BOSTON COLLEGE

2014–2015

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Boston College
Chestnut Hill
Massachusetts 02467
617-552-8000

Boston College Bulletin 2014-2015

Volume LXXXVIII, Number 31, May 2014

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 9,049 full-time undergraduates and 4,476 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. NOTE: Law School is currently ranked 31.

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 ground was broken 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 2014, freshman applications increased from 16,501 to 23,400 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 as 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, fine arts district, playing fields for baseball, softball and intramurals, and 1,200 new beds to meet 100 percent of undergraduate housing demand.

In June of 2008, the Weston Jesuit School of Theology reaffiliated 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 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 of 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 included academic symposia, a Founders Day celebration, and a student concert at Boston's Symphony Hall.

In January of 2013, Stokes Hall, the University's award-winning 183,000 square-foot building for the humanities, opened on the Middle Campus.

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 the information presented on this webpage, 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; College of Arts and Sciences, Chemistry Department: American Chemical Society; Lynch School of Education, Teacher Education, Special Education, and Curriculum and Instruction programs: Teacher Education Accreditation Council; Doctoral Program in Counseling Psychology: American Psychological 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 includes administrative offices, and is the proposed site of future athletics' playing fields and University 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. The Music Department houses the Boston College Symphony Orchestra, Chamber Music Society, operatic performances, BC Baroque, and some other small instrumental ensembles. The University Bands program supports the "Screaming Eagles" marching band, Symphonic Band, Wind Ensemble, pep band, and B.C. bOp! Jazz Ensemble. Student organizations engage in a wide variety of musical activities, including the University Chorale, the Voices of Imani (a gospel choir), and several a cappella groups. The McMullen Museum of Art 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.

Walk-in Help Desk

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/helpdesk.

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: www.bc.edu/content/bc/offices/help/essentials/software/hw-repair.html.

Language Laboratory

The Boston College Language Laboratory serves the language learning and teaching needs of all of the University's language and literature departments, non-native speakers of English, and the BC community at large from its center in Lyons Hall, room 313. By providing access to installed and portable equipment to be used with audio, video, cable television, 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/cas/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.

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

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

The Libraries of Boston College

The Thomas P. O'Neill, Jr. Library is named for the former Speaker of the U.S. House of Representatives, Thomas P. "Tip" O'Neill, Jr., class of 1936. The O'Neill Library is the central research library of the University and is located on the Main Campus in Chestnut Hill. Collections include books on a broad range of subjects reflecting the University's extensive curriculum and research initiatives. Services also include access to various software applications as well as email, printing, scanning, video editing, and music technology stations. 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. 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, please see www.bc.edu/burns.

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

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

Partnerships and Associations

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

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

Association of Research Libraries (ARL): ARL is a nonprofit organization of 124 research libraries at comprehensive, research-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 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

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

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 Bourneuf House, 84 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 developing countries.

Center activities include the publication of *International Higher Education,* a quarterly newsletter dealing with the central concerns of higher education in an international context; regular information dissemination about higher education developments around the world via various social media outlets; an occasional book series on higher education; collaborative international research projects; and involvement in international meetings and conferences on higher education issues worldwide. 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 achievement and thriving in schools. The Center develops, tests, and disseminates innovative practices that address these out-of-school factors (social/emotional, health, and family) by optimizing student support in schools.

Center for Retirement Research

The Center for Retirement Research at Boston College was established through a grant from the Social Security Administration in 1998. The goals of the Center are to promote research on retirement issues, to transmit new findings to the policy community and the public, to help train new scholars, and to broaden access to valuable data sources. 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 (CSTEEP)

The Lynch School of Education houses the Center for the Study of Testing, Evaluation, and Educational Policy (CSTEEP), a University-supported research center internationally recognized for its work in the policy uses of tests. This research center is a rich resource for all programs in education 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 CSTEEP is available on its website at available at www.bc.edu/csteep/.

Center on Wealth and Philanthropy

The Center on Wealth and Philanthropy (CWP), formerly the Social Welfare Research Institute, studies spirituality, wealth, philanthropy, and other aspects of cultural life in an age of affluence. 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 offers graduate student fellowships and assistantships through the Philosophy and Theology Departments; 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.

Since its founding in 1997, more than 1,300 decision-makers from all sectors, including government, business, education, environment, policing, media, and nonprofits, have participated in over 120 Irish Institute programs. Programs balance classroom seminars led by Boston College faculty with site visits to innovative and effective industry leaders in Massachusetts and across the United States. The Irish Institute is regarded as an honest broker by all parties on the island of Ireland, and its reputation for delivering quality programming in an inclusive environment attracts leaders from all communities and from across the political spectrum.

The Institute receives annual funding from Boston College, the U.S. Congress through the U.S. Department of State, the Bureau of Cultural and Educational Affairs, as well as through external business partnerships. For more information, visit our website at www.bc.edu/irishinstitute or contact Director, Dr. Robert Mauro at 617-552-4503.

Global Leadership Institute

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

GLI programing also connects the Boston College community to the world by enabling faculty to develop and deepen links with practitioners from across the globe. Programs offer a robust mix of classroom seminars led by Boston College faculty, participant case study analysis, and "site visits" to and exchanges with innovative and effective leaders from across the Commonwealth of Massachusetts and the United States.

For more information, visit our website at www.bc.edu/gli 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. Over the past 20 years, the TIMSS & PIRLS International Study Center has attracted nearly $100 million in research funding to Boston College.

Since 1995, TIMSS has assessed mathematics and science at the fourth and eighth grades, as well as advanced mathematics and physics at the twelfth grade (TIMSS Advanced). In 2015, a less difficult version of TIMSS (TIMSS Numeracy) will assess primary school children still developing fundamental mathematics skills. Since 2001, PIRLS has assessed reading comprehension at the fourth grade, with a less difficult version for developing countries (prePIRLS) launched in 2011. New in 2016, ePIRLS will measure how well students comprehend and interpret online information. The TIMSS & PIRLS International Study Center is funded by the International Association for the Evaluation of Educational Achievement (IEA), headquartered in The Netherlands. For more information, visit timssandpirls.bc.edu.

Weston Observatory of the Department of Earth and Environmental Sciences

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

Today's advances in geophysical instrumentation, coupled with advances in internet communication and social media, make it possible to observe and study earthquakes and the Earth's interior in unprecedented ways. Inspired by its earliest roots in the 1930s that formed the foundation of a modern high-tech networked observatory of the twenty-first century, Weston Observatory shares in that endeavor. Seismic monitoring at Weston Observatory is part of a consortium of institutions that operate networks of seismographs throughout the Northeast United States and around the world. In the early 1960s, newer seismographs were installed at the Observatory as part of the World-Wide Standardized Seismographic Network (WWSSN), the first modern global seismic monitoring system. The Observatory continues to operate its WWSSN station, and continues to develop its more modern research and educational seismographs distributed across New England. The facilities at Weston Observatory offer students a unique opportunity to work on research projects in geophysics and related research areas. For more information, visit the Observatory website: www.bc.edu/westonobservatory.

STUDENT LIFE RESOURCES

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

The goal of the Thea Bowman AHANA (African, Hispanic, Asian, and Native American) and Intercultural Center is to support the undergraduate community, with a particular focus on AHANA, multicultural, and multiracial students in navigating college life. The Center also offers programming to facilitate students' identity formation, build cultural competency and create community across areas of difference. Examples of services include: College Counseling, Mentoring, Academic and Leadership programs such as the Community Research Program and Sankofa Male Leadership Program; Multicultural Education such as Racial Identity Leadership Experience (RIDE); as well as an awards component.

The Thea Bowman AHANA and Intercultural Center is located on the 4th Floor of Maloney Hall. For more information, call 617-552-3358 or visit www.bc.edu/ahana.

Options Through Education Transition Summer Program (OTE)

The mission of the Options Through Education Transitional Summer Program, sponsored by the Thea Bowman AHANA and Intercultural Center(formerly Office of AHANA Student Programs), is to prepare the transition to Boston College for a select group of diverse students who have demonstrated potential and leadership in spite of challenging educational and financial circumstances. This summer residential program nurtures student's academic, social, cultural, and spiritual development.

Athletics Department

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

The University's pursuit of a just society is fostered through the Athletics Department's commitment to the highest standards of

integrity, ethics, and honesty. The Athletics Department promotes the principles of sportsmanship, fair play, and fiscal responsibility in compliance with University, Conference, and NCAA policies.

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

Career Center

The Career Center at Boston College offers an exciting program of services and resources designed to 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.

Students can stay informed by checking CareerEdge as well as the Career Center web site for career insight as well as program and resource information.

Students are encouraged to learn more about career fields by conducting informational interviews with BC alumni. The Career Center hosts many events designed to introduce students to alumni. A number of Boston College Alumni groups can be found on LinkedIn and Facebook. 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. Students are also encouraged to participate in the BC Externship program which offers job-shadowing experiences during the winter break.

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.

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

Office of Campus Ministry

Boston College is solidly rooted in the Roman Catholic faith tradition and the spirituality of the Society of Jesus. Boston College Campus Ministry's dream is for faith and spirituality to affect everything our students, faculty and staff think and do as members of the Boston College community. To support this lofty goal, Campus Ministers offer a continual stream of worship, retreats, catechesis, pastoral care, spiritual guidance, service opportunities and faith sharing to serve the needs of the Catholic community at Boston College as well as the men and women of other faith traditions. All are welcome at the Office of Campus Ministry, located at McElroy 233 (617-552-3475, www.bc.edu/ministry).

Office of the Dean of Students

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

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

Contact the Office of the Dean of Students at Maloney Hall, Suite 212, at 617-552-3470, or at 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; Lyons and The Bean Counter on middle campus; Stuart Dining Hall on Newton campus; Lower Live, and Addie's Loft on lower campus and café 129 on the Brighton campus. Additionally, students may use the residential dining bucks portion of their meal plan at The Chocolate Bar at Stokes Hall, Hillside Café in Maloney Hall, any of the three On the Fly Minimarts and concessions stands in Alumni Stadium/Conte Forum.

The 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 the 2014-2015 academic year is $5,006 per year. A dietician is available to those students with special dietary needs or restrictions and can be reached at 617-552-9900.

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

Contact the Student Programs Office at Carney Hall, Suite 147, 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 undergraduates 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 full time college undergraduates 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, hepatitis B, and/or varicella is not available, a blood Titer showing immunity will be accepted.

Failure to show proof of immunizations within 30 days from the start of classes will result in a block on your registration and an administrative fee of $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; 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

Edmonds 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.

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 Learning 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.

The Sustainability Living Learning Community in Edmond's Hall is a community dedicated to sophomores interested in exploring the broad topic of sustainability, engaging in service, and being part of an opportunity to promote environmental awareness. Students live in an intentional community devoted to promoting sustainable practices and reducing their carbon footprint.

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

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 8 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 8, 2014
- Tuition first semester—$23,335
- Second semester tuition and fees are due by December 10, 2014
- Tuition second semester—$23,335

Woods College of Advancing Studies

- Tuition per course—$1,688
- Auditor's fee** per course—$844

*Undergraduate General Fees**

Application Fee (not refundable):.....75
Acceptance Fee:.....500

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

Health Fee: 450
Identification Card (required for all new students):.....30
Late Payment Fee:.....150
Freshman Orientation Fee: 444
(mandatory for all freshman)

Woods College of Advancing Studies—Undergraduate

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

*Undergraduate Special Fees**

Extra Course—per credit hour:.....1,556
Laboratory Fee—per semester: 70–335
Massachusetts Medical Insurance: ..... 2,641 per year
(1,143 fall semester, 1,498 spring semester)
Nursing Laboratory Fee: ..... up to 990
NCLEX Assessment Test: 70
Special Students—per credit hour:.....1,556
Student Activity Fee:..... 316 per year

Resident Student Expenses

Board—per semester: 2,503
Room Fee (includes Mail Service) per semester
(varies depending on room):.....4,090–5,495

Summer Session

Tuition per credit hour 714
Auditor's fee**—per credit hour 357

*All fees are proposed and subject to change.

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

Collection Cost and Fees

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

Matriculated students at Boston College are individually, personally, and primarily responsible to the University for paying all tuition and other fees associated with enrollment and room and board, if applicable. This obligation also applies to any additional tuition and fees resulting from adjustments to course schedules. Students remain responsible in accordance with University policy for tuition and fees for classes from which they have been withdrawn, been dropped, failed, or failed to attend. Students must formally withdraw from any/all classes that they do not attend in a particular semester. Failure to properly withdraw from these classes, according to the withdrawal timelines published by the Office of Student Services (www.bc.edu/content/bc/offices/stserv/academic/univcat/undergrad_catalog/policies_procedures.html#withdrawalc), will not relieve students of their responsibility to pay any tuition/fees owed for such classes.

Students will be informed of the status of their accounts via an electronic billing statement. It is their responsibility to review the statement, to make payments by the due date stated in the billing statement, and to advise the University in a timely manner of any errors or discrepancies. They also agree that, in the event their account is delinquent, a registration, transcript, ID, meal plan, parking and diploma hold will be placed on their account. There will be a $150 late payment fee assessed to unresolved accounts by the due date. Failure to pay any balance when due may result in the cancellation of a student's registration for the current academic term, referral of the account to a collection agency, legal action to collect any balance due, or any combination thereof. Students will be responsible for all fees and costs incurred by Boston College for the collection of the past due amount, including collection and attorneys' fees. They will be charged a fee of $25.00 for a returned check or returned electronic payment ($40 if this is a fourth returned item and $65 for any returned item over $2000).

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

Notice of Consent to Collection Communications

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

Massachusetts Medical Insurance

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

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

Domestic students may waive the BC insurance plan by completing the electronic waiver form on the University Portal. Students under the age of 18 are required to submit a written waiver form with the signature of their parent/guardian. This form is available for download at www.bc.edu/ssforms. The waiver must be completed and submitted by September 12, 2014, for the fall semester and by January 23, 2015, for the spring semester. Students who do not complete a waiver by the due dates will be enrolled and billed for the BC plan.

International students are not permitted to submit waivers and are required to participate in 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. 29, 2014: 100% of tuition charged is cancelled
- by Sept. 12, 2014: 80% of tuition charged is cancelled
- by Sept. 19, 2014: 60% of tuition charged is cancelled
- by Sept. 26, 2014: 40% of tuition charged is cancelled
- by Oct. 3, 2014: 20% of tuition charged is cancelled

Second Semester

- by Jan. 9, 2015: 100% of tuition charged is cancelled
- by Jan. 23, 2015: 80% of tuition charged is cancelled
- by Jan. 30, 2015: 60% of tuition charged is cancelled
- by Feb. 6, 2015: 40% of tuition charged is cancelled
- by Feb. 13, 2015: 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.

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

Fifth Year Programs—Graduate School of Arts and Sciences

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

Lynch School of Education

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

Fifth Year Programs—Lynch School of Education, Graduate Programs

Applied Developmental and Educational Psychology: B.A./M.A.
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.A.
Moderate Special Needs: B.A./M.Ed.
Secondary Education: B.A. or B.S./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.
Human Resources Management: B.S.
Information Systems and Accounting: B.S.
Information Systems: B.S.
Management and Leadership: B.S.
Marketing: B.S.
Operations Management: B.S.

Connell School of Nursing
Nursing: B.S.

B.S./M.S. Program—Connell School of Nursing, Graduate Programs
Nursing: B.S./M.S.

Fifth Year Programs—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 Studies
Ancient Civilization
Asian Studies
Catholic Studies
East European Studies
Environmental Studies
Faith, Peace, and Justice
German Studies
International Studies
Irish Studies
Islamic Civilization and Societies
Jewish Studies
Latin American Studies
Medical Humanities, Health, and Culture
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 it's 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 Undergraduate Admission website provides further details on the application requirements and deadlines.

Admission from Secondary School

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

Standardized Testing

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

- The SAT and two (2) SAT 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 Common Application, the Boston College Writing Supplement and a $75 application fee ($75 for students applying from abroad) no later than January 1. Both the Common Application and Boston College Writing Supplement are available on the Common Application website. Candidates are notified of action taken on their applications by April 1.

Early Action

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

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

International Student Admission

International students are expected to submit the same credentials (transcripts, recommendations, standardized tests, etc.) as domestic applicants. All documents should be submitted in English. If the credentials must be translated, the original must be submitted along with the translation. All international students whose native language is not English are required to take 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 2013, the average cumulative grade point average for admitted students was 3.65. Students are encouraged to finish one full year of studies before seeking admission-in-transfer. Because a record of college achievement would not be available at the time of consideration, **first semester freshmen may not apply for admission to the term beginning in January.**

All candidates for transfer admission should submit the Transfer Common Application, the Boston College Writing Supplement, and all other required forms along with the $75 application fee. All portions of the Transfer Application can be found on the transfer website at www.bc.edu/transfer.

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

All supporting documents must be sent directly to the Boston College 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. BC students must complete the following number of credit hours for graduation: Arts & Sciences—120, Carroll School of Management—either 114 (class of 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.

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

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

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

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

Date of Graduation

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

Students generally may not accelerate the date of graduation stated in the acceptance letter, with the following exception: students who enter Boston College after three or four semesters at a school where the normal credit requirements are less than those at Boston College, and who experience a loss of one semester in their status as a result. If students have attended only one school prior to Boston College and the loss of status is due solely to differences between academic systems, students will be allowed to make up their status and graduate with their class. Any loss of status incurred by non-transferable courses 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 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 MATH1180 must be taken for the Mathematics Core in Nursing. (3 AP units are earned for a 4 or 5 on Calc AB or BC subscore, 6 AP units for Calc BC)

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 PSYC1110 Introduction to Psychology as a Natural Science or PSYC1111 Introduction to Psychology as a Social Science, but students substituting an AP exam score for PSYC1110 or 1111 are required to take an additional 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 Arbitur

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 subject test reading exam in a modern foreign language.
- By achieving a score of 4 or above on the AP test or a score of 600 or better on the SAT subject test in a classical language.
- By 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 subject reading exam in a modern foreign language.
- By achieving a score of 4 or above on the AP test or a score of 600 or better on the SAT subject test in a classical language.
- By 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 (UNCS2201) is a Cornerstone Initiative seminar in which each instructor of the course serves as the academic advisor for the students in their section. In this seminar course, students are asked to examine various types of literature and media in order to reflect on how the course themes apply to society, college life and students' experiences.

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

In essence, First Year Experience at Boston College is attempting to create what Ernest Boyer describes as the "scholarship of engagement." It does so uniquely in the Catholic and Jesuit tradition and as a first-rate academic institution interested in the development of character and leadership for a more just and humane 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—College of Arts & Sciences, Carroll School of Management, Lynch School of Education, and Connell School of Nursing—within Boston College. Seminars are limited to 15 to 20 students. All courses are listed between UNCP5500 and UNCP5599 in the *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.

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.

University of New South Wales

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

University of Queensland

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

University of Western Australia

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

Austria

Vienna University of Economics and Business

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

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

BC/Alliance Program in Beijing

Semester program offering a three-credit Chinese language course for beginners (or a six-credit option) and other courses. Internship and volunteer opportunities available.

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) 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 Francaise (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 Francaise (IIEF), Strasbourg

Students with elementary to intermediate French can study at L'Institut International d'Etudes Francaise (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 only 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

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

Japan

Sophia University

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

Waseda University

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

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 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.

New Zealand

University of Otago

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

Norway

University of Bergen

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

The Philippines

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: Compultense, 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

Mussoorie, India

Creative Writing Workshop: Writing Out of Place

Europe

Copenhagen, Denmark
Ethics, Existentialism and the Good Life
London, England
Contemporary Theatre and Drama in London
Bordeaux, France
France: Culture, Civilization, Literature and Film
Intensive Intermediate French
Paris, France
Food Writing in France
The Twentieth Century and the Tradition in Paris
Berlin, Germany & Istanbul, Turkey
Economic Policy Analysis in Turbulent Times
Dublin, Ireland
Biological Chemistry
Business, History, and Politics of Sport
Business and Society
Joyce in a Digital Ireland
Florence, Italy
Art and Architecture of Renaissance Florence
Parma, Italy
Intermediate Italian I & II
International Law of Food
Rome, Italy
Rome Revisited: Catholicism and Culture, Yesterday and Today
Venice, Italy
Globalization, Culture, and Ethics
The Imaginary City: Why Writers Love Venice
Madrid, Spain
Contextos: Introduction to Literary Analysis
Introduction to Law and the Legal Process
Spanish Art History: from Al-Andalus to Picasso

Latin America

Santiago, Chile
Through the Eyes of Service
Quito, Ecuador
Global Health Perspectives
McNair Program: Research through a Global Lens
Cusco, Peru
Andean Culture and History

Middle East

Kuwait City, Kuwait
Politics and Oil in the Gulf

Internships Abroad

Paris, France, Dublin, Ireland, and Madrid, Spain

Eight-week, independent internship program offers students the opportunity to experience the local work culture first-hand. OIP staff work with students to design the best possible internship based on student interests, majors, and previous work experience.

Other Opportunities

Overseas Teaching Program

- Students perform pre-practica or full practica in elementary or secondary student teaching abroad.
- Applied Psychology and Human Development Practica Abroad

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

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 B.C. 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 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 (2014–2015) 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 (MATH1100 or higher) and one semester of Statistics (ECON1151) are required. For CSON students MATH1180 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 (ECON1131 and ECON1132 for CSOM), Political Science, Psychology, Psychology in Education (APSY1030 and APSY1031 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 (APSY1031 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.

Dean's List

The Dean's List recognizes the achievement of undergraduates semester by semester. Students will be classified into two groups: First Honors (3.700–4.000) and Second Honors (3.500–3.699).

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

Degree Audit

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

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

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

Degree with Honors

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

Enrollment Status

Undergraduate Full-Time Enrollment Status

To be considered full-time, students must be registered for courses totaling at least 12 credits per semester. At least nine of the credits must be in courses of three credits or more. Ordinarily, students should average 15 credits per semester with a target of completing 30 credits per academic year.

Lynch School of Education students take a 3-credir First Year Experience course during freshman year. Woods College of Advancing Studies students must be enrolled in 12 credits to be considered full-time.

Undergraduate Part-Time Enrollment Status

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

External Courses

After admission to Boston College, the only courses that a student may apply towards a degree will be those offered at Boston College (through the Carroll School of Management, 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 subject test reading exam in a modern foreign language.
- By achieving a score of 4 or above on the AP test or a score of 600 or better on the SAT subject test in a classical language.
- By 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 subject reading exam in a modern foreign language.
- By achieving a score of 4 or above on the AP test or a score of 600 or better on the SAT subject test in a classical language.
- By 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.

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 appropriate Academic Dean's Office and will be extended for no more than one year, although petition for renewal is possible. Students on leave of absence may not take courses to advance their status at Boston College without obtaining prior approval from the appropriate Academic Dean's Office. Students may not participate in extracurricular activities while on a leave of absence. Except in rare cases, students returning from a leave of absence may not regain their original graduation year.

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

Medical Leave of Absence

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

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

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

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

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

Majors, Minors, and Concentrations

Majors

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

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 a complete list of majors reference page 42 of this catalog or 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.

For a complete list of minors reference page 42 of this catalog or 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.

For a complete list of minors reference page 42 of this catalog or visit www.bc.edu/minorslist.

Connell School of Nursing

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

For a complete list of minors reference page 42 of this catalog or visit www.bc.edu/minorslist.

Carroll School of Management

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

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

For a complete list of minors reference page 42 of this catalog or visit www.bc.edu/minorslist.

