical thinking, facilitating inquiry learning, integrating social studies, and evaluation. Students will design lessons and units, drawing on material from the Massachusetts state history standards and other sources.

Patrick McQuillan

ED 302 Secondary and Middle School English Methods (Fall: 3)

Develops knowledge, skills, and dispositions essential for competent understanding, development, and delivery of effective English Language Arts instruction in a diverse classroom. Addresses educational and literary theory, pedagogy, assessment, evaluation, content, curriculum, media literacy, and sensitivity to and respect for adolescents who come from a variety of cultures, abilities, interests, and needs. Provides knowledge of local, state, and national standards and strategies to help students reach those standards. Encourages risk-taking, experimentation, flexibility, application of theory, and innovation. Good teaching demands open-mindedness, critical reading, writing, and thinking, honest reflection, high expectations, ongoing revision, and commitment to social justice.

Audrey Friedman

ED 304 Secondary and Middle School Mathematics Methods (Fall: 3)

Provides prospective teachers with a repertoire of pedagogical methods, approaches, and strategies for teaching mathematics to middle school and high school students. Considers the teaching of mathematics and the use of technology from both the theoretical and practical perspectives. Includes topics regarding performance-based assessment and culturally relevant practices for teaching mathematics in academically diverse classrooms.

Lillie Albert

ED 308 Bilingualism in Schools and Communities (Fall/Spring: 3)

Successful completion of the courses ED 308 and ED 346 entitles students to receive a certificate indicating that you have completed categories 1, 2, and 4 to be considered qualified to teach ELLs as noted in the Massachusetts Commissioner of Education's Memorandum of June 15, 2004.

The goal of this course is to prepare students to participate in increasingly multilingual and multicultural environments in order to better serve bilingual students, families, and communities. Building on theory, research, and practice from the fields of bilingualism, second language acquisition, and education, students will learn about the process of language and literacy development in children and adolescents who are exposed to more than one language, and the social and cultural contexts in which this development occurs. Through the use of case studies and school profiles, students will deepen their understanding of issues in bilingualism and bilingual education.

Mariela Paez

PY 310 Contemporary Issues in Applied Psychology and Human Development (Fall/Spring: 3)

Topic: Risk and Resilience in Human Development. This advanced undergraduate seminar course will focus on current topics involving factors preventing and processes promoting optimal development in children, adolescents, and families. Students will engage in reading both personal narratives and empirical studies related to topics such as the following: the issues facing immigrant youth; understanding and preventing bullying; treatment for children with mental illness; and interventions for children with autism spectrum disorders. We will analyze social policies, school practices, parenting issues, and community supports related to each topic.

Jacqueline Lerner

ED 316 Teaching Process and Content in Early Education (Spring: 3)

This course focuses on the development and implementation of curriculum in early education. The Massachusetts Guidelines for Preschool Learning Experiences and the national standards for developmentally appropriate practices will be utilized throughout the semester. This course will highlight each of the curriculum domains (language/literacy, mathematics, science and technology, social studies, health, and the arts) while demonstrating how to build an integrated curriculum in an early childhood classroom. The importance and value of play in the early years will be emphasized, and strategies will be shared to help teacher candidates document student learning.

Mariela Paez

ED 323 Reading and Special Needs Instruction for Secondary and Middle School Students (Fall/Spring: 3)

Develops knowledge of the reading process and how to "teach reading the content areas." Students will develop curriculum and instruction that integrates reading instruction in the content areas, addressing diverse learners. Involves understanding relationship among assessment, evaluation, and curriculum; learning what and how to teach based on student assessments; developing and providing scaffolded instruction that addresses reading comprehension and critical thinking; and integrating reading, writing, speaking, listening, and thinking into content curriculum. Also addresses how to help students comprehend non-printed text.

Audrey Friedman

ED 346 Teaching Bilingual Students (Fall/Spring: 3)

Summer course: Section .01 for Elementary Education majors; Section .02 for Secondary Ed majors

Deals with the practical aspects of the instruction of teaching English Language Learners in Sheltered English Immersion, and mainstream classrooms. Reviews and applies literacy and content area instructional approaches. Includes such other topics as history and legislation related to English Language Learners and bilingual education, and the influences of language and culture on students, instruction, curriculum, and assessment. There are two sections of this course: one for elementary and early childhood education majors and one for secondary education majors.

Anne Homza

Patrick Proctor

ED 347 Honors Thesis II (Fall: 3)**Open only to students who are candidates for Latin honors**

Students who have the approval of the dean to write an honors thesis will use this course as the credit vehicle for writing the thesis.

The Department

PY 348 Culture, Community and Change (Fall/Spring: 3)

This course seeks to help students understand how culture and community influence the lives of children, families, and institutions through society's systemic policies and practices. The focus is upon human development within a multicultural society in a global world. It particularly guides understanding of inequities created by society for populations in a minority, powerless, poor and underserved status as well as, in contrast, the role privilege plays in setting societal standards and the role of human service professionals. A major orientation of the class is learning how multi-systemic factors impact the individual, family, and community across the life span.

A.J. Franklin

ED 349 Sociology of Education (Spring: 3)**Cross listed with SC 568**

This course presents a variety of sociological perspectives of schooling by reviewing contemporary debates in the sociology of education. Schooling reproduces cultural values and transmits cultural norms over generations. Such actions may be examined by analyzing the occupational culture of teaching, the social organization of schools, the linguistic codes, and the reproductive process of social class.

Ted Youn

ED 363 Survey of Children's Literature (Fall/Spring: 3)

This course explores the influences, appeal, and impact of children's literature. Students will be expected to develop and apply criteria to evaluate the value of using children's literature in different contexts. Critical questions will be explored in relation to children's literature.

The Department

ED 373 Classroom Management (Spring: 3)**ED 201 is now ED 373.**

Focuses on observation and description of learning behaviors, with emphasis on examining the relationship of teacher behavior and student motivation. Prepares teachers to analyze behavior in the context of a regular classroom setting that serves moderate special needs students and to select, organize, plan, and promote developmentally appropriate behavior management strategies that support positive learning. Also considers theoretical models of discipline and classroom management strategies, and requires students to propose and develop a rationale for selection of specific techniques for specific classroom behaviors.

The Department

ED 374 Management of the Behavior of Students with Special Needs (Fall: 3)

Focuses discussion, reading, and research on the diagnosis and functional analysis of social behaviors, and places substantial emphasis on the practical application of applied behavior analysis techniques. Also discusses alternative management strategies for use in classrooms.

Alec Peck

ED 384 Teaching Strategies for Students with Low Incidence Multiple Disabilities (Spring: 3)**Pre-practicum required (25 hours)**

This course is designed to assist the special educator in acquiring and developing both the background knowledge and practical

skills involved in teaching individuals who have severe or multiple disabilities. The areas of systematic instruction, communication, gross motor, fine motor, community and school functioning, collaboration, functional and age-appropriate programming are emphasized. The role of the educator as developer of curriculum, instructor, and in the transdisciplinary team are included. The students should be prepared to participate in a one-day-per-week field placement.

Susan Bruce

ED 386 Introduction to Sign Language and Deafness (Spring: 3)

A course in the techniques of manual communication with an exploration of the use of body language and natural postures, finger-spelling, and American Sign Language. Theoretical foundations of total communication will be investigated. Issues related to deafness are also presented.

Edward Mulligan

ED 389 Assessment of Students with Low Incidence and Multiple Disabilities (Fall: 3)**Pre-practicum required (25 hours)**

This course addresses formal and informal assessment of students with intensive needs. Students will become familiar with assessments driven by both the developmental and functional paradigms. All assessment activities will be founded on the principle that appropriate assessment goes beyond the student to include consideration of the student's multiple contexts. This course also addresses the IEP, the legal mandates behind the process, and the collaborative role of the teacher, as part of the educational team, during the assessment and report writing processes.

Susan Bruce

ED 397 Independent Study: Fifth Year Program (Fall/Spring: 3)

This course is open to students in the Fifth Year Program only.

The Department

ED 398 Working with Families and Human Service Agencies (Fall: 3)**Pre-practicum required (25 hours)**

Explores the dynamics of families of children with special needs and the service environment that lies outside the school. After exploring the impact a child with special needs may have on a family, including the stages of acceptance and the roles that parents may take, focuses on some of the services available in the community to assist the family. A major activity associated with this course is locating these services in a local community.

Alec Peck

Carroll School of Management

Founded as the College of Business Administration at Boston College in 1938, and later named the Carroll School of Management, in honor of a distinguished alumnus, the school identifies its mission in these terms:

The Carroll School of Management educates undergraduates preparing for careers in management, graduate students aspiring to greater responsibilities in a complex global economy, and practitioners and executives seeking renewed vision and new skills for that economy. Vigorous teaching, learning, and research that 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—that sustain us.

The undergraduate curriculum, which combines a broad liberal arts background with specialized training in a management discipline, prepares students for leadership roles in business and society. The Carroll School of Management provides future managers with a knowledge of the methods and processes of professional management and an understanding of the complex and evolving social system within which they will apply this knowledge.

Philosophy of Undergraduate Education

Managers bear great professional responsibilities. A pervasive concern with the ethical and moral dimension of decision-making informs the undergraduate management curriculum. In outline, the program seeks to:

- instill a humane managerial perspective characterized by high personal and ethical standards
- prepare students with the necessary skills in analytical reasoning, problem solving, decision making, and communication to make them effective contributing leaders and managers in society
- develop a multicultural and global perspective on the interactions within and between organizations and their members
- convey a thorough appreciation of the functional interrelationships among management disciplines
- communicate a clear understanding of the reciprocity of business organizations to the societies in which they operate
- empower students to initiate, structure, and implement learning that leads to self-generated insights and discoveries
- prepare students to use advanced information and control technologies relevant to the management of organizations

We believe that the combination of liberal study and core and specialized business disciplines creates baccalaureate candidates who possess unusual breadth and depth of understanding of management and who will be thoughtful contributors to civic life.

Information for First Year Students

In most ways, the first year in the Carroll School of Management resembles the first year in the College of Arts and Sciences. Carroll School of Management freshmen are expected to focus their study on aspects of the University's Core curriculum (described in the University

Policies and Procedures section); the study of courses required in the Management Core, with the exceptions noted below, usually begins in earnest in sophomore year.

All Carroll School freshmen will enroll in MH 100 Portico, a 3-credit course, offered in the fall semester, which combines an introduction to business with ethics and attention to globalization.

During freshman year, CSOM students should also complete the Writing Seminar and the Literature requirement as well as one semester of Calculus (MT 100 or higher) and one semester of Business Statistics (MD 135). These five courses, or their equivalent via Advanced Placement, along with MI 021 Computers in Management, are indispensable in the first year. Note that there is no necessary sequence for the above mentioned courses; they may be taken in any order, either semester, during the first year.

What other courses should a freshman pursue? If a student has yet to fulfill the language requirement (see elsewhere in this section for the variety of ways in which it can be satisfied), language study is in order. Note that students contemplating study abroad, and cognizant of the increasingly global nature of business, are well advised to hone existing language skills and consider beginning study of another language. Proficiency in several languages constitutes a significant advantage for aspiring business people. Boston College's international programs include a number of programs—from Scandinavia to the Pacific Rim—which are especially attractive for Carroll School students.

Freshmen should also consider enrolling in one of the University's hallmark programs, PULSE and Perspectives, which fulfill both the Philosophy and the Theology Core requirements. Perspectives, with the exception of one sophomore section, is restricted to freshmen; PULSE may be taken at any time except senior year.

Other possibilities for freshman year include the Modern History sequence, the two-semester Principles of Economics sequence, and a pair of science courses.

While the preceding remarks capture a range of possibilities, even greater possibilities await a student possessed of advanced placement, transfer, or international baccalaureate credit. Such students should consult carefully with the Associate Dean and their faculty orientation advisor in crafting a plan of study for first year.

The Management Core Courses

Note: all courses 3 credits

- MH 100 Portico (freshman, fall)
- MD 135 Business Statistics (freshman year)
- EC 131 Principles of Economics I—Micro (freshman or sophomore)
- EC 132 Principles of Economics II—Macro (freshman or sophomore)
- MI 021 Computers in Management (freshman or sophomore)
- MA 021 Financial Accounting (sophomore or spring, freshman year)
- MA 022 Managerial Accounting (sophomore)
- MD 235 Math for Management (sophomore)
- MJ 021 Introduction to Law (sophomore or junior)
- MB 021 Organizational Behavior (sophomore or junior)
- MD 021 Operations Management (junior)
- MF 021 Basic Finance (junior)
- MK 021 Principles of Marketing (junior)
- MB 099 Strategic Management (formerly MD 099 Strategy and Policy) (senior)

- 4–6 CSOM concentration courses (junior, senior)
- A&S Electives
 - At least 9 credits for classes of 2014 and 2015
 - At least 12 credits for class of 2016 and beyond

With the exception of MB 099 Strategic Management (formerly 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.

Beginning with the class of 2016, students who enroll in an Arts and Sciences minor may reduce, by one, their Management Core courses; note that not all courses are eligible for this reduction. All students must take Portico, Statistics, and Financial Accounting. Students who pursue an Arts and Sciences major may reduce their Management Core by two courses, with the exceptions noted above. Students who wish to pursue one of these options must consult with the Associate Dean's office.

Prerequisites, which are listed in the individual course descriptions, must be followed.

Satisfactory Academic Progress

Students in the classes of 2014 and 2015 must complete at least 114 credits to earn the bachelor's degree. Beginning with the class of 2016, all students must complete 120 credits for graduation.

To continue enrollment in a full-time program of study, a student must maintain a cumulative grade point average of at least 1.5 as the minimum standard of scholarship and must not fall more than six credits behind the total number of credits a student of their status is expected to have completed. For example, a first semester sophomore student must have completed at least twenty-four credits during the freshman year. Any student who is permitted by the dean to continue enrollment in a full-time undergraduate program is considered to be in good standing.

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

A student on probation may return to good standing by approved methods (e.g., make-up of credits via approved summer school work; students may make up no more than nine credits in summer study.) A student who incurs additional failures or withdrawals, or carries an unapproved underload while on probation, may be required to withdraw from the School at the time of the next review.

Arts and Sciences Majors

Students who have a very strong interest in an area in Arts and Sciences may complete a major in the College of Arts and Sciences by careful use of their electives. For example, it is possible to graduate with a concentration in Finance and a major in Philosophy or History. Students interested in this option should contact the Carroll School of Management Undergraduate Associate Dean and the department chairperson in the College of Arts and Sciences as early in their studies as possible.

Pre-Medical Studies

Carroll School students are also eligible to pursue a pre-medical course of study in addition to their management curriculum.

International Study

Studying and living in another country enables students to broaden their horizons and experience a different culture, and Carroll School of Management students are encouraged to spend at least a semester studying abroad, usually during junior year. During the spring semester of freshman year, the Dean's Office sponsors an annual program for management students interested in studying abroad; a subsequent fall semester program for first semester sophomores complements the first year program. All students interested in international study should visit the Office of International Programs early in their sophomore year and then the CSOM Undergraduate Associate Dean.

The Office of International Programs administers a growing number of programs for Boston College. Carroll School of Management students may avail themselves of opportunities for study in excellent institutions in the Pacific Rim, continental Europe and the United Kingdom, South America, and Eastern Europe, among others. See elsewhere in this Catalog for a full listing.

Students in the Honors Program, students with two concentrations, transfer students, and other students with special circumstances should plan their schedules carefully. Students in the Honors Program should seek advice on planning from the Honors Program Director. In order to receive permission to study abroad, students typically need a 3.2 grade point average.

SPECIAL PROGRAMS

Management Honors Program

The Honors Program has as its goal the development of the whole person with an emphasis on academic rigor and leadership ability in the organizational world.

Students are invited to join the Honors Program through the Boston College Office of Undergraduate Admissions as entering freshmen. In January of freshman year, a few students who have excelled during the fall semester are invited to apply to the Honors Program. In addition to academic excellence, students must exhibit an ability to work well with others and have a desire to be involved in the extracurricular functions of the program. Honors students are expected to remain on the Dean's List.

Students in the Honors Program take honors sections of the business core classes. They must also take three courses beyond the business core: MH 126 Business and Professional Speaking, MD 384 Applied Statistics, and MH 199 Senior Honors Thesis.

Pre-Professional Studies for Law

Pre-Law students need clear reasoning power, a facility for accurate expression, a mature balance of judgment, and the ability to appreciate the moral, social, and economic problems related to the administration of justice in modern society. The Carroll School of Management offers an ideal opportunity to develop these qualities both through the Liberal Arts Core and specialized management courses, notably those case style courses which place a premium on analytical powers and a capacity in both oral and written expression.

Carroll School students interested in law should contact Dom DeLeo, Director of Alumni, Career Services, in the Career Center, and the University's prelaw advisor.

The Ethics Initiative

In addition to MH 100 Portico, many regular Carroll School of Management courses integrate ethical issues in business and management. Elective courses in accounting, marketing, law, and operations are focused on ethical issues specific to those disciplines.

The Winston Center for Leadership and Ethics offers annual lecture, seminar, and workshop programs on ethics and leadership for undergraduate students.

Accounting

Faculty

Jeffrey R. Cohen, *Professor*; B.S., Bar Ilan University; M.B.A., Columbia University; Ph.D., University of Massachusetts at Amherst; C.M.A.

Amy Hutton, *Professor*; B.A., M.B.A., Ph.D., University of Rochester

G. Peter Wilson, *Joseph L. Sweeney Professor*; B.A., M.S., Florida Atlantic University; M.S., Ph.D., Carnegie Mellon University

Mark Bradshaw, *Associate Professor*; B.B.A., M.Acc., University of Georgia; Ph.D., University of Michigan; C.P.A.

Mary Ellen Carter, *Associate Professor*; B.S. Babson College; M.B.A., Boston College; Ph.D., Massachusetts Institute of Technology; C.P.A.

Gil J. Manzon, *Associate Professor*; B.S., Bentley College; D.B.A., Boston University

Ronald Pawliczek, *Assistant Department Chair*; B.B.A., Siena College; M.B.A., Ph.D., University of Massachusetts

Sugata Roychowdhury, *Associate Professor*; B. Tech., National Institute of Technology India; M.B.A., International Management Institute India; M.S., Ph.D., University of Rochester

Kenneth B. Schwartz, *Associate Professor*; B.S., M.S., University of Rhode Island; Ph.D., Syracuse University

Susan Z. Shu, *Associate Professor*; B.B.A., University of Dubuque Iowa; M.S., Ph.D., University of Rochester

Billy Soo, *Associate Professor*; Chairperson of the Department; B.S., University of Philippines; M.S., Ph.D., Northwestern University

Lian Fen Lee, *Assistant Professor*; B.A., Nanyang Technological University; Ph.D., University of Michigan

Alvis (Kin Y) Lo, *Assistant Professor*; B.A., M.A., University of Nottingham; Ph.D., University of British Columbia

Ewa Sletten, *Assistant Professor*; B.A. University of Lodz, Poland; M.S., University of Illinois; Ph.D., Northwestern University

Elizabeth Bagnani, *Adjunct Associate Professor*; B.B.A., College of William & Mary; Ph.D., University of Massachusetts at Amherst

Vincent O'Reilly, *Distinguished Senior Lecturer*; B.S., Boston College; M.B.A., University of Pennsylvania

Elizabeth Quinn, *Lecturer*; B.S., Boston College; M.S.T., Northeastern; C.P.A.

Edward Taylor, Jr., *Lecturer*; B.S., Boston College; M.S.T., Bentley College; C.P.A.

Contacts

- Department Secretary: Maureen Chancey, 617-552-3940, maureen.chancey@bc.edu
- www.bc.edu/accounting

Undergraduate Program Description

The objective of the curriculum sequence is to prepare the undergraduate accounting major for a professional career in accounting or a related field. This curriculum is broadly based in its scope and coverage so as to be relevant and useful for a professional career, whether that be in public accounting, industry, financial institutions, government, information systems, law, or not-for-profit organizations.

There are three majors housed in the Accounting Department: Accounting, Corporate Reporting and Analysis, and Information Systems and Accounting. Students will not be allowed to concentrate in more than one of these three.

Concentration in Accounting

Accounting is the language of business. To concentrate in accounting is to understand how business information is derived, analyzed, and communicated to its users. The traditional accounting concentration exposes students to all facets of accounting: managerial and financial accounting, auditing, and taxation. It prepares students for a career in public accounting, industry, financial institutions, government, consulting, law, or not-for-profit organizations.

Required 12 credits in:

- MA 301 Financial Accounting Standards and Theory I
- MA 302 Financial Accounting Standards and Theory II
- MA 307 Managerial Cost and Strategic Analysis
- MA 405 Federal Taxation

And at least three credits from one of the following five courses:

- MA 309 Audit and Other Assurance Services*
- MA 351 Financial Statement Analysis
- MA 602 Theory and Contemporary Issues in Accounting
- MA 618 Accounting Information Systems**
- MA 635 Forensic Accounting

*Auditing is a requirement to sit for the CPA exam in all states, and a requirement for admission to the Boston College M.S. in Accounting program.

**If you plan to enroll in the M.S. in Accounting program at Boston College, be advised that AIS or an equivalent systems course is a requirement to graduate. The systems course can be taken as an undergraduate or graduate student. Information Systems is a requirement for the CPA exam in many states including Massachusetts.

Concentration in Corporate Reporting and Analysis

The Corporate Reporting and Analysis (CRA) concentration is designed for students who wish to pursue a career in finance, but would like to develop a deeper understanding of financial statement preparation and analyses.

Unlike the traditional accounting concentrations, the CRA concentration focuses solely on financial accounting and provides a valuable complement to a finance concentration. Most students who concentrate in CRA end up working for investment and commercial banks, mutual funds, and consulting and private equity firms.

Required nine credits in:

- MA 301 Financial Accounting Standards and Theory I
- MA 302 Financial Accounting Standards and Theory II
- MA 351 Financial Statement Analysis

And at least three credits in:

- MA 601 Financial Accounting Standards and Theory III
- MA 602 Theory and Contemporary Issues in Accounting
- MA 610 International Financial Reporting Standards

And at least three credits from one of the following four courses:

- MD 384 Applied Statistics
- MD 606 Forecasting Techniques
- EC 228 Econometric Methods
- EC 229 Economic and Business Forecasting

Concentration in Information Systems and Accounting

Employers continually emphasize the value of professionals who understand business and the information systems (IS) that support them. While IS specialists have strong technical knowledge of the information system, accountants have a broad understanding of the accounting processes and controls. The combination of the two skill sets provides a compelling package.

Students fulfilling this concentration will satisfy all of the requirements for an IS concentration and also obtain a background in Accounting. The curriculum entails 18 credit hours in accounting and IS, and is designed for students interested in careers either with the consulting divisions of professional services firms (e.g., major accounting and consulting firms), IS departments of companies, or as IS auditors. Students should see a faculty advisor in selecting an appropriate Accounting elective.

This concentration is administered jointly by the Accounting Department and the Information Systems Department.

Required 15 credits in:

- MA 301 Financial Accounting Standards and Theory I
- MA/MI 618 Accounting Information Systems
- MI 157 Introduction to Programming for Management (or CS 101)
- MI 257 Database Systems and Applications
- MI 258 Systems Analysis and Design

And at least three credits from one of the following four courses:

- MA 302 Financial Accounting Standards and Theory II
- MA 307 Managerial Cost & Strategic Analysis
- MA 309 Audit & Other Assurance Services
- MA 351 Financial Statement Analysis

Other Accounting Department Electives

- MA 398 Directed Research
- MA 399 Directed Readings
- MA 588 Business Writing & Communication
- MA 601 Financial Accounting Standards and Theory III
- MA 610 International Financial Reporting Standards
- MA 615 Advanced Federal Taxation
- MA 634 Ethics & Professionalism in Accounting
- MA 641 Information Systems Security Management/Forensic Accounting

Information for Study Abroad

Given the international scope of the profession, Accounting concentrators are encouraged to study abroad. The Accounting Department will recognize certain core and elective courses for transfer to BC (primarily Managerial Cost Analysis and Accounting Information Systems). Prior approval is required in every case. All Accounting concentrators should meet with the department assistant chair, chair, or secretary to plan their study abroad programs and to obtain definitive course approvals.

C.P.A. Recommendations

The Department recommends that students who intend to practice as Certified Public Accountants (CPAs) check the board of accountancy

of the state in which they plan to practice for its specific educational requirements (www.nasba.org). In almost all states, students are now required to complete 150 semester hours of course work to qualify for CPA licensure. In addition, a minimum number of accounting courses with specific topical coverage may be necessary. For more information please refer to the BC Guide to Meeting CPA Requirements available online or in the department office.

Because Boston College students typically graduate with only 120 credit hours (ignoring AP credits and overloads), students may require an extra year of course work in order to meet the 150 credit hours. Boston College offers a Master of Science in Accounting (M.S.A.) program to meet these additional requirements. For more details on the program, refer to the Boston College M.S. in Accounting website: www.bc.edu/msa. Students who enter BC with Advanced Placement credits may be able to satisfy the 150-hour requirement in less time. Contact the Accounting Department in Fulton 520 or via email at csm.accounting@bc.edu if you have any additional questions.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed at 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 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 031–032 Financial and Managerial Accounting—Honors (Fall/Spring: 3)

The Department

MA 301–302 Financial Accounting Standards and Theory I and II (Fall/Spring: 3)

Prerequisite: MA 021

These courses address, 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.

The Department

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
Elizabeth Quinn

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.

Jeffrey Cohen
Elizabeth Quinn

MA 351 Financial Statement Analysis (Fall/Spring: 3)

Prerequisites: MA 021, MF 021

This course covers current techniques and applications of financial statement analysis. Exposes students to the contemporary financial reporting environment and current reporting practices of U.S. companies. Students will analyze real-life cases to foster an understanding of the economic and strategic information conveyed in financial reports.

Mark Bradshaw
Amy Hutton

MA 399 Directed Readings (Fall/Spring: 3)

Prerequisite: Permission of Department Chairperson

Research is conducted under the supervision of faculty members of the Accounting Department. The objectives of the course are to help the student develop an area of expertise in the field of accounting and to foster the development of independent research skills.

Billy Soo

MA 405 Federal Taxation (Fall/Spring: 3)

Prerequisite: MA 301

This course introduces the student to the various elements of taxation and emphasizes interpretation and application of the law. Students are challenged to consider the tax implications of various economic events and to think critically about the broad implications of tax policy. The skills to prepare reasonably complex tax returns and do basic tax research are also developed.

Edward Taylor

MA 588 Business Writing and Communication (Fall/Spring: 3)

This course is designed to expose students to the type of writing done on the job. It is a practical course where real-life examples are used to illustrate appropriate writing strategies, style, language, and formats commonly found in a business setting. By the end of the semester, students will be proficient in producing business correspondence, instructions, reports, proposals, resumes, and presentation materials.

Timothy Gray
Rita Owens

Undergraduate and Graduate Course Offerings

MA 601 Financial Accounting Standards and Theory III (Fall/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, and interim and segment reporting. The relevance of these areas to financial statement analysis is considered.

Paul Recupero

MA 610 International Financial Reporting Standards (Spring: 3)

Prerequisites: MA 301–302

The goals of the IFRS course are to help students learn the differences between US GAAP and IFRS for events and circumstances where these differences and their financial statement consequences are particularly pronounced and to help students learn how to make informed judgments while preparing, auditing, or using IFRS financial statements. To this end, the course emphasizes researching, analyzing, and discussing standards, conceptual frameworks, and global financial statements related to revenue recognition, property plant and equipment, intangibles, provisions, leasing, taxes, and employee benefits.

Peter Wilson

MA 615 Advanced Federal Taxation (Fall/Spring: 3)

Prerequisite: MA 405

The course aims to cover federal income tax law as applied to planning for and executing business transactions and decisions. The focus is on the corporate entity, but some time will be spent on partnerships, “S” corporations, trusts, estates, and exempt organizations. Practical application of tax rules rather than technical analysis will be emphasized.

Edward Taylor

MA 618 Accounting Information Systems (Fall/Spring: 3)

Prerequisites: MA 021, MC 021

Cross listed with MI 618

This course will review the strategies, goals, and methodologies for designing, implementing, and evaluating appropriate internal controls and audit trails in integrated accounting systems. This course also examines the effect the Internet has had on business and its financial implications with regard to accounting information systems.

The Department

MA 634 Ethics and Professionalism in Accounting (Fall/Spring: 3)

The professional role of the Certified Public Accountant is to protect the investing public, yet the CPA's profit is dependent on controlling costs and managing a portfolio of satisfied corporate clients. These realities lead to a conflict of interest that is at the heart of this course. This course will focus on the nature of professions and professionalism. Specific attention will be paid to the AICPA's code of ethics, economic and regulatory factors affecting the public accounting profession, and various aspects of the current accounting environment.

Dave Lemoine
Vincent O'Reilly
Greg Trompeter

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 N. O'Brien, *Professor*; B.A., J.D., Boston College

David P. Twomey, *Professor*; B.S., J.D., Boston College; M.B.A., University of Massachusetts, Amherst

Stephanie M. Greene, *Associate Professor*; Chairperson of the Department; B.A., Princeton University; M.A., J.D., Boston College

Richard E. Powers, *Senior Lecturer*; B.A., M.A., J.D., Boston College

Thomas Wesner, *Lecturer*; B.S., Boston College; J.D., New England School of Law; D.Ed., Boston College

Contacts

- Department Secretary: Kathy Kyrtzoglou, 617-552-0410, kathleen.kyrtzoglou.1@bc.edu

Undergraduate Program Description

The Department of Business Law in the Carroll School of Management does not offer a major or concentration. The courses taught by the Department of Business Law are designed to give students a basic understanding of legal procedures and the legal environment of business. Undergraduate students in the Carroll School of Management are required to take Law I—Introduction to Law and Legal Process. This course covers the legal system, the sources of law, business ethics, the regulatory environment of business including anti-trust and employment law, securities regulation and corporate governance, the international trade environment, and contract law. A variety of elective courses are offered for students who have a special interest in various fields of business law, plan to take the Certified Public Accounting examination, or are pre-law students who are planning to enroll in a law school in the future. A Core course and other electives that relate to concentrations are offered at the graduate level.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed at 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)

Offered biennially

Recommended for Accounting and Marketing students and for Prelaw students who are interested in a comprehensive overview of the law.

Required for those taking the CPA Examination in New York and numerous other states

The course complements MJ 021, providing broad coverage of topics related to law in business. The content includes many subjects

tested on the Business Law portion of the CPA examination including the Uniform Commercial Code law of contracts and sales, negotiable instruments, and secured transactions. The law of agency, various forms of business organizations including general and limited partnerships, corporations, and LLCs, bankruptcy, real property, and insurance, wills, trusts and estates, and accountants' liability are discussed.

Richard Powers

MJ 031 Introduction to Law—Honors (Fall: 3)

This course is a more rigorous version of MJ 021 designed for students in the Honors Program.

David P. Twomey

MJ 102 Law and Ethics (Fall: 3)

This course examines the legal and ethical challenges faced by business people in today's global society, focusing on the interplay of legal and ethical obligations in the business environment, the extent to which they overlap and the application of moral principles in the absence of legal requirements. While it is true that laws provide some guidance as to what the right thing to do is, individuals are not strictly constrained by legal principles. The emphasis throughout this course will be to assist students in developing the decision-making skills necessary for their future roles as responsible managers and leaders.

Richard Powers

MJ 147 Constitutional Law (Fall: 3)

This course covers, in-depth, the following subjects: the nature and scope of judicial review, national legislative powers, the distribution of federal powers, state power to regulate, state power to tax, substantive protection of economic interests, protection of individual rights, freedom of religion, equal protection, congressional enforcement of civil rights, limitations on judicial power and review, and current trends.

Angela Lowell

MJ 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 including laws prohibiting discrimination based on race, color, religion, gender, national origin, age, and disability are examined, as well as the developing law of employee privacy.

Christine O'Brien

MJ 156 Real Estate (Fall/Spring: 3)

The course examines the sources of property law, legal nature and forms of real estate interests, inter-vivos transfers of real property rights, brokerage operations, principles of real estate, tax aspects, land development, management of real estate properties, government involvement in constitutional and public policy considerations of land use, and transfers of real estate at death (wills and intestacy).

Richard J. Monahan

Frank J. Parker, S.J.

MJ 181 Topics: Urban Real Estate (Fall: 3)

Prerequisite: The only prerequisite is an interest in any facet of real estate and urban action. Given the multidisciplinary tasks required to create viable communities, students from all schools at Boston College are welcomed to participate.

The course will explore both the art and science of neighborhood transformation. What social, cultural, political, real estate development, market, design, financing, property management, and supportive service factors are most critical to successfully transforming neighborhoods? It will focus on analyzing both local and national formerly distressed public housing projects that have been successfully transformed into successful mixed-income and mixed-use communities.

Joseph Corcoran

MJ 182 Law of Marketing (Spring: 3)

While a course in Introduction to Business Law is helpful, it is not required.

This course explores the many ways in which the law impacts marketing decisions and how legal problems regarding the marketing of goods and services can be avoided. Students examine legal cases and current business examples to understand how the law impacts development, distribution, promotion, and sale of goods and services. Thus, the course considers diverse areas of the law that impact marketing decisions, such as intellectual property, antitrust, franchise agreements, health and safety regulations, and products liability.

The Department

MJ 185 Topics: Law and Economics (Fall/Spring: 3)

Can we be optimistic about our future as phrases such as “new normal” and “austerity measures” take hold of our national psyche? Is there reason for hope after the Great Recession has substantially altered the global economic landscape? Through this course, students will utilize an interdisciplinary approach for understanding important legal, business, and economic issues they will soon be called to address as leaders, policymakers, businesspersons, and citizens. Over the course of the semester, students will work to create politically and economically viable solutions to many of the most critical legal, economic, and policy issues facing our nation and world.

The Department

Undergraduate and Graduate Course Offerings

MJ 603 Cyberlaw for Business (Spring: 3)

This course examines the legal issues and challenges created by the migration of business applications to the Internet. The intersection of law, business and technology is explored in-depth in this course. Students learn some aspects of entrepreneurship with practical application to business transactions. This course covers business’ digital assets, in the form of intellectual property—trademarks, copyrights, patents and trade secrets. Other topics surveyed include: contracts, licensing agreements, jurisdiction, tax, financing start-ups, privacy, speech, defamation, content control, filtering, information security, and crime. The course introduces students to critical high-tech issues necessary for effective managers of e-commerce enterprises.

Margo E. K. Reder

MJ 631 African Business (Spring: 3)

Cross listed with BK 370

Introduction to the exciting current state of business, politics, and social interactions in Africa. For the first time since wide-spread African

political independence more than half a century ago, economic independence is beginning to assert itself on the continent. The purpose of this course will be to trace the progress being made throughout Africa for it to take its place among world-wide, self-sufficient economies with sophisticated infrastructure, innovative industries, stable political systems, and a developing export sector.

Frank J. Parker, S.J.

MJ 647 The Environment and Sustainability (Spring: 3)

Prerequisite: MJ 156 or equivalent

Undergraduates need prior approval of professor.

There is widespread consensus that Planet Earth cannot easily support many of the demands upon its resources and structures being imposed upon it by the present population of the world. This state of disequilibrium promises to become even worse as population totals rise significantly in most countries. The emphasis in this course will be upon methods used for preserving and improving sustainability within the U.S. and worldwide. Fundamentals of Environmental Law, International Law and Administrative Law will be stressed. Cost estimates will be examined closely. Among subject matters to be studied are oil, water, wind, air, and carbon sequestration.

Frank J. Parker, S.J.

MJ 651 Nonprofits and Their Real Estate (Spring: 3)

Prerequisite: MJ 022 or equivalent

This course will examine nonprofit corporations and governmental entities: federal, state, and local throughout the American economy. Among nonprofit and governmental subject areas to be studied are structures, goals, taxation, compensation, and interaction with the private sector. Heavy emphasis will be placed upon real estate needs and opportunities for expansion, contraction, and reconfiguration from a policy perspective. Material covered will not duplicate that covered in any other Business Law real estate course. Economy sectors to be examined will include higher education, secondary education, churches, health care delivery, and social service agencies.

Frank J. Parker, S.J.

MJ 674 Sports Law (Spring: 3)

This course studies the law as it applies to professional and amateur sport organizations. The course will focus on how to identify, analyze, and understand legal issues in general and the ramification of those issues on the sports industry specifically, with special attention given to professional teams and leagues. Among the subjects to be discussed will be antitrust law, tort law including the liability for conduct occurring in competition, contract law, constitutional law, labor law, collective bargaining, gender discrimination, Title IX, and agency law.

Frank J. Parker, S.J.

Warren Zola

Economics

Undergraduate Program Description

The Economics major provides a critical examination of how the economic system works in the United States and throughout the world. The introductory courses, 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, for a minimum of 21 credits. The courses are:

- Principles of Economics (EC 131–132)
- Microeconomic Theory (EC 201 or 203)
- Macroeconomic Theory (EC 202 or 204)
- Business Statistics (MD 135 or 145)
- And two electives, at least one of which must be an upper level course

At least one of the Theory courses must be completed by the end of junior year (exceptions to this requirement may be granted at the discretion of the Director of Undergraduate Studies).

Students with a serious interest in economics, however, are urged to 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 (MD 135 or 145).

The major in Economics provides a general background that is useful to those planning careers in law, government service, or business, as well as those planning careers as professional economists. Professional economists work as college teachers, as researchers for government agencies, businesses and consulting firms, and as administrators and managers in a wide range of fields.

Finance

Faculty

Pierluigi Balduzzi, *Professor*; B.A., Università L. Bocconi; Ph.D., University of California

Thomas Chemmanur, *Professor*; B.S., Kerala University; P.G.D.I.M., Indian Institute of Science; Ph.D., New York University

Clifford G. Holderness, *Professor*; A.B., J.D., Stanford University; M.Sc., London School of Economics

Edward J. Kane, *Professor*; B.S., Georgetown University; Ph.D., Massachusetts Institute of Technology

Alan Marcus, *Mario J. Gabelli Endowed Professor*; B.A., Wesleyan University; Ph.D., Massachusetts Institute of Technology

Alicia Munnell, *Professor and Peter F. Drucker Chair in Management Studies*; B.A., Wellesley College; M.A., Boston University; Ph.D., Harvard University

Helen Frame Peters, *Professor*; B.A., University of Pennsylvania; M.A., Ph.D., The Wharton School

Jeffrey Pontiff, *Professor and James F. Cleary Chair in Finance*; B.A., University of Chicago; M.S., Ph.D., University of Rochester

Ronnie Sadka, *Professor*; B.Sc. and M.Sc., Tel-Aviv University; Ph.D., Northwestern University

Philip Strahan, *Professor and John L. Collins Chair in Finance*; B.A., Amherst College; Ph.D., University of Chicago

Robert A. Taggart, Jr., *Professor*; B.A., Amherst College; M.S., Ph.D., Massachusetts Institute of Technology

Hassan Tehrani, *Professor and Griffith Family Millennium Chair in Finance*; Chairperson of the Department; B.S., Iranian Institute of Advanced Accounting; M.B.A., Ph.D., University of Alabama

David Chapman, *Associate Professor*; B.S., Swarthmore College; M.S., Ph.D., University of Rochester

Edith Hotchkiss, *Associate Professor*; B.A., Dartmouth College; Ph.D., New York University

Darren Kisgen, *Associate Professor*; B.A., Washington University, St. Louis; Ph.D., University of Washington

Hassell McClellan, *Associate Professor*; B.S., Fisk University; M.B.A., University of Chicago; Ph.D., Harvard Business School

Jun Qian, *Associate Professor*; B.S., University of Iowa; Ph.D., University of Pennsylvania

Oguzhan Karakas, *Assistant Professor*; B.Sc., Middle East Technical University; M.S.C., Princeton University; Ph.D., London Business School

Nadya Malenko, *Assistant Professor*; M.A., New Economic School, Moscow; M.Sc., Lomonosov Moscow State University; Ph.D., Stanford University

Dmitriy Muravyev, *Assistant Professor*; M.A., New Economic School, Moscow; M.Sc., Lomonosov Moscow State University; Ph.D., University of Illinois, Urbana-Champaign

Jonathan Reuter, *Assistant Professor*; B.A., Johns Hopkins University; Ph.D., Massachusetts Institute of Technology

Jerome Taillard, *Assistant Professor*; B.Sc., M.Sc., University of Neuchatel; Ph.D., The Ohio State University

Michael Barry, *Adjunct Associate Professor*; B.S., M.S., University of Massachusetts, Lowell; M.B.A., Ph.D., Boston College

Robert James, *Lecturer*; B.S., B.A. Northeastern University; M.S., Boston College

Richard McGowan, S.J., *Adjunct Associate Professor*; B.S., Widener University; M.S., University of Delaware; M.Div., Boston College; Th.M., Boston College; D.B.A., Boston University

Elliott Smith, *Senior Lecturer*; B.B.A., University of Massachusetts at Amherst; M.S., Boston College; C.P.A.