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 Resource 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 appropriate Academic Dean of their school or college. Applications for readmission should be made at least four weeks before the start of the semester in which the student seeks to resume study. The appropriate Academic Dean will then make the decision about readmission, after careful consideration of the best interests of both the student and the University.

In instances where a sustained period of time (more than one year) has elapsed since a student was last enrolled, the appropriate Academic Dean in consultation with the appropriate representative of the student's department or program will identify the academic requirements, if any, that must be completed after readmission and before awarding the degree. Factors that will determine these requirements include, but are not limited to: the currency of the student's knowledge in the student's proposed academic major(s); the pertinence of courses completed at Boston College to current degree and licensure requirements; any academic work completed elsewhere that is relevant to degree and licensure requirements; and the length of the student's absence.

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

Satisfactory Academic Progress

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

Study Abroad—Office of International Programs (OIP)

Boston College international programs are open to Boston College undergraduate students who meet the requirements for study abroad as outlined by their Associate Dean. In order to be eligible for admission, students must be in good academic standing with a GPA of 3.2 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

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.
- All Lynch School of Education majors complete 120 credits.
- Connell School of Nursing students complete at least 117 credits, distributed over eight semesters of full-time academic work.

Withdrawal from a Course

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

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

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

Withdrawal from Boston College

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

Undergraduate Majors

Accounting (CSOM)
American Heritages (LSOE)
American Studies (WCAS)
Applied Psychology and Human Development (LSOE)
Art History (A&S)
Biochemistry (A&S)
Biology (A&S)
Chemistry (A&S)
Classics (A&S)
Communication (A&S)
Computer Science (A&S, CSOM)
Corporate Reporting and Analysis (CSOM)
Corporate Systems (WCAS)
Criminal and Social Justice (WCAS)
Economics (A&S, CSOM)
Elementary Education (LSOE)
English (A&S)
Environmental Geoscience (A&S)
Environmental Studies (A&S)
Film Studies (A&S)
Finance (CSOM)
French (A&S)
General Management (CSOM)
General Science (LSOE)
Geological Sciences (A&S)
German Studies (A&S)
Hispanic Studies (A&S)
History (A&S)
Human Resource Management (CSOM)
Independent (A&S)
Information Systems (CSOM)
Information Systems and Accounting (CSOM)
Information Technology (WCAS)
International Studies (A&S)
Islamic Civilization and Societies (A&S)
Italian (A&S)
Linguistics (A&S)
Management and Leadership (CSOM)
Marketing (CSOM)
Mathematics/Computer Science (LSOE)
Mathematics (A&S)
Music (A&S)
Nursing (CSON)
Operations Management (CSOM)
Perspectives on Spanish America (LSOE)
Philosophy (A&S)
Physics (A&S)
Political Science (A&S)
Psychology (A&S)
Russian Culture and Civilization (A&S)
Russian Language and Literature (A&S)
Secondary Education (LSOE)
Slavic Studies (A&S)
Social Sciences (WCAS)
Sociology (A&S)
Studio Art (A&S)
Theatre (A&S)
Theology (A&S)

Undergraduate Minors

African and African Diaspora Studies (Interdisciplinary)
American Studies (Interdisciplinary)
Ancient Civilization (Interdisciplinary)
Applied Psychology & Human Development (in LSOE for CSOM)
Arabic Studies (A&S)
Art History (A&S)
Asian Studies (Interdisciplinary)
Biology (A&S)
Catholic Studies (Interdisciplinary)
Chemistry (A&S)
Chinese (A&S)
Communications (in A&S for LSOE)
Computer Science (A&S)
East European Studies (Interdisciplinary)
Economics (A&S)

Environmental Studies (Interdisciplinary)
Faith Peace & Justice (Interdisciplinary)
Film Studies (A&S)
French (A&S)
General Education (in LSOE for A&S, CSOM, and CSON)
Geological Sciences (A&S)
German (A&S)
German Studies (Interdisciplinary)
Hispanic Studies (A&S)
History (A&S)
Inclusive Education (in LSOE for A&S)
International Studies (Interdisciplinary)
Irish Studies (Interdisciplinary)
Islamic Civilization & Society (Interdisciplinary)
Italian (A&S)
Jewish Studies (Interdisciplinary)
Latin American Studies (Interdisciplinary)
Leadership in Higher Education and Community Settings (in LSOE for LSOE, A&S, CSOM, and CSON)
Linguistics (A&S)
Management and Leadership (in CSOM for A&S and LSOE)
Mathematics (A&S)
Medical Humanities, Health, and Culture (Interdisciplinary)
Middle School Mathematics Teaching (LSOE)
Music (A&S)
Philosophy (A&S)
Physics (A&S)
Psychoanalytic Studies (Interdisciplinary)
Russian (A&S)
Scientific Computation (Interdisciplinary)
Secondary Education (in LSOE for A&S)
Sociology (A&S)
Special Education (LSOE)
Studio Art (A&S)
Theatre (A&S)
Theology (A&S)
Women's & Gender Studies (Interdisciplinary)

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 20th 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 Theater at Boston College (1964–1994), presented annually to a senior Theater major for excellence and growth, both academically and artistically, over their four years at Boston College.

Richard and Marianne Martin Awards

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

Denis A. McCarthy Award

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

John McCarthy, S.J., Award

An award established in memory of Rev. John McCarthy, S.J., a most beloved scholar, faculty member, and Dean in the 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., longtime Chairman of the Chemistry Department at Boston College, and presented to the senior candidate for the Bachelor of Science degree. The recipient has most successfully combined proficiency in a major field of study with achievements, either academic, extracurricular, or a combination of both, in the social sciences or humanities.

Henry J. McMahon Award

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

John F. Norton Award

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

Cardinal O'Connell Theology Medal

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

Princess Grace of Monaco Award

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

John H. Randall, III, Award

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

Mary Werner Roberts Award for Art

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

Paul J. Sally, Jr., Award

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

Secondary Education Minor Award

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

Harry W. Smith Award

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

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

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

Dr. Joseph S. Stanton Award

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

Stotsky Holocaust Essay Prize

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

Tully Theology Award

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

Max Wainer Award

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

Lynch School of Education

Charles F. Donovan, S.J., Award

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

General Excellence Award

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

Saint Edmund Campion Award

Presented for excellence in an academic major.

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

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

Dr. Marie M. Gearan Award

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

Saint Richard Gwyn Award

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

Reverend Henry P. Wennerberg, S.J., Award

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

John J. Cardinal Wright Award

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

John A. Schmitt Award

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

Mr. and Mrs. Vincent P. Roberts Award

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

James F. Moynihan, S.J., Award

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

Patricia M. Coyle Award

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

Karen E. Noonan Award

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

Cynthia J. Sullivan '79 Memorial Achievement Award

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

2010 Cynthia J. Sullivan Award Winners

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

Reverend John Christopher Sullivan, S.J., Award

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

Bernard A. Stotsky/Professor John Eichorn Prize

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

Gretchen A. Bussard Award

Presented to a member of the 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.

Nancy E. Segal Award

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

Albert A. Bennett Award

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

Secondary Education Award

Given to the student in the 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.

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 an incoming graduate 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.

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.

Donald J. White Teaching Excellence Award

The Donald. J White Teaching Excellence Awards program was established to provide a further stimulus toward teaching excellence by graduate Teaching Fellows and Teaching Assistants. Each of the winners will receive a cash award and letter of congratulations from the Provost and Dean of Faculties.

Campus School Students and Families Award

Presented to a Severe Special Needs graduate student who has distinguished her or himself by dedication to the Severe Special Needs population and presented in honor of all those who dedicate themselves to our children at the Campus School—with our appreciation, admiration and validation.

Serena B. Strieby Award

Presented to a talented graduate student in the field of Counseling Psychology.

The (Mary) Kim Fries Award

Awarded to a Curriculum & Instruction doctoral student who exhibits academic achievement, belief in social justice education, and an enduring commitment to community.

Kelsey A. Rennebohm Memorial Fellowship

The Center for Human Rights and International Justice at Boston College established the Kelsey A. Rennebohm Memorial Fellowship in 2013. The fellowship will be awarded each summer in her memory to a Boston College student, undergraduate or graduate, who proposed research or activist scholarship is at the interface of psychology, mental

health, gender, social justice, and human rights. The recipient will subsequently give a presentation about his or her work at the university upon return.

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 Outsanding Student in Information Systems Award

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

The John B. Atkinson Award

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

Dean's Letter of Commendation

For service to the University and the community.

George Aragon Outstanding Student Award

Awarded annually to an outstanding senior majoring in Finance.

The Edgar F. Huse Memorial Award

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

The Hutchinson Memorial Award

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

The Raymond F. Keyes Service Award

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

Charles W. Lyons, S.J., Award

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

The Patrick A. O'Connell Finance Award

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

The Patrick A. O'Connell Marketing Award

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

The Eric Allen Serra Award

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

The James E. Shaw Memorial Award

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

Stephen Shea, S.J., Award

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

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

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

The Matthew J. Toomey Award

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

Connell School of Nursing

The Alumni Award

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

The Marie S. Andrews Clinical Performance Award

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

The William F. Connell Award

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

The Susan Donelan Award

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

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

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

The Cathy Jean Malek Award

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

The Jean A. O'Neil Achievement Award

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

The Maureen Eldredge Award

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

Certificates of Recognition for Leadership

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

Certificates of Recognition for Volunteer Service

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

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.

Minors are available in Arabic Studies, Art History, Biology, Chemistry, Chinese, Computer Science, Economics, Environmental Studies, Film Studies, French, Geological Sciences, German Studies, Hispanic Studies, History, Irish Studies, Italian, Linguistics, Mathematics,

Music, Philosophy, Physics, Russian, Sociology, Studio Art, Theatre, 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: Martin Summers, 617-552-3814
- Assistant Director: Richard Paul, 617-552-4938
- www.bc.edu/aads

Faculty

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

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

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

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

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

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

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

Undergraduate Program Description

The African and African Diaspora Studies Program (AADS) considers the history, culture, and politics of Africans on the subcontinent and African-descended peoples in the U.S., the Caribbean, South America, Europe, Asia, and the Middle East. Covering vast historical periods and geographies, African and African Diaspora Studies acquaint 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:

- AADS1110 Introduction to African Diaspora Studies—3 credits
- AADS6600 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 AADS6600 Senior Seminar

AADS1110 Introduction to African Diaspora Studies familiarizes students with the major issues and methodologies involved in studying the African Diaspora. **AADS6600 Senior Seminar** is an intensive reading and writing course designed to assist students in synthesizing their minor experience.

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

Courses used for fulfilling the 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 them clustered in a common area of concentration (see thematic emphases above) 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, ENGL2277 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:

- CLAS1186 Greek Civilization, CLAS2205 Greek History, CLAS2262 Roman Civilization, and CLAS2206 Roman History. These general courses, offered every other year, serve as a general overview of the field and an introduction to the minor. Students must take at least three credits in Greek History or Civilization and at least three credits in Roman History or Civilization.
- Twelve (12) other credits, chosen after consultation with the director, from available offerings in Classics and other departments in the areas of literature, philosophy, religion, art and archaeology, history, and linguistics.

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

Asian Studies

The Asian Studies minor enables a student to study the language, history, and culture of Asia from a number of disciplinary perspectives. The minor requires a minimum of 18 credits (ordinarily six courses)—an introductory course, typically EALC 2061 Far Eastern Civilizations; two courses in an Asian language beyond the elementary level; and 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 and develop an individualized program of study, contact the program director, Professor Sing-chen Lydia Chiang, Department of Slavic and Eastern Languages and Literatures (Lyons 210J, chiangs@bc.edu).

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:

- Fifteen credit hours selected from the three Catholic Studies clusters: The Catholic Imagination, Catholicism in Time and Space, and Catholic Social Thought.
- Students are strongly encouraged to take THEO1023 and THEO1024 Exploring Catholicism I and II (6 credits) to fulfill their Theology Core and count them as six of the 15 credit hours.
- A concluding 3-credit research seminar which will focus on a series of common texts dealing either with the enculturation of Catholicism in different geographical/regional locations (e.g., Asia, Latin America, Africa, Oceania, Irish-American, Italian-American, Latino/a, Black, and Amerindian), or a Catholic theme that is approached from several disciplinary perspectives and across historical periods (e.g., Catholic practices of asceticism in art, music, literature, and theology). This seminar will offer the student the opportunity to research, write, and present a senior project that thematically integrates what has been learned in the minor. The seminar is facilitated by a member of the Catholic Studies advisory committee. It is envisioned that the seminar presentations will become an occasion for creating intellectual community among Catholic Studies minors and faculty advisors.

Further information is available from the Co-Directors, Professor 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.

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

Environmental Studies

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

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

The ES minor requirements include four credits of laboratory Environmental Systems science courses (EESC2201–EESC2208), a policy foundation course chosen from a short list of options, a senior seminar (EESC5580), and at least ten credits of electives. For further information or to register for this program, contact ES Program Director Noah Snyder, see the program website at www.bc.edu/envstudies, or stop by the program office in Devlin 213.

Faith, Peace, and Justice

The Faith, Peace, and Justice minor offers students the opportunity to explore, in an interdisciplinary manner, how their own serious questions about faith, peace, and justice are related to concrete work for peace and justice in our world. The goals of the Faith, Peace, and Justice Program are to help undergraduate students to acquire skills in the social scientific analysis of concrete issues for justice and peace, to gain a solid grasp of the ethical and justice principles which arise from these issues, to learn how to formulate public policy or to initiate social change that would help to solve these problems, and to implement creative methods for conflict resolution, appropriate for the level of problem solving their particular issues require.

To achieve these goals, each student is required to take the introductory course for the minor, THEO2160/PHIL1160 The Challenge of Justice and, in their senior year, UNAS4942 Faith, Peace, and Justice Senior Project Seminar. In addition, the students design, with the advice and approval of the Faith, Peace, and Justice Director, a cluster of four elective courses, taken from at least three different academic disciplines that aims at an interdisciplinary course of study focused on a theme or concern for justice and peace which they have identified. These four elective courses are the foundation for the student's writing project in the FPJ Senior Seminar. Eighteen (18) credit hours are required for the minor.

For further information or to register for the Faith, Peace, and Justice minor, see the Director, Professor Matthew Mullane, Stokes 453N or visit the program website at www.bc.edu/fpj.

German Studies

The interdisciplinary minor in German Studies offers students an introduction to the language and cultures of Germany, Austria, and Switzerland. The foremost goal of the program is to provide participants with an understanding of the history of German-speaking civilization but also to acquaint them with Germany's place in today's world.

The interdisciplinary minor in German Studies consists of six upper division courses—GERM 2242 Germany Divided and Reunited (three credits), two additional courses from the Department of German Studies (six credits), and three courses from other departments (nine credits). All students minoring in German Studies are strongly encouraged to spend one semester abroad.

Interested students should contact the Director of the Minor, Associate Professor Rachel Freudenburg, Department of German Studies, Lyons 201F, 617-552-3745, freudenr@bc.edu, or consult the website at www.bc.edu/schools/cas/german/english/programs/minorgs.html.

International Studies

The minor in International Studies offers students the opportunity to combine insights from different disciplines so as to develop a broad understanding of international affairs. Students may earn a minor in International Studies by completing six courses (18 credits) from at least three different academic departments, selected from among courses approved for the program. Students structure their courses around a thematic concentration (International Cooperation and Conflict, International Political Economy, Development Studies, Ethics and International Social Justice, or Global Cultural Studies). The minor requires two core introductory courses and four elective courses as determined by the student's chosen thematic concentration.

The program strongly encourages study abroad and the advanced study of a foreign language. The minor provides a foundation for careers in government, business, non-profit organizations, international institutions, or journalism, along with preparation for graduate school. Guidelines for the International Studies minor and an enrollment form are available on the International Studies website at www.bc.edu/isp or from the International Studies Program office located in Gasson 109. Students may also consult the Director, Professor Robert Murphy, Department of Economics, Maloney Hall, robert.murphy@bc.edu, 617-552-3688, Associate Director, Professor Hiroshi Nakazato, Carney Hall 247, hiroshi.nakazato@bc.edu, 617-552-4892 or the Program Administrator, Patricia McLaughlin, mclaugpp@bc.edu, 617-552-2800.

Irish Studies

Irish Studies at Boston College is one of four units that comprise 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 the Irish language. Irish Studies courses are posted on its website and are also available at Connolly House, the home of the Irish Studies Program. Irish Studies also hosts an extensive annual film series as well as a renowned music and dance 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 Directors of Irish Studies. Students should contact Irish Studies at 617-552-6396 to arrange a faculty meeting for assistance with course planning. Those who have successfully completed the Irish Studies minor are eligible to apply 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 and may also consult the Irish Studies website at www.bc.edu/content/bc/centers/irish/studies/academics/undergrad/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 to careers in journalism, diplomacy, business, and social service as well as graduate programs of academic and professional training. Courses cover the social, economic, political, cultural, and religious heritage as well as contemporary developments in their regional and world settings.

Students interested in the program should contact Professor Kathy Bailey, Political Science Department, McGuinn 528, 617-552-4170, or Professor Ali Banuazizi, Political Science Department, McGuinn 513, 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, Professor John Michalczyk, Devlin Hall 420, 617-552-3895 or john.michalczyk@bc.edu, or contact the other program co-director, Professor Donald Fishman, Department of Communications, Maloney Hall 541. The Jewish Studies Program Office is located in Maloney Hall 541.

Latin American Studies

The Latin American Studies program encompasses faculty and courses from across the University. With academic advisement from participating faculty, students can shape the Latin American Studies minor to fit usefully with their academic major and with the ambitions they hope to pursue after graduation. Students may earn a minor in Latin American Studies by completing 18 credits (approximately six courses) from at least three different academic departments, selected from among courses approved for the program. Proficiency in Spanish or Portuguese that is equivalent to successful completion of a third-year college language course is required for the minor (but this course is not counted as one of the above six). With approval from the Director two courses with focus on Latin America taken in a study abroad program can count toward the minor.

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

For further information contact the Director, Professor Harry L. Rosser, Department of Romance Languages and Literatures, Lyons 307D, 617-552-3828, or visit www.bc.edu/schools/cas/latinam.

Medical Humanities, Health, and Culture

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

students interested in exploring historical, narrative and cultural contexts for current (and at times competing) ideas about illness, the body, and representation.

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

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

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

Students interested in learning more or in registering for the minor should contact the Director, Amy Boesky, in Stokes 437 South or email boesky@bc.edu to set up an appointment.

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., PHIL4429 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 (MATH2202 and MATH2210), one course in scientific programming (CSCI2227), one course in numerical methods and scientific computation (PHYS4430), 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 sheds 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 (ENGL2125, HIST2502, SOCY2225) and Advanced Topics in Women's Studies (COMM4941), 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, Gasson 108. Admission to the B.A./M.A. program normally requires an overall GPA of 3.333 and a GPA of 3.5 in the major. Although specific B.A./M.A. program requirements will vary across departments, the program limits the number of credits that can be applied towards the Master's degree to six credits that may also be applied to the 120 credits required for the undergraduate degree. The undergraduate degree will be conferred upon completion of undergraduate requirements. The Master's degree will be conferred upon completion of degree requirements specified by the department.

Accelerated Bachelor of Arts—Master of Social Work Program

The 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, SCWK6600 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

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

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 successful completion of the course work for second semester elementary level Chinese or Arabic.
- By achieving a score of 3 or above on the AP test or a score of 550 or better on the SAT subject test reading exam in a modern foreign language other than Chinese, Japanese or Korean.
- By achieving a score of 4 or above on the AP test or a score of 600 or better on the SAT subject test in a classical language.
- By 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
- Assistant Director: 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 subcontinent 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 acquaint 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:

- AADS1110 Introduction to African Diaspora Studies—3 credits
- AADS6600 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 AADS6600 Senior Seminar

AADS1110 Introduction to African Diaspora Studies familiarizes students with the major issues and methodologies involved in studying the African Diaspora. **AADS6600 Senior Seminar** is an intensive reading and writing course designed to assist students in synthesizing their minor experience.

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.

Course Offerings

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

AADS1101 Africa Since 1850 (Spring: 3)

This course provides an overview of the recent history of sub-Saharan Africa. It begins by examining colonization and the dynamics of colonialism, then traces the development of anti-colonialism and nationalism, and concludes by surveying the trajectories of post-colonial states and societies. Throughout the semester we will think about

popular experiences in addition to institutional or elite narratives, ask questions about the changing position of Africa in the world, and contemplate the stakes of conceptualizing African history in the present. Materials will include a range of academic literature, fiction and non-fiction works by African intellectuals, and visual media.
Priya Lal

AADS1104–1105 African-American History I and II (Fall/Spring: 3)
Cross listed with HIST2481–2482

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

AADS1110 Introduction to African Diaspora Studies (Fall: 3)

A survey of the African continent and the Diaspora that would include geography, history, politics, economics, and literature. The purpose of the course is to introduce students to specific historical, cultural, social, and political topics related to Africa and the African Diaspora. Because the scope of the course is so vast, we will explore important issues and themes to give students a desire to further pursue more specific classes in African and African Diaspora Studies. Boston College faculty members will be invited to lecture in their area of expertise specific to Africa and the Diaspora throughout the semester.
C. Shawn McGuffey

AADS1110 Introduction to African Diaspora Studies (Fall: 3)
Cross listed with HIST2161 and SOCY1045
Satisfies Cultural Diversity Core Requirement

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

AADS1114 Intro to African & African Diaspora Religion (Spring: 3)
Periodically

This course will focus on indigenous traditions of Africa, like those of the Akan, Yoruba, Ndebele, and Fon, as well as related traditions of the Americas like Candomble, Lukumi, and Haitian Vodou with attention to the movement of these traditions through the slave trade and, more recently, through voluntary migration and digital travel. This course will explore topics including: concepts of God and cosmology, ways of knowing, spirit possession, ritual, ceremony, divination, and art, within a religious studies framework that employs phenomenology, anthropology of religion, and other approaches.
Funlayo Wood

AADS1120 Religion in Africa (Fall: 3)
Cross listed with THEO1107
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

AADS1121 Christianity in Africa (Spring: 3)
Cross listed with THEO1108
Satisfies Cultural Diversity and Theology Core Requirements
Periodically

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

AADS1138 Race, Class, and Gender (Fall: 3)
Cross listed with SOCY1038
Satisfies Cultural Diversity and Social Science Core Requirements
Periodically

See course description in the Sociology Department.
Shawn McGuffey

AADS1139 African World Perspectives (Spring: 3)
Cross listed with SOCY1039
Satisfies Cultural Diversity and Social Science Core Requirements
Periodically

See course description in the Sociology Department.
Zine Magubane

AADS1150 Intro to Sub-Saharan African Politics (Spring: 3)
Satisfies Cultural Diversity Core Requirement
Periodically

This course provides students with the necessary analytical tools for understanding politics in sub-Saharan Africa. It follows the historical-institutional approach, and departs from the assumption that history matters. Thus, students will critically survey the key historical events (such as colonialism, decolonization, one-party state, democratization, among other issues), which have impacted overall political development in the continent. This course seeks to eradicate the overwhelmingly negative image of the continent, often the result of media reports, which may adversely influence a serious analysis of politics in Africa.
Abel Djassi Amado

AADS1155 Introduction to African-American Society (Fall/Spring: 3)
Cross listed with SOCY1043
Satisfies Cultural Diversity and Social Science Core Requirements
Periodically
To get Sociology credit for the major or minor (or social science core credit), you must register for SOCY1043 rather than cross-listed course.

See course description in the Sociology Department.
C. Shawn McGuffey

AADS1172 Post Slavery History of the Caribbean (Spring: 3)
Periodically
Satisfies Cultural Diversity Core Requirement
Frank Taylor

AADS2182 Black Popular Culture (Fall: 3)
Cross listed with COMM2182

See course description in the Communication Department.
Anjali Vats

AADS2205 Race and Ethnicity in African Film and Literature (Spring: 3)
Periodically

Africa is an extremely diverse continent. This course will critically engage with issues of diversity, identity and belonging on the African continent. This course will examine how histories, legacies and experiences of slavery, colonization and globalization have impacted issues of identity and belonging in Africa. Students will engage with and examine works from Anglophone, Francophone, and Lusophone Africa.
Siphiwe Ndlovu

AADS2217 Politics and Society of Contemporary Sub-Saharan Africa (Fall: 3)
Cross listed with POLI1227

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.
Masse Ndiaye

AADS2229 Capstone: Multicultural Narratives (Spring: 3)
Cross listed with UNCP5555
You can take a Capstone class only as a senior or second-semester junior. Capstone classes may not be taken Pass/Fail. You may take only one Capstone class before graduation.

See the course description under Capstone Courses in the University Courses section of this catalog.
Akua Sarr

AADS2241 Beyond Barack and Hillary: Black Feminist Culture, Literature, and Theory (Fall: 3)
Periodically

The 2008 race for the Democratic presidential nomination has brought the idea of race versus gender into the public discourse. However, Black feminists have long explored the question of race versus gender in their politics, theories and writing. This class takes a closer look at the intersection of race and gender by using Black feminist thought as a lens to examine literature and popular culture. We will read writers and theorists from Africa and the diaspora to provide definitions of Black feminism. We consider how race and gender have been thought about over time.
Regine Jean-Charles

AADS2247 African American Critical Thought (Spring: 3)
Periodically

This is an intensive survey of various thinkers and strategies, which have shaped the African American quest for human flourishing, self-realization, and equality in the United States of America. Readings will cover the nineteenth and twentieth centuries.
M. Shawn Copeland

AADS2248 Community Service Research Seminar (Fall/Spring: 3)
Cross listed with UNAS2254 and SOCY2254
Students should contact the Office of AHANA Student Programs to obtain permission to register.

See the course description under Capstone Courses in the University Courses section of this catalog.
Deborah Piatelli

AADS2253 The Modern Black Freedom Movement (Fall: 3)
Satisfies Cultural Diversity Core Requirement
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

AADS2280 Race and Visual Culture (Spring: 3)
Cross listed with ENGL2284

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 than do 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

AADS2290 Gospel Workshop (Fall/Spring: 0)
Cross listed with MUSP1770
Performance course. No experience is required for membership, but a voice placement test is given to each student.

See course description in the Music Department.
Chauncey McGlathery

AADS2299 Readings and Research (Fall: 3)
The Department

AADS2306 African Music (Fall: 3)
Cross listed with MUSA2306
Satisfies Arts and Cultural Diversity Core Requirements
Cross-cultural course within the major/minor. The ability to read western European music notation is not required.

See course description in the Music Department.
Aleysia Whitmore

AADS3319 Politics of Race and Ethnicity (Fall: 3)
Periodically

This course analyzes the influence of race and ethnicity in political development. It discusses how political decision, actions, omission are the outcome of racial/ethnic politics. The first part of the course (up to 1994) focuses on how race has influenced politics in the United States, Brazil and South Africa. The second part of this course will analyze the impact of ethnicity in democratic and non-democratic politics, its linkage to identity politics, and its impact on global and diaspora politics.
Abel Djassi Amado

AADS3325 Revolutionary Cuba: History and Politics (Fall: 3)
Prerequisite: History Core
Cross listed with HIST4341
Satisfies Cultural Diversity Core Requirement
Periodically
Fulfills Non-Western Requirement for History Majors

See course description in the History Department.
Frank Taylor

AADS3329 The Caribbean During the Cold War, 1962-1989 (Spring: 3)
Prerequisite: The History Core, Parts I and II
Cross listed with HIST4342
Periodically
Fulfills the Non-Western Requirement for History Majors

See course description in the History Department.
Frank Taylor

AADS3340 Gender and Sexuality in African American History (Fall: 3)
Prerequisite: History Core
Cross listed with HIST4484
Periodically

See course description in the History Department.
Martin Summers

AADS3373 Slave Societies in the Caribbean and Latin America (Fall: 3)
Prerequisite: History Core
Cross listed with HIST4343
Satisfies Cultural Diversity Core Requirement
Periodically
Fulfills Non-Western Requirement for History Majors

See course description in the History Department.
Frank Taylor

AADS3381 Black and Green: Race and Urban Ecology (Fall: 3)
Cross listed with SOCY3350
Periodically

See course description in the Sociology Department.
Mike Cermak

AADS3466 Literature et Culture Francophones (Spring: 3)
Cross listed with FREN3360
Periodically
Conducted in French. Elective for French major or minor. Satisfies Foreign Language Proficiency core requirement.

See course description in the Romance Languages and Literatures Department.
Regine Jean-Charles

AADS4190 Decolonization and the Cold War in Africa (Fall: 3)
Prerequisite: History Core
Cross listed with HIST4190
Periodically
Fulfills Non-Western Requirement for History Majors

See course description in the History Department.
Priya Lal

AADS4472 Race, Law, and Media (Fall: 3)
Cross listed with COMM4472
Satisfies one of two writing intensive courses required within the Communication major.

See course description in the Communication Department.
Anjali Vats

AADS5516 African Rhythms in Latin American Music (Spring: 3)
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

AADS5518 Women Writers of Africa and the African Diaspora (Spring: 3)
Periodically

This course will comparatively look at portrayals of girlhood, womanhood, sisterhood and motherhood in the works of women writers in Africa and the African Diaspora. We will closely examine how issues of identity such as race, ethnicity, gender, sexuality, class and nationality intersect and create very particular positions for the characters within the texts. We will use the characters' particular positionality to think critically about issues concerning black women. The historical breadth covered by the novels will encourage us to compare women's issues not only in terms of identity construction and geographical location, but across different eras as well.
Siphiwe Ndlovu

AADS5565–5566 American Immigration I and II (Fall: 3)
Prerequisite: History Core
Cross listed with HIST4491
Periodically

See course description in the History Department.
Kevin Kenny
Arissa Oh

AADS5597 Contemporary Race Theory (Fall/Spring: 3)
Cross listed with SOCY5597
Periodically
To get sociology credit for the major or minor, you must register for SOCY5597 rather than cross-listed course.

See course description in the Sociology Department.
Zine Magubane

AADS6600 Senior Seminar (Spring: 4)
Prerequisites: AADS1110. Department permission required.

Food provides a lens through which to explore and compare the impact of this dispersal on a people as they moved, adapted long-held practices to new places, new times, new concerns. This seminar focuses on several themes including—evolving food customs and traditions, how those traditions reflect the common bonds as well as the limitations of diaspora, the politics, economics, and health implications of food availability and scarcity, and the presence of food as a dynamic element in cultural production and representation in art, literature, film, and history. Students will examine and share their own familial food traditions and histories.
Karen Miller

Biochemistry

Contacts
Chemistry Department
- Prof. Eranthie Weerapana (214A Merkert)
- Prof. Jianmin Gao (203 Merkert)

Biology Department
- Prof. Anthony Annunziato (401A Higgins)
- Prof. Kathy Dunn (412 Higgins)

Program Description

This interdisciplinary major in Biochemistry, administered jointly by the Chemistry and Biology Departments, provides the student with a broad background in biochemistry and related courses in chemistry and biology. This major is intended for those interested in the more chemical and molecular aspects of the life sciences. More information about the Biochemistry Major can be found at www.bc.edu/content/bc/schools/cas/biochemistry.html.

Biology and Chemistry Course Requirements for the Class of 2016 and Beyond:
- BIOL2000 Molecules and Cells (3 credits)
- BIOL2010 Ecology and Evolution OR BI 3030 Introduction to Physiology (3 credits)
- BIOL2040 Investigations in Molecular Cell Biology (3 credits)
- One course in cell biology from the following list (3 credits):
  BIOL3040 Cell Biology
  BIOL3210 Plant Biology
  BIOL4140 Microbiology
- One course in genetics or genomics from the following list (3 or 4 credits):
  BIOL3150 Introduction to Genomics
  BIOL3190 Genetics and Genomics
  BIOL4170 Microbial Genetics
- CHEM1109 General Chemistry I and CHEM1111 Laboratory (or CHEM1117 and CHEM1119) (4 credits)
- CHEM1110 General Chemistry II and CHEM1112 Laboratory (or CHEM1118 and CHEM1120) (4 credits)
- CHEM2231 Organic Chemistry I and CHEM2233 Laboratory (or CHEM2241 and CHEM2243) (4 credits)
- CHEM2232 Organic Chemistry II and CHEM2234 Laboratory (or CHEM2242 and CHEM2234) (4 credits)
- CHEM3351 Analytical Chemistry and CHEM3353 Laboratory (4 credits)
- CHEM4473 Physical Chemistry for Biochemistry majors (3 credits)
- CHEM4461–4462 Biochemistry I and II; OR BIOL4350 Biological Chemistry and BIOL4400 Molecular Biology (6 or 7 credits)
- PHYS2100 Physics I (calculus) and PHYS2050 Laboratory (5 credits)
- PHYS2101 Physics II (calculus) and PHYS2051 Laboratory (5 credits)
- MATH1101 (or MATH1105) Calculus II (4 credits)
- Two advanced electives from the following list* (6 credits)
  BIOL4200 Introduction to Bioinformatics
  BIOL4510 Cancer Biology
  BIOL4810 Research in Molecular Microbiology Lab
  BIOL4830 Research in Molecular Biology Lab
  BIOL4840 Research in Biochemistry Lab
  BIOL4870 Research in Molecular Genetics Lab
  BIOL5060 Recombinant DNA Technology
  BIOL5130 Environmental Disruptors of Development
  BIOL5170 Human Parasitology
  BIOL5290 Biomolecules: Driving Molecular Forces
  BIOL5330 Virus Infections and Cellular Transport
  BIOL5360 Viruses, Genes and Evolution
  BIOL5370 Literature for Neurological Diseases
  BIOL5420 Cancer as a Metabolic Disease
  BIOL5700 Biology of the Nucleus
  CHEM5564 Physical Methods in Biochemistry
  CHEM5567 Chemical Biology: Structure and Function
  CHEM5569 Chemical Biology: Enzyme Mechanisms
  CHEM5570 Introduction to Biological Membranes
  CHEM5582 Advanced Topics in Biochemistry
  BIOL4911–4918 Undergraduate Research**
  BIOL4921 Advanced Independent Research**
  CHEM4497–4498 Advanced Research in Biochemistry I and II**
  CHEM5593–5594 Introduction to Biochemical Research I and II**

Total Credits: 64–66

*Additional electives may sometimes be announced in this category, depending upon advanced course offerings in the Biology and Chemistry Departments.

**With Biology or Chemistry Department approval, two semesters of Undergraduate Research may be substituted for ONE advanced elective.

Advanced Placement: Biochemistry majors who have a 5 on the Biology AP exam in their senior year may choose to by-pass the 2000 level lecture courses (BIOL2000 and BIOL2010). These students will begin the major with BIOL3040 Cell Biology, and take 6 credits of additional biology courses, level 3000 or above.

Biochemistry Major Requirements for the Class of 2015

Members of the Class of 2015 may follow the current curriculum or they may continue with previous requirements as listed on the Biochemistry website. 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
BIOL2000 and either BIOL2010 or BIOL3040
BIOL2040 lab (if possible)

Sophomore Year
Organic Chemistry and Labs
One course from the cell biology list (or BIOL3030)
One course from the genetics/genomics list
BIOL2040 lab (if needed)

Junior Year
Biochemistry sequence

Senior Year
Analytical Chemistry and lab
Physical Chemistry
Two advanced electives

Note:

- Calculus is typically completed by the end of the sophomore year.
- Physics can be taken at any time beginning with the sophomore year.
- Students are encouraged to participate in Undergraduate Research, typically beginning in the junior year; other options are available. Students should speak to individual professors regarding research opportunities.

Biology

Faculty

Anthony T. Annunziato, *Professor;* B.S., Boston College; M.S., Ph.D., University of Massachusetts, Amherst
David Burgess, *Professor;* B.S., M.S., California State Polytechnic University; Ph.D., University of California, Davis
Thomas Chiles, *Professor;* 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
Eric S. Folker, *Assistant Professor;* Ph.D., Notre Dame
Laura Anne Lowery, *Assistant Professor;* Ph.D., Massachusetts Institute of Technology
Michelle M. Meyer, *Assistant Professor;* B.S., Rice University; Ph.D., California Institute of Technology
Tim van Opijnen, *Assistant Professor;* B.S, M.S., Ph.D., University of Amsterdam
Robert J. Wolff, *Associate Professor of the Practice;* B.A., Lafayette College; Ph.D., Tufts University
Joseph Burdo, *Assistant Professor of the Practice;* B.S., Western Michigan University; Ph.D., Penn State College of Medicine
Alexander Coverdill, *Assistant Professor of the Practice;* B.S., University of Portland; Ph.D., University of Washington, Seattle
Danielle Taghian, *Assistant Professor of the Practice;* B.S., Tufts University; Ph.D., Harvard University

Contacts

- Director of Graduate Studies: Charles Hoffman, hoffmacs@bc.edu
- Director of Undergraduate Studies: Kathy Dunn, dunnm@bc.edu
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- Technology Coordinator: Andrew Pope, tc.bio@bc.edu
- Administrative Assistant: Diane Butera, buterada@bc.edu
- Office Coordinator: Colette McLaughlin, kelleycs@bc.edu
- 617-552-3540
- www.bc.edu/biology

Undergraduate Program Description

The Biology Department considers a basic understanding of biological systems to be an essential skill in our increasingly technological society and offers a range of courses for both biology majors and non-majors. Courses are designed to promote scientific literacy and a sophisticated understanding of complex biological systems. Our courses introduce students to life at various levels of organization, with topics ranging from the molecular basis of cellular function, to the coordination of organ systems in the physiology of organisms, to the interactions of organisms with each other and the environment. The importance of research and experimentation in biology is stressed throughout the curriculum, which includes both lab courses and research experiences.

The Biology Department Offers the Following Degrees:

Bachelor of Science (B.S.) in Biology is a structured program for biology majors who are interested in pursuing those aspects of the field that require a strong background knowledge in physics, chemistry, and mathematics and for students who want to fulfill premedical/predental requirements.

Bachelor of Arts (B.A.) in Biology is a flexible program that can prepare students for graduate school in the life sciences or can be integrated with other areas, including law, ethics, history, sociology, computer science, and management. The B.A. provides a solid foundation in biology, but allows more flexibility in course selection by removing some of the chemistry and quantitative requirements that characterize the B.S. program. Thus, students in the B.A. program can either add more depth and focus around a sub discipline or have more breadth, either within the biology curriculum or by taking advantage of the B.A. elective options. Students should note that, unlike the B.S. program, the B.A. program does not fulfill medical school admission requirements.

The Biology Department offers a Minor in Biology and also co-sponsors a B.S. degree in Biochemistry together with the Chemistry Department. The Biochemistry degree is described separately in this Catalog.

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

- BIOL2000 Molecules and Cells (3 credits)
- BIOL2010 Ecology and Evolution (3 credits)
- BIOL2040 Investigations in Molecular Cell Biology (3 credits)
- One course from Category A: Genes and Genomes (3-4 Credits)
  BIOL3150 Introduction to Genomics
  BIOL3190 Genetics and Genomics
  BIOL4170 Microbial Genetics
- One course from Category B: Organismal and Systems Biology (3-4 credits)
  BIOL3030 Introduction to Physiology
  BIOL3210 Plant Biology
  BIOL4320 Developmental Biology
  BIOL4330 Human Physiology with lab
  BIOL4590 Introduction to Neuroscience
- One course from the "Advanced Experience" list—a minimum of 2 credits
- For the B.S.: Additional electives numbered 3000 and above to reach a minimum of 30 Biology credits for ALL Biology courses. A complete listing of Biology courses is available on the departmental website.
- For the B.A.: Additional electives numbered 3000 and above to reach a minimum of 33 credits for ALL Biology courses. (Nine credits can be from the B.A. elective list available on the 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 3 of these credits can be applied toward the 30 required credits for the Biology major (B.A. or B.S.). Students using undergraduate research to fulfill the Advanced Experience requirement and/or to have the 3 credits applied to the Biology major must complete at least two semesters.

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

Chemistry (15–16 credits)

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

*Premedical students should check medical school programs and/or the premedical office for specific requirements regarding organic chemistry and biochemistry.

Quantitative Requirements: Mathematics, Physics, and Computer Science (four course equivalent 6–18 credits)

- Calculus I (MATH1100)
- Calculus II (MATH1101) OR Biostatistics (BIOL2300 or equivalent)
- Two additional courses from the following list:
  PHYS2100 Physics I (calculus) with Lab
  PHYS2101 Physics II (calculus) with Lab+
  BIOL2300 Biostatistics (or another department-approved course in statistics)
  BIOL5080 Algorithms in Computational Biology*
  BIOL5240 Computational Foundations of Bioinformatics*
  BIOL5290 Biomolecules: Driving Molecular Forces*
  CSCI1101 Computer Science I
  CSCI1102 Computer Science II
  MATH1101 Calculus II
  MATH courses numbered 2000 or higher+

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

+Requires Calculus II

Note: Biology majors in the Premedical Program take Physics I and II with Labs and should consider adding a statistics course.

Calculus Placement

- Calculus I requirement is satisfied by completing MATH1100 or with an AP score of 4 or 5 on the AB exam or a score of 3 on the BC exam
- Calculus I and II can be satisfied by completing MATH1101 or with an AP score of 4 or 5 on the BC exam
- Calculus II (or the AP option) and Biostatistics can both be applied to the four course requirement, but each course can only be applied once.

Note: Biology majors typically begin and/or complete calculus courses during the freshman year.

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

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

Course Sequencing

All students should complete BIOL2000 Molecules and Cells as soon as possible. A generalized course sequence is shown below. Because there are several possible progressions through the major, depending on long-term goals, students are strongly urged to consult with their academic advisor.

Freshman/Sophomore Courses

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

Sophomore/Junior Courses

BIOL3150 Introduction to Genomics (prerequisite or concurrently BIOL2040)
BIOL3190 Genetics and Genomics (prerequisite or concurrently BIOL2040)
BIOL4010 Environmental Biology
BIOL4140 Microbiology
BIOL4170 Microbial Genetics (prerequisite BIOL2040)
BIOL4350 Biological Chemistry (prerequisite Organic Chemistry I)
BIOL4400 Molecular Biology
BIOL4450 Animal Behavior

Junior/Senior Courses

BIOL4200 Introduction to Bioinformatics
BIOL4260 Human Anatomy with lab
BIOL4320 Developmental Biology (prerequisite BIOL3040 or BIOL4400 or equivalent)
BIOL4330 Human Physiology (prerequisite BIOL3030 or BIOL3040)
BIOL4570 Principles of Immunology (requires course work in cell or molecular biology beyond BIOL2000)**
BIOL4590 Introduction to Neuroscience (prerequisite BIOL3040)
All other 4000 level biology courses (some carry prerequisite course work beyond BIOL2000)

Senior Courses

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

Prerequisites

*BIOL2040 Investigations in Molecular Cell Biology is a prerequisite (or concurrent enrollment) for all of the genetics and genomics courses, and for many of the upper level electives.

**Many 4000 and 5000 level biology courses require additional course work beyond BIOL2000 in areas of cell or molecular biology. BIOL3040 (Cell Biology), BIOL3210 (Plant Biology), BIOL4140 (Microbiology), and BIOL4400 (Molecular Biology) all provide coverage in these areas at an intermediate level.

Advanced Placement Programs for the B.A. and B.S. Degrees

Students who received a score of 5 on the AP exam in their senior year of high school and wish to consider advanced placement may enroll in BIOL3040 in place of BIOL2000. Freshman should enroll in BIOL2010 first semester (there is no AP substitution for BIOL2010), and take BIOL3040 in the second semester, if they wish to continue with the AP substitution for BIOL2000.

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

Information for First Year Students: Biology Majors and Others Considering a Major in Biology

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

Freshmen who are interested in biology but feel unprepared to go directly into BIOL2000 or simply want to "try out the discipline" should consider enrolling in BIOL1100 General Biology. This one-semester Core course is designed for non-majors, and will introduce students to the basics of cell structure and function. Students should see an advisor regarding concurrent enrollment in General Chemistry. BIOL1100 satisfies the Natural Science Core but cannot be applied to the Biology or Biochemistry major.

Information for Study Abroad and Summer Programs

With Department approval, students may apply ONE course taken either abroad or during a summer session to their biology elective requirements. To be considered as a possible substitute for a biology elective, a course must be a second level course; that is, it must have published biology prerequisites and not be an introductory level course or a course intended for professional study or for non-biology majors. As an exception, students studying abroad for two full academic semesters may apply two courses taken abroad to the biology elective requirement.

Research Opportunities for Undergraduates

Research is a fundamental aspect of undergraduate training in the sciences, and the Biology Department actively encourages interested majors to take advantage of the undergraduate research programs that are available. There are two distinct options for engaging in research activity.

Option 1: Students do research in the laboratory of a Biology Department faculty member, or at an off-site laboratory with departmental approval. Most students begin research in late sophomore or junior year. Undergraduate research can be taken for course credit over multiple semesters and during their senior year students are encouraged to write a senior research thesis. Exceptional students may apply to enroll in BIOL4921 Advanced Independent Research, a 12-credit commitment over the two semesters of their senior year. If the research is of sufficient quality, these students may be designated a Scholar of the College which will appear on the student's official transcript.

Option 2: The Department offers a number of research lab courses where students build technical skills in the context of an ongoing research project. These one-semester courses are taught by Biology

faculty and focus on their current area of research. Students have full access to dedicated lab space throughout the semester and present their data at the departmental Undergraduate Research Day.

Requirements for a Minor in Biology

Required Courses*:

- BIOL2000 Molecules and Cells (3 credits)
- BIOL2010 Ecology and Evolution (3 credits)

Elective Courses*: Choose additional courses and labs from the following list to bring the total Biology credits to 18. Three of the courses must be at least 3 credits each.

- Any Biology lecture or lab course 3000 level or above that can also be applied to the Biology major
- BIOL2300 Biostatistics (or another approved statistics course)
- BIOL2040 Investigations in Molecular Cell Biology

*Some biology courses have prerequisites, which will not count toward the 18 credtis required for the minor.

Information for Non-Majors

Non-majors may fulfill their Natural Science Core requirements through the introductory majors courses (BIOL2000 or BIOL2010) or one of several university Core courses offered for non-majors by the department. Non-majors interested in pursuing careers in the allied health professions should enroll in BIOL2000 Molecules and Cells and BIOL3030 Introduction to Physiology. In a subsequent year, students will take the one-semester, 3-credit investigative laboratory to fulfill the lab requirement for medical school or other health-related programs. They may wish to take additional biology courses either required or desired for a specific pre-professional course of study. Additional information about preparation for the allied health professions is available online at www.bc.edu/premed.