Michael Rush, *Lecturer*; B.S., University of Notre Dame; M.A., Syracuse University; M.B.A., Harvard Business School

Contacts

- Administrative Assistant: Sandra Howe, 617-552-2005, sandra.howe@bc.edu
- Staff Assistant: Luis Berdeja, 617-552-4647, berdeja@bc.edu
- www.bc.edu/finance

Undergraduate Program Description

The goal of finance is the efficient management of funds by an economic entity, a process that includes the acquisition of funds, long- and short-term investment decisions, and cash distribution. Financial management applies to all economic entities—households, private firms, not-for-profit organizations, and government agencies. Financial managers must understand and apply decision-making tools and techniques to the financial problems facing the organization. They must also be aware of the economic, social, and political constraints on the organization.

The Finance curriculum is designed to help students function competently and professionally in the field of financial management. Our courses cover the major areas of finance: corporate finance, investment management, and capital markets and financial institutions. Courses in corporate finance, commercial bank management, investments, portfolio management, hedge funds, tax effects/managerial decisions, venture capital, and small business finance teach the decision-making process from the perspective of several economic entities,

while courses in commercial bank management, financial institutions, financial instruments, and money and capital markets describe the financial environment in which financial managers operate. The concentration in Finance requires a mixture of these two types of courses. In all courses, however, students are expected to develop and apply the analytical skills necessary to identify problems, propose and evaluate solutions, and ultimately, make management decisions.

Many post-graduation opportunities are available to finance students. While some choose full-time volunteer service or graduate school, the large majority find full-time employment after graduation, primarily in the areas of investment services, corporate finance, banking, and consulting. Our success in placing students is very high. Moreover, the Boston College Finance Department has earned a strong reputation, not only in Boston, but also on Wall Street, where we have placed many students in a number of prominent firms.

The career opportunities in finance range from line management to advisory staff positions, and encompass a variety of business concerns, both domestically and internationally. Although any classification scheme is somewhat arbitrary, it may be useful to identify five general sectors.

Financial Institutions: These include commercial banks, thrift institutions, and a wide variety of non-bank financial intermediaries such as brokerage houses, insurance companies, pension funds, investment banks, hedge funds, and mutual funds.

Manufacturing Firms: These include both privately-held and publicly-owned firms whose primary function is manufacturing saleable goods.

Service Firms: These include firms directly related to the finance function itself such as public accounting and financial consulting firms, as well as general service firms (e.g., tourism, real estate, entertainment) for which finance is a necessary function of their operations.

Entrepreneurial Enterprises: These include real estate, small manufacturing, and service firms launched by individuals or small groups.

Not-for-Profit or Government Firms and Agencies: These are entities providing services in such areas as health care, education, social services, and the arts.

What do these five types of economic entities have in common? They all need competent, up-to-date financial managers.

The Finance Department encourages students to talk to people who are active in their areas of interest in order to understand better the unique challenges and opportunities offered by the various financial functions. The Department facilitates this exchange between students and industry professionals through the alumni advisement system which serves as a supplement to regular faculty advisement. In addition, the Finance Academy, our student-run finance association, has built a good working relationship with a number of prestigious firms through its Finance Career Nights, panel discussions, and other activities.

Concentration in Finance

The undergraduate finance concentration requires successful completion of Basic Finance plus a minimum of four (4) additional finance courses (refer to this undergraduate catalog for course descriptions). Of these additional courses, three are required and are common to all concentrators; the other course or courses are elective, based upon personal interest or career goals. The student's minimum finance curriculum follows:

- MA 021 Financial Accounting (*Prerequisite* for Basic Finance)
- MF 021 Basic Finance (*Prerequisite:* MA 021)
- MF 151 Investments* (*Prerequisite:* MF 021)

- MF 127 Corporate Finance* (*Prerequisite:* MF 021)
 - MF 225 Financial Policy* (*Prerequisites:* MF 127, MF 151)
- *Required courses

At least one elective from the courses listed below:

- MF 202 Derivatives and Risk Management (*Department permission required*)
- MF 205 Small Business Finance (*Prerequisite:* MA 127)
- MF 235 Investment Banking (*Prerequisite:* MF 127)
- MF 245 Project Finance (*Prerequisite:* MF 127)
- MF 250 Fixed Income Analysis (*Prerequisite:* MF 151)
- MF 299 Individual Directed Study (*Senior status/Department permission required*)
- MF 602 Venture Capital (*Department permission required*)
- MF 604 Money and Capital Markets (*Department permission required*)
- MF 606 Economic and Financial Forecasting (*Department permission required*)
- MF 612 Mutual Fund Industry (*Department permission required*)
- MF 617 Hedge Funds (*Department permission required*)
- MF 619 M.S. in Finance Seminar: Economic Crises (*Department permission required*)
- MF 631 International Finance (*Department permission required*)
- MF 665 Fundamental Analysis (*Department permission required*)

Information for Study Abroad

The Department recommends that Basic Finance (MF 021) be taken at Boston College in the spring semester of sophomore year, which requires that the student will have taken MA 021 Financial Accounting as well. The Finance Department encourages taking no more than one finance elective course abroad unless special circumstances exist. The required University Core must be taken prior to going abroad. The Finance Department relies on the Office of International Programs to guide the student in this regard.

The Finance Department also recommends that students study abroad during their junior year, or first semester, senior year, in order to complete the final required Capstone finance course (MF 225) in CSOM.

Essentially, all students wishing to study abroad must first meet with Richard Keeley, Associate Dean or Erica Graf, Associate Director, Undergraduate Programs. Students should then meet with either the Finance Department Chairperson or Elliott Smith for course approvals. All course approvals should be sought in person, again prior to leaving, with all supporting documentation (course description, detailed syllabus, etc.) in hand.

All approvals must be obtained prior to going abroad and any student not following this policy will not be granted elective credit upon their return.

Undergraduate Course Offerings

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

MF 021 Basic Finance (Fall/Spring: 3)

Prerequisite: MA 021

This is a course designed to survey the areas of corporate financial management, money and capital markets, and financial institutions. Corporate finance topics include the time value of money, the cost of capital, capital budgeting, financial analysis, and working capital

management. Financial markets and institutions cover the role of financial intermediaries and instruments as they function in a complex economic system.

The Department

MF 031 Basic Finance—Honors (Spring: 3)

Prerequisites: MA 021, CSOM Honors program

This course is a more rigorous version designed for honor students. The same material will be covered, but additional work in the form of a project, case assignments, and a presentation will be assigned.

The Department

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 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 157 Management of Financial Institutions (Spring: 3)

Prerequisite: MF 021

Offered periodically

This course is intended to provide the student with an introduction to the management of key financial institutions. The factors that influence the management of these institutions will be examined. Specific topics are flow of funds statements, the effects of interest rate changes, and the cash position and portfolio and loan management for several types of financial firms; such as commercial banks, savings banks, insurance companies, pension funds, mutual funds, credit unions, and investment banks.

The Department

MF 202 Derivatives and Risk Management (Fall/Spring: 3)

Prerequisites: MF 151, MF 127

This course is an introduction to derivative assets such as futures, forwards, swaps, and options, financial engineering, risk management, and mortgage and credit derivatives. We will cover the pricing of these derivative assets as well as securities that contain embedded options. We will consider risk management strategies such as static and dynamic hedging. Applications will be considered from equity, commodity, bond, and mortgage-backed markets.

Alan Marcus

MF 225 Financial Policy (Fall/Spring: 3)

Prerequisites: MF 127, MF 151

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 226 Equities Securities Analysis (Fall: 3)

Prerequisite: MF 127

The equities securities analysis and valuation course will teach a highly rigorous approach to equities securities analysis and valuation with a heavy emphasis on in-class discussion and case study analysis. Initially, the course will focus on financial theory that underpins equity security valuation, and then move on to understand how industry structure and a company's competitive advantage influences an investor's decision making and valuation. Financial statement analysis, modeling, and different valuation techniques will be explored in detail. Where appropriate, guest lecturers will be brought in to share their specific expertise and perspectives as an investor. By the end of the course, the goal will be to have every student be able to analyze a company as a potential investment and understand its valuation. With 24 years in the investment business, the goal of the lecturer is to bring financial theory alive in the classroom through specific case studies. While the course description is specific to equity securities, the tools and techniques taught will apply to all financial analysis and decision making.

Louis Salemy

MF 235 Investment Banking (Fall: 3)

Prerequisite: MF 021

This course is the study of investment banking beginning with strategic planning and financial management; moving to the analysis, financing and valuation of investment opportunities; and finishing with the study of corporate governance and ethical issues faced by investment bankers. This course examines the primary functions of investment banking such as syndication, mergers and acquisitions (M&A), leveraged buyouts (LBO), and corporate restructuring.

Viney Sawhney

MF 250 Fixed Income Analysis (Fall/Spring: 3)

Prerequisite: MF 151

Offered periodically

This course presents the fundamental theoretical concepts of financial economics. Topics include measuring and managing interest rate risk, the theory of portfolio choice, and introduction to asset such as capital assets pricing models, arbitrage pricing theory, option pricing models, and state-preference theory.

The Department

MF 299 Individual Directed Study (Fall/Spring: 3)

Prerequisites: MF 021, senior status, CSOM, and permission of faculty member and Department Chairperson

This is an opportunity for students interested in independent study to engage in a one-to-one relationship with a faculty member of the Finance Department. This course is only available to students who have demonstrated (1) an extremely strong interest in a particular area of finance, and (2) a strong self-motivation and self-discipline in previous studies. Students are required to present their research results to a departmental faculty group towards the end of the semester. The permission of the department chairperson is to be obtained when the individual faculty member has agreed to direct the student's research project.

The Department

Undergraduate and Graduate Course Offerings

MF 602 Venture Capital and Investment Banking (Fall/Spring: 3)

Prerequisite: MF 127 (undergraduate), MF 704 or higher (graduate)

Undergraduate students seeking enrollment in a 600-level course require department permission.

This course looks at the nature of the VC firm, its fundraising, and compensation. It further explores the strategies, valuation, and corporate management issues. Of importance are the VC's exit strategies, term sheet negotiations, and syndicating.

The Department

MF 604 Money and Capital Markets (Fall/Spring: 3)

Prerequisite: MF 127 (undergraduate), MF 704 or higher (graduate)

Undergraduate students seeking enrollment in a 600-level course require department permission.

This course is intended to facilitate how you learn and help you to concentrate on the important fundamentals of our vibrant financial system. As current events strongly influence the domestic and world business community, the course will include their impact on decision making within context of the lecture. Once we have an underpinning of the market components such as interest rates, bonds, equities et alia, we will move through how the various markets for these components interact, how the government sets policy and regulation and how financial institutions function as the main participants.

Michael Rush

MF 606 Economic and Financial Forecasting (Fall: 3)

Prerequisites: EC 151 or EC 155 (undergraduate), MD 714 (graduate)

Cross listed with EC 229

The theory and practice of applied time series analysis will be explored. First the different segments (trend, seasonality, cyclical and irregular) of a time series will be analyzed by examining the Autocorrelation functions (ACF) and Partial Autocorrelation functions (PACF). The specifics model to model the various types of time series include linear regression, panel regression, seasonal decomposition, exponential smoothing, ARIMA modeling as well as combining models.

Richard McGowan, S.J.

MF 612 The Mutual Fund Industry (Fall: 3)

Prerequisite: MF 127 (undergraduate), MF 704 or higher (graduate)

The study of mutual funds involves an understanding of the investment process and also of many other aspects of business. The mutual fund industry has developed innovative marketing and pricing strategies. It has been a leader in applying technology to transaction processing and customer service and has expanded globally on both the investment and sales fronts. Mutual funds can influence several aspects of a person's life. Investors interested in the stock or bond market will most likely consider investing in mutual funds. This course will both focus on both a detailed study of the mutual fund industry and case studies.

The Department

MF 617 Hedge Funds (Spring: 3)

Prerequisites: MF 127, MF 151 (undergraduate), MF 801 (graduate)

Undergraduate students seeking enrollment in a 600-level course require department permission.

The objective of this course is to broaden the student's understanding of hedge funds and the markets in which they operate. The course provides an outline for understanding the structure and operation of the different styles and strategies of hedge funds. Throughout

the course current issues and academic literature related to hedge funds are discussed, as is the key role played by the rapid growth of cash inflows in shaping the industry.

The Department

MF 619 M.S. in Finance Seminar: Economic Crises (Fall/Spring: 3)

Prerequisite: MF 127 (undergraduate), MF 704 or higher (graduate)

Undergraduate students seeking enrollment in a 600-level course require department permission.

Presented by Professor Richard Syron, former President of Freddie Mac, this course examines the current financial and economic situation in light of previous financial panics and regulatory responses.

Richard Syron

MF 621 Private Equity (Spring: 3)

Prerequisites: MF 127, MF 151 (undergraduate), MF 704 (graduate)

Undergraduate students seeking enrollment in a 600-level course require department permission.

This course is the study of private equity money invested in companies that are not publicly traded on a stock exchange or invested as part of buyouts of publicly traded companies. The objective of the course is to provide an introduction and general understanding of the private equity markets. Private equity finance will be explored from a number of perspectives, beginning with the structure and objectives of private equity funds; followed by the analysis and financing of investment opportunities; and finally crafting harvesting strategies for investments.

Sawhney

MF 622 Mergers and Acquisitions (Spring: 3)

Prerequisites: MF 127, MF 151 (undergraduate), MF 704 (graduate)

This course will review the merger and acquisition process from the perspective of buyers and sellers of both private and public companies. Placing emphasis on the valuation of companies as well as the analysis of non-financial factors, the course will endeavor to provide the participants with a practical approach to analyzing and advising clients on the positive and negative aspects of an M&A transaction. Additional topics will include understanding the use of leverage, transaction structure, due diligence, and the concept of fairness. The class will be a combination of lectures and case studies presented in class by the participants.

Paul Marcus

MF 631 International Financial Management (Fall/Spring: 3)

Prerequisite: MF 127 (undergraduate), MF 704 (graduate)

Undergraduate students seeking enrollment in a 600-level course require department permission.

This is a graduate (advanced undergraduate) level (elective) course containing three parts: (1) important issues for corporate sectors and financial markets around the globe, including ownership structure; corporate governance; financing channels and decisions; risk management; capital flows and financial crises; (2) financial system and corporate sectors in a few specific emerging markets; and (3) a few cases related to topics covered in the course and a term (case) project.

Jim Qian

MF 665 Fundamental Analysis (Fall: 3)

Prerequisite: MF 127 (undergraduate), MF 704 or higher (graduate)

The objective of the course is to provide hands-on experience in financial statement analysis in a real-world setting. Students will be exposed to general tools of financial analysis, theoretical concepts, and practical valuation issues. By the end of the course, students should

develop a framework for evaluating an investment opportunity by using a firm's financial statements to draw an understanding of their performance and provide a basis for making reasonable valuation estimates, as well as have an understanding of the challenges investor face in determining the earnings power of a company.

Arvind Navaratnam

General Management

Undergraduate Program Description

Students choose to concentrate in this area for many reasons, but it is especially attractive to those students who are preparing for the management of a family business or for those who want a broad management background as preparation for law school.

The Undergraduate Associate Dean coordinates the General Management concentration.

Concentration in General Management

Choose two areas and meet the criteria specified by the departments. Usually, this involves one required course and a choice of an elective.

Note: Students who have elected another concentration within the Carroll School of Management as well as the General Management concentration must select areas different from their other CSOM concentration as they pursue General Management.

Accounting

Required Course:

- MA 301 Financial Accounting Standards and Theory I
- Electives (choose one from the following):*
- MA 302 Financial Accounting Standards and Theory II
- MA 307 Managerial Cost and Strategic Analysis
- MA 320 Accounting Information Systems
- MA 351 Financial Statement Analysis

Information Systems

Required Course:

- MI 157 Introduction to Programming in Management
- Electives:*
- MI 257 Database Systems and Applications
- MI 258 Systems Analysis and Design

Finance

Required Courses:

- MF 127 Corporate Finance
- MF 151 Investments

Electives:

- None

Marketing

Required Course:

- MK 253 Marketing Research or MK 256 Applied Marketing Management

Electives:

- MK 148 Services Marketing
- MK 152 Consumer Behavior
- MK 153 Retail and Wholesale Distribution
- MK 154 Communication and Promotion
- MK 157 Professional Selling and Sales Management
- MK 158 Product Planning and Strategy
- MK 161 Customer Relationship Management
- MK 168 International Marketing
- MK 170 Entrepreneurship
- MK 172 Marketing Ethics

- MK 253 Marketing Research
- MK 256 Applied Marketing Management

Management and Organization

Required Course:

- MB 127 Leadership

Electives:

- Choose one additional MB course other than MB 021, MB 031, MB 099, MB 100, or MB 127

Operations Management

Required Course:

- MD 375 Operations Strategy and Consulting

Electives:

- One from the approved list maintained by the Operations Department

Management Honors Program

Undergraduate Program Description

The Honors Program has as its goal the development of the whole person with an emphasis on academic rigor and leadership ability in the organizational world.

Students are invited to join the Honors Program through the Boston College Office of Undergraduate Admissions as entering freshmen. In January of freshman year, a few students who have excelled during the fall semester are invited to apply to the Honors Program. In addition to academic excellence, students must exhibit an ability to work well with others and have a desire to be involved in the extracurricular functions of the program. Honors students are expected to remain on the Dean's List.

Students in the Honors Program take honors sections of the business core classes. They must also take three courses beyond the business core: MH 126 Business and Professional Speaking, MD 384 Applied Statistics, and MH 199 Senior Honors Thesis.

Undergraduate Course Offerings

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

MH 100 Portico (Fall/Spring: 3)

This course is required for all Carroll School students and must be taken in the fall semester of their first year at BC.

Portico fulfills the Carroll School ethics requirement.

This is the introductory course for Carroll School of Management's first year students. Topics will include ethics, leadership, globalization, economic development, capitalism, innovation, entrepreneurship, vocational discernment, and the functional areas of business. This will be an interactive three-credit seminar, serving as one of the five courses in the fall semester and fulfilling the ethics requirement for the Carroll School. The instructor will serve as academic advisor during the student's first year.

The Department

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

MH 398 Thesis Research Seminar (Fall: 3)

The Department

Information Systems

Faculty

Mary Cronin, *Professor*; B.A., Emmanuel College; M.L.S., Simmons College; M.A., Ph.D., Brown University

Robert G. Fichman, *Professor*; Chairperson of the Department; B.S.E., M.S.E., University of Michigan; Ph.D., Massachusetts Institute of Technology

James Gips, *Professor and John R. and Pamela Egan Chair*; S.B., Massachusetts Institute of Technology; M.S., Ph.D., Stanford University

John Gallagher, *Associate Professor*; B.A., M.B.A., Boston College; Ph.D., Syracuse University

Gerald Kane, *Associate Professor*; M.Div., Emory University; M.B.A., Georgia State University; Ph.D., Emory University

Burcu Bulgurcu, *Assistant Professor*; B.Sc., M.Sc., Middle East Technical University; M.Sc., Ph.D., University of British Columbia

Sam Ransbotham, *Assistant Professor*; B.Ch.E., M.S.M., M.B.A., Ph.D., Georgia Institute of Technology

William Griffith, *Lecturer*; B.S., St. Joseph's University; M.A., Antioch University; M.A., Ph.D., Boston College; Ph.D., University of Massachusetts, Amherst

Contacts

- Department Secretary: Ashley Lo Bue, 617-552-2331, ashley.lobue@bc.edu
- www.bc.edu/is

Undergraduate Program Description

The Information Systems Department offers an undergraduate concentration for students in the Carroll School of Management.

Concentration in Information Systems

Information Systems (IS) are the lifeblood of the modern enterprise, making up the single largest portion of capital spending among U.S. corporations. Information Systems have the power to create and restructure industries, empower individuals and firms, and dramatically reduce costs. Many of the world's most successful corporations arrived at their position in large part due to their effective use of such systems. However, when poorly designed and implemented IS can

become a major source of risk, squander shareholder wealth, waste taxpayer money, and destroy firms and careers. As a result, organizations desperately need well-trained information systems specialists and technology-savvy managers. Today's manager simply cannot effectively perform without a solid understanding of the role of information systems in organizations, competition, and society.

The Information Systems concentration focuses on both technology and its effective use in organizations. In this program, students will learn how to plan, develop, and deploy technology-based business solutions, as well as to understand the strategic role of IS in organizations and the influential role of technology in society. The Information Systems concentration is designed for students with an aptitude for logical, analytical thinking and prepares them for positions in a variety of fast-growing professions. The Information Systems concentration is a strong choice as a primary concentration for CSOM students. Given the increasing influence of IS in all functional areas, it also serves as an excellent second concentration for students whose primary concentration is in another field such as accounting, finance, marketing, or operations.

The Information Systems concentration emphasizes both team and individual work, allowing students to gain the skills and experience to strategize, design, program, and implement computerized information systems. The curriculum emphasizes software development technologies, data management, data communications, electronic commerce, knowledge management as well as the fundamentals of computer hardware and software systems, high-level software design and programming, project management, emerging technology studies, and the strategic, operational, and responsible use of information systems.

Concentrators will develop the ability to work with others to understand business requirements and to determine the need for and feasibility of information systems change. They will use analytical thinking to simplify complex business tasks and to design efficient and user-friendly computer systems. They will develop communication skills to understand and explain systems requirements, make the case for IS investment, prepare clear documentation, and deliver effective presentations. Concentrators will also develop a strategic perspective on information systems, enabling them to participate in and support the increasingly visible role of information technology in corporate decision making.

Objectives of the Undergraduate Concentration in Information Systems

The objectives of the undergraduate concentration are to develop managers who:

- understand how to analyze the linkages between information technology (IT), innovation, business strategy, and competitive advantage.
- possess the technical skills (related to programming and databases) and managerial concepts needed to effectively plan, develop, and implement IT.
- understand how to promote more effective use of IT in organizations, taking into consideration how IT aligns with an organization's strategic focus, culture, business processes, etc.
- appreciate the broader ethical and societal implications of the burgeoning application of information technologies.

Careers in Information Systems

Careers available to IS concentrators dominate the U.S. Bureau of Labor Statistics' list of fastest growing occupations. IS professionals encompass a broad array of careers, from the highly technical to those

which bridge the gap between the people who program information systems and the people who use them. Information Systems concentrators may pursue a variety of careers in business, consulting, and government. Technology careers often give professionals a broad and deep exposure to the firm and its customers, providing exceptional training for future executive leadership. The greatest demand in the IS field will be for professionals who have technical knowledge supported by a solid understanding of the role of information systems in business and organizations.

Courses Required for the Information Systems Concentration

- MI 157 Introduction to Programming for Management (or CS 101)
- MI 257 Database Systems and Applications
- MI 258 Systems Analysis and Design
- One additional MI course of level 100 or above.

Concentration in Information Systems and Accounting

Accountants increasingly spend considerable time working with technology. Modern accounting is enabled by information systems, and complex audits in forensic accounting can often involve tracking and interpreting information flows across various systems and technologies. As such, a program of study integrating information systems and accounting helps students develop a high-demand skill set.

Students fulfilling this concentration will satisfy all of the requirements for the IS concentration and also obtain a background in accounting. The curriculum entails six (6) courses (five [5] required and one [1] Accounting elective) and is designed for students interested in careers either with the consulting divisions of professional services firms (e.g., major accounting firms), IS departments of companies, or as IS auditors. Students are advised to see a faculty advisor in selecting an appropriate Accounting elective.

This concentration is administered jointly by the Accounting Department and the Information Systems Department.

Courses Required for the Information Systems and Accounting Concentration

- MA 301 Financial Accounting Standards and Theory I
- MI 157 Introduction to Programming for Management (or CS 101)
- MI 257 Database Systems and Applications
- MI 258 Systems Analysis and Design
- MA/MI 320 Accounting Information Systems

Elective—Choose one of the following:

- MA 302 Financial Accounting Standards and Theory II
- MA 307 Managerial Cost & Strategic Analysis
- MA 309 Audit and Other Assurance Services
- MA 351 Financial Statement Analysis

Information for Study Abroad

Information Systems students are encouraged to study abroad. Although there are no particular prerequisites needed in order to qualify for study abroad, the usual course prerequisites still apply. Courses taken abroad can be allowed for concentration or elective credit if the courses are judged equivalent and if the proposed courses constitute a reasonable selection.

All students wishing to study abroad must first meet with Richard Keeley, Associate Dean. Students should then meet with Robert Fichman, Department Chairperson, for course approvals. All course approvals should be sought in person, with all supporting documentation (course description, detailed syllabus, etc.) in hand. All approvals should be obtained prior to going abroad.

Undergraduate Course Offerings

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

MI 021 Computers in Management (Fall/Spring: 3)

Cross listed with CS 021

This course is required for all CSOM students and should be taken in their first year at Boston College.

A&S students should sign up for the course under CS 021.

Information systems play a vital and varying role in management. In this course we approach the subject in two ways. In one module students learn to use technology as a tool for problem solving by developing increasingly sophisticated models in Excel. The other module provides an introduction to management viewed through the lens of technology. Students examine the role of technology in promoting innovation and organizational competitiveness across a variety of functional areas of the firm (e.g., marketing, finance, operations).

The Department

MI 031 Computers in Management—Honors (Fall: 3)

Cross listed with CS 031

CSOM Honors Program version of MI 021

Information systems play a vital and varying role in management. In this course we approach the subject in two ways. In one module students learn to use technology as a tool for problem solving by developing increasingly sophisticated models in Excel. The other module provides an introduction to management viewed through the lens of technology. Students examine the role of technology in organizational competitiveness and across a variety of functional areas of the firm (e.g., marketing, finance, operations).

James Gips

MI 157 Introduction to Programming in Management (Fall/Spring: 3)

Prerequisite: MI/CS 021

Cross listed with CS 157

This course is required for Information Systems concentrators.

An introductory programming course for students interested in (1) learning how to think about problem solving in an orderly, thorough, organized and analytical way, (2) the process of designing software applications, and (3) creating a custom application program. Students who have taken CS 101 may not take this course. A&S students should register for the course under CS 157.

The Department

MI 161 Customer Relationship Management (Fall/Spring: 3)

Prerequisites: MK 021, MI/CS 021

Cross listed with MK 161

A fundamental shift has occurred in marketing from managing and marketing products to understanding and managing customers. This necessitates an understanding of the customer management process and the ability to develop and grow profitable customer relationships. In this course, students will learn the critical tools needed for successful customer management. It teaches strategic and analytic skills relating to customer selection and acquisition, customer management, customer retention, and customer lifetime value. As firms seek to make their marketing investments financially accountable, it also provides students with an understanding of the link between marketing and finance.

Katherine Lemon

MI 205 TechTrek West—Undergraduate (Spring: 3)

Prerequisite: Permission of instructor

Enrollment is limited.

Admission is competitive, and participation requires the additional cost of travel.

Interested students should contact the instructor for application details.

TechTrek West is a 3-credit, field-study course combining class work the weeks prior to and one week after spring break with a week-long field-study to Silicon Valley. During spring break, students will travel to Silicon Valley to meet with senior executives, entrepreneurs, and venture capitalists in technology industry firms. While focusing on the tech industry, TechTrek is designed to appeal to all majors. Course work and visits will have a managerial focus, highlighting executive, marketing, finance, operations, and R&D functions.

John Gallaugher

MI 253 E-Commerce (Fall: 3)

Prerequisite: MI/CS 021

Cross listed with MK 252

Electronic commerce lies at the forefront of modern marketing and strategic management, altering the competitive landscape for large and small corporations alike. The internet and new media are reshaping industries, creating new opportunities, and challenging existing commercial models and relationships. Managers will need to understand the underpinnings of electronic commerce in order to make informed decisions about the future their firms and industries. Using a managerial perspective, this course focuses on key issues related to e-commerce industry, including strategy development, competitive advantage, current and emerging technologies, pricing, distribution channels, promotion, and advertising.

Mary Cronin

MI 255 Managing Projects (Spring: 3)

Prerequisite: MD 021

Cross listed with MD 255

This course takes a holistic approach to planning, organizing, and controlling projects. It looks at how projects are uniquely suited to support an organization's strategy in a fast-paced business environment. It covers the project life cycle (definition, planning, execution, and delivery), network planning models, resource allocation, and managing risk. Microsoft ProjectC will be used as a software tool to support the planning and monitoring phases of project management. Since projects are accomplished by people, the conceptual part of this course is framed with an eye to the behavioral realities a manager faces and the psychology of managing project teams.

Linda Boardman Liu

MI 257 Database Systems and Applications (Fall/Spring: 3)

Prerequisite: CS 157/MI 157 or CS 101

Cross listed with CS 257

This course is required for Information Systems concentrators.

This course provides in-depth coverage of database systems and their uses. Topics include database architecture, design strategies, SQL queries, security, performance, and using database tools and scripting languages to create sophisticated forms and applications, including web applications. The goal of the course is to give students the knowledge and skills to use databases effectively in any business situation.

John Spang

MI 258 Systems Analysis and Design (Fall/Spring: 3)

Prerequisites: MI/CS 021, MI/CS 157 and MI/CS 257. MI/CS 257 may be taken concurrently. CS 101 may substitute for MI/CS 157.

Cross listed with CS 258

This course is required for Information Systems concentrators.

The course studies information systems (IS) development including requirements, analysis, design and implementation phases and workflows. We investigate the roles of systems analysts; serving as intermediaries between users, managers, and implementers; and helping each to understand the needs and problems of others. The student will learn about major methods and tools used in the systems development process.

William Griffith

MI 267 Technology and Culture (Fall: 3)

Cross listed with CS 670, PL 670, SC 670

Satisfies Computer Science requirement or CSOM Computer Science Concentration requirement or CSOM Information Systems Concentration requirement

This interdisciplinary course will first investigate the social, political, psychological, ethical and spiritual aspects of Western cultural development with a special emphasis on scientific and technological metaphors and narratives. We will then focus on the contemporary world, examining the impact of our various technological creations on cultural directions, democratic process, the world of work, quality of life, and especially on the emergent meanings for the terms "citizen" and "ethics" in contemporary society. Students will explore technologies in four broad and interrelated domains: (1) computer, media, communications and information technologies, (2) biotechnology, (3) globalization, and (4) environmental issues.

William Griffith

MI 299 Independent Study (Fall: 3)

Prerequisite: Permission of Department Chairperson

By arrangement

The student works under the direction of an individual professor.

The Department

MI 340 Special Topics: Analytics and Business Intelligence (Fall: 1)

Organizations everywhere are struggling to aggregate, analyze, and monetize the growing deluge of data generated by modern information systems. Business Analytics capitalizes on this data by combining statistical and quantitative analysis, explanatory and predictive modeling, and fact-based management. Managers can explore patterns, predict future trends and develop proactive, knowledge-driven decisions that affect all parts of modern organizations. This course provides students with a familiarity with the capabilities and limitations of emerging analytics techniques, a basic understanding of methods and tools, and a core understanding required to be an intelligent manager, designer and consumer of analytics models.

The Department

MI 397 Directed Readings (Fall/Spring: 3)

Extensive reading under the direction of a faculty member.

The Department

MI 398–399 Directed Research I and II (Fall/Spring: 3)

Prerequisite: Permission of the Department Chairperson

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.

The Department

MI 621 Social Media for Managers (Fall: 3)

Prerequisite: MI 021, MI 703, or MI 721

Cross listed with MK 621

The past few years have witnessed the rapid rise of a new type of information technology, commonly known as Web 2.0 or social media and typified by such sites as Facebook, Wikipedia, and Twitter. These new tools both present immense opportunities and pose considerable threats for businesses of all kinds companies. This course explores the major social media tools in-depth and the characteristics that are associated with their effective use. We will also explore how social media is affecting the social landscape and potential business strategies that are enabled and necessitated by these tools.

Gerald Kane

Undergraduate and Graduate Course Offerings**MI 618 Accounting Information Systems (Fall/Spring: 3)**

Prerequisites: MA 021, MI 021, 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.

Francis Nemia

MI 620 Marketing Information Analytics (Spring: 3)

Prerequisites: MK 021, MK 705, MK 721 and MK 253 or MK 801

Cross listed with MK 620

This course will present a range of analytical methodologies and tools addressing a very rapidly changing market place. While much of the analytical content applies to any channel or medium, it is clear that technological innovation in the online channel is the key enabler or facilitator for much of what will be encountered in this course. The technology revolution necessitates new approaches to marketing. Learning experiences will use tools like Excel (standard Analysis ToolPak) and generic SQL queries (using Oracle or MySQL). These will be augmented with R (aka S-Plus) for some of the more sophisticated statistical analyses.

Lynne Harrold

MI 635 New Media Industries (Spring: 3)

Cross listed with MK 635

This course is designed to introduce the changing business models of new media (video game, music, movies, print, advertising, and television) industries. This is achieved by examining in detail the technology enablers and disruptive forces in both the U.S. and worldwide, consumer behaviors and attitudes, and legal and regulatory concerns. A special emphasis will also be placed on media companies whose business models have been heavily influenced or altered by digital distribution.

Paul-Jon McNealy

Marketing**Faculty**

Katherine N. Lemon, *Professor*; Chairperson of the Department; B.A., Colorado College; M.B.A., Wichita State University; Ph.D., University of California, Berkeley

Kathleen Seiders, *Professor*; B.A., Hunter College; M.B.A., Babson College; Ph.D., Texas A&M

Arch Woodside, *Professor*; B.S., M.B.A., Kent State University; Ph.D., Pennsylvania State University

S. Adam Brasel, *Associate Professor*; B.S., M.B.A., University of Illinois Urbana-Champaign; Ph.D., Stanford University

Victoria L. Crittenden, *Associate Professor*; B.A., Arkansas College; M.B.A., University of Arkansas; D.B.A., Harvard University

Gergana Y. Nenkov, *Associate Professor*; B.A., American University in Bulgaria; Ph.D., University of Pittsburgh

Linda C. Salisbury, *Associate Professor*; B.S., State University of New York at Albany; M.S., M.B.A., Rensselaer Polytechnic Institute; Ph.D., University of Michigan

Gerald E. Smith, *Associate Professor*; B.A., Brandeis University; M.B.A., Harvard University; D.B.A., Boston University

Henrik Hagtvedt, *Assistant Professor*; B.S., University of Oslo; M.B.A., Ph.D., University of Georgia

Ashutosh Patil, *Assistant Professor*; B.S., University of Pune, India; M.B.A., University of California, Berkeley; Ph.D., Georgia Institute of Technology

Bridget Akinc, *Lecturer*; B.A., Princeton University; M.B.A., MIT Sloan School

Edward Gonsalves, *Lecturer*; B.S., M.S., Worcester Polytechnic Institute

Audrey Azoulay, *Visiting Assistant Professor*; B.A., M.A., Sorbonne; Ph.D., HEC Paris

Contacts

- Department Secretary: Marilyn Tompkins, 617-552-0420, marilyn.tompkins@bc.edu
- Department Fax Number: 617-552-6677
- www.bc.edu/marketing

Undergraduate Program Description

Marketing is the business function that is responsible for setting market strategy and giving strategic direction to other business functions in the firm. It centers around understanding the wants and needs of a firm's customers, be they consumers or other businesses, and is essential for properly positioning the company within the firm's target markets.

Consumers are increasingly armed with more and better information, making them more demanding, less gullible, and less loyal to companies that don't pay close attention to their needs. Competition is increasingly global and markets are maturing faster; first mover and market leader advantages can evaporate in a heartbeat. Advances in production and service delivery make it very difficult to compete on quality and production or distribution advantages are difficult to sustain long-term.

This means that the successful company is the one that can respond to changing market demand faster than its competitors. Marketing is one of the key tools in keeping a company responsive and nimble; it specializes not only in understanding customer needs and motivations, it also delivers the message to consumers that the company can meet those needs and motivations. This focus on the customer has

caused marketing and the marketing concept to become increasingly central in management decisions and marketing is fully integrated with other functional areas in successful leading companies.

Regardless of your specific interests within marketing, Boston College will help you understand the marketing functions and its financial, social, and ethical responsibilities. The marketing program at BC teaches critical thinking, creative problem-solving, and a mix of theory- and skill-based approaches to marketing management and decision making. Marketing represents a unique mixture of quantitative statistics and analysis with a more lateral-thinking and behavioral approaches to management. Recent advances in technology, from social media to supply-chain integration, have revolutionized the way marketing is conducted. As a marketing major, you will develop skills in market analysis and decision making by working on varied marketing projects and programs such as new product launches, pricing and distribution strategies, service innovations, sales force management, and internet marketing campaigns.

Marketing offers a number of varied and interesting career paths, from sales, advertising and product development, to marketing research, retailing, and brand management. A marketing degree is a valuable asset in many business sectors, for large or small companies, for profit or non-profit firms, for products or services, and for consumer or business-to-business environments.

Undergraduate Concentration in Marketing

Marketing Principles is a prerequisite for all other Marketing courses. Beyond the required core course (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 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 Retailing
- 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 MI 161)
- MK 165 Strategic Brand Management
- MK 168 International Marketing
- MK 170 Entrepreneurial Marketing in a Digital World
- MK 172 Marketing Ethics
- MK 174 Social Change Marketing
- MK 176 Marketing Planning
- MK 252 E-Commerce (cross listed with MI 253)
- MK 610 Sports Marketing
- MK 620 Marketing Information Analytics
- MK 621 Social Media for Managers (cross listed with MI 621)
- MK 630 Tourism and Hospitality Management
- MK 635 New Media Industries (cross listed with MI 635)

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 must get such courses approved by the marketing department prior to going abroad.

Undergraduate Course Offerings

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

MK 021 Marketing Principles (Fall/Spring: 3)

This course is a prerequisite for all other marketing courses.