Course Offerings

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

BIOL1100 General Biology (Fall: 3)

Satisfies Natural Science Core Requirement

This course does not fulfill any requirement for the biology major, biochemistry major, or the pre-medical program.

Designed for non-science majors who desire an introduction to cell and molecular biology, this course is also suggested for students who may be interested in the Biology major but lack sufficient preparation to enroll directly into BIOL2000. Topics include the chemistry of life; biological membranes; cellular metabolism; cell structure; cell division; DNA replication/RNA transcription; protein synthesis; genetics/evolution. Lectures include discussions of the scientific method and current applications of biological investigations. Note: this course does not fulfill any requirement for the biology major, biochemistry major, or the pre-medical program.

The Department

BIOL1112 Biology Honors Research Thesis I (Fall: 3)

Prerequisite: BIOL4911 or BIOL4912

By arrangement only.

Seniors with advanced standing who have already completed at least one semester of undergraduate research can apply to participate in the Biology Honors Program. Students design and execute experiments as part of independent research projects conducted under the mentorship of a faculty member. Students write a senior honors thesis describing their project and its results.

The Department

BIOL1300 Anatomy & Physiology I (Fall/Summer: 3)

Does not satisfy the Natural Sciences Core requirement. This course is restricted to School of Nursing students. Other students may be admitted only during the course drop/add period on a seat-available basis.

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

Carol Chaia Halpern

BIOL1310 Anatomy & Physiology Lab I (Fall/Summer: 1)

Corequisite: BIOL1300

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 BIOL1300 through the use of anatomical models, physiological experiments, and limited dissection.

Carol Chaia Halpern

BIOL1320 Anatomy & Physiology II (Spring/Summer: 3)

Corequisite: BIOL1330

This course is a continuation of BIOL1300/1310, with a primary emphasis on the physiology of the major body systems. Systems studied in this course include the sensory, endocrine, cardiovascular, lymphatic, immune, respiratory, digestive, urinary, and reproductive systems. While the physiological functions under normal conditions are emphasized, relevant disease or dysfunctional conditions are also discussed.

The Department

BIOL1330 Anatomy & Physiology Lab II (Spring/Summer: 1)

Corequisite: BIOL1320

A continuation of Anatomy & Physiology Lab I.

The Department

BIOL1420 The Genetic Century (Spring: 3)

Satisfies Natural Science Core Requirement

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

Clare O'Connor

BIOL1440 Sustaining the Biosphere (Spring: 3)
Satisfies Natural Science Core Requirement

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

BIOL2000 Molecules and Cells (Fall/Spring: 3)
Prerequisite: (or concurrent) CHEM 1109 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

BIOL2010 Ecology and Evolution (Fall/Spring: 3)
Satisfies Natural Science Core Requirement

Foundational course required for Biology majors with a focus on the ecology and resilience of living systems across all levels of spatial scales. Topics introduced in this course include evolution, population dynamics, behavioral ecology, ecosystems, co-evolution, and human ecology.
The Department

BIOL2040 Investigations in Molecular Cell Biology Lab (Fall/Spring: 3)
Prerequisites: BIOL2000, CHEM1111
Lab fee required.

A 3-credit laboratory course designed to introduce students to the core techniques and experimental strategies of modern molecular cell biology within the context of an original research investigation. Students will learn to construct testable hypotheses, design experiments, and critically analyze experimental results. During the course of their investigations, students will gain proficiency in microbial cell culture, molecular cloning, genetic analysis, and molecular characterization. Students will also gain proficiency in scientific communication and the use of biological databases.
Clare O'Connor
Douglas Warner

BIOL2100 General Biology Laboratory I (Fall: 1)
Prerequisite: One semester of college-level biology
This course does not satisfy departmental requirements for biology majors. Lab fee required.

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

BIOL2110 General Biology Laboratory II (Spring: 1)
Prerequisite: BIOL2100
Lab fee required.

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

BIOL2200 Microbiology for Health Professionals (Fall: 3)
Prerequisites: BIOL1300–1320
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

BIOL2210 Microbiology for Health Professionals Laboratory (Fall: 1)
Corequisite: BIOL2200 (Microbiology for Health Professionals)
One two-hour laboratory period per week. Lab fee required.

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

BIOL2300 Biostatistics (Fall/Spring: 3)

This course will introduce biology students to the basic statistical techniques that are used in conducting biological and medical research. The course is divided into four parts: (1) descriptive statistics (averages, variability); (2) probability and probability distributions (basic probability theory and the binomial, poison, and normal distributions); (3) statistical inference (parametric and non-parametric tests); and, (4) relationships between variables (simple and multiple regression). Students will become familiar with a standard statistical analysis software package and will critique actual research papers.
Peter Clote
Richard A. McGowan, S.J.

BIOL3030 Introduction to Physiology (Fall/Spring: 3)
Prerequisite: BIOL2000
This course is intended for Biology, Psychology, and Biochemistry majors and students in the pre-medical program seeking a broad overview of human physiology.

This course will offer a comprehensive exploration of fundamental life systems with a primary emphasis on human physiology. The chemical and physical processes common to all living organisms, including hemodynamics, respiration, circulation, acid/base regulation, synaptic transmission, kidney and muscle function will be discussed. Also included are related topics on development of the organism and functional aspects of the immune system in host defense strategies.
The Department

BIOL3040 Cell Biology (Fall/Spring: 3)
Prerequisite: BIOL2000

This course is designed to provide students with a strong foundation in the molecular biology of the cell. Topics covered in the course include cellular biochemistry, regulation of gene expression, subcellular organization, regulation of the cell cycle, membrane trafficking, cell-substrate interactions, cytoskeleton, cancer, and cell signaling. It serves as excellent preparation for more advanced courses in cell biology, molecular biology, developmental biology, and genetics.
David Burgess
Junona Moroianu

BIOL3150 Introduction to Genomics (Fall: 3)
Prerequisite: BIOL2040 (can be concurrent)

Biology of genomes: functions of genes and their products on a global scale using high throughput approaches, genome organization, transcriptomes and proteomes, genomics and diseases.
Hugh Cam

BIOL3190 Genetics and Genomics (Fall/Spring: 4)
Prerequisite: BIOL2040 (or can be concurrent)
Corequisite: Must be concurrently enrolled in BIOL3120

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

BIOL3210 Plant Biology (Spring: 3)
Prerequisite: BIOL2000

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

BIOL4140 Microbiology (Spring: 3)
Prerequisites: BIOL2000; BIOL2040 is recommended or concurrently

This course provides a foundation in molecular cell biology for biology majors, focusing on bacteria, viruses, immunology and host/microbe relationships. Bacterial structure and function are addressed in terms of physiology, genetics and biochemistry. Gene expression, replication and transmission are examined in a variety of eukaryotic viruses. A review of the innate and adaptive phases of the immune response is presented with an emphasis on pathogen recognition, cellular communication and lymphocyte development. The course concludes with selected topics on pathogenesis, epidemiology, and microbial ecology.
Kathleen Dunn

BIOL4150 Microbiology Lab (Spring: 1)

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

BIOL4170 Microbial Genetics (Spring: 3)
Prerequisite: BIOL2040

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

BIOL4200 Introduction to Bioinformatics (Fall: 3)
Prerequisite: A genetics course (BIOL3150, BIOL3190, BIOL4170)

Bioinformatics is an emerging field at the intersection of biology, mathematics and computer science. It harnesses the power and speed of computers to analyze the molecules essential for life. This introductory course requires that students have a basic understanding of molecular biology, genetics, and the Internet, but does not require extensive background in mathematics or programming. Students will learn bioinformatic tools from the public domain, public databases, and simple programming tasks in MATLAB and PERL.
The Department

BIOL4260 Human Anatomy (Fall: 4)
Prerequisite: BIOL2000
Corequisite: Must be concurrently enrolled in BIOL4270

In this course, students will explore and compare the form and function of representative members of the five vertebrate classes. Evolutionary similarities and differences in form and function will be investigated, as will both the selective pressures, and non-selective constraints that have contributed to vertebrate structure. The course will conceptually integrate vertebrate anatomy with developmental biology, evolutionary biology, and ecology, and will provide skills valuable to careers in a range of biological disciplines, including molecular cell biology, medicine, evolutionary biology, and ecology.
Lynn DiBenedetto

BIOL4270 Human Anatomy Lab (Fall: 0)
Prerequisite: BIOL2000
Corequisite: Must be concurrently enrolled in BIOL4260
Lab fee required.

Laboratory to accompany BIOL4260. This course provides hands-on experience with the form and function of major vertebrate groups, including cartilaginous fishes, bony fishes, amphibians, reptiles, birds, and mammals. The focus will be on understanding evolutionary relationships and origins in different vertebrate groups. Exercises will include investigations of models, skeletons, and preserved organisms. One component of the class will involve a research project in which students compare and contrast the form and function of a specific anatomical trait of their choosing.
Lynn DiBenedetto

BIOL4320 Developmental Biology (Fall: 3)
Prerequisites: BIOL2040 and additional coursework in molecular cell biology (such as BIOL3040, BIOL4140, BIOL4400)

Developmental biology is in the midst of a far-reaching revolution that profoundly affects many related disciplines, including evolutionary biology, morphology, and genetics. The new tools and strategies of molecular biology have begun to link genetics and embryology and to reveal an incredible picture of how cells, tissues, and organisms differentiate and develop. This course describes both organismal and molecular approaches, which lead to a detailed understanding of (1) how it is that cells containing the same genetic complement can reproducibly develop into drastically different tissues and organs, and (2) the basis and role of pattern information in this process.
Laura Hake

BIOL4330 Human Physiology (Spring: 4)
Prerequisites: BIOL3030 or BIOL3040 and junior class standing
Corequisite: Must be concurrently enrolled in BIOL4340

This course will examine the normal functions of a living human organism including its physical and chemical processes. An integrative approach will be used to explore the physiological processes of the nervous, respiratory, cardiovascular, renal, gastrointestinal and endocrine systems and the relationships between them. In the computer based laboratory, which is a corequisite, students will investigate the functions of intact, living human organisms through real-time, hands-on data acquisition and analysis of the neuromuscular, cardiovascular and respiratory systems using clinical measurements including EMG, EEG, cardiac electrophysiology and spirometry.
Debra Mullikin-Kilpatrick

BIOL4340 Human Physiology Lab (Spring: 0)
Corequisite: BIOL4330
Debra Mullikin-Kilpatrick

BIOL4350 Biological Chemistry (Fall/Spring: 3)
Prerequisites: BIOL2000 and CHEM2231
Students cannot get credit for BIOL4350 if they have already completed CHEM4461 (Biochemistry 1).
This course, together with BIOL4400, satisfies the one year requirement of basic biochemistry for the biochemistry major.

This course is designed to introduce biology and biochemistry majors to the subject with an emphasis on understanding the biochemical principals that are crucial to biological function at the molecular, cellular, and organismal levels. The material includes: (1) the structure and chemistry of biomolecules, including amino acids, proteins, lipids, carbohydrates, and nucleic acids; (2) the key metabolic pathways and enzymology involved in the synthesis/degradation of carbohydrates; and (3) the cycling of energy through biological systems. Reference will be made to alterations in biochemical structures, processes, and pathways that relate to specific diseases.
Rebecca Dunn
Daniel Kirschner

BIOL4400 Molecular Biology (Fall/Spring: 3)
Prerequisite: BIOL2000
This course, together with BIOL4350, satisfies the one year requirement of basic biochemistry for the biochemistry major.

This course will explore the structure, function, synthesis and interaction of nucleic acids and proteins. The mechanisms involved in maintaining cellular genetic and epigenetic information, and in reading this "code" to generate specific patterns of gene expression, will be studied in detail. Topics include classic and newly-developed techniques for studying macromolecules; biotechnology; the functional organization of chromosomes; protein folding and modifications; DNA replication, repair and supercoiling; RNA synthesis and processing; translation and the levels of gene regulation. Literature from the foundational investigations that led to our understanding of these processes and the current research in these areas will be presented.
Anthony Annunziato
Danielle Taghian

BIOL4420 Current Topics in Ecology (Fall: 3)
Prerequisite: BIOL2010
Satisfies the advanced experience requirement for the Biology major.

Students in Ecology will investigate interrelationships among organisms and between organisms and their physical environments. Students will become familiar with looking at ecological processes on a hierarchy of interconnected levels, including those of the molecule, individual, population, community, and ecosystem. The class will discuss classic experiments in ecology, as well as unresolved ecological questions of special current relevance. There will be an emphasis on developing a conceptual understanding of ecological relationships, on exploring the analytical tools with which ecological hypotheses are generated and tested, and on appreciating the dynamic nature of populations and ecosystems.
Robert Wolff

BIOL4510 Cancer Biology (Spring: 3)
Prerequisites: BIOL2040 and additional coursework in molecular cell biology (such as BIOL3040, BIOL4140, or BIOL4400)

The onset of cancer occurs through a multi-step process that is accompanied by the deregulation of fundamental cellular processes, including cell cycle control, apoptosis and angiogenesis. This course will provide an overview of the molecular and cellular changes associated with these processes and with the initiation, progression and metastasis of tumors. Topics covered will include tumorigenesis, tumor viruses, oncogenes, tumor suppressor genes, genomic instability and the current treatments for cancer. The class will draw on textbook and primary literature readings to enrich the current view of this complex disease.
Danielle Taghian

BIOL4570 Principles of Immunology (Fall: 3)
Prerequisites: BIOL2040 and additional coursework in molecular cell biology (such as BIOL3040, BIOL4140, BIOL4400)

An introductory survey of the immune system, this course will examine the development and deployment of immunity from a molecular and cellular perspective. Topics will include innate versus adaptive immunity, B and T cell activation, antibodies and antigens, and immunological memory. Modern experimental techniques and the immune system's roles in infectious disease, cancer and autoimmune disease will also be discussed.
The Department

BIOL4590 Introduction to Neuroscience (Fall: 3)
Prerequisite: BIOL3040

An introduction to basic neuroanatomy and cellular neurobiology as well as a more detailed description of the electrophysiological properties of neural cells and the specialized communication that takes place between them. We will discuss how memories arise and are stored in the healthy brain and what goes wrong in some pathological conditions like Multiple Sclerosis and Parkinson's Disease.
Joseph Burdo

BIOL4810 Research in Molecular Microbiology Lab (Fall: 3)
Prerequisite: BIOL2040
Satisfies the advanced experience requirement for the Biology Major.

An advanced project laboratory course for hands-on training in the experimental techniques of molecular microbiology under faculty supervision. The course will focus on the extraction of genetic material and cloning of genes from a variety of different organisms in order

to analyze functional homology of the methionine pathway. Methods taught include: DNA extraction, DNA sequencing, polymerase chain reaction, and the use databases for research and analysis.
Douglas Warner

BIOL4830 Research in Molecular Biology Lab (Fall: 3)
Prerequisite: BIOL2040
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 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

BIOL4840 Research in Biochemistry Lab (Spring/Fall: 3)
Prerequisites: BIOL2040 and BIOL4350 or CHEM4461 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

BIOL4850 Research in Neuroscience Lab (Fall/Spring: 3)
Prerequisites: BIOL2040 and BIOL3040.
Satisfies the advanced experience requirement for the Biology major. Lab fee required.

An introduction to how neuroscience research is conducted, you will learn how to isolate neurons from the chick embryo forebrain, culture them in a sterile environment and use cells in a toxicity test as a model of human neurodegeneration. You will research protection against that toxicity by a natural compound of your own choosing. You will choose that compound after searching the primary literature to develop a hypothesis as to how that compound will protect the neurons against toxic conditions. Basic statistical methods will be used to determine if any neuroprotection by your compound is significant or not.
Joseph Burdo

BIOL4870 Research in Molecular Genetics Lab (Spring: 3)
Prerequisites: BIOL2040 and a genetics course (BIOL3150, BIOL3190, or BIOL4170) or instructor permission.
Satisfies the advanced experience requirement for the Biology major. Lab fee required.

The fission yeast Schizosaccharomyces pombe is an important model organism for the study of intracellular processes such as cell cycle control, transcription, DNA replication, chromosome maintenance, and signal transduction. This laboratory will involve original molecular genetic research using S. pombe that involves concepts related to forward genetics and gene manipulation. This course is recommended for students interested in pursuing graduate studies or careers in biomedical research.
Charles Hoffman

BIOL4901 Tutorial in Biology (Fall/Spring: 3)
Prerequisite: Permission of the instructor

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

BIOL4911–4912 Undergraduate Research I and II (Fall/Spring: 3)
Prerequisite: Permission of the Department

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

BIOL4914 Undergraduate Research Investigations II (Fall: 3)
The Department

BIOL4917 Advanced Undergraduate Research I (Fall: 3)
Prerequisites: BIOL4911 and/or BIOL4912 and permission of the instructor

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

BIOL4918 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 BIOL4911, BIOL4912 and BIOL4917 and who desire to continue independent research projects under the guidance of department faculty.
The Department

BIOL4921 Advanced Independent Research (Fall/Spring: 6)
Permission of the 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

BIOL4922 Advanced Independent Biochemistry Research (Fall/Spring: 6)
Prerequisite: Permission of the 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

BIOL4925 Advanced Undergraduate Research Investigations II (Fall: 3)
The Department

BIOL4941 Biology Senior Thesis Seminar I (Fall: 1)
Corequisite: BIOL1112 or BIOL4921

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

BIOL4942 Biology Honors Seminar II (Spring: 1)
Corequisite: BIOL1112 and BIOL4921

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

BIOL4951 Senior Thesis Research I (Fall/Spring: 3)
Prerequisite: Two or more semesters of undergraduate research and permission of the instructor

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

BIOL4952 Senior Thesis Research II (Fall: 3)
The Department

BIOL4953 Biology Honors Research Thesis II (Spring: 3)
Prerequisite: BIOL1112
By arrangement only.

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

BIOL4954 Undergraduate Research Investigations (Fall/Spring: 3)
Prerequisite: Permission of the instructor

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

BIOL5060 Recombinant DNA Technology (Spring: 3)
Prerequisites: BIOL2040 and additional coursework in molecular cell biology (such as BIOL3040, BIOL4140 or BIOL4400) or genetics (BIOL3150, BIOL3190, or BIOL4170) or instructor permission.

This course will describe the theory and practice of recombinant DNA technology and its application within molecular biology research. Topics will include the cloning of genes from various organisms, plasmid construction, transcriptional and translational gene fusions, nucleic acid probes, site-directed mutagenesis, polymerase chain reaction, and transgenic animals. The goal of the course is to make the research-oriented student aware of the wealth of experimental approaches available through this technology.
Charles S. Hoffman

BIOL5090 Cellular Differentiation (Fall: 3)
Prerequisites: BIOL2040 and additional course work in cell and molecular biology. A course in biochemistry is strongly recommended.
Satisfies the advanced experience requirement for the Biology major.

This is an advanced course in cell and organ differentiation. The developmental processes by which unspecialized cells, tissues and structures achieve a more specialized adult form and function will be examined with a major emphasis on the human 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

BIOL5130 Environmental Disruptors of Development (Fall: 3)
Prerequisites: BIOL4320 or instructor permission
Satisfies the advanced experience requirement for the Biology major.

More than 100,000 chemicals are manufactured and may end up as environmental pollutants. Some have toxic effects at high concentrations and protection plans are already in place. However, embryonic, fetal or neonatal exposure to low "safe" levels of numerous pollutants can (1) induce subtle changes in developmental programs regulated by steroid hormones; (2) increase the reproductive, immune, metabolic or cognitive disorders and (3) increase the risk of adult-onset disorders (breast cancer, prostrate 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

BIOL5170 Human Parasitology (Fall: 3)
Prerequisites: BIOL2040 and additional course work in molecular cell biology (such as BIOL3040, 4140, or 4400)
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

BIOL5290 Biomolecules: Molecular Driving Forces (Spring: 3)
Prerequisites: MATH1101. Previous course work in biology and/or chemistry is recommended.

This is a course on statistical thermodynamics and its applications in biology and chemistry. Following the excellent book, Molecular Driving Forces of Dill and Bromberg, the course includes a self-contained treatment of mathematics beyond single variable calculus and elementary probability theory. What is the free energy of an ensemble of RNA molecules? Why is protein folding cooperative? What is the critical point in a phase transition? How does Langmuir adsorption explain the saturation effect one sees in gene expression microarrays? These are the types of questions that will be addressed in this course.
Peter Clote

BIOL5330 Virus Infections and Cellular Transport (Fall: 3)
Prerequisites: BIOL3040 or BIOL4140 or Permission of the instructor
Satisfies the advanced experience requirement for the Biology major.

This advanced biology course is focused on the intracellular traffic of macromolecules to different organelles inside the cell, the transport signals, the receptors and pathways. In addition, during the course we will analyze how different major human viruses (including HIV, human papillomaviruses, adenoviruses, hepatitis B virus, herpes simplex virus, vesicular stomatitis virus) exploit the intracellular transport pathways of host cells during their viral infections and the

transformation processes leading to different types of cancer. Students will be exposed to both lectures and analysis and discussion of recent research papers.
Junona Moroianu

BIOL5360 Viruses, Genes and Evolution (Spring: 3)
Prerequisites: BIOL2040, a genetics course (BIOL3150, BIOL3190, BIOL4170) and a course in molecular or cell biology (such as BIOL3040, BIOL4400, or BIOL4140) 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

BIOL5370 Literature for Neurological Diseases (Spring: 3)
Prerequisites: BIOL4350 or CHEM4465.
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

BIOL5420 Cancer as a Metabolic Disease (Fall: 3)
Prerequisites: BIOL2040 and additional coursework in molecular cell biology (such as BIOL3040, 4140 or 4400) or biochemistry (BIOL4350 or CHEM4461) or instructor permission.
Satisfies the advanced experience requirement for the Biology major.

This seminar will review evidence showing that impaired cellular energy metabolism is the defining characteristic of nearly all cancers regardless of cellular or tissue origin. In contrast to normal cells, which derive most of their usable energy from oxidative phosphorylation, nearly all cancer cells become dependent on non-oxidative substrate level phosphorylations to meet energy demands. Evidence will be discussed supporting a general hypothesis that all hallmarks of cancer including genomic instability and metastasis can be linked to impaired mitochondrial function. A view of cancer as a metabolic disease will impact approaches to cancer management and prevention.
Thomas Seyfried

BIOL5430 Genomics and Personalized Medicine (Spring: 3)
Prerequisites: BIOL2040 and a genetics or genomics course. Additional coursework in biochemistry and molecular biology is strongly recommended.
Satisfies the advanced experience requirement for the Biology major.

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

BIOL5450 Advanced Lab in Cell Imaging (Fall/Spring: 2)
Prerequisites: BIOL2040 and additional coursework in cell and/or molecular biology.
This course satisfies the advanced experience requirement for biology majors.

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

BIOL5460 Topics in Microbial Pathogenesis (Fall: 2)
Prerequisites: BIOL2040 and additional course work in immunology, microbes, molecular/cell biology, undergraduate research, or other demonstrable experience in reading primary research literature.
Satisfies the advanced experience requirement for the Biology major.

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

BIOL5630 DNA Viruses and Cancer (Spring: 3)
Prerequisites: BIOL2040 and BIOL3040 or BIOL4140 or BIOL4400 or permission of the instructor.