This course will explore the basic concepts, principles, and activities that are involved in modern marketing. It presents marketing within the integrating framework of the marketing management process that consists of organizing marketing planning, analyzing market opportunities, selecting target markets, developing the marketing mix, and managing the marketing effort. Additional attention is focused on international marketing, services marketing, non-profit marketing, and marketing ethics.

The Department

MK 031 Marketing Principles—Honors (Fall: 3)

This course will explore the basic concepts, principles, and activities that are involved in modern marketing. It presents marketing within the integrating framework of the marketing management process that consists of organizing marketing planning, analyzing market opportunities, selecting target markets, developing the marketing mix, and managing the marketing effort. Additional attention is focused on international marketing, services marketing, nonprofit marketing, and marketing ethics.

Gergana Nenkov

MK 152 Consumer Behavior (Fall: 3)

Prerequisite: MK 021

This course integrates marketing theory with insights from psychology, anthropology, and other social science disciplines. It analyzes consumer processes such as perception, learning, attitude formation, and decision making. These variables are broadly relevant to marketing challenges, given that the success of products and brands depends on their appeal to consumers. Discussion topics range from art and aesthetics to crisis behavior to new product development.

Henrik Hagtvedt

MK 153 Retailing (Spring: 3)

Prerequisite: MK 021

This class focuses on the necessary concepts and principles of retailing involved in making retail and wholesale decisions. The course looks at retailing from both a consumer perspective (e.g., why does a consumer shop a particular retail outlet?) and a business-to-business perspective (e.g., how does the retailer decide which supplier to use?).

Additionally, the course examines the various methods of retailing (e.g., bricks and mortar, bricks and clicks) and how these methods have evolved and will evolve in the future.

Kathleen Seiders

MK 154 Communication and Promotion (Spring: 3)

Prerequisite: MK 021

This course concerns the communication function in marketing. It builds on a base of strategic marketing planning and consumer behavior and then proceeds to treat advertising, sales promotion, reseller 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.

Don Carlin

Marcia Schiavoni-Gray

MK 157 Professional Selling and Sales Management (Fall: 3)

Prerequisite: MK 021

Two fundamentals of business: someone must get the goods and services out the door, and someone must get the cash to come in the door. Sales is the function that does the latter. It, and its management, will be covered in this course. We will study the art of persuasion, modern day rhetoric in actual practice. The discipline will be addressed biologically. We will dissect real industry practitioners when they visit class, and actual sales calls in the field as a research paper. Upon course completion, students will have a complete understanding of both the selling and sales management process.

Jack Falvey

MK 158 Product Planning and Strategy (Fall: 3)

Prerequisite: MK 021

With the growing concern over the success rate of new products, an intense effort is being employed by marketers to establish more effective new product development and management strategies. Using lectures and case studies, this course will focus on the process of conceiving new products, developing an effective organization, and designing and implementing effective marketing strategies and policies over the course of the product life cycle. Class material will provide the student with insight into new product development across a wide variety of industries.

Robert Ristagno

MK 161 Customer Relationship Management (Fall/Spring: 3)

Prerequisite: MK 021, MK 253 or strong statistical coursework

Cross listed with MI 161

A fundamental shift has occurred in marketing from managing and marketing products to understanding and managing customers. This necessitates an understanding of the customer management process and the ability to develop and grow profitable customer relationships. In this course, students will learn the critical tools needed for successful customer management. It teaches strategic and analytic skills relating to customer selection and acquisition, customer management, customer retention, and customer lifetime value. As firms seek to make their marketing investments financially accountable, it also provides students with an understanding of the link between marketing and finance.

Katherine Lemon

MK 170 Entrepreneurial Marketing in a Digital World (Spring: 3)

Prerequisites: MK 021, MF 021, MA 021–022

Starting and operating a new business involves considerable risk and effort to overcome all the inertia against marketing a new venture. More than two million new enterprises are launched each year, but 70% fail. Success requires not only effective personnel skills, but also effective managerial and marketing skills. This course will focus on the characteristics and the background(s) of entrepreneurs, the assessment of marketing opportunities, the development of a business plan, and the financing, management, and marketing of the new venture. Emphasis will be placed on digital and online business ventures.

Therese Byrne

MK 174 Special Topics: Social Change Marketing (Spring: 3)

Prerequisite: MK 021

Business leaders are increasingly being called upon to co-create business and social value. This requires marketers to look beyond traditional approaches to identify opportunities to promote social good. In this course students will develop a keen understanding of how marketing can effect social change. It will examine a variety of social causes and cover programs implemented by both for-profit and non-profit organizations. The course will also explore analytical concepts and techniques relevant for evaluating these programs. Through lectures and case discussions we will examine best practices in the areas of social marketing, cause-related marketing and corporate social responsibility.

Sohel Karim

MK 175 Marketing Practicum (Fall/Spring: 2)

Prerequisites: MK 021. Permission of instructor required prior to registration.

Class is limited to 19 students

This course is designed for students who have already secured an internship in marketing. Students will synthesize, integrate, and apply practical skills, knowledge and training acquired through their internship. They will gain experience in a professional marketing environment by observing and interfacing with professionals in the field. Students will work under the supervision of their professor and their intern supervisor. The final deliverable for course credit will be an evaluated presentation. This course does not count as a marketing elective in the marketing concentration.

Maria Sannella

MK 176 Marketing Planning (Fall/Spring: 3)

Prerequisites: MK 021, MK 253

Class is limited to 19 students

Most important decisions made by marketing executives involve aspects of strategic marketing planning. In this course students will learn key aspects of marketing planning and marketing strategy development and execution. They will be required to develop and implement a marketing plan for a large business enterprise, which will include: (1) establishing objectives based on anticipated environmental conditions and existing organizational constraints, (2) conducting critical analysis to determine appropriate strategic directions, and (3) developing a marketing strategy to achieve these objectives. Students will study successful marketing plan implementations through specific case studies and lecture.

Maria Sannella

MANAGEMENT

MK 252 Electronic Commerce (Fall: 3)

Prerequisite: MK 021

Cross listed with MI 253

Electronic commerce is more than a buzzword. Business on the internet has altered the competitive landscape for large and small corporations alike and it is still in its early stages. Electronic commerce is reshaping industries, creating new opportunities, and challenging existing commercial models and relationships. Managers will need to understand the underpinnings of electronic commerce in order to make informed decisions about its impact on the future of the corporation. This course will provide a managerial overview of the technologies supporting and enabling electronic commerce and will then focus on how it is changing the organization and the competition.

Mary Cronin

MK 253 Marketing Research (Fall/Spring: 3)

Prerequisite: MK 021

Marketing managers depend on the availability of timely and accurate market information to reduce their risk in decision making. The goal of this course is to provide students with a solid grounding in contemporary marketing research methods to enable them to recognize the need for research, to design and implement some research projects on their own, and to evaluate knowledgeably the research methods and results presented to them by others. Students will acquire a working knowledge of both qualitative and quantitative analysis methods and will apply these skills to a marketing research project.

Adam Brasel

Sandra Bravo

Ashutosh Patil

MK 256 Applied Marketing Management (Fall/Spring: 3)

Prerequisite: MK 021 or MK 253

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.

Victoria Crittenden

Kathleen Seiders

MK 299 Individual Study (Fall/Spring: 3)

Prerequisite: Department permission

This is an individualized course that is developed by a student and a faculty member and is approved by the Department Chairperson. This course cannot be counted toward the Marketing concentration.

A student with a unique idea or specialty area that is not covered by any of the scheduled courses may request to study that area with the approval of a faculty supervisor. A written proposal outlining the area of interest to be studied is necessary for approval.

The Department

MK 610 Special Topics: Sports Marketing (Fall: 3)

Prerequisite: MK 021, MK 705 or MK 721

The goal of this course is to provide an understanding of the business practices of the sports industry. Taking a practical approach, students will be asked to create business solutions for sports organizations. The attributes and failures of real examples will be discussed. Students will be expected to take the experience and apply it to creating specific

campaigns, programs, and overall marketing plans for a specific sports application. Relationship architecture principles will be discussed at length and expected to be incorporated into the final project.

Louis Imbriano

Undergraduate and Graduate Course Offerings

MK 165 Strategic Brand Management (Spring: 3)

Prerequisite: MK 021

This course teaches students fundamental and leading-edge concepts in brand management. Students learn to develop and articulate brand strategy, how to give strategic brand direction, and how to measure strategic brand progress. They learn how to manage key relationships and functions that surround the brand, e.g., advertising, promotion, public relations, licensing, and product and package design agencies. A capable brand manager has exceptional strategic, quantitative, interpersonal, and presentation skills and must be comfortable with decision-making and leadership. The course will focus on the development and application of these skills in brand management via in-class learning, case discussion, and project work.

Corinne Azoulay Sadka

MK 258 Advanced Market Analysis (Fall/Spring: 3)

Prerequisites: EC 151, SC 200

This course provides students with skills in configural thinking in examining alternative routes (causal recipes) to high-value outcomes such as marketing decisions to raise or lower price, and segmenting groups of consumers (e.g., who engages in frequent road rage, or profiling heavy gamblers in product and brand consumption). The software package, fsQCA (fuzzy set Qualitative Comparative Analysis) indicates configurations of among subsets of independent variables that result in high scores for a relevant outcome. Students work in-class on data analysis exercises to provide hands-on skills in using fsQCA. The method is useful for small and large datasets.

Arch Woodside

MK 620 Marketing Information Analytics (Spring: 3)

Prerequisites: MK 021, MK 705, or MK 721, and MK 253 or MK 801

This course will present a range of analytical methodologies and tools addressing a very rapidly changing market place. While much of the analytical content applies to any channel or medium, it is clear that technological innovation in the online channel is the key enabler or facilitator for much of what will be encountered in this course. The technology revolution necessitates new approaches to marketing. Learning experiences will use tools like Excel (standard Analysis ToolPak) and generic SQL queries (using Oracle or MySQL). These will be augmented with R (aka S-Plus) for some of the more sophisticated statistical analyses.

Michael Berry

MK 621 Social Media for Managers (Fall: 3)

Prerequisite: MK 021, MI 703, or MK 721

Cross listed with MI 621

The past few years have witnessed the rapid rise of a new type of information technology, commonly known as Web 2.0 or social media and typified by such sites as Facebook, Wikipedia, and Twitter. These new tools present immense opportunities and pose considerable threats for all kinds of companies and businesses. This course explores the major social media tools and the characteristics that are associated with

their effective use in-depth. We will also explore how social media is affecting the social landscape and potential business strategies that are enabled and necessitated by these tools.

Gerald Kane

MK 635 New Media Industries (Spring: 3)

Prerequisite: MK 021, MK 705, or MK 721

Cross listed with MI 635

This course is designed to introduce the changing business models of new media (video games, music, movies, print, advertising, television) industries. This is achieved by examining in detail the technology enablers and disruptive forces in both the U.S. and worldwide, consumer behaviors and attitudes, and legal and regulatory concerns. A special emphasis will also be placed on media companies whose business models have been heavily influenced or altered by digital distribution.

Paul-Jon McNealy

Operations Management

Faculty

Larry P. Ritzman, *Galligan Professor Emeritus*; B.S., M.B.A., University of Akron; D.B.A., Michigan State University

Samuel B. Graves, *Professor*; Chairperson of the Department; B.S., U.S. Air Force Academy; M.S., D.B.A., George Washington University

Jeffrey L. Ringuest, *Professor and Associate Dean*; B.S., Roger Williams College; M.S., Ph.D., Clemson University

M. Hossein Safizadeh, *Professor*; B.B.A., Iran Institute of Banking; M.B.A., Ph.D., Oklahoma State University

Jiri Chod, *Associate Professor*; B.S., M.S., Prague School of Economics; Ph.D., Simon School of Business, University of Rochester

Joy M. Field, *Associate Professor*; M.S., M.B.A., Ph.D., University of Minnesota

David C. Murphy, *Associate Professor*; B.B.S., New Hampshire College; M.B.A., D.B.A., Indiana University

Mei Xue, *Associate Professor*; B.A., B.E., Tianjin University; M.S.E., A.M., University of Pennsylvania; Ph.D., The Wharton School, University of Pennsylvania

Erkut Sonmez, *Assistant Professor*; B.S., Middle East Technical University; M.S., Ph.D., Tepper School of Business, Carnegie Mellon University

Jianer Zhou, *Assistant Professor*; B.S., Fudan University; M.S., Ph.D., Simon School of Business, University of Rochester

Linda Boardman Liu, *Adjunct Assistant Professor*; B.Sc., Merrimack College; M.B.A., Simmons College; D.B.A., Boston University

Stephanie Jernigan, *Adjunct Assistant Professor*; B.A., Carleton College; M.S.E., The Johns Hopkins University; Ph.D., Georgia Institute of Technology

Pieter Vanderwerf, *Adjunct Assistant Professor*; B.A., Dartmouth College; Ph.D., Massachusetts Institute of Technology

Contacts

- Department Secretary: Joyce O'Connor, 617-552-0460, joyce.oconnor@bc.edu
- www.bc.edu/osm

Undergraduate Program Description

The Department offers undergraduate and graduate courses in the areas of operations management and business analytics. An undergraduate concentration is offered in Operations Management.

Concentration in Operations Management

Operations Management is a broad and multi-dimensional business area. Highly integrative, Operations Management determines how an organization executes on its mission and goals. Operations Management is both an art and a science, tying together quantitative analytical skills with cognitive problem solving.

The Operations Management concentration provides students with knowledge of current issues in the Operations Management discipline. Intense competition in fast-paced global environments makes competencies in this field critical in both service and good-producing organizations. This concentration is applicable in many industries and organizations, combining knowledge in business analytics, process design and analysis methods, project management, and operations management issues. The curriculum recognizes environmental, ethical, and social issues. The pedagogy entails lectures and discussions, case studies, field studies, and analytical modeling.

The Operations Management concentration builds upon the Carroll School of Management core, particularly complementing courses in statistics, organizational management, and economics. Our courses emphasize analysis and decision making and are explicitly designed to deliver the skills and knowledge required to successfully manage people, processes, and systems in today's competitive environment.

The concentration is designed to intersect with other functional disciplines making Operations Management an excellent complement to other concentrations including Accounting, Finance, Marketing, Information Systems, or Human Resource Management.

Objectives of the Undergraduate Concentration in Operations Management

The objectives of the undergraduate concentration are to develop managers who:

- possess a broad and deep understanding of theories and concepts in Operations Management
- are capable of applying skills and knowledge to address management problems
- understand and utilize quantitative and qualitative analysis in decision making
- appreciate the role of operations in an organization and the interrelationships among functional areas

Careers in Operations Management

Operations managers manage both processes and people, with a highly integrative career path tying together analytical decision making with strategic perspectives and the needs of employees and other stakeholders. Our graduates have successfully attained positions in process management and analysis in major companies such as Accenture, Boston Beer, Deloitte, Ernst & Young, Fidelity, General Electric, Goldman Sachs, IBM, JPMorgan Chase, and UBS. Students with this concentration may pursue careers in consulting, financial services, healthcare services, retail, transportation, technology, government, manufacturing, and not-for-profit organizations. Students with an operations management concentration are typically hired into positions such as Operations Analyst, Project Team Member, Supply Chain Analyst, Consultant, Process Designer, and Management Trainee, as well as positions on the corporate planning staff.

The demand for managers with these skills is strong and will increase as firms continue to recognize that they compete not only with new products, good marketing, and skillful finance, but also with

MANAGEMENT

a high degree of competence in managing their operations. Salaries for majors in Operations are and will likely remain competitive with all other concentrations in management.

Operations Management Concentration Requirements

The following two courses are required for the concentration:

- MD 375 Operations Strategy and Consulting (fall)
 - MD 255 Managing Projects (spring)
- also take two of the following:
- MD 254 Service Operations Management (spring)
 - MD 304 Quality (spring)
 - MD 332 Supply Chain Management (fall)
 - MD 384 Applied Statistics (spring)
 - MD 604 Management Science (fall)
 - MD 605 Risk Analysis & Simulation (fall)
 - MD 606 Forecasting Techniques (fall)
 - MD 610 Sports Analytics (fall)

Other Special and Advanced Topic courses as offered.

Study Abroad

Although there are no particular prerequisites needed in order to qualify for study abroad, the usual course prerequisites still apply. There is no limit to how many courses taken abroad will be allowed for major credit. If the courses are judged equivalent and if the proposed courses constitute a reasonable selection, major or elective credit will be given.

All students wishing to study abroad must first meet with Richard Keeley, Associate Dean. Students should then meet with Samuel Graves, Department Chairperson, for course approvals. Course approvals should be sought in person, with all supporting documentation (course description, detailed syllabus) in hand. All approvals must be obtained prior to going abroad.

Undergraduate Course Offerings

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

MD 021 Operations Management (Fall/Spring: 3)

Prerequisites: EC 151 and MD 235

This course is an introduction to operations management. Operations, like accounting, finance, marketing, and human resources, is one of the primary functions of every organization. Operations managers transform human, physical, and technical resources into goods and services. Hence, it is vital that every organization manage this resource conversion effectively and efficiently. How effectively this is accomplished depends upon the linkages between operating decisions and top management (strategic) decisions. The focus of the course is decision-making at the operating level of the firm. A strong emphasis will be placed on the development and use of quantitative models to assist decision making.

The Department

MD 031 Operations Management—Honors (Fall: 3)

Prerequisites: EC 131, EC 132, MD 135, MA 022, CS 021, and MD 235

Core course for the CSOM Honors Program

Operations, like accounting, finance and marketing is one of the primary functions of every organization. Operations managers transform human, physical and technical resources into goods and services. Hence, it is vital that every organization manage this resource conversion effectively and efficiently. How effectively this is accomplished depends upon the linkages between operating decisions and strategic

decisions. The focus of the course is decision-making at the operating level of the firm. A strong emphasis will be placed on the development and use of quantitative models to assist decision-making. The course is taught in an interactive setting and requires class participation.

The Department

MD 135 Business Statistics (Fall/Spring: 3)

This course is not open to students who have completed BI 230.

This course focuses on the analytical tools of statistics that are applicable to management practice and decision making. Topics include descriptive statistics probability, random variables, sampling distributions, estimation of parameters, hypothesis testing, and regression.

The Department

MD 145 Business Statistics—Honors (Spring: 3)

This course focuses on developing an in-depth understanding of the analytical tools of statistics that are applicable to management practice and decision making. Topics include descriptive statistics, probability, random variables, sampling distributions, estimation of parameters, hypothesis testing, and simple and multiple regression.

Richard McGowan, S.J.

MD 235 Math for Management Science (Fall/Spring: 3)

Prerequisites: MT 100 or equivalent, CS 021, and MD 135 which may be taken concurrently

Topics include linear and integer programming, decision analysis, non-linear optimization, and computer solutions using Excel.

The Department

MD 254 Service Operations Management (Spring: 3)

Prerequisite: MD 021

This course will focus on the design and management of service operations in almost any sector and setting including consulting, medicine banking, non-profits, and technology-based businesses. The course will explore service strategy and design, service quality, process improvement, managing the service encounter (including the service firm, service providers and customer co-producers), designing the servicescape, managing capacity and demand, managing the service supply chain, growth and globalization of services. The emphasis is on applying the course material to real-world situations through case studies and experiential exercises.

Joy Field

Linda Boardman Liu

MD 255 Managing Projects (Spring: 3)

This course has several mandatory 7:00–9:30 Wednesday night meetings.

This course takes a holistic approach to planning, organizing, and controlling projects. It looks at how projects are uniquely suited to support an organization's strategy in a fast-paced business environment. Topics include project life cycle, algorithms, and statistical concepts underlying network planning models, managing risk and resource allocation. Microsoft Project will be used as to support the planning and monitoring phases of project management. The conceptual part of this course is framed with an eye to the behavioral realities a manager faces and the psychology of managing project teams.

Linda Boardman Liu

MD 299 Independent Study (Fall/Spring: 3)

Prerequisite: Senior standing and permission of department chairperson
By arrangement

The student works under the direction of an individual professor.

The Department

MD 375 Operations Strategy and Consulting (Fall: 3)

Required for the Operations and Technology Management concentration

This course examines concepts, principles, and techniques for formulating, implementing, and evaluating operations strategy. It links strategic and tactical operational decisions to creation of a competitive advantage. Topics include operations strategy content and process, service operations, capacity and facilities strategy, supply chain management, process design and technology choice, and quality and productivity improvement. Case studies are used to illustrate concepts covered in the course. In collaboration with a consulting firm, students also learn how to develop and deliver a consulting presentation. These skills are applied to a mock consulting project.

Joy Field

MD 384 Applied Statistics (Spring: 3)

Prerequisite: Previous statistics course

Acquaintance with linear algebra and the ability to use a computer are desirable.

This course is designed to provide students with a working knowledge of various data analysis techniques used to carry out research in various management disciplines. The course explores selected topics in experimental design, analysis of variance, and regression models.

The Department

Undergraduate and Graduate Course Offerings

MD 604 Management Science (Spring: 3)

Prerequisite: MD 021, MD 707, or MD 723

Strongly recommended for students interested in operations management

This course provides an overview of the modeling techniques used to analyze complex systems to help make better decisions. Topics will include linear and integer programming, network models, decision making under uncertainty, game theory, queueing models, forecasting techniques and simulation modeling. Students learn to analyze a business problem, identify the key components required in the decision making process, and apply the appropriate quantitative technique to reach an optimum solution.

The Department

MD 606 Forecasting Techniques (Fall/Spring: 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.

The Department

MD 609 Advanced Topics: The Business of Sports (Fall: 3)

The sports industry is a multi-billion dollars business and has become a pervasive element in our economy and society. This course

will profile many aspects of the sporting landscape to highlight the diverse nature of the decisions, and their consequences, that confront managers relative to various financial and strategic issues in this global industry.

Warren Zola

MD 610 Sports Analytics (Fall: 3)

Prerequisite: Students taking this course should possess a passion for sports and numbers, working knowledge of basic probability and statistics, and above average Microsoft Excel skills

Offered periodically

The focus of the course will be the development and use of quantitative analysis, particularly mathematical and statistical models, that are widely used to assist in decision making at all levels in the management of professional sports organizations. Concentration will be on player, team, and organizational performance in baseball, basketball, and football for the purpose of tactical and strategic decisions. If time permits, applications in other sports (e.g., golf) will be discussed, as well as collegiate baseball.

David McKenna

Management and Organization

Faculty

Donald J. White, *Dean Emeritus and Distinguished Professor Emeritus*; B.S., Boston College; A.M., Ph.D., Harvard University

William R. Torbert, *Professor Emeritus*; B.A., Ph.D., Yale University

Jean M. Bartunek, *Professor and Robert A. and Evelyn J. Ferris Chair*; B.A., Maryville University; M.A., Ph.D., University of Illinois at Chicago

Mary Ann Glynn, *Joseph F. Cotter Professor*; B.A., Fordham University; M.A., Rider University; M.B.A., Long Island University; Ph.D., Columbia University

Judith R. Gordon, *Professor*; Chairperson of the Department; A.B., Brandeis University; M.Ed., Boston University; Ph.D., Massachusetts Institute of Technology

Richard P. Nielsen, *Professor*; B.S., M.A., University of Pennsylvania; Ph.D., Syracuse University

Michael Pratt, *O'Connor Family Professor*; B.A., University of Dayton; M.A., Ph.D., University of Michigan

Judith Clair, *Associate Professor*; B.A., University of California at Los Angeles; Ph.D., University of Southern California

Candace Jones, *Associate Professor*; B.A., Smith College; M.H.R.M., Ph.D., University of Utah

Richard A. Spinello, *Associate Research Professor and Director CSOM Ethics Program*; A.B., M.B.A., Boston College; M.A., Ph.D., Fordham University

William Stevenson, *Associate Professor*; B.S., University of Maryland; M.A., Ph.D., University of California

Mohan Subramaniam, *Associate Professor*; B.Tech., M.S., University Baroda, India; M.B.A., Indian Institute of Management; D.B.A., Boston University

Mary Tripas, *Associate Professor*; B.S., University of Illinois; M.B.A., Harvard University; Ph.D., Massachusetts Institute of Technology

Tieying Yu, *Associate Professor*; B.S., Nankai University; M.S., Fudan University; Ph.D., Texas A&M University

Simona Giorgi, *Assistant Professor*; B.S., Università Bocconi; Ph.D., Northwestern University

Spencer Harrison, *Assistant Professor*; B.A., University of Utah; M.B.A., Brigham Young University; Ph.D., Arizona State University
Metin Sengul, *Assistant Professor*; B.S., M.S., Istanbul Technical University; M.S., Texas A&M University; M.S., Ph.D., INSEAD

Contacts

- Department Administrative Assistant, Michael Smith, 617-552-0450, michael.smith.13@bc.edu
- Department Chair: Judith R. Gordon, 617-552-0454, judith.gordon@bc.edu
- www.bc.edu/schools/csom/departments/mgtorg.html

Undergraduate Program Description

The Department of Management and Organization offers an undergraduate concentration in Management and Leadership, which focuses on building the human and social capital of the organization. The department also offers a minor in Management and Leadership for students in the College of Arts and Sciences and the Lynch School of Education.

Concentration in Management and Leadership

While technical skills can be critical in landing an entry-level job, management and leadership skills are essential for promotion into the managerial ranks. This concentration focuses on the skills and knowledge that employees will need to manage and lead others.

The concentration is completed by taking four courses beyond the required courses in the Carroll School of Management Common Body of Knowledge, which includes MB 021 Organizational Behavior or MB 031 Organizational Behavior—Honors, MB 127 Leadership is the cornerstone of the concentration. Students must choose at least three additional electives from a variety of courses.

Required of all concentrators:

- MB 021 Organizational Behavior or MB 031 Organizational Behavior—Honors
- MB 127 Leadership

Electives:

- MB 110 Human Resources Management
- MB 111 Ethical Leadership Skills
- MB 119 Communication and Personal Branding
- MB 123 Negotiation
- MB 130 Leading Change in Organizations
- MB 133 Leading High Performance Teams
- MB 135 Managing Your Career
- MB 137 Managing Diversity
- MB 139 Social Innovation and Entrepreneurship
- MB 140 International Management
- MB 145 Environmental Management
- MB 150 Transitions: Learning How to Learn in the World of Business
- MB 170 Entrepreneurial Management
- MB 265 Globalization, Culture, and Ethics
- MB 270 Ethics of Risk
- MB 299 Independent Study (by permission of instructor)
- MB 313 Research Methods for Management
- MB 548 Leadership and Mindfulness

Minor in Management and Leadership for Arts and Sciences

A minor in Management and Leadership is offered to students in the College of Arts and Sciences and the Lynch School of Education who are interested in pursuing management careers.

This minor focuses on the behavioral side of management by offering courses designed to increase students' knowledge of leadership and management and build skills in these areas. Students must complete six courses offered by the Management and Organization Department. The Management and Leadership minor will help students develop and enhance their ability to lead and manage people and organizations. More specifically, students will (1) develop an appreciation for the fundamentals and complexity of successful leadership; (2) identify exemplary leadership in themselves and others; and (3) demonstrate effective leadership and management skills. The minor is completed by taking two required courses and four MB electives.

Required courses:

- MB 021 Organizational Behavior or MB031 Organizational Behavior Honors
- MB 127 Leadership

Four electives chosen from the following:

- MB 110 Human Resources Management
- MB 111 Ethical Leadership Skills
- MB 119 Communication and Personal Branding
- MB 123 Negotiation
- MB 130 Leading Change in Organizations
- MB 133 Leading High Performance Teams
- MB 135 Managing Your Career
- MB 137 Managing Diversity
- MB 139 Social Innovation and Entrepreneurship
- MB 140 International Management
- MB 145 Environmental Management
- MB 150 Special Topic—Transitions: Learning How to Learn in the World of Business
- MB 170 Special Topics: Entrepreneurial Management
- MB 265 Globalization, Culture, and Ethics
- MB 270 Ethics of Risk
- MB 299 Independent Study (by permission of instructor)
- MB 313 Research Methods for Management
- MB 548 Leadership and Mindfulness

The Management and Leadership minor prepares students for managerial roles in corporations, non-profit organizations, and government agencies. The common thread is managing people. In addition, the concentration provides excellent preparation for a career in management consulting, which focuses on diagnosing and solving management problems in client organizations. Sophomores and juniors who wish to minor in Management and Leadership must complete an application, available either in the Office of the Dean of Arts and Sciences, the Office of the Dean of the Lynch School of Education, or the Management and Organization Department. A completed application should be submitted to the Management and Organization Department by October 15 for the following year. Students are expected to have a 3.5 or higher GPA. Students will be notified shortly thereafter if they have been accepted into the minor.

Information for Study Abroad

Students may take one or two electives abroad to count toward either the Management and Organization concentration or minor. In addition, it is sometimes possible to take the equivalent of MB 021 abroad. However, this must be approved prior to finishing the course by the Chairperson of the Management and Organization Department, who will need a detailed copy of the course syllabus, assignments, and readings.

Undergraduate Course Offerings

Note: Future course offerings and courses offered on a periodic basis are listed at 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.

Mindy Payne

MB 099 Strategic Management (Fall/Spring: 3)

Prerequisite: Successful completion of the CSOM core requirements

This is the senior integrative capstone course of the CSOM core

This course provides future leaders and strategists with an understanding of strategic management that will enable them to function effectively in a complex, global economy. Successful strategists need to define goals, analyze the organization and its environment, make choices, and take concerted actions to effect positive change in their organization and society. Using the conceptual tools and analytic frameworks of strategic management, this course provides a perspective that is integrative, yet analytical. This perspective helps students make sense of the global business and societal environments, understand the ambiguities and dilemmas of management, and learn how to take effective action.

The Department

MB 100 Strategic Management—Honors (Fall: 3)

Prerequisite: 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.

MB 110 Human Resources Management (Fall/Spring: 3)

Prerequisite: MB 021, MB 031, or permission of instructor

This course surveys the functions, processes, and techniques of human resource management. It examines human resource management from the perspective of human resources systems implemented by managers and human resources professionals. The development of programs to reduce turnover, forecast personnel needs, and create career tracks is critical to the success of companies competing in the international arena. Just as it would be unthinkable for a modern manager to be computer illiterate, it is extremely difficult for a manager to succeed without a solid background in human resources management.

Judith Gordon

Richard Nielsen

MB 111 Ethical Leadership Skills (Spring: 3)

Prerequisite: MB 021, MB 031, or permission of instructor

This course focuses on ethics leadership and engagement methods in different types of pre-modern, modern, and postmodern organizational and political-economic contexts. What are our visions of ethical leadership, relationships and organization? What were we doing when we were at our best in leading meaningful and effective change and problem resolution in our relationships with family and friends and in our work and citizenship lives? What have been the individual, organizational, and environmental obstacles that made it difficult for us to lead meaningfully and effectively? What are different types of methods in trying to intervene and lead ethical change?

Richard Nielsen

MB 119 Communication and Personal Branding (Spring: 3)

An innovative, interactive course for juniors and seniors who want to effectively manage how they communicate individually and in a group in their everyday work life and as they develop their careers in all types of organizations. Self-branding is how people both hear you and perceive you and makes you a powerful job candidate and improves your performance on the job. This course helps you understand what is unique about you and how to practice skills that make you a powerful communicator in both written and verbal formats.

Philip Fragasso

MB 123 Negotiation (Fall: 3)

Prerequisite: MB 021, MB 031, or permission of instructor

Negotiating is a key process in leadership, conflict resolution, and change management at every level of internal and external management. The purpose of the course is to improve students' abilities to analyze, prepare for, and practice win-lose, win-win, dialogic, and third party negotiating methods as appropriate. Emphasis is on practical application and personal development. Teaching methods used are role playing, discussion of readings, discussion with practitioners, original student projects, and discussion of current events. Students are invited to reflect upon how negotiating and conflict resolution practices help them developmentally change themselves, their organizations, and the world.

Richard Nielsen

MB 127 Leadership (Fall/Spring: 3)

Prerequisite: MB 021, MB 031, or permission of instructor

In today's world, there are many challenges that call for effective leadership. Corporate ethics scandals, an increasingly global and diverse work force, and the need for employees to experience renewed meaning and connection to their work are just a few examples. How we respond

to these challenges can profoundly change the world in which we live and work. In this course, we learn about the challenges and opportunities of effective leadership and how leaders, including ourselves, can respond to them.

Judith Clair

Michael Pratt

MB 133 Leading High Performance Teams (Spring: 3)

This course examines the dynamics of groups—such as teams—within organizations. One of the key questions we will investigate is what makes some teams more effective than others. Students will learn and practice high performance team fundamentals, intervening to problem solve and understand the consequences of interpersonal conflicts. The course emphasizes a diagnostic and reflection approach within varied team settings and includes an independent field analysis project relating to an actual team within an organization.

Mindy Payne

MB 137 Managing Diversity (Spring: 3)

Prerequisite: MB 021, MB 031, or permission of instructor

Cross listed with BK 137

Satisfies Cultural Diversity Core requirement

Students in this course will learn about contemporary empirical and theoretical research on the dynamics of international culture, gender, race, and other special differences in the workplace. They can also increase skills in diagnosing and solving diversity-related conflicts and dilemmas, and develop a capacity to distinguish a monolithic organization from one that treats diversity as a competitive advantage.

Judith Clair

MB 139 Special Topics: Social Innovation and Entrepreneurship (Fall: 3)

Social enterprise refers to a range of innovative organizations—from start-up non-profits to large multinationals—which aim to meet a market need while achieving a social mission. Managing a social enterprise sustainably requires a strong customer orientation, agility to adapt to external trends, and building strategic partnerships. This course will use case studies to look at examples of both successful and struggling social enterprises. We will cover balancing mission and profits, accessing alternative financing including social impact investors and crowd-sourcing, and designing appropriate performance metrics. Students will develop pitches and business plans for their own social enterprise ideas.

Laura Foote

MB 140 Special Topics: International Management (Fall/Spring: 3) Offered periodically

This hybrid (online and on-campus) course provides students with a survey of the issues related to behavioral aspects in organizations in a non-domestic environment. A focus of the course is the examination of culture and ways in which it influences organizational behavior. This course will give students a solid understanding of effective human resource management practices in an international context and be better prepared to lead in a global environment. Most class interactions will be via on-line discussion board forums. To supplement these discussion boards, there are four required on-campus class sessions (Wednesdays 7–9:30 p.m.). Dates to be determined.

Catherine Hall

MB 145 Environmental Management (Spring: 3)

Offered periodically

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

This course focuses on the management of organizations to achieve environmental sustainability. Concern with the natural environment has been treated as a peripheral issue for business. Environmental management was regarded as an added cost driven by regulation. Now there is a growing awareness that separating organizational management from the impact of the corporation on the environment is an unsustainable strategy. Managers are faced with pressures from stakeholders and have to make choices on how to integrate environmental responsibility into the operations of the organization. We will consider the techniques that managers can use to deal with the issue of sustainability.

William Stevenson

MB 150 Special Topics: Transitions: Learning How to Learn in the World of Business (Fall: 3)

This course is designed to help students make the critical transition from learning in an academic environment to learning in a business environment. The course will focus on current business events, such as the mortgage crisis, the future of the euro, the budget deficit, and health care, as well as other business issues that shape tomorrow's operating environment. This course offers an opportunity to work with an accomplished financial executive to learn how the most successful professionals engage in lifelong learning as a catalyst to a successful career.

Richard F. Powers III

MB 170 Special Topics: Entrepreneurial Management (Spring: 3)

Entrepreneurial opportunities often exist when industries are created or transformed by new technologies, new business models or new product categories. The pursuit of these opportunities, however, creates challenges for both start-ups and established firms. This course introduces a research-based launch, and grow innovative ventures that revolutionize markets. We will discuss cases set in a range of industry contexts including: folding bicycles, online Indian art auctions, aviation (air taxis), electronic publishing, fashion, digital imaging, education, and clean energy.

Mary Tripsas

MB 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.

Rick Spinello

MB 270 Ethics of Risk (Fall: 3)

Offered periodically

The concept of risk is one that is rooted in Renaissance lifestyles in which autonomous agents such as bankers, merchants, tradesmen,

and sailors ventured upon lucrative but dangerous enterprises. Hence, the concept of risk combines two inseparable elements: Risk = Venture + Danger. The goal of this course is to examine the role that this dual nature of risk plays in economic and business decision making.

Richard McGowan, S.J.

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 Research Methods for Management (Fall: 3)

Prerequisites: MB 021 or MB 031, MB 110

Offered periodically

This course introduces you to the tools that you need to conduct and evaluate organizational research. These skills will help you qualify for positions in human resources research, consulting or research-based jobs. Students who take this course will be able to answer: how to convert organizational problems into testable propositions, how to develop qualitative insights into problems and convert these insights into testable hypotheses, and how to deal with internal and external clients in search of answers to organizational problems. Although the course is geared to the practice of organizational research, you will learn a more general set of skills.

William Stevenson

Connell School of Nursing

Founded in 1947, the Boston College Connell School of Nursing offers a four-year program of study leading to a Bachelor of Science degree with a major in Nursing. At the completion of the program, graduates are eligible to take the national examination for licensure as 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. Visit www.bc.edu/nursing for more information.

The mission of the William F. Connell School of Nursing is to prepare professional nurses whose practice reflects a humanistic ethic and is scientifically based, technically competent, and highly compassionate. The graduate of the baccalaureate program is prepared as a generalist to provide care to individuals, families, and groups arriving at diagnostic, ethical, and therapeutic judgments to promote, maintain, and restore health. The School focuses on preparing each student as a life-long learner, as a health professional, and as a person who will use knowledge in service to others. It advances nursing as an academic and practice discipline through philosophical inquiry and research. Nursing activities focus on the life processes and patterns of the individual in the context of family and community. Nursing recognizes the contribution of cultural diversity and social environments to the health/illness beliefs, practices, and behavioral responses of individuals and groups.

Nursing courses are designed to include more complex concepts and content at each level. Consequently, students must take courses in a specific sequence and pass each course before proceeding to the next level. To be eligible for graduation, students must successfully complete the courses that comprise the curriculum, nursing requirements, and electives.

The study of nursing is based on a common intellectual heritage transmitted by a liberal education and the art and science of nursing. (See Core Curriculum under the University Policies section of this catalog.) Students are encouraged to complete their History, Philosophy, Theology, and Writing and Literature Core courses in the first and second years.

Nursing students use the clinical reasoning process to assess, plan, implement, and evaluate care. Judgments made by the nurse result in selection of interventions and outcomes in concert with the client's choices. Most nursing courses have a theory and a clinical component and the curriculum includes content on the care of children, childbearing families and adults of all ages across the continuum of wellness to illness. Faculty members guide student learning in campus laboratories and in a variety of healthcare agencies in the Greater Boston area.

Students should consult the curriculum plan and see their advisors as they plan for registration.