It is estimated that 15-20% of human cancers worldwide have viral etiology. There are several DNA viruses, including Human Papillomaviruses, Adenoviruses, Epstein-Barr virus, Herpes virus type 8, Hepatitis B and C viruses and Merkel cell polyomavirus that are associated with different types of cancer. This course is focused on these DNA tumor viruses, their replication cycles and the cellular transformation pathways leading to different cancers (including cervical cancer, Burkitt's lymphoma, Hodgkin's disease, a subset of T-cell lymphoma, hepatocellular carcinoma, Kaposi's sarcoma and Merkel cell carcinoma), and therapeutic strategies.
Junona Moroianu

BIOL5700 Biology of the Nucleus (Fall: 3)
Prerequisites: One of the following: BIOL4350, 4400, CHEM4461/4462, or instructor permission
Satisfies the advanced experience requirement for the Biology major.

This course provides an in-depth treatment of the molecular biology of DNA and RNA, with particular emphasis on the control and organization of the genetic material of eukaryotic organisms. Topics include chromatin structure and function, histone modifications, DNA

replication, gene activation and silencing, DNA methylation, and RNA interference. Emphasis is on experimental design, and analysis of the primary literature.
Anthony T. Annunziato

BIOL6110 Advanced Genetics (Fall: 2)

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

BIOL6140 Graduate Molecular Biology (Spring: 2)

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

BIOL6150 Advanced Cell Biology (Spring: 2)

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

BIOL6180 Scientific Proposal Writing (Fall: 2)

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

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
Shih-Yuan Liu, *Professor;* B.S., Vienna Institute of Technology; Ph.D., Massachusetts Institute of Technology
David L. McFadden, *Professor;* A.B., Occidental College; Ph.D., Massachusetts Institute of Technology
Larry W. McLaughlin, *Professor;* B.Sc., University of California at Riverside; Ph.D., University of Alberta
Udayan Mohanty, *Professor;* B.Sc., Cornell University; Ph.D., Brown University
James P. Morken, *Professor;* B.S., University of California at Santa Barbara; Ph.D., Boston College
Mary F. Roberts, *Professor;* A.B., Bryn Mawr College; Ph.D., Stanford University
Marc L. Snapper, *Professor;* B.S., Union College; Ph.D., Stanford University
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
Jeffery Byers, *Assistant Professor;* B.A., Washington University; Ph.D., California Institute of Technology
Abhishek Chatterjee, *Assistant Professor;* B.S., RKM Residential College; Ph.D., Cornell University
Chia-Kuang (Frank) Tsung, *Assistant Professor;* B.S., National Sun Yat-sen University; Ph.D., University of California at Santa Barbara
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
Daniel Fox, *Adjunct Assistant Professor;* B.S., State University of New York at Geneseo; Ph.D., University of California at Berkeley

Contacts

- Undergraduate Programs Information: Associate Professor Lynne O'Connell, oconnell@bc.edu, 617-552-3626
- Graduate Programs Information: Dale Mahoney, mahonedf@bc.edu, 617-552-1735
- Department Reception: Lynne Pflaumer, pflaumel@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 (CHEM1109–1110 and CHEM1111–1112 or CHEM1117–1118 and CHEM1119–1120), two semesters of organic chemistry with laboratory (CHEM2231–2232 and CHEM2233–2234 or CHEM2241–2242 and CHEM2243 and CHEM2234), one semester of analytical chemistry with laboratory (CHEM3351 and CHEM3353), one semester of inorganic chemistry with laboratory (CHEM3322 and CHEM3324), two semesters of physical chemistry (CHEM4475–4476), one semester of advanced methods with laboratory (CHEM5552 and CHEM5554), and one semester of biochemistry (CHEM4465). In addition, the following are required: Two semesters of physics with laboratory (PHYS2209–2210 and PHYS2050–2051), and two or three semesters of calculus (MATH1102–1103 or MATH1105, and MATH2202).

The preceding fulfills the Boston College requirements for a B.S. degree in chemistry. For this degree to be certified by the American Chemical Society, two additional chemistry laboratory electives are required, usually CHEM5591-5592.

The recommended sequence for the Chemistry major is as follows:

First Year

CHEM1109–1110 General Chemistry with Laboratory or CHEM1117–1118 Honors Modern Chemistry with Laboratory; two semesters of Physics with Laboratory (PHYS2209–2210 with PHYS2050–2051); Calculus (MATH1102–1103 or MATH1105); Core courses.

Second Year

CHEM2231–2232 Organic Chemistry or CHEM2241–2242 Honors Organic Chemistry with Laboratory; CHEM3351 Analytical Chemistry with Laboratory; CHEM3322 Introduction to Inorganic Chemistry with Laboratory; MATH2202 Calculus (MATH3305 in second semester is recommended); elective or Core courses.

Third Year

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

Fourth Year

CHEM4465 Introduction to Biochemistry; elective or Core courses.

Note: All courses numbered 4000 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 CHEM1109 General Chemistry and CHEM1111 General Chemistry Laboratory, or CHEM1117 Honors Modern Chemistry and CHEM1119 Honors Modern Chemistry Laboratory. The choice of chemistry or biochemistry as a major requires that certain courses in other disciplines be taken as soon as possible.

Minor Requirements

The minor in chemistry consists of six courses. Two semesters of general chemistry (CHEM1109–1110 or CHEM1117–1118, with associated laboratories) are required as the introductory courses for the minor. Four additional chemistry courses are chosen in consultation with a faculty advisor and approved by the Director of the departmental minor, Professor Lynne O'Connell (Merkert 111, 617-552-3626). Normally, two of the four additional courses would be Organic Chemistry I and II, but other selections might be better choices, depending on the student's objective in attaining the minor. In accordance with 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: CHEM1102 Intersection of Science and Painting, CHEM1105 Chemistry and Society I, CHEM1106 Chemistry and Society II, CHEM1107 Frontiers in the Life Sciences, or CHEM1163 Life Science Chemistry. The following research courses cannot be used to complete the minor: CHEM4491–4492 Undergraduate Research I and II, or CHEM5591–5592 Introduction to Chemistry Research I and II.

Information for Study Abroad

Before going abroad, Chemistry majors must have completed the following prerequisites: General Chemistry, CHEM1109–1110 or CHEM1117–1118 and lab; Organic Chemistry, CHEM2231–2232 or CHEM2241–2242 and lab; Analytical Chemistry, CHEM3351 and lab; Inorganic Chemistry, CHEM3322 and lab; Calculus, MATH1102–1103 and MATH2202; Physics, PHYS2209–2210 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: CHEM1102, CHEM1105, CHEM1106, CHEM1107, CHEM1109 with CHEM1111, or CHEM1110 with CHEM1112. The courses specifically intended for students who are not science majors are CHEM1102, CHEM1105, CHEM1106, and CHEM1107.

Biochemistry Major

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

Course Offerings

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

CHEM1102 Intersection of Science and Painting (Spring: 3)
Cross listed with ARTH1130
Satisfies Natural Science Core Requirement

In this course, material is drawn from physics, chemistry, and mineralogy to give the non-science student a scientific understanding of light, color, and colorants used in painting, as well as an introduction to the methods of scientific analysis that can be brought to bear on conservation and restoration of paintings, on investigating hypotheses in art history, and on establishing authenticity of artwork.

David McFadden

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

Prerequisite: One year of high school chemistry or equivalent
Satisfies Natural Science Core Requirement

Chemistry in the Marketplace exposes students to the chemistry of everyday products. The course is designed around the rooms of the house and, after some review of fundamental structure and bonding concepts, moves on to topics that include: Chemistry in the Laundry Room, Kitchen, Garden, Medicine Box, and Garage, as well a variety of others. The course is designed to give students the tools to be critical in their evaluation of the chemicals and chemical processes they experience on a daily basis.

Larry McLaughlin

CHEM1105 Chemistry and Society I (Fall: 3)
Satisfies Natural Science Core Requirement
For non-science majors or for those who do not require a lab science course

This is a two-semester sequence with the emphasis during the first semester placed on basic chemical principles and their application to environmental issues. Topics covered include air and water pollution, global warming, ozone depletion, hazardous waste, and energy use

and alternative energy sources. The goal of the course is to develop a knowledge base from which one can make intelligent decisions about local global environmental issues as well as formulate solutions to the ever-increasingly complex problems of today's technological society.
William Armstrong

CHEM1106 Chemistry and Society II (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. The second semester focuses on the basic principles of organic chemistry and topics covered include the chemistry of life, nutrition, medicine, and agriculture. The goal of the course is to develop a knowledge base from which one can make intelligent decisions about local global environmental issues as well as formulate solutions to the ever-increasingly complex problems of today's technological society.
William Armstrong

CHEM1109 General Chemistry I (Fall: 3)
Prerequisite: One year of high school chemistry. CHEM1109 is a prerequisite for CHEM1110.
Corequisites: CHEM1111–1114
Satisfies Natural Science Core Requirement

This course is intended for students whose major interest is science or medicine. It offers a rigorous introduction to the principles of chemistry with special emphasis on quantitative relationships and chemical equilibrium and the structures of atoms, molecules, and crystals. The properties of the more common elements and compounds are considered against a background of these principles and the periodic table.
Daniel Fox
David McFadden
Udayan Mohanty
Neil Wolfman

CHEM1110 General Chemistry II (Spring: 3)
Prerequisite: CHEM1109
Corequisites: CHEM1111–1114
Satisfies Natural Science Core Requirement

This course is intended for students whose major interest is science or medicine. It offers a rigorous introduction to the principles of chemistry with special emphasis on quantitative relationships, chemical equilibrium, and the structures of atoms, molecules, and crystals. The properties of the more common elements and compounds are considered against a background of these principles and the periodic table.
Daniel Fox
Paul Davidovits
David McFadden
Neil Wolfman

CHEM1111–1112 General Chemistry Laboratory I and II (Fall/Spring: 1)
Corequisites: CHEM1109–1110
Lab fee required

Laboratories required of all students enrolled in CHEM1109–1110. One three-hour period per week. Experiments reflect and apply the principles learned in the lecture course. Computers are used to both acquire and analyze data. The semester concludes with a group project where students are required to design their own experiments to solve a problem.
The Department

CHEM1117 Honors Modern Chemistry I (Fall: 3)
Prerequisite: Permission of instructor. CHEM1117 is a prerequisite for CHEM1118.
Corequisites: CHEM1119, CHEM1121
Satisfies Natural Science Core Requirement
Department permission required.

This course is intended for students from any major (including undecided) with a strong foundation and interest in chemistry. CHEM1117 begins with the theoretical description of atomic and molecular structure and with examples of modern experimental techniques for visualizing and manipulating individual atoms and molecules. The laws of thermodynamics and kinetics are studied to understand why chemical reactions occur at all, why it is that once reactions start they can't go all the way to completion, and how molecules act as catalysts to speed up reactions without being consumed themselves.
Dunwei Wang

CHEM1118 Honors Modern Chemistry II (Spring: 3)
Prerequisite: CHEM1117
Corequisites: CHEM1120, CHEM1122
Satisfies Natural Science Core Requirement
Department permission required.

This is the second part of a one-year course that serves as the Honors alternative to the two-semester General Chemistry CHEM1109–1110. This course will build upon the chemical fundamentals that were covered in the first semester to introduce organic chemistry as well as its physical basis. Topics to be covered include the structure and reactivity of organic compounds.
James Morken

CHEM1119 Honors Modern Chemistry Laboratory I (Fall: 1)
Corequisite: CHEM1117
Lab fee required

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

CHEM1120 Honors Modern Chemistry Laboratory II (Spring: 1)
Corequisite: CHEM1118
Lab fee required

Laboratory required for all students enrolled in CHEM1118. This laboratory course stresses discovery-based experiments. It uses state-of-the-art instrumentation to illustrate the principles discussed in CHEM1117–1118 and introduces students to techniques used in modern chemical research. One three-hour period per week.
Christine Goldman

CHEM1161 Life Science Chemistry (Fall: 3)
Corequisites: CHEM1163, CHEM1165

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

CHEM1163 Life Science Chemistry Laboratory (Fall: 1)
Corequisite: CHEM1161
Lab fee required.

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

CHEM2231 Organic Chemistry I (Fall: 3)
Prerequisites: CHEM1109–1112; CHEM2231 is a prerequisite for CHEM2232
Corequisites: CHEM2233, CHEM2235

An introduction to the chemistry, properties, and uses of organic compounds. The correlation of structure with properties, reaction mechanisms, and the modern approach to structural and synthetic problems are stressed throughout. In the laboratory, the aim is acquisition of sound experimental techniques through the synthesis of selected compounds.
Daniel Fox
T. Ross Kelly

CHEM2232 Organic Chemistry II (Spring: 3)
Prerequisites: CHEM1109–1112; CHEM2231
Corequisites: CHEM2234, CHEM2236

An introduction to the chemistry, properties, and uses of organic compounds. The correlation of structure with properties and 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.
Jeffrey Byers
T. Ross Kelly

CHEM2233 Organic Chemistry Laboratory I (Fall: 1)
Corequisite: CHEM2231
Lab fee required

Laboratory required of all students enrolled in CHEM2231. 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

CHEM2234 Organic Chemistry Laboratory II (Spring: 1)
Prerequisite: CHEM2233
Corequisite: CHEM2232
Lab fee required

Laboratory required of all students enrolled in CHEM2232. One four-hour period per week. Having acquired the necessary lab skills in Organic Chem Lab I, students now can carry out reaction chemistry in the laboratory that is being taught in the lecture course.
The Department

CHEM2241 Honors Organic Chemistry I (Fall: 3)
Prerequisites: CHEM1117–1120
Corequisites: CHEM2243, CHEM2245
Registration with instructor's approval only.

This course is a continuation of the CHEM1117–1118 honors sequence and will concentrate on the structure, bonding, and reactivity of organic compounds. Particular emphasis will be placed on stereochemistry, conformational analysis, reaction mechanisms, principles of organic synthesis, and modern spectroscopic methods.
Marc Snapper

CHEM2242 Honors Organic Chemistry II (Spring: 3)
Prerequisites: CHEM1117–1120, CHEM2241
Corequisites: CHEM2234, CHEM2246
Registration with instructor's approval only.

This course is a continuation of the CHEM1117–1118 honors sequence and will concentrate on the structure, bonding, and reactivity of organic compounds. Particular emphasis will be placed on stereochemistry, conformational analysis, reaction mechanisms, principles of organic synthesis, and modern spectroscopic methods.
Jianmin Gao

CHEM2243 Honors Organic Chemistry I Laboratory (Fall: 1)
Corequisite: CHEM2241
Lab fee required.

Laboratory course required for students enrolled in Honors Organic Chemistry (CHEM2241). Students will be instructed in experimental techniques relevant to research in contemporary organic chemistry. It will solidify concepts that are taught in lecture and provide a forum for discovery-based learning in organic chemistry.
Christine Goldman

CHEM2247 Honors Organic Pre-Lab (Fall: 0)
Corequisite: CHEM2243

This 50 minute lecture will discuss the principles and theories behind the experiments performed in the laboratory course.
Shih-Yuan Liu

CHEM3322 Introduction to Inorganic Chemistry (Spring: 3)
Prerequisites: CHEM1109–1110
Corequisite: CHEM2224

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. Though not required, one year of Organic Chemistry (CHEM2231–2232 or CHEM1118 and CHEM2241) is recommended as a prerequisite for this course.
Daniel Fox

CHEM3324 Inorganic Chemistry Laboratory (Spring: 1)
Corequisite: CHEM2222
Lab fee required.

Laboratory required of all students enrolled in CHEM2222. One four-hour period per week.
Kenneth R. Metz

CHEM3351 Analytical Chemistry (Fall: 4)
Prerequisites: CHEM1109–1110
Corequisites: CHEM3353, CHEM3355

Designed primarily for sophomore and junior students, this course is an introduction to the principles and practice of analytical chemistry, including the statistical analysis of data and widely-used chemical methods and instrumental approaches such as chromatography, spectrophotometry, and electrochemistry. In the laboratory, the aims are for students to develop good analytical technique and to acquire accurate, precise data.
Kenneth R. Metz

CHEM3353 Analytical Chemistry Laboratory (Fall: 0)
Corequisite: CHEM3351
Lab fee required

Laboratory required of all students enrolled in CHEM3351. One four-hour period per week.
Kenneth R. Metz

CHEM3397 Research Module (Fall: 3)
Department permission required.

Students may engage in a research project that is limited in scope under the supervision of a faculty member.
The Department

CHEM4461 Biochemistry I (Fall: 3)
Prerequisites: CHEM2231–2232 or equivalent
Corequisite: CHEM4463

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

CHEM4462 Biochemistry II (Spring: 3)
Prerequisites: CHEM2231–2232 or equivalent
Corequisite: CHEM4464

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

CHEM4465 Introduction to Biochemistry (Fall: 3)
Prerequisites: CHEM2231–2232
Corequisite: CHEM4466

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

CHEM4473 Physical Chemistry (Biochemistry Majors) (Spring: 3)
Prerequisites: CHEM2231–2232, MATH1100–1101
Corequisites: PHYS2100–2101 (or equivalent), CHEM4474

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.
Mary Roberts

CHEM4475 Physical Chemistry I (Fall: 3)
Corequisites: MATH2202, PHYS2209–2210 (or equivalent), CHEM4477

This course deals with the foundations and applications of thermodynamics and reaction kinetics. Topics include: (1) classical thermodynamics, including the Laws of Thermodynamics, Helmholtz and Gibbs energies, chemical potential, and thermodynamic descriptions of phase equilibria and chemical equilibrium; (2) kinetic theory of gases; (3) chemical reaction rate laws and mechanisms.
Paul Davidovits

CHEM4476 Physical Chemistry II (Spring: 3)
Prerequisites: MATH2202, PHYS2209–2210 (or equivalent), CHEM4478

This course is an introduction to the principles of reaction kinetics, kinetic molecular theory, and quantum mechanics of atoms and molecules. Chemistry graduate students may register for this course only if they are advised to do so by the department. Note: CHEM4475 is not a prerequisite for CHEM4476.
Udayan Mohanty

CHEM4491 Introduction to Undergraduate Research I (Fall: 3)
Prerequisites: CHEM1109–1110
Arrangement with an individual faculty member and departmental permission are required. CHEM5591–5592 or CHEM5593–5594 cannot be taken concurrently.

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

CHEM4492 Introduction to Undergraduate Research II (Spring: 3)
Prerequisites: CHEM1109–1110
Arrangement with an individual faculty member and departmental permission are required. CHEM5591–5592 or 5593–5594 cannot be taken concurrently.

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

CHEM5510 Drug Discovery and Development (Spring: 3)
Prerequisites: Must have successfully completed CHEM4465 or must have successfully completed CHEM4461–4462

This course provides an examination of every step of the drug development and regulation process. The basic drug development steps and ideal characteristics of a development candidate will be described in detail from preclinical process and analytical chemistry discovery through post-marketing manufacturing (commercial launch). Students

who are aspiring to research and development positions in the biotech, biopharmaceutical and pharmaceutical industries, federal regulatory agencies, drug information centers, academia or other health related fields where knowledge of drug discovery and development is a prerequisite will greatly benefit from the course.
The Department

CHEM5523 Organometallic Chemistry (Spring: 3)
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 bestructure and bonding in organotransition metal complexes, ligand systems, catalysis, polymerizations, common reactions, and applications in organic synthesis.
The Department

CHEM5531 Modern Methods in Organic Synthesis I (Fall: 3)

Survey and analysis of reactions employed in the synthesis of medicinally significant compounds. An in-depth understanding of the mechanistic details for each transformation will be emphasized. Topics will relate fundamental structural and electronic properties to issues of chemical reactivity. An emphasis will be placed on carbon-carbon bond and ring forming reactions.
The Department

CHEM5537 Mechanistic Organic Chemistry (Fall: 3)

This course will explore factors influencing organic reaction mechanisms and methods for their determination. A partial list of the topics to be covered includes chemical bonding and consequences for structure and reactivity; steric, electronic, and stereoelectronic effects; conformational analysis; thermodynamic and kinetic principles; applications of molecular orbital theory; and reactive intermediates.
Jeffery Byers

CHEM5539 Principles and Applications of NMR Spectroscopy (Fall: 3)
Periodically

This course will provide a detailed understanding of the principles and applications of NMR spectroscopy. The course is intended for chemistry and biochemistry students who will use NMR in their research. Four general aspects of NMR will be considered: theoretical, instrumental, experimental, and applied. Emphasis will be placed on understanding the theoretical concepts and experimental parameters necessary to acquire, process, and interpret NMR spectra. The course will include a practical component on departmental NMR spectrometers.
Thusitha Jayasundera

CHEM5544 Modern Methods in Organic Synthesis II (Spring: 3)
Prerequisite: CHEM5531

Survey and analysis of contemporary strategies employed in the synthesis of medicinally significant natural and unnatural products. Examines the creativity and logic of approaches toward medicinally important compounds. Topics will include novel strategies toward synthetic problems and landmark total syntheses as well as issues in the current chemical literature.
Marc Snapper

CHEM5552 Advanced Methods in Chemistry I (Spring: 4)
Prerequisites: CHEM3351 and CHEM4475
Corequisite: CHEM5554

This course discusses the principles, methods, and applications of instrumental techniques such as calorimetry, chromatography, electrochemistry, lasers, and optical spectroscopy in modern chemistry, along with techniques for the analysis and interpretation of experimental data. It is intended mainly for third year students. The accompanying laboratory includes experiments with these methods and emphasizes experimental design, data interpretation, and the presentation of results in written and oral formats.
Kenneth R. Metz

CHEM5553 Advanced Methods in Chemistry II (Fall: 3)
Prerequisite: CHEM3351
Corequisite: CHEM5555
Periodically

Designed for senior-level students, this course includes discussions of the principles, methods, and applications of sophisticated techniques in modern chemistry, such as magnetic resonance, mass spectrometry, x-ray diffraction, computer interfacing, and molecular modeling. The accompanying laboratory includes experiments with these methods.
Kenneth R. Metz

CHEM5554 Advanced Methods in Chemistry Laboratory I (Spring: 0)
Corequisite: CHEM5552

Laboratory required of all students enrolled in CHEM5552. Two four-hour periods per week.
Kenneth R. Metz

CHEM5555 Advanced Methods in Chemistry Laboratory II (Fall: 0)
Corequisite: CHEM5553
Periodically

Laboratory required of all students enrolled in CHEM5553. One four-hour period per week.
Kenneth R. Metz

CHEM5560 Principles of Chemical Biology (Fall: 3)
Prerequisites: CHEM2231–2232 or equivalent

An introduction to the chemistry of biological macromolecules, including proteins, nucleic acids, and carbohydrates. Students will learn the structure and nomenclature of the monomer building blocks as well as the macromolecules. Chemical principles that define secondary and tertiary biomolecular structure as well as state-of-the-art chemical (or chemical-biological) synthetic procedures will be presented. Examples of specific types of binding interactions, catalysis, or recognition processes as viewed from a chemical perspective will be discussed.
The Department

CHEM5564 Physical Methods in Biochemistry (Fall: 3)
Prerequisites: Must have successfully completed CHEM4461–4462 or must have successfully completed CHEM4465
Periodically

The course will familiarize students with a wide variety of biophysical techniques (including fluorescence, circular dichroism, vibrational spectroscopy, EPR, NMR, scattering, and diffraction techniques). Along with the basics in these methods, the focus will be on

applications for investigating macromolecule structure and function. Students must have taken biochemistry and preferably also a course in physical chemistry.
Mary Roberts

CHEM5567 Chemical Biology: Structure and Function (Fall/Spring: 3)
Prerequisites: CHEM2231–2232, CHEM5561–5562 or BIOL4435–4440, CHEM4473 or CHEM4475–4476, 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.
Abhishek Chatterjee

CHEM5591 Undergraduate Chemical Research I (Fall: 3)
Seniors only. Arrangement with an individual faculty member and departmental permission is required. This is a two-semester course and may not be taken for only one semester.