Typical Plan of Study

Freshman Year

Semester I

- BI 130, 131 Anatomy and Physiology I
- CH 161, 163 Life Science Chemistry
- NU 010 Professional Development Seminar
- Core or elective
- Core or elective

Semester II

- BI 132, 133 Anatomy and Physiology II
- MT 180 Principles of Statistics for the Health Sciences
- NU 070 Introduction to Professional Nursing
- Core or elective
- Core or elective

Sophomore Year

Semester I

- BI 220, 221 Microbiology for Health Professionals
- Core or elective
- Core or elective
- Core or elective
- Core or elective

Semester II

- NU 080 Pathophysiology
- NU 120 Nursing Health Assessment Across the Life Span
- NU 121 Nursing Health Assessment Across the Life Span Clinical Laboratory
- Core or elective
- Core or elective

Junior Year

Semester I

- NU 170 Principles of Evidence-based Nursing
- NU 204 Pharmacology and Nutrition Therapies
- NU 230 Adult Health Nursing Theory I
- NU 231 Adult Health Nursing I Clinical Laboratory
- Core or elective

Semester II

- NU 242 Adult Health Nursing Theory II
- NU 243 Adult Health Nursing II Clinical Laboratory
- NU 244 Childbearing Nursing Theory
- NU 245 Childbearing Nursing Clinical Laboratory
- Core or elective

Senior Year

Semester I

- NU 250 Child Health Nursing Theory
- NU 251 Child Health Nursing Clinical Laboratory
- NU 252 Psychiatric-Mental Health Nursing Theory
- NU 253 Psychiatric-Mental Health Nursing Clinical Laboratory

Semester II

- NU 260 Community Nursing Theory
- NU 261 Community Nursing Clinical Laboratory
- NU 263 Nursing Synthesis Clinical Laboratory
- NU 270 Transition to Professional Nursing
- Core or elective

The Connell School of Nursing reserves the right to alter any program or policy outlined.

Credit and Graduation Requirements

Students registered for at least twelve credit hours per semester are considered full-time students. Usually fifteen credits are carried each semester and a minimum of 117 credits are required for graduation.

Satisfactory Academic Progress

The CSON Academic Standards Advisory Committee meets at the end of each semester to review the records of students with course failures, course deficiencies, low GPAs, or other academic concerns. Decisions about progression in the program are made by this

committee in accordance with the policies outlined in the CSON Baccalaureate Program Handbook (on the CSON website) and other relevant university policies.

Information for First Year Students

During the first year students should generally complete two semesters of Anatomy and Physiology with laboratories, Life Science Chemistry with Laboratory, English Writing and Literature, Statistics, Modern History I and II, Introduction to Professional Nursing, and Nursing Professional Development Seminar. Electives may be substituted in certain situations (e.g., the student has Advanced Placement credits for Core courses or wishes to continue foreign language study). During orientation, students will meet with faculty members who will assist them with registration for the fall. In September, students will be assigned advisors who will guide them through the Nursing program.

Special Opportunities

Study Abroad

Students in the William F. Connell School of Nursing are encouraged to study abroad for one semester. Students may study abroad during fall or spring semester of junior year or fall semester of senior year. Most students take electives or Core courses while they are abroad. Students are free to study abroad in any location approved by the Office of International Programs. A minimum GPA is required for all study abroad programs.

Nursing Synthesis Course

The Nursing Synthesis course in the senior year offers students an advanced nursing practicum where they work with an individually assigned professional nurse preceptor. Students write a proposal in the semester prior to the course indicating their special learning interests.

Independent Study (NU 299)

Junior or senior nursing students develop a proposal for independent study in an area of nursing in which they wish to obtain further knowledge and/or experience. Guidelines are available on the CSON undergraduate website. Students should consult an academic advisor and/or the Associate Dean of the undergraduate program about their proposal.

Undergraduate Research Fellows Program

Students in excellent academic standing may apply to assist faculty in a faculty-directed research project and gain valuable experience in nursing research.

Minors in the Connell School of Nursing

Nursing students may minor in any Arts and Sciences discipline or General Education by fulfilling the requirements of those departments. In addition, nursing students may minor in Hispanic Studies by completing 18 credits in Spanish/Hispanic Studies that are approved by the Associate Dean. Students who wish to declare a minor should meet with the Associate Dean.

Minor in Psychology

The minor would be awarded to CSON students who complete 18 credits in psychology. Courses should include PS 110 Introduction to Psychology as a Natural Science and PS 111 Introduction to Psychology as a Social Science. Students who received AP credit for PS 110 and PS 111 may select alternate courses. Courses that may be applied to the minor include the following (or others approved by the undergraduate Associate Dean):

- PS 011 Psychobiology of Mental Disorders
- PS 029 Mind & Brain
- PS 032 Emotion
- PS 241 Social Psychology
- PS 260 Developmental Psychology
- PS 272 Cognitive Psychology
- PS 274 Sensation and Perception
- PS 285 Behavioral Neuroscience
- PS 287 Learning and Motivation
- PY 030 Child Growth and Development
- PY 032 Psychology of Learning
- PY 041 Adolescent Psychology
- PY 230 Abnormal Psychology
- PY 242 or PS 242 Personality Theories: Behavior in Context
- PY 243 Counseling Theories
- PY 244 Adult Psychology
- NU 315 Victimology
- NU 317 Forensic Mental Health
- NU 318 Forensic Science I

B.S./M.S. Program

This program enables students to graduate with bachelor's and master's degrees in five years (full time) or six years (part time). Students take graduate courses in their senior year and during the summer after graduation with the B.S. In order to qualify for this program, students must maintain an academic average of 3.4 with a grade of B or above in all nursing courses. Qualified undergraduate students may take approved graduate courses as part of their elective requirement. These credits would count toward the master's degree at Boston College Connell School of Nursing if the student is accepted into the master's program prior to graduating with the B.S. degree.

Academic Honors

The University Honors Program

The Honors Program offers selected students a more integrated and comprehensive liberal arts curriculum as an alternative to the regular undergraduate Core. Students are invited to join the program before they enter Boston College. In order to remain in the program, students are required to maintain a minimum GPA of 3.33.

Students in the Honors Program complete all requirements of the nursing major. In addition, they must satisfy the following requirements of the Honors Program:

Western Cultural Tradition I–VIII: In the first two years, students are required to take this intensive course for six credits each semester (a total of 24 credits). It substitutes for the usual Core requirements in literature, writing, philosophy, theology, and social science. For additional information see the section in this catalog under the Arts and Sciences Honors Program.

In the junior and senior years, students follow the nursing course sequence and, under the direction of the School of Nursing honors advisor, plan and carry out a research project. These honor students will be afforded special learning activities designed to challenge their interests and capitalize on their intellectual ability.

Special Requirements for CSON Students

Health Requirements

In addition to the health and immunization requirements for all undergraduate students, nursing students must have immunity to

varicella (chicken pox) and hepatitis B and annual screening for tuberculosis (PPD). Other requirements such as flu vaccines, and/or other health data may be required.

Other Clinical Requirements

Nursing students are required to be certified in Cardiopulmonary Resuscitation (CPR) before enrolling in NU 231 (sophomore or junior year), and must keep this certification current. Nursing students must also undergo the expanded multistate criminal offense background checks that are required by affiliating health care institutions.

General Information

Cooperating Hospitals and Health Agencies

Students in the baccalaureate nursing program have planned learning experiences in teaching hospitals and community agencies in the Boston metropolitan area. The facilities used for these experiences are located in Boston and the surrounding area. Students are responsible for providing their own transportation to and from those facilities, and most are accessible by public transportation.

Fees

School of Nursing students pay the same tuition, fees, and room and board costs as other colleges' enrollees. In addition, nursing students have the following expenses:

- Standardized examination (NCLEX Assessment Test) \$70.00
- Laboratory Fee up to \$230.00 (Payable for certain clinical nursing courses)
- Costs for transportation to clinical sites, additional health requirements, and CPR certification

College Credit for Transfer Students

Candidates possessing a bachelor's degree in another field and candidates possessing college credit in either nursing or non-nursing programs apply to the Office of Transfer Admissions, located in Devlin Hall. A maximum of sixty (60) credits will be accepted in transfer. Nursing courses taken at another institution will be evaluated on an individual basis. Students applying for transfer will be asked to submit course syllabi to the School of Nursing for use in evaluating prior course work.

Career Opportunities

The field of nursing offers a wide variety of career options, including positions in hospitals, long-term care facilities, community health agencies, clinics, and day care centers for children and the elderly. Nurses are establishing private practices and group practices with other health professionals. Business, industry, and occupational health settings employ nurses. Graduates of the Boston College Connell School of Nursing have worked as researchers in clinical settings. Some serve on faculties of schools of nursing or as administrators of clinical and educational institutions.

The baccalaureate program of study prepares its graduates for entry into master's and doctoral degree programs in nursing. With graduate study, advanced practice nurses see clients in primary care, teach students and other health professionals, establish programs of research, provide consultation, serve as health care planners, and participate on governmental committees dealing with health care issues.

Faculty

Mary E. Duffy, *Professor Emerita*; B.S.N., Villanova University; M.S., Rutgers University; Ph.D., New York University
Laurel A. Eisenhauer, *Professor Emerita*; B.S., Boston College; M.S.N., University of Pennsylvania; Ph.D., Boston College
Marjory Gordon, *Professor Emerita*; B.S., M.S., Hunter College of the City University of New York; Ph.D., Boston College
Carol R. Hartman, *Professor Emerita*; B.S., M.S., University of California, Los Angeles; D.N.Sc., Boston University
Joellen Hawkins, *Professor Emerita*; B.S.N., Northwestern University; M.S., Ph.D., Boston College
Barbara Hazard, *Dean and Professor Emerita*; B.S., M.S., University of Rhode Island; Ph.D., University of Connecticut
Miriam Gayle Wardle, *Professor Emerita*; B.S., University of Pittsburgh; M.S., Boston University; Ph.D., North Carolina State University
Loretta P. Higgins, *Associate Professor Emerita*; B.S., M.S., Ed.D., Boston College
Margaret A. Murphy, *Associate Professor Emerita*; B.S., St. Joseph College; M.A., New York University; Ph.D., Boston College
Jean A. O'Neil, *Associate Professor Emerita*; B.S., M.S., Boston College; Ed.D., Boston University
Ann Wolbert Burgess, *Professor*; B.S., Boston University; M.S., University of Maryland; D.N.Sc., Boston University
Susan Gennaro, *Professor and Dean*; B.A., Le Moyne College; M.S., Pace University; D.S.N., University of Alabama at Birmingham
June Andrews Horowitz, *Professor*; B.S., Boston College; M.S., Rutgers State University of New Jersey; Ph.D., New York University
M. Katherine Hutchinson, *Professor and Associate Dean of Graduate Programs*; B.S.N., Michigan State University; M.S.N., Ph.D., University of Delaware
Dorothy A. Jones, *Professor*; B.S.N., Long Island University; M.S.N., Indiana University; Ed.D., Boston University
Callista Roy, *Professor and Nurse Theorist*; B.A., Mount Saint Mary's College; M.S., Ph.D., University of California, Los Angeles
Judith A. Vessey, *Leila Holden Carroll Endowed Professor in Nursing*; B.S.N., Goshen College; M.S.N., Ph.D., University of Pennsylvania
Barbara E. Wolfe, *Professor and Associate Dean for Research*; B.S.N., Syracuse University; M.S.N., Yale University; Ph.D., Boston College
Jane Erin Ashley, *Associate Professor*; B.S., California State University; M.S., Ph.D., Boston College
Rosanna F. DeMarco, *Associate Professor*; B.S., Northeastern University; M.S., Boston College; Ph.D., Wayne State University
Jane Flanagan, *Associate Professor*; B.S., University of Massachusetts Lowell; M.S., Northeastern University; Ph.D., Boston College
Pamela J. Grace, *Associate Professor*; B.S.N., M.S.N., West Virginia University; Ph.D., University of Tennessee, Knoxville
Katherine Gregory, *Associate Professor*; B.S., State University of New York at Binghamton; M.S., University of Pennsylvania; Ph.D., Boston College
Susan Kelly-Weeder, *Associate Professor*; B.S., Simmons College; M.S., Ph.D., University of Massachusetts Lowell
Ellen K. Mahoney, *Associate Professor*; B.S.N., Georgetown University; M.S.N., University of Pennsylvania; D.N.S., University of California, San Francisco

Catherine Y. Read, *Associate Professor and Associate Dean Undergraduate Programs*; B.S.N., University of Illinois, Chicago; M.S.N., Salem State College; Ph.D., University of Massachusetts Lowell

Judith A. Shindul-Rothschild, *Associate Professor*; B.S., Boston College; M.S.N., Yale University; Ph.D., Boston College

Patricia A. Tabloski, *Associate Professor*; B.S.N., Purdue University; M.S.N., Seton Hall University; Ph.D., University of Rochester

Danny Willis, *Associate Professor*; Chairperson of the Department; B.S.N., University of Mississippi Medical Center; M.S.N., D.N.S., Louisiana State University Health Sciences Center

Robin Wood, *Associate Professor*; B.S.N., University of Michigan; M.S., Ed.D., Boston University

Nancy A. Allen, *Assistant Professor*; B.S.N., Truman State University; M.S., University of Utah; Ph.D., University of Massachusetts Medical School, Worcester

Viola G. Benavente, *Assistant Professor*; B.S.N., Incarnate Word College; M.S.N., University of Texas, San Antonio; Ph.D., University of Pennsylvania

Stewart M. Bond, *Assistant Professor*; B.S.N., University of Virginia; M.S.N., University of North Carolina, Chapel Hill; M.T.S., Vanderbilt University; Ph.D., University of North Carolina, Chapel Hill

Joyce Katherine Edmonds, *Assistant Professor*; B.S.N., Florida State University; M.P.H., Oregon Health Science University; Ph.D., Emory University

Sandra Hannon-Engel, *Assistant Professor*; B.A., University of Massachusetts, Boston; M.S., Rivier College; Ph.D., Boston College

Allyssa L. Harris, *Assistant Professor*; B.S., M.S., Ph.D., Boston College

Natalie A. McClain, *Assistant Professor*; B.S.N., M.S.N., University of Texas Health Science Center Houston; Ph.D., University of Virginia

Kelly Diane Stamp, *Assistant Professor*; B.S.N., Southeast Missouri State University; M.S., Ph.D., University of South Florida

Melissa A. Sutherland, *Assistant Professor*; B.S.N., M.S.N., State University of New York at Binghamton; Ph.D., University of Virginia

Lichuan Ye, *Assistant Professor*; B.S., M.S., Sichuan University; Ph.D., University of Pennsylvania

Stacey Hoffman Barone, *Clinical Associate Professor*; B.S.N., Duke University; M.S., Boston University; Ph.D., Boston College

Susan A. DeSanto-Madeya, *Clinical Associate Professor*; B.S.N., East Stroudsburg University; M.S.N., Ph.D., Widener University

Susan Emery, *Clinical Associate Professor and Director of Nurse Anesthesia Program*; B.S., Salem State College; M.S., Columbia University; Ph.D., Boston College

William Fehder, *Clinical Associate Professor*; B.S., Hunter College; M.S.N., Ph.D., University of Pennsylvania

M. Colleen Simonelli, *Clinical Associate Professor and Department Assistant Chair*; B.S., Marquette University; M.S.N., Boston College; Ph.D., University of Massachusetts Lowell

Donna Cullinan, *Clinical Assistant Professor*; B.S., Saint Anselm College; M.S., Boston College

Holly Fontenot, *Clinical Assistant Professor*; B.S.N., Georgia Baptist College of Nursing, Mercer University; M.S., Boston College

Luanne Nugent, *Clinical Assistant Professor*; B.S.N., University of Massachusetts Amherst; M.S.N., Boston University; D.N.P., Regis College

Nanci Haze Peters, *Clinical Assistant Professor*; B.S., Western Connecticut State University; M.S., Northeastern University

Sherri B. St. Pierre, *Clinical Assistant Professor*; B.S., Simmons College; M.S., University of Massachusetts Lowell

Amy Smith, *Clinical Assistant Professor and Director, Learning Labs*; B.S., Saint Anselm College; M.S.N., Yale University; D.N.P., MGH Institute of Health Professions

Pamela A. Terreri, *Clinical Assistant Professor*; B.S., Boston College; M.S.N., Boston University

Denise B. Testa, *Clinical Assistant Professor and Assistant Director of Nurse Anesthesia Program*; B.S.N., Northeastern University; M.S., Rush University

Ellen Bishop, *Clinical Instructor*; B.S., M.S., Regis College

Rosemary Frances Byrne, *Clinical Instructor*; B.S., M.S., Boston College

Maureen Connolly, *Clinical Instructor*; A.D., Laboure College; M.S., Simmons College

Dorean Latecia Hurley, *Clinical Instructor*; B.S.N., University of Pittsburgh; M.S.N., Drexel University

Kathleen Mansfield, *Clinical Instructor*; B.S.N., Northeastern University; M.S.N., Simmons College

Richard Edward Ross, S.J., *Clinical Instructor*; B.S.N., University of Michigan-Ann Arbor; M.Div., Boston College

Lori Solon, *Clinical Instructor*; B.S., Boston University; M.S.N., Columbia University

Jean Weyman, *Assistant Dean Continuing Education Programs*; B.S.N., M.S.N., Indiana University; Ph.D., Boston College

Undergraduate Course Offerings

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

NU 010 Professional Development Seminar (Fall: 1)

This seminar will introduce freshman nursing students to the college culture and to the profession of nursing. Small group sessions led by upper-class nursing students and faculty/staff volunteers will provide opportunities for networking and information sharing about relevant personal, professional, and social topics.

Catherine Y. Read

NU 070 Introduction to Professional Nursing (Spring: 3)

This course provides an introduction to professional nursing, exploring nursing's history and the development of nursing knowledge grounded in theory and evidenced-based practice. The course places the study of socially just nursing practice within the tradition of liberal arts education. Engaging in critical self-reflection, students apply new value-based self-awareness to culturally congruent nursing care. Ethical reasoning processes are applied, utilizing clinical and population-based case studies. Therapeutic communication with individuals across the life span is introduced. Nursing education, practice, and professional careers as well as the influence of current health care environmental factors on health and evidenced-based nursing practice are discussed.

The Department

NU 080 Pathophysiology (Fall/Spring: 3)

Prerequisites: BI 130–133, CH 161, CH 163

Corequisites: BI 220–221 may be taken concurrently

Pathophysiology offers an integrated approach to human disease. The course builds on the underlying concepts of normal function as they apply to the basic processes of pathogenesis. Biological variations of

age, gender, and cultural differences are integrated into the course content where applicable. Common acute and chronic health problems are introduced to explore the interrelatedness of a variety of stressors that affect physiological function. Successful completion of Pathophysiology facilitates the student's transition into clinical nursing practice.

The Department

NU 120 Nursing Health Assessment Across the Life Span (Fall/Spring: 4)

Prerequisites: BI 130–133, or concurrently, CH 161, CH 163, BI 220, BI 221, NU 080, NU 121 or concurrently

This course introduces the concepts of health, health promotion, and growth and development across the life span. The interactions of underlying mechanisms such as environment, culture, ethnicity, family, genetics, and gender that are foundational to development and individual health will be explored. Theories and principles that address physical, cognitive, and psychosocial growth and development will guide understanding of the complex healthy human, from birth to geriatrics and death. Principles and theories of health promotion will be analyzed and applied from a nursing perspective to support the individual's desire to increase personal and/or family health potential and well-being.

The Department

NU 121 Nursing Health Assessment Across the Life span Clinical Laboratory (Fall/Spring: 3)

Prerequisite: See NU 120

This course provides campus and community laboratory experiences in applying the theoretical concepts explored in NU 120. The focus is on systematic assessment of individual health status associated with maturational changes and influenced by culture and environment. The clinical reasoning framework and communication theory direct the development of nursing assessment skills. There will be four hours of Simulation Laboratory, one hour of seminar, and required media/BB Vista preparation each week.

The Department

NU 170 Principles of Evidence-Based Nursing (Fall/Spring: 2)

Prerequisite: NU 070

This course seeks to develop an applied understanding of evidence-based practice as it relates to the science of nursing. Through exploring components of the research process, an appreciation of the various types of evidence used by nurses and an understanding of the importance of evidenced-based research to improve clinical practice will be fostered. The ethical considerations related to evidence-based practice will be discussed. At the conclusion of the course, students are prepared to be to be critical consumers of research used in evidence-based practice.

The Department

NU 204 Pharmacology and Nutrition Therapies (Fall/Spring: 3)

Prerequisites: NU 080, NU 120–121

Corequisites: NU 230–231

This course focuses on the study of pharmacodynamic and nutritional principles and therapies used in professional nursing. Using case studies as well as lecture, an integrated approach to patient problems is emphasized. Nutraceuticals, over-the-counter, social, and folk drugs affecting the patient are also considered.

The Department

NU 210 Public Health: Disease Prevention and Health Promotion (Fall: 3)

Satisfies Social Sciences Core requirement

This course presents public health as an integration of disciplinary science and the methods used to study factors affecting health and illness in local and global populations. Interventions using epidemiology, health promotion, and disease prevention models are presented, using the core functions of public health (assessment, assurance, and policy development) to assimilate principles of biology, sociology, and philosophy. Emerging infectious and non-infectious health concerns will be addressed across investigation and surveillance approaches, including statistical models to test hypotheses. Emphasis will be placed on social justice and health as it relates to outreach, collaboration, coalition building, and community organizing.

Rosanna DeMarco

NU 230 Adult Health Nursing Theory I (Fall/Spring: 3)

Prerequisites: NU 070, NU 080, NU 120–121

Corequisite: NU 231

This course focuses on the theoretical basis of the nursing care of adults across the lifespan with altered states of health. Emphasis is placed on beginning application of the clinical reasoning process with a focus on frequently occurring nursing diagnoses, interventions and outcomes for adults, in particular older adults. Evidence-based practice and standards of care are integrated throughout the course. The role and responsibilities of the nurse in the acute care setting including those related to quality, safety, ethics, and legal issues are emphasized. Cultural awareness is incorporated throughout the course.

The Department

NU 231 Adult Health Nursing I Clinical Laboratory (Fall/Spring: 3)

Prerequisites: NU 070, NU 080, NU 120–121

Corequisite: NU 230

The weekly hospital clinical focuses on fostering skill in the planning and implementation of care of adults, including older adult, with an altered health status. Emphasis is placed on integrating the components of the nursing process, utilizing evidenced based nursing practice, standards of quality and safety, and principles of cultural awareness. The weekly college laboratory sessions focus on developing competency in basic nursing skills and related documentation.

The Department

NU 242 Adult Health Nursing Theory II (Fall/Spring: 3)

Prerequisites: NU 204, NU 230–231

Corequisite: NU 243

This course builds on the concepts learned in previous courses including adult health and pharmacology and expands the knowledge base for planning and implementing care of adults with acute health problems and acute exacerbations of chronic health problems. Clinical case studies of acute care emergencies are used to discuss clinical judgment. Emphasis is placed on the selection of evidence-based interventions, evaluation of interventions, and use of evaluative data in refining a plan of care for the adult patient. Discussions focus on the role of the primary nurse in the acute care setting including collaboration, discharge planning and health teaching.

The Department

NU 243 Adult Health Nursing II Clinical Laboratory**(Fall/Spring: 3)***Prerequisites:* NU 204, NU 230–231*Corequisite:* NU 242

This course provides clinical experiences with adults who have acute health problems and acute exacerbations of chronic health problems. Students perform the role of the primary nurse with emphasis on the implementation of evidence-based interventions, documentation of patient outcomes, collaboration and communication. This course builds on knowledge from previous courses and expands the students' understanding of the professional role with a focus on nursing standards of care, safety, quality improvement, and transitional care planning.

*The Department***NU 244 Childbearing Nursing Theory (Fall/Spring: 3)***Prerequisites:* NU 204, NU 230–231*Corequisite:* NU 245

The course focuses on concepts associated with the unique responses of families during the childbearing cycle, normal and high risk pregnancies, and normal and abnormal events in women's health. Current multidisciplinary research in women's health with a focus on the childbearing cycle, including genetics and cultural competence, is presented. Evidenced based nursing practice for the childbearing family is discussed. The nursing implications of attending to both the physiologic and the psychosocial needs of the childbearing family are reviewed. Emphasis will be placed on AWHONN and ACOG standards of care.

*The Department***NU 245 Clinical Laboratory of Childbearing Theory****(Fall/Spring: 3)***Prerequisites:* NU 204, NU 230–231*Corequisite:* NU 244

Application of childbearing theory to the diagnoses, interventions, and outcomes for the care of families in structured clinical settings. Focus is on prenatal, perinatal, and post-natal activities. Students work collaboratively with the multidisciplinary team in applying evidenced-based practice derived from current multidisciplinary research to the childbearing family. Supervised by nursing faculty, the students are mentored to extend their skills in critical thinking and clinical judgment to meet the physical, psychosocial, cultural and spiritual needs of their clients and families. Emphasis will be placed on QSEN, AACN Essentials for Baccalaureate education, AWHONN, and ACOG standards of care.

*The Department***NU 250 Child Health Nursing Theory (Fall/Spring: 3)***Prerequisites:* NU 242–245*Corequisite:* NU 251

This course builds on the published Pediatric Nursing: Scope and Standards of Practice to discuss the unique responses of children and their families to acute and chronic illness. Emphasis is placed on the child's growth and development in relation to wellness and illness. A family-centered approach is used to address the health teaching, promotion, restoration, and maintenance needs of children and their families. Theoretical principles are presented, and creative, evidence-based nursing intervention strategies to meet the needs of children and their families across the health care continuum are discussed.

*The Department***NU 251 Child Health Nursing Clinical Laboratory (Fall/Spring: 3)***Prerequisites:* NU 242–245*Corequisite:* NU 250

Based on the published Scope and Standards of Practice, this course provides a variety of clinical settings plus simulation experiences for implementing the nursing role in the care of children and families. Emphasis on clinical reasoning and evidenced-based practice in planning interventions to meet the physical, psychosocial, emotional, and spiritual needs of children and families coping with acute and chronic health problems. Students will care for patients from diverse cultural, ethnic and social backgrounds, interact collaboratively with family members and the interdisciplinary health team, and take a leadership role in advocating for patients.

*The Department***NU 252 Psychiatric Mental Health Nursing Theory (Fall/Spring: 3)***Prerequisites:* NU 242–243*Corequisite:* NU 253

This course builds upon the standards of practice from APNA-ISPEN, AACN, and QSEN to discuss the legal, ethical, and therapeutic role of the psychiatric mental health nurse in caring for individuals with psychiatric disorders across the life span. Current interdisciplinary research on the genetic, neurobiological, and psychosocial theories of depression, psychosis, substance abuse, bipolar illness, eating, anxiety, personality, and cognitive disorders is analyzed. Evidence based nursing practice, including psychopharmacology and psychosocial treatment modalities such as cognitive-behavioral, interpersonal, group and milieu therapy is applied from a multicultural perspective. Nursing interventions for families and communities experiencing crisis, grief, and trauma are identified.

*The Department***NU 253 Psychiatric Mental Health Nursing Clinical Laboratory****(Fall/Spring: 3)***Prerequisites:* NU 242–243*Corequisite:* NU 252

Therapeutic communication skills provide a foundation for implementing the nursing role based on the American Psychiatric Nurses Association standards of practice with psychiatric patients/clients in a variety of psychiatric treatment settings. In the clinical experience, students work collaboratively with multidisciplinary teams in applying evidenced-based practice based on current interdisciplinary research to the nursing process. In weekly supervision with clinical faculty, students are mentored to extend their skills in clinical reasoning to meet the psychological, social, cultural, biological, and spiritual needs of persons from varied backgrounds (economic, racial, ethnic, age and gender) who are in treatment for mental illness.

*The Department***NU 260 Community Nursing Theory (Fall/Spring: 3)***Prerequisites:* NU 250–253*Corequisite:* NU 261

This course introduces students to the conceptual and scientific framework of population-centered nursing through current published evidence, clinical expert practice, and client preferences. Examination of social and economic influences on health care delivery and vulnerability of individuals, families, and populations in community settings, care management, case management, home and hospice care, emerging infectious diseases, program development, and evaluation and disaster

preparedness/management are addressed. Emphasis is placed on the variety of roles and functions nurses have in population-centered care, including that of a public health and home care nurse.

The Department

NU 261 Community Nursing Clinical Laboratory (Fall/Spring: 3)

Prerequisites: NU 250–253

Corequisite: NU 260

This course focuses on the application of community health nursing and public health concepts that include the care of individuals, families, and populations in community settings. Competencies include assessing the health status of individuals and aggregates to identify health problems, linking people to health services, and evaluating quality and adequacy of available services. Emphasis is placed on understanding the impact of socio-cultural, economic, political and environmental forces on the health of individuals, families and populations, and on using evidence-based research to adapt and implement interventions aimed at restoring and promoting health and preventing illness.

The Department

NU 263 Nursing Synthesis Clinical Laboratory (Fall/Spring: 3)

Prerequisites: NU 250–253

Corequisites: NU 260–261

This course provides senior nursing students with an opportunity to synthesize, expand, and refine nursing concepts and clinical reasoning competencies. Through an intensive clinical experience based on institutional and/or community settings, students will be able to focus on health care needs of specific client populations, study the interventions used to restore and/or optimize health in-depth, and utilize nursing research in practice.

The Department

NU 270 Transition to Professional Nursing (Fall/Spring: 3)

This course will focus on principles of social justice integral to the mission of Boston College in advocating for individuals, families, and communities/populations seeking healthcare. It integrates theoretical and clinical knowledge and explores professional issues with an emphasis on communication. Leadership and organizational skills to promote socially just healthcare policies and delivery systems to reduce disparities in health outcomes will be examined. Approaches utilized to establish and maintain safety and quality standards within organizations will be explored. Students will analyze professional nursing issues and emerging societal and global trends that impact culturally congruent standards of care.

The Department

NU 299 Directed Independent Study (Fall/Spring: 3)

Prerequisite: Senior nursing student with GPA of 3.0 or above in nursing courses.

Students planning to enroll in Directed Independent Study should obtain guidelines from the Office of the Undergraduate Associate Dean.

Proposals must be submitted at least three weeks before the end of the semester prior to that in which the study will begin.

This course provides an opportunity to engage in learning activities that are of interest beyond the required nursing curriculum. Examples of learning activities are research, clinical practice, and study of a nursing theory.

The Department

NU 302 Honors Project (Fall/Spring: 3)

This course applies the knowledge of the research process through conducting a research project under the guidance of a faculty member.

The Department

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, their families, and society. Crimes to be studied include robbery, burglary, carjacking, assault and battery, rape, domestic violence, stalking, homicide, arson, child sexual abuse and exploitation, child pornography crimes, federal crimes, identity theft, terrorism, and Internet crimes. Emphasis will be given to exploring the etiology of trauma, motivational issues of offending, response patterns to victimization, secondary trauma effects of victimization, and community and media response. Class format will utilize cases from the forensic practice of the lecturers.

Ann Burgess

NU 317 Forensic Mental Health (Spring: 3)

The course examines the components of human behavior that bring people into a criminal justice setting and analyzes the legal question involved. Content will cover homicide, rape, abduction, cyber crimes, stalking, domestic violence, child abuse, and criminal parenthood from the offender's perspective. Content covered includes forensic and behavioral interviewing, interrogation, role of forensic mental health examiners, case formulation, DSM IV-R diagnosis, criminal investigations and charges, state of mind, duty to warn, memory and recall, malingering, and secondary gain. Forensic cases will form the basis for discussion of each class topic.

Ann Burgess

NU 318 Forensic Science I (Fall: 3)

This course draws on forensic science principles in cases where there has been injury or a death, including suicide, accidental, and criminal, and cases where there is a survivor and where there is a legal and/or ethical component. Specifically, the course applies a case method format to forensic science issues including crime scene photographing, fingerprinting, blood spatter, DNA, trace evidence, pattern evidence, biological evidence, forensic pathology, clinical forensics, and digital forensics.

Ann Burgess

NU 319 Forensic Science Lab (Fall: 1)

Students will learn and use equipment and techniques from the field of forensics to process and evaluate evidence from mock crime scenes. Students will employ various diagnostic tests and methods from the sciences of serology, pathology, ballistics, molecular biology, physics, and biochemistry to solve a contrived criminal case. The laboratory experience will invite students to utilize an array of scientific techniques and to confront and deliberate the ethical and legal implications surrounding the application of forensic science in a court of law.

Ann Burgess

Woods College of Advancing Studies

The James A. Woods, S.J. College of Advancing Studies offers both full and part-time study to undergraduate and graduate students from widely differing backgrounds and preparations who wish to maximize their experiences and master the skills necessary to advance their future.

Boston College fosters in its students rigorous intellectual development coupled with religious, ethical, and personal formation in order to prepare them for citizenship, service and leadership in a global society.

Within the context of the Boston College environment, James A. Woods, S.J. College of Advancing Studies promotes the care and attention to the human person that is the hallmark of Jesuit education while faculty and students engage in significant scholarship that enriches the culture and addresses important societal needs.

Undergraduate Programs

The James A. Woods, S.J. College of Advancing Studies offers the atmosphere of a small college within the environment of a large university. The professional staff at the James A. Woods, S.J. College of Advancing Studies has experience helping students arrange a realistic schedule, one that combines full-time work responsibilities with educational goals. Students receive personal attention while enjoying access to the many resources of Boston College. A flexible admission process coupled with academic advising allows a student to select the most appropriate program based on their individual needs. Courses are scheduled ordinarily from 6:30 to 9:00 p.m. during the fall, spring and summer.

Undergraduate program options and admissions information for each program is provided below.

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 liberal arts curriculum, which includes core requirements 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. Courses are offered in the areas of communications, corporate systems, criminal and social justice, information technology, the humanities, and the social sciences.

Degree Requirements

A distinguishing characteristic of liberal arts education is a required core curriculum. All bachelor programs require seventeen core courses in humanities, social sciences, mathematics, and sciences.

Humanities courses 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 courses 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 courses 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. Degree candidates complete a minimum of thirty courses with at least a C- cumulative average.

Admission to advanced standing may be granted to students who have pursued prior studies in fully accredited liberal arts colleges and wish to transfer into a degree program. Courses equivalent in content and quality to those offered by Boston College and in which the applicant has received grades of at least a C will be considered. Students must submit **at the time of application** all official transcripts from prior institutions attended for consideration of transfer of course credit. Once a transfer student has enrolled in a degree program all remaining courses must be completed at Boston College to be eligible to receive 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.

Undergraduate Admission Process

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. Entrance requirements are flexible, the applicant's motivation, interest, and present seriousness of purpose are criteria for admission. No entrance examinations are required. Prospective students can view the catalog of program offerings at www.bc.edu/advancingstudies.

Degree applicants are required to complete the following steps:

- Complete the application for admission which can be found at: www.bc.edu/advancingstudies
- Submit an official copy of a high school transcript or equivalent documentation of prior learning or experience. Interested applicants may participate in CLEP, the College Level Examination Program, which evaluates non-traditional college learning such as self-directed study and job related experiences. On the basis of CLEP scores submitted when applying, applicants may be awarded college credits.
- Students seeking to transfer from another college and/or university must submit **at the time of application** official transcripts from all prior institutions attended in order to have them considered for credit towards the degree program.

When an applicant's file is complete, a personal interview is scheduled with an academic advisor at the James A. Woods, S.J. College of Advancing Studies. Assistance in the selection of courses is provided based on the applicant's interests and career goals.

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 during the fall, spring, or summer registration periods with no prior application required.

Visiting Students

Individuals wishing to attend during the day as special undergraduate students are required to apply for Visiting Student status at the James A. Woods, S.J. College of Advancing Studies. Qualified applicants are admitted to specific courses on an individual basis.

More specific application instructions for those interested in applying for Visiting Student status can be found at www.bc.edu/content/bc/schools/advstudies/visitingstudents.html.

Professional Studies Certificate

The Professional Studies Certificate is an end in itself for some students. For others, it may be applied toward completion of a bachelor's degree. Whatever one's ultimate goal, whether to qualify for promotion, initiate a career change, or earn an undergraduate degree; professional studies can help achieve that objective. The number of courses required to complete a Professional Studies Certificate varies with the area of study, but in every instance courses must be completed at Boston College. Certificate requirements include the following:

- Students must receive at least a grade of C for each course credited toward the certificate.
- Certificate requirements should be completed within two years of initial enrollment; courses are permanently retained on the student record.
- A request to receive a formal certificate must be made to the James A. Woods, S.J. College of Advancing Studies the semester the certificate requirements are completed.

A Professional Studies Certificate may be obtained in the following areas; Accounting, Communications, Criminal and Social Justice, Finance, Human Resources, Information Technology, Management and Marketing.

Contact Information and Office Location

Course catalog and program information can be found at www.bc.edu/advancingstudies.

Office of the Dean

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

McGuinn Hall 100

Boston College

Chestnut Hill, MA 02467

(617)552-3900

Summer Session

Boston College Summer Session offers undergraduate and graduate students the opportunity to enroll in core and elective courses or in special programs not offered by Boston College at any other time of the year.

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 needs.

Summer Session does not grant degrees. Students who desire credit transferred to their degree programs should obtain permission from their own dean at their home institution. Individuals may register in advance by mail or in person at the Summer Session Office in McGuinn 100.

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. Boston College undergraduates should follow the process for Summer Session registration outlined at www.bc.edu/content/bc/offices/stserv/academic/registration.html.

Students frequently elect to live in the dormitories or apartments, making their arrangements directly with the Summer Housing Office. Others find it more convenient to commute. Varied on campus dining options are available. In addition, a three-month membership to the William J. Flynn Recreation Complex may be purchased.

For more information about courses and special programs held during the Summer Session please visit our website at www.bc.edu/summer.

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FALL SEMESTER 2013

September 2	Monday	Labor Day—No classes
September 3	Tuesday	Classes begin
September 11	Wednesday	Last date for undergraduate students to drop/add or to declare a course pass/fail online
September 11	Wednesday	Last date for all students who plan to graduate in December 2013 to verify their diploma names online
September 12	Thursday	Mass of the Holy Spirit
September 27 to September 29	Friday to Sunday	Parents' Weekend
October 1	Tuesday	Last date for undergraduates only to drop a course or to declare a course pass/fail in the Associate Deans' offices
October 14	Monday	Columbus Day—No classes
November 14	Thursday	CASU registration period for spring 2014 begins
November 15	Friday	Undergraduate registration period for spring 2014 begins
November 27 to November 29	Wednesday to Friday	Thanksgiving Holidays
December 2	Monday	Last date for official withdrawal from a course or from the University
December 12 to December 13	Thursday to Friday	Study days—No classes for undergraduate day students only
December 14 to December 21	Saturday to Saturday	Term Examinations—Posted grades (non-Law) available online

SPRING SEMESTER 2014

January 13	Monday	Classes begin
January 20	Monday	Martin Luther King, Jr. Day—No classes
January 22	Wednesday	Last date for undergraduate students to drop/add or to declare a course pass/fail online
January 22	Wednesday	Last date for all students who plan to graduate in May 2014 to verify their diploma names online
February 14	Friday	Last date for undergraduates only to drop a course or to declare a course pass/fail in the Associate Deans' offices
March 3 to March 7	Monday to Friday	Spring Vacation
April 7	Monday	CASU registration period for fall and summer 2014 begins
April 8	Tuesday	Undergraduate registration period for fall 2014 begins
April 15	Tuesday	Last date for official withdrawal from a course or from the University
April 17 to April 21	Thursday to Monday	Easter Weekend—No classes on Holy Thursday, Good Friday, or Easter Monday. No classes on Patriot's Day (Monday).
May 1	Thursday	Last date for all students who plan to graduate in August 2014 to verify their diploma names online
May 2 to May 5	Friday to Monday	Study days—No classes for undergraduate day students only
May 6 to May 13	Tuesday to Tuesday	Term Examinations—Posted grades (non-Law) available online
May 19	Monday	Commencement

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