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

CHEM5592 Undergraduate Chemical Research II (Spring: 3)
Seniors only. Arrangement with an individual faculty member and departmental permission is required. This is a two-semester course and may not be taken for only one semester.

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

CHEM5593–5594 Undergraduate Biochemical Research I and II (Fall/Spring: 3)
Seniors only. Arrangement with an individual faculty member and departmental permission is required. This is a two-semester course and may not be taken for only one semester.

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

CHEM5595–5596 Advanced Research in Chemistry I and II (Fall/Spring: 6)
Seniors only. Arrangement with an individual faculty member and departmental permission is required. This is a two-semester course and may not be taken for only one semester.

A substantial independent research project performed under the supervision of a faculty member. Seniors whose projects are judged by the department to be of the highest quality, and who maintain a minimum GPA of 3.70, will be nominated for Scholar of the College recognition.
The Department

CHEM5597–5598 Advanced Research in Biochemistry I and II (Fall/Spring: 6)
Seniors only. Arrangement with an individual faculty member and departmental permission is required. This is a two-semester course and may not be taken for only one semester.

A substantial independent research project performed under the supervision of a faculty member. Seniors whose projects are judged by the department to be of the highest quality, and who maintain a minimum GPA of 3.70, will be nominated for Scholar of the College recognition.
The Department

CHEM6601–6602 Senior Thesis Research in Chemistry I and II (Fall: 3)

An independent research project performed under the supervision of a faculty member. A written thesis is required to culminate the project.
The Department

CHEM6603–6604 Senior Thesis Research in Biochemistry I and II (Fall: 3)

An independent research project performed under the supervision of a faculty member. A written thesis is required to culminate the project.
The Department

CHEM6635 Current Topics in Catalysis (Spring: 3)
Periodically

The course will cover principles of catalysis (catalytic cycle, entropy and proximity-induced reactivity, transition state, reaction coordinate, rate-determining step); the role forces play in controlling catalytic rate and stereo-, chemo-, and regio-selectivity; influence from temperature, solvent and pH; bifunctional catalysis, synergism, anchimeric assistance and strain; current theoretical models explaining catalytic rate acceleration. Examples from enzyme catalysis, organic and organometallic, phase-transfer, and heterogenous catalysis will be discussed. Computational chemistry studies of various catalytic reactions from these areas will be an integral part of the course. Guest lectures covering research on catalysis in the chemistry department will be given.
Jan (Fredrik) Haeffner

CHEM6640 Computational Chemistry: Model, Method and Mechanism (Fall: 3)
Prerequisites: CHEM2231–2232 (or equivalent) and CHEM4475–4476 (or equivalent) and MATH2202 (or equivalent)

The goal of the course is to develop skills in using computational chemistry software in the Linux operating system environment and to get a basic understanding of the underlying theory and algorithms which these computer programs are built upon. Topics covered include Linux commands and shell script programming, as well as Python script programming, basic understanding of statistical thermodynamics, potential energy surface, stationary points, conformational space, molecular mechanics, quantum chemistry (Schrodinger equation, Huckel method, LCAO-concept, Hartree-Fock and post Hartree-Fock methods, density functional theory). Computer programs such as Gaussian, Jaguar, Gamess, MacroModel and Tinker will be used during the course.
Jan (Fredrik) Haeffner

CHEM6676 Physical Chemistry: Principles and Applications (Fall: 3)
Prerequisite: Department permission required for undergraduates.

New developments and directions of physical chemistry will be discussed. We will focus on the emerging field of nanotechnology and

talk about the novel synthesis, unique properties, and promising applications of nanoscale materials, all within the context of broadly defined physical chemistry. Concepts such as nucleation and phase transitions will be embedded in specific examples and various advanced tools for material chemistry characterizations will be introduced toward the end of the class. This course is intended for first-year graduate students.
The Department

Classical Studies

Faculty

Dia M.L. Philippides, *Research 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
Maria Kakavas, *Visiting Assistant Professor;* M.A., Boston College; Ph.D., Boston University
Mark Thatcher, *Visiting Assistant Professor;* B.A., Northwestern University; Ph.D., Brown University

Contacts

- Adminstrative Assistant: Gail Rider, 617-552-3316, gail.rider@bc.edu
- www.bc.edu/schools/cas/classics

Undergraduate Program Description

Classical Studies encompasses all the social, material, and intellectual culture of the ancient Greek and Roman worlds, as they can be studied both in the original languages and in English.

The department offers courses under four headings, including (1) elementary and intermediate courses in Latin and Greek, designed to teach a student to read the languages, (2) courses in Greek and Roman literature, history, society, and culture, including Core Literature courses, taught in English and designed to acquaint a student broadly with the world of classical antiquity, (3) advanced reading courses in ancient authors and genres taught in the original languages, and (4) courses in Modern Greek language. Courses related to antiquity are also available in other departments.

Major Requirements

The major includes courses in Latin and/or Greek language and literature, from the elementary to the advanced level, and courses in ancient civilization and culture. Readings in the latter courses are in English. There are no separate majors in Latin or Greek. The program is designed to be flexible in response to the interests and prior experience of individual students. Requirements, totaling a minimum of ten courses (or thirty credits), fall under three headings:

- Three courses or nine credits (minimum) in Latin and/or Greek at the advanced level.
- Three courses or nine credits (minimum) in the area of ancient civilization and culture.
- Four other courses or 12 credits, either in Latin and/or Greek language at any level (excluding only Elementary Latin) or in ancient civilization and culture, in any combination.

NOTES:

- Students who may think of going on in Classics are strongly advised to study both languages and to take as many advanced courses as possible. They should also discuss their interest with a faculty member at the earliest opportunity.
- Courses in Modern Greek language and culture are also taught within the department, but cannot be counted towards the major.

The Minor in Ancient Civilization

The interdisciplinary minor in Ancient Civilization is designed to make the study of the ancient world available to students without the requirement of learning Latin or Greek. Students learn about the history, literature, art, and culture of antiquity in courses that emphasize the study of primary texts in English translation. As a minor, it naturally looks to students whose main interests lie in other areas, but who are curious about the ancient world, and who seek a program that is at once structured and interdisciplinary. It makes a good complement in particular to majors in English, History, Fine Arts, Philosophy, and Theology but is available to everyone regardless of major. A list of the courses that are available each semester from the various departments and that count for the minor will be available at registration time. A program consists of six courses under three headings:

- One course in Greek History (CLAS2205) or Greek Civilization (CLAS1186). As a rule one or the other of these courses will be taught each year.
- One course in Roman History (CLAS2206) or Roman Civilization (CLAS2262). Again, as a rule one or the other of these courses will be taught each year.
- Four electives, taught in Classics and other departments, chosen from various offerings in ancient culture, for instance, in the areas of literature, philosophy, religion, history, art, and archaeology.

Information for First Year Majors and Non-Majors

"Classics" as outlined above is a broad, interdisciplinary field of study. For a first-year student, courses of two types are likely to be of most immediate interest: (1) Core literature courses, in which the reading is entirely in English, and (2) elementary and intermediate language courses in Latin and Greek.

If you would like to begin a language now or have had only one year of a language in high school, you should choose an elementary course: CLAS1010 Elementary Latin I or CLAS1020 Elementary Greek I. If you have studied a language for two or three years in high school, you may want to choose an intermediate course: CLAS1056 Intermediate Latin I or CLAS1052 Intermediate Ancient Greek I.

Completion of the second semester of Latin or Greek at the intermediate level will fulfill the 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. Art and Myth in Ancient Greece will be offered in spring 2015.

Licensure for Teachers

The Undergraduate Initial License as Teacher of Latin and Classical Humanities 5-12 may be gained by pursuing a Classics major in addition to the Secondary Education major or the minor in Secondary Education. For further information, contact the Chair of the Department.

Course Offerings

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

CLAS1010 Elementary Latin I (Fall: 3)

This course will introduce the fundamentals of Latin grammar and vocabulary. The aim is to prepare students to read simple Latin prose.

Elizabeth Sutherland
Mark Thatcher

CLAS1011 Elementary Latin II (Spring: 3)

This course is a continuation of CLAS1010, which was offered in the fall semester.

Maria Kakavas

CLAS1020 Elementary Ancient Greek I (Fall: 3)

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

Gail Hoffman

CLAS1021 Elementary Ancient Greek II (Spring: 3)

This course is a continuation of CLAS1020, which is offered in the fall semester.

Gail Hoffman

CLAS1052 Intermediate Ancient Greek I (Fall: 3)

This course is a review of the essentials of Classical Attic grammar and a reading of selections from Greek literature, often Xenophon's *Anabasis,* Plato's *Apology* and/or *Crito,* or a play such as Euripides's *Medea.*

Maria Kakavas

CLAS1053 Intermediate Ancient Greek II (Spring: 3)

This course is designed to develop students proficiency in reading Greek literature in the original language through intensive readings from two Greek travel narratives: Book 9 of Homer's *Odyssey* (including the story of the Cyclops) and selections from Xenophon's *Anabasis.* We will read the Greek assignments slowly and carefully while reviewing grammar, combined with discussion of the social and cultural contexts of these works.

Mark Thatcher

CLAS1056 Intermediate Latin I (Fall: 3)

This course gives a thorough review of the essential grammatical forms presented in Elementary Latin along with a close reading of an introductory selection of Roman prose and poetry.

Maria Kakavas

CLAS1057 Intermediate Latin II (Spring: 3)

This course is a continuation of CLAS1056, which is offered in the fall semester.

Maria Kakavas

CLAS1058 Advanced Intermediate Latin (Fall: 3)

This course is intended for students who have completed the equivalent of BC's intermediate-level Latin sequence but who need further preparation before joining the advanced Latin courses. We will read a selection of Latin prose and poetry with a focus not only on literary analysis but also on strengthening language ability. Readings vary.

Elizabeth Sutherland

CLAS1063 Intensive Reading in Latin (Summer: 3)

The goal of this course is to build solid reading skills in the Latin language by providing an intensive and comprehensive introduction to the basics of Latin grammar and syntax. The course meets for twelve weeks and is divided into two sessions. The first session will begin to guide students through the fundamentals of the language using *Wheelock's Latin.* The second session will complete *Wheelock's Latin* and proceed to readings in the original from Caesar, Cicero, Catullus, and others.

Maria Kakavas

CLAS1070 Intermediate Modern Greek I (Fall: 3)

Prerequisites: CLAS1060–1061 or equivalent

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

Maria Kakavas

CLAS1071 Intermediate Modern Greek II (Spring: 3)

Prerequisites: CLAS1060–CLAS1061 or equivalent

This second-year course is a continuation of CLAS1070 offered in the fall semester.

Maria Kakavas

CLAS1186 Greek Civilization (Fall: 3)

An introduction through lectures, readings, visuals, discussion, and written exercises to the many-sided contribution of the Ancient Greeks to the literature, art, and thought of what has come to be known as Western Civilization. Topics will include a historical overview (3000–323 BC), heroic epic (*Iliad* and *Odyssey*), drama (tragedy and comedy), mythology, historiography, political theory and practice (especially Athenian Democracy), philosophy, sculpture, and architecture.

Gail Hoffman

CLAS2206 Roman History (Fall: 3)
Cross listed with HIST2205
Periodically

A study of the social, political and cultural history of ancient Rome from its foundation by Romulus to the rise of Constantine and late antiquity. The course will focus on the development of Roman social and political institutions, the Roman conquest of the Mediterranean, the evolution of Roman identity, and the rise and spread of Christianity. Emphasis will be on the study of the ancient sources: literary, historiographic, archaeological and epigraphic.

Kendra Eshelman

CLAS2208 Art and Myth in Ancient Greece (Spring: 3)
Cross listed with ARTH2206
Satisfies Arts Core Requirement

An introduction to the visual representation of the Greek gods and godesses 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

CLAS2223 The Art Museum: History, Philosophy and Practice (Fall: 3)

A study of the emergence of museums of art, tracing their development from private and ecclesiastical collections of the classical period and middle ages to their present form as public institutions. This course will focus on the exhibition, *Roman in the Provinces: Art on the Periphery of Empire* which is being organized for the Yale University Art Gallery and the McMullen Museum, Boston College. It will open at Yale in August 2014 and come to the McMullen in February 2015. Course includes field trips to museums.
Gail Hoffman
Nancy Netzer

CLAS2230 Classical Mythology (Fall: 3)
Cross listed with ENGL2220

This course will explore the world of Greek and Roman mythology, focusing on what these civilizations' traditional stories tell us about the culture, politics, and psychology of their creators. Mythic texts such as Homer's *Odyssey,* Hesiod's *Theogony,* and Virgil's *Aeneid* will be read using the analytical tools created by ancient and modern theorists of myth (e.g., Euhemerus, Metrodorus, Malinowski, Freud, and Levi-Strauss). By the end of the semester, students will be familiar with many of the Great Books of the Western Canon and will also be able to apply a number of important and useful techniques of literary analysis.
Hanne Eisenfeld

CLAS2236 Roman Law and Family (Spring: 3)
Cross listed with HIST2206

We will look at the makeup and dynamics of the Roman household through legal sources, which allow investigation of Roman legal arguments and approaches to issues such as marriage, dowry, divorce, disciplining children, adultery, procreation, adoption, and women's rights, and the role of the pater familias. We will also observe similarities and differences between Roman family law and modern American family law. By the end of the course you will have gained a better understanding not only of the Roman family but also of how societies—including our own—use law to order and regulate family relationships.
Kendra Eshleman

CLAS2250 Multiculturalism in the Roman Empire (Spring: 3)
Cross listed with HIST2837

From its beginnings as a small city-state in central Italy, Rome built a vast multicultural empire stretching across the entire Mediterranean and much of Europe. We will travel through this empire, visiting such different peoples and provinces as the Germans and the Jews, Britain and Greece. How did those people remain loyal to their origins while also becoming Roman? How did the different cultures included within the empire transform who "the Romans" were and what it meant to be Roman? How did the emperors—those larger-than-life figures like Augustus and Nero—use the diversity of the empire to craft their public images as conquerors or as...Greek actors? We'll use a combination of written sources, archaeological evidence, and even visual art to investigate these questions and to explore the ever-expanding melting pot of the Roman world.
Mark Thatcher

CLAS2260 Drama and Society in Ancient Greece (Fall: 3)
Cross listed with ENGL2111

Greek drama offered the people of one ancient society, Athens, a medium for debating the great issues of their time: how can society best be governed? How should citizens behave in times of war? How can women take an active role in a man's world? What is the role in society of rational, intellectual discourse? Or the role of religion? Can literature help guide us through these questions? Greek writers rarely provide clear answers, but their plays invite us to join the debate. By critically reading a selection of Greek dramas—both tragedies and comedies—in their social context, we will confront a series of issues that are still debated today and discuss how one society approached them.
Mark Thatcher

CLAS2290 Dying, Death and Afterward in Ancient Greece (Spring: 3)

The ancient Greeks wrote poems and stories about glorious—and inglorious—deaths, believed in after lives that could involve privilege or punishment (or neither), and passed laws about burials and mourning. This course will examine cultural responses to death in the Greek world through the lenses of material objects (e.g., tomb decorations and grave goods), literary and artistic representations, and ritual activity. We will consider how practices and beliefs changed over time in response to shifting societal and individual needs, and, in addition, how this helps us to understand the place death fills in our own communities.
Hanne Eisenfeld

CLAS3312 Roman Love Elegy (Fall: 3)

We will trace the rise and fall of Roman Love Elegy, a literary genre with lasting impact on our modern idea of poetry. We'll find the origins of elegy in the poems of Catullus before seeing the genre truly emerge in the poetic books of Propertius and Tibullus. As we read, we will discuss the characteristics, themes, and techniques of this new poetic tradition and ask why elegy grew into a dominant poetic genre at Rome when it did. We'll end with Ovid's ingenious poetry, which shows elegy at its pinnacle but also destroys the genre for centuries to come.
The Department

CLAS3315 Homer: The ***Odyssey*** **(Fall: 3)**
Prerequisite: Two years of Greek or the equivalent. Consult professor before registering.

In this course we will read roughly half of the *Odyssey* in Greek, accompanied by an exploration of central issues in Homeric scholarship, including oral composition and performance, narrative technique, and the nature of Homeric society.
Kendra Eshleman

CLAS3332 Sanskrit (Spring: 3)
Prerequisite: Familiarity with an inflected language highly recommended.
Cross listed with LING3204
Biennially

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

CLAS3333 Apuleius (Spring: 3)

Apuleius' *Metamorphoses* (aka the *Golden Ass*) is the only ancient Latin novel to survive complete, an exploration of the dark underbelly of Roman imperial society, sex, violence, slavery, witchcraft, banditry, and unholy curiosity. In this course, we will read in Latin all of book 3, and large sections of the novella that occupies the center of the work, the *Cupid* and *Psyche.* In addition, we will read the entire novel in English.

Kendra Eshleman

CLAS3336 Horace: *The Odes* (Fall: 3)

Open to undergraduate and graduate students; graduate students can expect extra readings in background texts and in modern scholarship.

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

Charles Ahern

CLAS3342 Livy (Fall: 3)

Readings, for this course will come from Livy, Books I-V. Study of Livy's method of reconstructing and narrating early Roman history will also be discussed.

Mark Thatcher

CLAS3382 Herodotus I (Fall: 3)

Reading in Greek Selections from Herodotus.

Kendra Eshleman

CLAS3386 Studies in Words (Spring: 3)

See the course description in the Slavic and Eastern Languages and Literatures Department.

Michael J. Connolly

CLAS3390 Reading and Research I (Fall: 3)

The Department

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

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, *Associate Professor of the Practice;* B.A., M.A., Ph.D., University of Rhode Island

Rita Rosenthal, *Associate Professor of the Practice;* B.A., Appalachian State University; M.A., Bowling Green State University

Celeste Wells, *Assistant Professor of the Practice;* B.S., M.S., Ph.D., University of Utah

Lindsay Hogan, *Visiting Assistant Professor;* B.A., University of Texas at Austin; M.A., Southern Methodist University; Ph.D., University of Wisconsin-Madison

Brett Ingram, *Visiting Assistant Professor;* B.A., Shippensburg University and the University of Lincolnshire; M.A., Northeastern University; Ph.D., University of Massachusetts Amherst

Elfriede Fürsich, *Research Associate Professor;* B.A., Katholische Universitaet Eichstatt, Germany; M.A., Ph.D., University of Georgia

Contacts

- Chairperson of the Department/Professor: Lisa Cuklanz, Ph.D., cuklanz@bc.edu
- 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 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)

- COMM1010 Rhetorical Tradition
  This course, and/or COMM1020 and COMM1040, should be taken before any other course in the major.
- COMM1020 Survey of Mass Communication
  This course, and/or COMM1010 and COMM1040, should be taken before any other course in the major.
- COMM1030 Public Speaking
- COMM1040 Interpersonal Communication
  This course, and/or COMM1010 and COMM1020, should be taken before any other course in the major.
- One of COMM3330 Communication Methods: Social Science or COMM3340 Communication Methods: Critical/Cultural

Three Distributed Requirements (9 credits)

One of the Theory Courses:

- Any course numbered between COMM3360 and COMM3380
- Theory courses should not be taken until after a student has completed COMM1010 Rhetorical Tradition, COMM1020 Survey of Mass Communication, COMM1030 Public Speaking, COMM1040 Interpersonal Communication, and one of COMM3330 Communication Methods: Social Science or COMM3340 Communication Methods: Critical/Cultural.

Two Writing-Intensive Seminars:

- Any two courses numbered between COMM4425 and COMM4475
- These are upper-level courses and should not be taken until after a student has completed COMM1010 Rhetorical Tradition, COMM1020 Survey of Mass Communication, COMM1030 Public Speaking, COMM1040 Interpersonal Communication, and one of COMM3330 Communication Methods: Social Science or COMM3340 Communication Methods: Critical/Cultural. Freshmen and sophomores should never register for writing-intensive seminars.

Three Electives (9 credits)

May be chosen from any three-hour class offered by the department. Please note the following: (1) a maximum of six transfer credits will be accepted by the department and (2) a limit of one 3-credit internship may be taken as an elective.

Full-time communication majors in the College of Arts and Sciences can count one three-credit course from the Woods College as a communication elective. This rule does not apply to courses transferred from another institution or to students transferring from another college within Boston College.

Non-Cumulative Credits

One-credit internships and/or one-credit Debate Practicum cannot be combined to total a 3-credit course in any of the other required categories for the major.

Information for First Year Majors

Freshmen and sophomores can declare the Communication major with the New Major Advisor in the department. Juniors and seniors should schedule an appointment with the Director of Undergraduate Studies to determine whether they can reasonably complete the required course work prior to graduation.

The five required courses, COMM1010 Rhetorical Tradition, COMM1020 Survey of Mass Communication, COMM1030 Public Speaking, COMM1040 Interpersonal Communication, and one of COMM3330 Communication Methods: Social Science or COMM3340 Communication Methods: Critical/Cultural, are prerequisites for all other communication classes. Majors should not register for a theory course, writing-intensive seminars, or any elective until after they have completed the required common courses noted above.

Information for Study Abroad

To receive the department's permission for study abroad, students must have completed seven Communication courses by the end of their junior year including COMM1010 Rhetorical Tradition, COMM1020 Survey of Mass Communication, COMM1030 Public Speaking, COMM1040 Interpersonal Communication and one of COMM3330 Communication Methods: Social Science or COMM3340 Communication Methods: Critical/Cultural. The seven course requirement may be met by either of the following:

- Taking seven Communication courses at Boston College including Communication courses and approved summer school courses
- Taking five Communication courses at Boston College and transferring two courses from the junior year abroad placement

For additional information, please visit our department website or contact Professor Christine Caswell, Director of Undergraduate Studies.

Internship Program

COMM1901 Communication Internship, a 1-credit pass/fail course, is open to Communication majors who have sophomore, junior, or senior standing and a minimum 2.5 GPA.

COMM5589 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 COMM1010 Rhetorical Tradition, COMM1020 Survey of Mass Communication, COMM1030 Public Speaking, COMM1040 Interpersonal Communication, and one of COMM3330 Communication Methods: Social Science or COMM3340 Communication Methods: Critical/Cultural plus appropriate preparatory course work necessary for the specific field placement.

For internship applications, please visit our department website. For departmental approval, contact Professor Christine Caswell, Director of Undergraduate Studies.

Honors Program

Juniors with a qualifying 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.

Course Offerings

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

COMM1010 The Rhetorical Tradition (Fall/Spring: 3)
Required course for all Communication majors

This is an introductory course that is designed to examine the classical periods of rhetoric, as well as the Enlightenment and modern periods. The course focuses on pivotal concepts in rhetoric and their application to contemporary discourse. This is a foundation course in the field of communication. It introduces students to perennial issues and concerns in rhetoric and looks at communication as a way of knowing about self and society.

The Department

COMM1020 Survey of Mass Communication (Fall/Spring: 3)
Required course for all Communication majors

This course will introduce you to the basics of the field, including industries, industry trends, regulations, and ethics. It will address historical developments that have shaped the mass media, particularly through the rise of newspaper, book, music, radio, television, film, advertising, and public relations industries. It will consider the influences of new media and their impacts on culture and industry. It will explore topics such as blockbusters, globalization, digital photography, social media, sports, "fake news," fans and fan cultures, and media violence. Further, it will ask you to consider your position as a media consumer.

The Department

COMM1030 Public Speaking (Fall/Spring: 3)
Required course for all Communication majors

This course is an introduction to the theory, composition, delivery, and criticism of speeches. Attention is devoted to the four key elements of the speech situation: message, speaker, audience, and occasion. Emphasis in the course is also given to different modes of speaking and a variety of speech types, such as persuasive, ceremonial, and expository addresses. This is a performance course.
The Department

COMM1040 Interpersonal Communication (Fall/Spring: 3)
Required course for 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

COMM2182 Black Popular Culture (Fall: 3)
Cross listed with AADS2182

In this class, we will critically examine the development of black popular culture from blackface minstrelsy in the 1800s to present day. While we will primarily focus on black popular culture in the United States, we will also consider the work of diasporic authors and artists and the international implications of American media. Readings will draw upon theories and concepts in media studies, cultural studies, and rhetoric to center our discussion of black popular cultural texts such as television shows, films, music, poetry, and fashion.
Anjali Vats

COMM2213 Fundamentals of Audio I (Fall/Spring: 3)
Lab fee required

This course is designed to introduce the student to the multifaceted world of sound, in theory and practice. Topics covered include the history of recording techniques, design and use of microphones, and careful listening techniques. The course will present an overview of current audio production software typically used in modern recording studios. 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

COMM2214 Fundamentals of Audio II (Spring: 3)
Prerequisite: Fundamentals of Audio I or permission of instructor
Lab fee required

A comprehensive course in audio recording and production. Topics covered include sound design, live recording techniques, and post production. Students will design and execute broadcast quality pieces for radio and multimedia, as well as sound art. Working in the digital audio labs both individually and in groups, students will gain experience recording and editing using professional audio production software. At the end of the semester each student will have an audio portfolio of his or her own creations.
The Department

COMM2222 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

COMM2223 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

COMM2232 Topics in Intercultural Communication (Summer: 3)

This course will explore the challenges individuals and institutions often face when they attempt to communicate across cultural barriers, with particular emphasis on obstacles posed by ideological constructions of difference such as race, ethnicity, nationality, gender, and sexuality. We will cultivate a critical perspective on relevant conflicts and controversies using the theoretical resources offered by the field of media and cultural studies. Our aim is to foster both greater understanding of potential impediments to humane cross-cultural communication, and more sophisticated strategies of intervention.
Brett Ingram

COMM2236 Media and Cultural Studies (Fall/Spring: 3)

This course will analyze the many ways power is consolidated, negotiated, or resisted through popular media, especially advertising, television, film, and social media. We will examine how correspondences between mass communication and economic structures impact cultural, political, and ideological processes in society, including (but not limited to) the construction of gender roles, sexual norms, racial and ethnic identities, class affiliations, and attitudes towards violence. This course will be theoretically rooted in the critical tradition of media studies, with particular emphasis on twentieth century continental and American cultural and social theory.
Brett Ingram

COMM2254 Web Application Development (Fall: 3)
Cross listed with CSCI2254

See course description in the Computer Science Department.
Katherine Lowie

COMM2276 Communication, Stress, and Coping: Relationship and Families (Spring: 3)

This course explores aspects of relational communication in the context of stressful events (e.g., long distance, deployment, dissolution/divorce, relational transitions, crisis, illness, death). Readings, activities, and discussions will consider stressors experienced in romantic and family relationships and how they are managed. Upon completion of the course students will have acquired knowledge of relational and family-based theories pertaining to communication, stress, coping, resilience, and support. Practical implications of stress and coping

research will be discussed, and students should improve their ability to apply these principles to their own interpersonal relationships as well as current stressors facing relationships and families today.
Kelly Rossetto

COMM2278 Social Media (Summer: 3)

This course examines the cultural, economic and political aspects of emerging computer-mediated communication technologies known as "social media," including Facebook, Twitter, YouTube, Instagram and more. Students will critically interrogate the impact of social media on relationships, identity, social/political movements, branding/marketing, and everyday practices. Course will also cover practical social media skills with assignments and activities involving hands-on experience using social media technologies to create and distribute content.
Lindsay Hogan

COMM2285 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.
Marilyn Matelski

COMM2291 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

COMM3330 Communication Methods: Social Science (Fall/Spring: 3)
One of COMM3330 or COMM3340 is required for the Communication major.

This course is designed to introduce students to social scientific methods in Communication research. Among the topics emphasized are: (1) development of questions and hypotheses, (2) quantitative and/or qualitative data collection methods (e.g., experiments, interviews, and surveys), and (3) data analysis and interpretation (e.g., interpretive and statistical analysis). The objective of the course is to provide students with the resources to interpret, evaluate, and conduct research in Communication from a social science perspective.
The Department

COMM3340 Communication Methods: Critical/Cultural (Fall/Spring: 3)
One of COMM3330 or COMM3340 is required for the Communication major.

This course is designed to introduce students to historical, critical, and cultural methods in Communication research. Among the topics emphasized are: (1) development of theses and arguments, (2) critical/cultural data collection methods (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

COMM3372 Mass Communication Theory (Fall/Spring: 3)
Satisfies the required theory course in the Communication major.

This course will examine the underlying theories behind mass communication and the mass media and will apply those theories to operational decisions made by media executives on a day-to-day basis.
The Department

COMM3374 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

COMM3377 Visual Communication Theory (Fall/Spring: 3)
Satisfies the required theory course in the Communication major

This course explores the role of perception within visual learning; the nature of images; how public images function in political and cultural discourse; the psychology of the camera eye; differences among television, film and print images; and controversial media issues.
Ann Barry

COMM4408 Advanced Visual Communication and Aesthetics (Fall: 3)
Corequisite: COMM3377
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.
Ann Barry

COMM4425 Broadcast Century Issues (Fall/Spring: 3)
Satisfies one of two writing intensive courses required within the Communication major

The impact of radio and television has been felt around the world. It has altered the way we think and behave. This course is an assessment of the major issues and events that have helped form broadcast media. Topics will be examined within the context of their relationship to society and culture.
Michael Keith

COMM4429 Globalization and the Media (Spring: 3)
Cross listed with INTL4429
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.
Matt Sienkiewicz

COMM4434 Advanced Visual Theory and Aesthetics (Spring: 3)
Prerequisite: COMM3377

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.
Ann Barry

COMM4439 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

COMM4442 Intercultural Communication (Spring: 3)
Cross listed with AADS4442
Satisfies Cultural Diversity Core Requirement
Satisfies one of two writing intensive courses required within the Communication major

This course studies communication as it relates to society and as it occurs inter-culturally and internationally. In those contexts, questions and issues will be pursued which reveal processes, effects, methods, and critical norms for evaluating interpersonal, group, and mass communication.
Marilyn Matelski

COMM4447 Communication Criticism (Fall: 3)
Satisfies one of two writing intensive courses required within the Communication major

This course examines a wide range of critical methodologies that can be used to reach a greater understanding of public communication. In addition to speech events, the impact of other communication media such as film, television, advertising, political cartoons, and music will be examined from a critical perspective. A greater understanding of the critical choices available allows us to better evaluate the impact of public communication.
The Department

COMM4448 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

COMM4449 Crisis Communication (Fall/Spring: 3)
Satisfies one of two writing intensive courses required within the Communication major. Restricted to Communication majors only.

This course is designed to examine events and situations that potentially threaten the viability of an organization. Attention is devoted to developing an effective crisis communication plan, speaking to multiple stakeholders, decision-making under pressure, and resolving-rather than litigating-organizational problems. Among the studies examined are the Tylenol product tampering incident, the Exxon Valdez accident, the Union Carbide gas leak, the Challenger Space Shuttle disaster, the Three Mile Island accident, and the Pepsi syringe hoax.
Donald Fishman

COMM4451 Gender Roles and Communication (Fall/Spring: 3)
Satisfies one of two writing intensive course requirements within the Communication major

This course is both a writing-intensive seminar and a Women's and Gender Studies minor course. Focus is on the social construction of gender through communication. The early section of the course compares historical and theoretical approaches to representations of gender in communication texts. Then, building on these comparisons, students read about, examine, and analyze texts, focusing particularly on television programming and advertising.
Lisa Cuklanz

COMM4458 Radio in Culture and Society (Fall/Spring: 3)
Satisfies one of two writing intensive courses required within the Communication major

This course will seek to examine and analyze the role of broadcast radio in non-mainstream segments (minority, counterculture, extremist, and alternative-lifestyle clusters) as well as in special areas of the general population. In the last quarter century, so-called "outerculture" or "fringe" groups have asserted their rights to fair and equal access to the airwaves as a means for mollifying the negative perceptions and stereotypes that have prevented them from fully benefiting from citizenship in the world's largest democracy. Students will gather research data for an extensive paper designed to probe and evaluate the effects and implications of American Radio Broadcasting.
The Department

COMM4461 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).
Kelly Rossetto

COMM4462 Popular Music and Identity (Fall: 3)
Cross listed with AADS4462
Satisfies one of two writing intensive courses required within the Communication major

The goal of this course is to increase the understanding of basic concepts and principles of popular music as a form of communication, and specifically, popular music as a symbolic form of behavior that relates to individual and group identity. This course will examine historical and contemporary popular music along with theory and research in the area of popular music studies in communication in order to understand popular music as a meaning-making cultural practice.
Celeste Wells

COMM4465 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.
Ashley Duggan

COMM4471 Children and the Media (Spring: 3)
Satisfies one of two writing intensive courses required within the Communication major

From film to television to mobile apps, this course examines children's media as an economic, cultural, and political entity and explores the relationships among young people and the contemporary media environment. Students will analyze various scholarly approaches and major debates in the study of children and media while also learning the larger historical contexts of those debates. This course offers a critical/cultural approach that examines the ways in which media industries, institutions, technologies and texts intersect to produce particular media practices and considers how such practices relate to the production of cultural norms or social power.
Lindsay Hogan

COMM4472 Race, Law, and Media (Fall: 3)
Cross listed with AADS4472
Satisfies one of two writing intensive courses required within the Communication major.

This writing intensive course focuses on the relationship between race, law, and media. We will read seminal texts in critical race theory and cultural studies in order to theorize how concepts such as race, criminality, deviance, property, and originality are articulated in legal contexts, often in ways which make whiteness appear to be natural and "right." Then, by way of case studies such as the Scottsboro Boys, the Central Park Five, Korematsu v. United States, Prosecutor v. Charles Taylor, and State v. Zimmerman, we will explore how the media represents race and law.
Anjali Vats

COMM4485 Advanced Intercultural: studyabroad.com (Fall/Spring: 3)
Prerequisite: Enrollment in a BC-sponsored international program; permission of instructor.
Satisfies Cultural Diversity Core Requirement

This is a web-based, advanced intercultural communication course intended for those studying abroad. Students should be enrolled in a BC-sponsored international program. The purpose of this course is to measure the "immeasurable," in three ways: (1) to extend students' intercultural scholarship through field research; (2) to prepare them for possible senior theses in some aspect of intercultural/international communication; and (3) to help them to create a world view corresponding to the rising demands of globalization. For a complete description of the course and its assignments, check the website at http://www2.bc.edu/~matelski.
Marilyn Matelski

COMM4901 Readings and Research—Communication (Fall/Spring: 3)
Prerequisites: Permission of the instructor and completion of the five introductory required COMM courses.
This course may be repeated.

This course is intended to provide an opportunity for students to explore topics not currently covered in the curriculum. Students will work on a specific research project under the supervision of a faculty member. The 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

COMM4921 Advanced Independent Research (Fall/Spring: 6)
Prerequisite: Permission of the department

This course is for seniors only.
The Department

COMM4941 Advanced Topics (Spring: 3)

This course is an advanced seminar restricted to second-semester senior Women's & Gender Studies minors. Enrollment is by permission only.
Lisa Cuklanz

COMM4961 Honors Thesis (Fall/Spring: 3)

A research course under the guidance of a faculty member for those writing an Honors Thesis.
The Department

COMM5500 Debate Practicum (Fall/Spring: 1)
Prerequisites: Participation on the intercollegiate debate team and permission of the instructor.
This course carries one credit. Only one such credit will be counted toward the 120 required for graduation.

Advanced discussion of argumentation theory and debate practice with an emphasis on contemporary intercollegiate debate.
John Katsulas

COMM5589 Senior Internship Seminar (Fall/Spring: 3)
Prerequisites: Senior standing, 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

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 Griffith, *Lecturer;* Ph.D., Boston College; Ph.D., University of Massachusetts Amherst

Contacts

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- 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 of the Association for Computing Machinery (ACM) for liberal arts institutions. The program is designed both to provide a solid foundation in the fundamentals of computer science, and to provide practical, hands-on experience with computing systems, as the current technology job market dictates.

Bachelor of Arts students complete a 34-credit computer science component, supplemented by a mathematics component rooted in calculus. For most students, the program requires completion of 14 three-credit courses along with one one-credit lab.

Computer Science Component

The 34 credits required for completion of the Bachelor of Arts major are grouped into two categories, seven required core courses (totaling 22 credits) and four electives (totaling at least 12 credits). The seven required core courses are the following:

- CSCI1101 Computer Science I
- CSCI1102 Computer Science II
- CSCI2243 Logic and Computation
- CSCI2244 Randomness and Computation
- CSCI2271 Computer Systems
- CSCI2272 Computer Organization/CSCI2273 Computer Organization Lab
- CSCI3383 Algorithms

Computer Organization (CSCI2272) has a required one-credit co-requisite lab (CSCI2273). All these courses are three credits with the exception of CSCI2273. The remaining twelve credits will typically be earned from four courses with at least nine of the credits earned from courses at the CSCI3000 level. The remaining three credits may be earned through any CSCI courses numbered CSCI2000 or above.

Logic and Computation and Randomness and Computation (CSCI2243 and CSCI2244) provide students with mathematical fundamentals necessary for Computer Science. It is especially important that these be completed **no later than the end of junior year,** since this material is prerequisite for the required course Algorithms (CSCI3383). CSCI2243 and CSCI2244 are required prerequisites for many 3000-level CSCI electives.

Mathematics Component

One semester of calculus at the level of Calculus II or higher is required for completion of the Bachelor of Arts major. Students will ordinarily complete the calculus requirement with any one of the following courses: MATH1101, MATH1103, MATH1105, or MATH2202. Realistically, most students will need to complete a prerequisite calculus course (e.g., MATH1100 before MATH1101, or MATH1102 before MATH1103), so this calculus requirement is usually satisfied by enrolling in a two-semester sequence.

Bachelor of Science in Computer Science

The curriculum for the Bachelor of Science major in Computer Science is based on requirements specified by the Computer Science Accreditation Board (CSAB). The program is designed to provide an extensive background in computer science and is well suited for students considering graduate study or students planning to pursue careers in science or engineering.

Bachelor of Science students must complete a 38-credit computer science component, supplemented by a mathematics component and a natural science component.

Computer Science Component

The Bachelor of Science major in Computer Science requires a minimum of 38 credits in computer science. The computer science credits are grouped into two categories, eight required CS courses (totaling 26 credits) and four elective courses (totaling at least 12 credits).

The eight required core courses are:

- CSCI1101 Computer Science I
- CSCI1102 Computer Science II
- CSCI2243 Logic and Computation
- CSCI2244 Randomness and Computation
- CSCI2271 Computer Systems
- CSCI2272 Computer Organization/ CSCI2273 Computer Organization Lab
- CSCI3372 Computer Architecture/ CSCI3373 Computer Architecture Lab
- CSCI3383 Algorithms

Computer Organization (CSCI2272) has a required co-requisite lab (CSCI2273); Computer Architecture (CSCI3372) has a required co-requisite lab (CSCI3373). All these courses are three credits with the exception of CSCI2273 and CSCI3373, which are 1-credit labs.

Of the twelve credits of electives, at least nine must be from courses numbered CSCI3000 or above. The remaining three credits must be earned from one course in the social and ethical issues cluster: CSCI2260–2267.

Logic and Computation and Randomness and Computation (CSCI2243 and CSCI2244) provide students with mathematical fundamentals necessary for Computer Science. It is especially important that these be completed **no later than the end of junior year**, since this material is prerequisite for the required course Algorithms (CSCI3383). CSCI2243 and CSCI2244 are required prerequisites for many 3000-level CSCI electives.

Mathematics Component

At least 12 credits of mathematics are required for completion of the Bachelor of Science major:

- MATH1103 Calculus II (Math/Science Majors) or MATH1105 Calculus II – AP (Math/Science Majors)
- MATH2202 Multivariable Calculus
- Two MATH electives from among MATH2210 Linear Algebra, MATH2216 Algebraic Structures, or any MATH course 3000 or higher

Since many students will need to complete MATH1102 before taking MATH1103, this calculus requirement will often be met by enrolling in a two-semester sequence.

Science Component

Students are required to complete a two-semester sequence in a laboratory science for science majors, and one additional non-overlapping science elective of at least three credits. Non-overlapping AP and IB credit can be used to meet the requirement of the additional three-credit science elective. Students may complete the lab science requirement in several ways. Eligible introductory sequences are:

- Biology (BIOL2000/2010/2040 or BIOL2000/3030/2040)
- Chemistry (CHEM1109/1111/1113, CHEM1110/1112/1114 or CHEM1117/1119/1121, CHEM1118/1120/1122)
- Physics (PHYS2200/2050/2110 and PHYS2201/2051/2111)
- Earth and Environmental Sciences
  Option 1: EESC1132/1133 followed by EESC2220/2221 or EESC2250/2251 or EESC2264/2265 or EESC2285/2286
  Option 2: Two of EECS2210/2211, EESC2202/2212, EESC2203/2213, EESC2204/2214, EESC2205/2215, EESC2206/2216, EESC2207/2217, EESC2208/2218 followed by EESC2220/2221

Departmental Honors

Junior and Senior Computer Science majors with at least a 3.3 GPA in CSCI courses are eligible to join the Departmental Honors Program. In order to graduate with the Departmental Honors designation, eligible students must maintain at least a 3.3 GPA in CSCI courses and complete a senior thesis. Thesis requirements are to have a thesis proposal approved by a faculty advisor and by the Honors Committee by the end of their junior year. They must complete two sections of CSCI4961 Honors Thesis during their senior year with grades of B+ or higher. They must submit a written honors thesis by the last day of class in the second semester of their senior year, and they must make an oral presentation of their thesis at the end of their senior year.

Students participating in the Honors Program are required to take both sections of CSCI4961 Honors Thesis. One section of CSCI4961 Honors Thesis may count as a CSCI elective.

The Minor Program

The minor program in Computer Science is designed to provide an introduction to computer science, primarily for Mathematics and science majors. It is also suitable for students with a strong secondary interest in computer science and good analytical skills.

Eighteen credits are required for completion of the minor which are completed with the following courses:

- CSCI1101 Computer Science I
- CSCI1102 Computer Science II
- CSCI2271 Computer Systems or CSCI2272 Computer Organization with required CSCI2273 Computer Organization Lab
- One elective course numbered 2000 or above
- Two elective courses numbered 3000 or above

All these courses are three credits with the exception of CSCI2273, 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

- BIOL4200 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 BIOL4200. If this option is used, no other course may be substituted by research.
- BIOL5240 Computational Foundations of Bioinformatics
- MATH2226 Probability for Bioinformatics (students may also substitute MATH4426 Probability or BIOL2300 Biostatistics or BIOL2310 Biostatistics Honors)

Elective Requirements

- **Any one additional biology course at the level of BIOL2200 or above.** BIOL2200 is recommended. Students with high school AP Biology may take BIOL3040 Cell Biology, BIOL3050 Genetics, BIOL3150 Intro to Genomics, BIOL4140 Microbiology, or BIOL4400 Molecular Biology instead.

- **Any three computer science courses at the level of CSCI1101 or above.** CSCI1101 and CSCI1102 are recommended. Upper-level courses well-suited to the concentration include CSCI1127 Introduction to Scientific Computation, CSCI3345 Machine Learning, and CSCI3383 Algorithms.
- One elective course may be substituted by a semester of research in bioinformatics (e.g., in the labs of 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 BIOL2000 or above, and the BIOL4200, BIOL5240, and BIOL5610 courses can double-count to fulfill biology electives. Computer science majors will naturally fulfill the three CSCI course requirements in their primary coursework. Computer science students taking the B.S. option will also naturally fulfill the Probability requirement through MATH4426.

Example Course Choices for a Biology Major

A biology major wishing to complete the bioinformatics concentration would typically choose BIOL4200 and BIOL5240 as electives within the standard biology major. Beyond this, the student would be required to take four additional courses to complete the Bioinformatics Concentration. Typically, these courses would be CSCI1101, CSCI1102, MATH2226, and any additional CSCI course at a level above CSCI1101. This additional course could also be substituted by a semester of bioinformatics research within a lab.

Example Course Choices for a Computer Science Major

A computer science major wishing to complete the bioinformatics minor would naturally complete the three CSCI courses as part of their major requirements. Beyond this, the student would be required to take five additional courses. These would be BIOL4200, BIOL5240, a probability/statistics course, and one biology elective. Typically, this elective would be BIOL2000, though students with high school AP Biology might take BIOL3040 or BIOL3050 instead. This elective could also be substituted by a semester of bioinformatics research in a lab.

Computer Science Concentration for Carroll School of Management Students

The concentration in Computer Science emphasizes technical and theoretical issues in computing. Graduates are prepared to enter technical computer software development positions as well as positions in information technology management.

The Computer Science concentration consists of 15 credits beyond CSCI1021, including three required courses and six credits of elective courses.

The three required courses are:

- CSCI1101 Computer Science I
- CSCI1102 Computer Science II

and one of:

- CSCI2271 Computer Systems OR
- CSCI2272 Computer Organization with required CSCI2273 Computer Organization Lab (this combination counts as one course)

The six elective credits must consist of:

- Three credits at the level of CSCI2000 or higher
- Three credits at the level of CSCI3000 or higher

Students are encouraged to take additional Computer Science courses.

Information for First Year Majors and Non-Majors

The Computer Science majors are for students who enjoy using computers and who wish to gain a deeper understanding of computing technology. Both majors are designed to provide a solid foundation in the fundamentals of computer science. At the same time, they provide practical, hands-on experience, as the current technological job market dictates. Students are prepared for a variety of careers such as software development, network administration, technical support, and systems analysis. In addition, knowledge of computing technology is becoming increasingly important for people entering business, law, and the health care fields.

First Year Computer Science Majors

First year students considering majoring in Computer Science should plan to complete the program's calculus requirement (MATH1101 or higher) during their first year. Most will enroll in MATH1100 in fall semester and continue with MATH1101 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 MATH1101 (or a more advanced course) in the fall semester. First year students wishing to double major in Computer Science and Mathematics should take the calculus sequence recommended for the Mathematics major.

Freshmen with some prior programming experience or strong technical skills are encouraged to take CSCI1101 Computer Science I or CSCI1102 Computer Science II in their first semester. Those students who have had no programming experience may consider beginning with an introductory computer course (e.g., CSCI1074) in their first year. First year students who have achieved a score of 4 or higher on the Computer Science A.P. Examination or students entering with significant programming backgrounds, should speak with the Computer Science Chairperson or Undergraduate Program Director about proper course placement (e.g., directly taking CSCI1102).

First Year Non-Majors

The department offers six introductory 3-credit courses in computer science: CSCI1021, CSCI1074, CSCI1101, CSCI1127, CSCI1157, CSCI2227 and CSCI2254.

CSCI1021 is designed to teach students about the role of information systems in management. Students learn to use technology as a tool for problem solving by developing increasingly sophisticated models in Excel. The other module provides an introduction to management viewed through the lens of technology. Students examine the role of technology in organizational competitiveness and across a variety of functional areas of the firm (e.g., marketing, finance, operations).

CSCI1074 is a survey of Computer Science for students who know little about computing. How do computer hardware and software really work? How is information (text, music, images, numbers) represented in computer files, CDs, digital cameras, and iPods; how do computers manipulate this digitally encoded information; and how is it all sent around the Internet? Students will learn the answers to these questions through weekly hands-on computer exercises.

CSCI1101 is the introductory programming course. It is required of all Computer Science majors and minors and is a prerequisite for all advanced computer science courses. Therefore, students who wish

to take more than one course in computer science will need to take CSCI1101 at some point. The skills needed to write computer programs come easily to some people and less easily to others. Students who have little or no programming experience and are apprehensive about their ability should consider enrolling in CSCI1074 before enrolling in CSCI1101.

CSCI1157 is an introduction to programming with an orientation to management applications. This course is taught using the Visual Basic programming language and is required for Information Systems concentrators in the Carroll School of Management.

CSCI2227 is an introduction to programming with an orientation to scientific applications, using MATLAB as the programming language. It is the first course in the minor in Scientific Computation.

CSCI2254 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 (for example, syllabi) sufficient for us to determine course equivalence. Before taking an external course, check BC's academic policies. AP, IB, and GCE scores are used to make placement decisions, but not for course credit. Specifically, students who score a 5 on the Computer Science A exam, or a 4 or 5 on the Computer Science AB exam, or who have significant programming experience should consult with Professor Edward Sciore, Chairperson of the Department or Professor Katherine Lowrie, Undergraduate Program Director about starting the Computer Science course sequence with CSCI1102.

Course Availability

Most introductory courses (e.g., CSCI1021, CSCI1074, CSCI1101, CSCI1102, and CSCI1157) are available every semester. All courses that are required for the major are offered at least once each academic year with the exception of CSCI3327, Computer Architecture which is offered only in alternate years. Most advanced electives are offered only in alternate years; hence, student schedules should be designed carefully.

Course Credit Information

All Computer Science courses are prefixed by the letters CSCI and are registered as courses in the 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 (CSCI1021, CSCI1157, CSCI2257, and CSCI2258) are cross-listed with the Operations Management Department in the Carroll School of Management. CSCI2260 is also cross-listed with the Operations Management Department but it is not primarily management-oriented.

Course Offerings

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

CSCI1021 Computers in Management (Fall/Spring: 3)
Carroll School of Management students should sign up for this class under ISYS1021.

Information systems play a vital and varying role in management. In this course we approach the subject in two ways. In one module students learn to use technology as a tool for problem solving by developing increasingly sophisticated models in Excel. The other module provides an introduction to management viewed through the lens of technology. Students examine the role of technology in organizational competitiveness and across a variety of functional areas of the firm (e.g., marketing, finance, operations).
The Department

CSCI1021 Computers in Management (Fall/Spring: 3)
Cross listed with ISYS1021
This course is required for all CSOM students and should be taken in their first year at BC. A&S students should sign up for the course under CSCI1021.

Information systems play a vital and varying role in management. In this course we approach the subject in two ways. In one module students learn to use technology as a tool for problem solving by developing increasingly sophisticated models in Excel. The other module provides an introduction to management viewed through the lens of technology. Students examine the role of technology in promoting innovation and organizational competitiveness across a variety of functional areas of the firm (e.g., marketing, finance, operations).
The Department

CSCI1101 Computer Science I (Fall/Spring: 3)
Prerequisite: No formal prerequisite, but some experience with computers is helpful.
Corequisite: The class consists of a lecture and a discussion group. When you registered for the lecture you are required to register for one of the corresponding discussion groups.
Section 05 of CSCI1101 is a pilot course for using a typed, functional programming language (Standard ML) in the introductory CSCI curriculum. Sections 01, 02 and 04 use the more widely-used Python programming language. Students from all sections (01, 02, 04 and 05) will be well-prepared to enter the common follow-on course CSCI1102. Section 05 would be an appropriate choice for students with a high degree of mathematical maturity and for students who are not concerned about the potential drawback of being introduced to programming in a less widely-used programming language. Prospective students with questions about the section 05 are encouraged to contact the instructor.

This course is an introduction to the art and science of computer programming and to some of the fundamental concepts of computer science. Students will write programs in the Python programming language. Good program design methodology will be stressed throughout. There will also be a study of some of the basic notions of computer science, including computer systems organization, files, and some algorithms of fundamental importance.
Robert Muller
Robert Signorile

CSCI1102 Computer Science II (Fall/Spring: 3)
Prerequisite: CSCI1101

In this course the student will write programs that employ more sophisticated and efficient means of representing and manipulating information. Part of the course is devoted to a continued study of programming. The principal emphasis, however, is on the study of the fundamental data structures of computer science (lists, stacks, queues, trees, etc.). Both their abstract properties and their implementations in computer programs and the study of the fundamental algorithms for manipulating these structures. Students will use Java for programming.
The Department

CSCI2227 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

CSCI2243 Logic and Computation (Fall: 3)
Prerequisite: CSCI1101

A course in the mathematical foundations of Computer Science, illustrated throughout with applications such as sets and functions, propositional and predicate logic, induction and recursion, basic number theory and mathematical models of computation such as formal languages, finite state machines, and Turing machines.
Sergio Alvarez

CSCI2244 Randomness and Computation (Spring: 3)
Prerequisites: CSCI1101 and Calculus

A course in the mathematical and computational tools needed for problems that involve randomness, illustrated throughout with applications. Topics include combinatorics and counting, random experiments and probability, computational modeling of randomness, random variables and distributions, conditional probability, Bayes' rule, collective behavior of random phenomena (laws of large numbers), vectors and matrices, and Markov chains.
Sergio Alvarez
Howard Straubing

CSCI2254 Web Application Development (Fall: 3)
Cross listed with COMM2254

In this course students will create interactive web-based applications. We begin by learning basic web page creation and client side scripting. Then emphasis shifts to creating pages that use server-side scripting to provide secure dynamic access to databases over the web. Sample projects might include movie rentals, shopping-cart based sales, student registration systems, etc. The course is currently taught using HTML5, CSS3, PHP, JavaScript, MySQL, and Wordpress. This course is designed for students with no prior programming experience. Students with prior programming experience should consider CSCI2255 which is offered in the spring.
Katherine Lowie

CSCI2257 Database Systems and Applications (Fall/Spring: 3)
Prerequisites: ISYS2157/CSCI1157 or CSCI1101
Cross listed with ISYS3257
This course is required for Information Systems concentrators.

See course description in the Information Systems Department.
John Spang

CSCI2258 Systems Analysis and Design (Fall/Spring: 3)
Prerequisites: ISYS1021/CSCI1021, ISYS2157/CSCI1157 and ISYS3257/CSCI2257 (may be taken concurrently). CSCI1101 may substitute for ISYS2157/CSCI1157.
Cross listed with ISYS4258
This course is required for Information Systems concentrators.

See course description in the Information Systems Department.
George Wyner

CSCI2267 Technology and Culture (Fall: 3)
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

CSCI2271 Computer Systems (Spring: 3)
Prerequisite: CSCI1102

This course is concerned with machine-level program and data representation on modern computer systems and on some of the trade-offs that must be considered when selecting one representation (or programming paradigm) over another. We consider how various representations can affect the efficiency, reliability, and security of computing systems. This is a hands-on course; programming will be completed in the procedural language C with comparisons to object-oriented languages such as Java.
Robert Signorile

CSCI2272 Computer Organization (Fall: 3)
Prerequisite: CSCI1101
Corequisite: CSCI2273

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

CSCI2273 Computer Organization Lab (Fall: 1)
Corequisite: CSCI2272

A laboratory-based study of computer hardware in which the students design and build digital circuits related to the topics in CSCI2272.

Topics include hardware description languages, combinational and sequential circuits, arithmetic and logic units, and simple datapath and control units.
Katherine Lowrie

CSCI3343 Computer Vision (Fall: 3)
Prerequisites: CSCI1102, MATH2202, MATH2210

Computers are gaining abilities to "see" things just like our vision system. Face recognition has been embedded in almost all the digital cameras. Car detection and tracking have been used in self-driving vehicles. Modern search engines are not only able to find similar text patterns but also able to search for similar objects in huge image database. This course is to introduce principles and computational methods of obtaining information from images and videos. Topics include image processing, shape analysis, image matching, segmentation, 3D projective geometry, object tracking, human pose and action, image retrieval, and object recognition.
Hao Jiang

CSCI3344 Mobile Application Development (Fall: 3)
Prerequisite: CSCI1102

This is a project-oriented course focusing on the development of applications for smart phones and tablets. The course is currently taught using Google's Android platform. The course will focus on software and user interface design, emphasizing best practices. The course will examine issues arising from the unique characteristics of mobile input devices including touch and gesture input, access to a microphone, camera, and orientation and location awareness. We will also explore engineering aspects of targeting small memory platforms and small screens. Students will be required to design and develop substantial projects by the end of the course.
William Ames

CSCI3346 Data Mining (Fall/Spring: 3)
Prerequisites: CSCI1101 or equivalent is required. CSCI1102 and either CSCI2244 or MATH2245 are recommended.

This course provides an overview of the field of knowledge discovery and data mining, which deals with the semi-automated analysis of large collections of data that arise in contexts ranging from medical informatics and bioinformatics to e-commerce and security. The goal of data mining is to discover patterns in data that are informative and useful. The course will cover fundamental data mining tasks, relevant concepts and techniques from machine learning and statistics, and data mining applications to real-world domains such as e-mail filtering, gene expression, analysis of biomedical signals, and fraud detection.
Sergio Alvarez

CSCI3357 Database Systems Implementation (Spring: 3)
Prerequisite: CSCI1102
This course will not cover the use of commercial database systems; students interested in that topic should consider taking CSCI2257.

An introduction to the internals of client-server database systems. A database system is large and sophisticated. By studying its components, one also learns techniques that apply to numerous other large systems. Topics include JDBC drivers, disk and memory management, transaction processing, and efficient query execution. This course will involve substantial programming in Java.
Ed Sciore

CSCI3363 Computer Networks (Fall: 3)
Prerequisite: CSCI2271

This course studies computer networks and the services built on top of them. Topics include packet-switch and multi-access networks, routing and flow control, congestion control and quality-of-service, resource sharing, Internet protocols (IP, TCP, BGP), the client-server model and RPC, elements of distributed systems (naming, security, caching, consistency) and the design of network services (peer-to-peer networks, file and web servers, content distribution networks). Coursework involves a significant amount of Java/C programming.
Robert Signorile

CSCI3366 Principles of Programming Languages (Spring: 3)
Prerequisites: CSCI2245 and CSCI2271
Strong programming skills are required.

Starting with a simple language of expressions, the course develops a sequence of progressively more expressive programming languages keeping in mind the conflicting constraints between the expressiveness of the language and the requirement that it be reliably and efficiently implemented. The course focuses on these essential concepts and the run-time behavior of programs. Type systems play an essential role. By understanding the concepts the student will be able to evaluate the advantages and disadvantages of a language for a given application.
Robert Muller

CSCI3372 Computer Architecture (Spring: 3)
Prerequisites: CSCI2272–2273
Corequisite: CSCI3373

In this course we investigate how computer hardware works and considerations for design of a computer. Topics include instruction programming and control, computer arithmetic, processor design, pipelining, memory hierarchy, input/output, and advanced architecture topics.
Katherine Lowrie

CSCI3373 Computer Architecture Lab (Spring: 1)
Prerequisites: CSCI2272–2273
Corequisite: CSCI3372

A laboratory-based study of computer hardware in which students design and build digital circuits related to the topics in CSCI3372. Topics include hardware description languages, combinational and sequential circuits, arithmetic and logic units, input/output circuits, data paths, control, pipelining, and system design.
William Ames

CSCI3381 Cryptography (Fall: 3)
Prerequisites: CSCI1101 and CSCI2245, MATH2216, or permission of instructor.

Can Alice ensure that the message she sends to Bob can be read only by Bob, even if the message is intercepted by an eavesdropper? Can Bob ensure that the message he receives really came from Alice? How can a server verify a client's password without storing sensitive password information? This course studies both the theoretical foundations and implementation of algorithms for private and public key cryptography, digital signatures, cryptographic hash-codes, and authentication schemes. We will consider real world protocols and practices (e.g. SSL and public key certificates) as well as more speculative protocols and methods (electronic elections, quantum cryptography).
Howard Straubing

CSCI3383 Algorithms (Fall: 3)
Prerequisites: CSCI2243–2244

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.
Ed Sciore

CSCI3390 Topics in Computer Science (Fall/Spring: 3)
Prerequisite: Topics and prerequisites vary

An introduction to computational models of natural (human) language at the lexical, syntactic, and semantic levels. The course covers algorithms for sentence parsing and semantic analysis. Applications include information extraction, dialogue generation and machine translation.
The Department

CSCI4911 Readings in Computer Science (Fall/Spring: 3)
Arrangements with a faculty supervisor and the permission of the department are required for registration.

Independent reading and research for students who wish to study topics not covered in the regular curriculum.
The Department

CSCI4961 Honors Thesis (Fall/Spring: 3)
Arrangements with a faculty supervisor and the permission of the department are required.

Independent study project for students enrolled in the departmental honors program.
The Department

Earth and Environmental Sciences

Faculty

George D. Brown, Jr., *Professor Emeritus;* B.S., St. Joseph's College; M.S., University of Illinois at Urbana; Ph.D., Indiana University
J. Christopher Hepburn, *Professor Emeritus;* A.B., Colgate University; A.M., Ph.D., Harvard University
James W. Skehan, S.J., *Professor Emeritus;* A.B., A.M., Boston College; Ph.L., Weston College; A.M., Ph.D., Harvard University; S.T.B., S.T.L., Weston College
Emanuel Bombolakis, *Research Professor;* B.S., M.S., Colorado School of Mines; Ph.D., Massachusetts Institute of Technology
John E. Ebel, *Professor;* Chairperson of the Department; A.B., Harvard University; Ph.D., California Institute of Technology
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;* Director of Graduate Studies; B.A., Princeton University; M.A., Ph.D., University of Washington
Seth C. Kruckenberg, *Assistant Professor;* B.S., University of Wyoming; Ph.D., University of Minnesota-Twin Cities
Jeremy D. Shakun, *Assistant Professor;* B.A., Middlebury College; M.S., University of Massachusetts, Amherst; Ph.D., Oregon State University
Noah P. Snyder, *Associate Professor;* B.S., Bates College; Ph.D., Massachusetts Institute of Technology
Corinne I. Wong, *Assistant Professor;* B.A., B.S., University of the Pacific; M.S., Ph.D., University of Texas, Austin

Contacts
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- Department Chair: Dr. John E. Ebel, ebel@bc.edu
- Director of Graduate Studies: Dr. Gail C. Kineke, gail.kineke@bc.edu
- Director of Undergraduate Studies: Dr. Alan Kafka, kafka@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 (EESC2201–2208), consisting of eight 2-credit courses (plus associated labs, EESC2211–2218). These courses can be taken in any order and do not have prerequisites. They are recommended particularly for first-year students and sophomores. Environmental Geoscience majors 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 EESC2201–2208 (2 credits each, plus laboratories EESC2211–2218)

- Environmental Systems: The Human Footprint (EESC2201)
- Environmental Systems: Ecosystems (EESC2202)
- Environmental Systems: Water Resources (EESC2203)
- Environmental Systems: The Critical Zone (EESC2204)
- Environmental Systems: Climate Change (EESC2205)
- Environmental Systems: Oceans (EESC2206)
- Environmental Systems: Earthquakes (EESC2207)
- Environmental Systems: Quantitative Methods (EESC2208)

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: EESC1167 for EESC2201, EESC1170 for EESC2203, EESC2250 for EESC2204, EESC1174 for EESC2205, and EESC1157 for EESC2206.

(B) EESC2220 Earth Materials (+EESC2221, 4 credits)

(C) At least 18 credits of elective courses. All EESC courses count toward this requirement, with the following limitations:

- Up to three credits can be from 1000-level courses.
- Up to six credits can be from 2000-level courses.
- Up to six credits can be from approved non-EESC courses.
- (Approved courses: BIOL4010, BIOL4070, BIOL4422, BIOL4436, BIOL4420, BIOL4560, BIOL4458, BIOL4860, BIOL5130, CHEM2231, CHEM4475, CSCI1127, ECON2278, INTL2260, MGMT2145, MATH3305, PHYS3301, SOCY3348, SOCY3349, SOCY3350, SOCY5560, UNAS2256, or other courses, such as field camps, by permission of the Undergraduate Studies Committee.)
- Up to three credits of independent study (EESC5596–EESC5598) can count toward this requirement.

(D) Senior research experience (at least four credits)

- EESC5582 and EESC5583 Senior Capstone course (2 credits each), or
- EESC5595 Senior Thesis (at least six credits)

(E) Three co-requisite courses in Natural Sciences and Mathematics (12 credits)

- Calculus II (MATH1101, MATH1103 or MATH1105) and
- Two semesters of Physics (PHYS2200/2050/2110 and PHYS2201/2051/2111), or
- Two semesters of Chemistry (CHEM1109–1110 with labs CHEM1111–1112 or CHEM1117–1118 with labs CHEM1119–1120), or
- Two semesters of Biology (BIOL2000 and BIOL2010 with lab BIOL2040)

AP credits cannot substitute for the Physics, Chemistry or Biology corequisite (E) above.

Information for First-Year Environmental Geoscience Majors

For those students who would like to explore the major in Environmental Geoscience, it is suggested that students take two to four of the Environmental Systems courses (EESC2201–2208, with laboratories EESC2211–2218) during their first year. The laboratory science requirement (E above) should be taken during the first or second year.

Major Requirements: Geological Sciences

This major combines elements of traditional earth and environmental sciences programs and is considered excellent preparation for those working toward graduate school in the geosciences or employment in industry following graduation with a B.S. degree.

(A) Three required courses (12 credits)

- Exploring the Earth (EESC1132) with laboratory EESC1133, 4 credits
- Earth Materials (EESC2220) with laboratory EESC2221, 4 credits

Geological Field Methods and Mapping (EESC2288), 4 credits (or an approved field camp)

(B) At least 11 credits from the following courses

- Stratigraphy and Sedimentation (EESC2264) with laboratory EESC2265, 4 credits
- Introduction to Structural Geology (EESC2285) with laboratory EESC2286, 4 credits
- Introduction to Geophysics (EESC3391), 3 credits
- Optical Mineralogy (EESC3370) with laboratory EESC3371, 2 credits
- Igneous Petrology (EESC3372) with laboratory EESC3373, 2 credits
- Sedimentary Petrology (EESC3374) with laboratory EESC3375, 2 credits
- Metamorphic Petrology (EESC3376) with laboratory EESC3377, 2 credits

(C) At least 15 credits of elective courses, with the following requirements:

- Electives include all EESC courses and approved interdisciplinary options (below).
- Up to three credits toward this requirement may be from a 1000-level course
- At least seven credits must be from EESC courses numbered 3000 or above.
- Up to six credits from approved non-EESC courses can count toward this requirement (approved courses: MATH3305, PHYS3301, CHEM2231, CHEM4475, or others by permission of the Undergraduate Studies Committee).
- Up to six credits from independent study or senior thesis (EESC5595–5599) can count toward this requirement.

(D) Five corequisite courses in Natural Sciences and Mathematics (20 credits)

- Calculus II (MATH1103 or MATH1105)
- Two semesters of Physics (PHYS2200/2050/2110 and PHYS2201/2051/2111)
- Two semesters of Chemistry (CHEM1109–1110 with labs CHEM1111–1112 or CHEM1117–1118 with labs CHEM1119–1120)

AP credits cannot substitute for the Physics and Chemistry corequisite (D) above.

Information for First-Year Geological Sciences Majors

The following courses are recommended for first-year Geological Sciences majors, if their schedules permit:

- Exploring the Earth I (EESC1132) with laboratory (EESC1133)
- Earth Materials (EESC2220) with laboratory (EESC2221)
- Two semesters of Calculus (MATH1102–1103)
- Two semesters of Chemistry (CHEM1109–1110) with laboratories (CHEM1111–1112)

Minor in Geological Sciences

In addition to the two major programs, a student may choose to minor in Geological Sciences. The minor is designed to be flexible and to allow the interested student to explore an area of interest in the earth sciences without the formal commitment of a major. Students interested in declaring a minor in the department should contact the Director of Undergraduate Studies (Prof. 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 (EESC1132) with laboratory (EESC1133)
- Earth Materials (EESC2220) with laboratory (EESC2221)

(B) At least seven additional credits from departmental courses numbered 1000 or higher

(C) At least three additional credits from a departmental course numbered 2000 or higher

(D) At least three additional credits from a departmental course numbered 3000 or higher

Each student's minor program must be approved in advance by a faculty advisor in the Department of Earth and Environmental Sciences. Students should be aware that many upper-level courses have prerequisites in geoscience, mathematics, physics, or chemistry. Consult this catalog or a departmental advisor, and keep in mind that these prerequisites must be considered in designing a specific minor program. The minor program allows students flexibility in their choice of courses. Minor programs can be designed to emphasize specific areas of concentration within the broad range of subjects in Earth and Environmental Sciences.

Senior Thesis and the Department Honors Program

Students are encouraged to conduct research with professors in the department. A senior thesis is normally a two-semester project, often also involving work during the summer after your junior year (or before). To do a thesis, students register for Senior Thesis (EESC5595) each semester of the senior year. To achieve Department Honors, majors in the department need to meet the GPA criteria (3.3 in major, 3.2 overall) and provide a thesis proposal to the Undergraduate Studies Committee by the drop-add date in the fall semester. In the spring, the completed thesis, signed by the faculty research advisor, is due to the committee by 5 pm on April 20, or if that is on a weekend or holiday, 5 pm on the first regular day of classes thereafter. Students can also write a senior thesis under the Arts and Sciences Honors and Scholar of the College programs. Theses that meet these requirements would normally meet the Department Honors requirements. Honors will be awarded upon successful completion of a thesis based on the proposed research project as evaluated by the faculty advisor and approval of the thesis and the candidate's academic record by the Undergraduate Studies Committee. In general, all students in the department are urged to fulfill at least one of the elective courses in any major program with a project-oriented research course during their senior year. Students may propose substitutes for particular course requirements by writing to the department Undergraduate Studies Committee.

Fulfilling the Core Requirements

Core courses in the department are designed to give non-science majors an introduction to various aspects of the earth's history and dynamics. The course offerings include a wide variety of subjects and approaches that reflect the breadth of the earth sciences. This variety of courses provides maximum freedom of choice for introductory students. All of these courses presume no prior knowledge beyond high school science and all fulfill the Natural Science Core requirement. They are designed to acquaint students with some exciting aspect of the world we live in while providing a background in the methods of analysis and reasoning common to all science. EESC1125, 1132, 1134, 1163, 1167, 1168, and 1180 are courses that provide insight into the wide scope of geoscience subjects. The other Core offerings, EESC1110, 1146, 1150, 1157, 1170, 1172, 1174, 1177, and 1187, 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).

Course Offerings

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

EESC1125 Exploring Earth History (Spring: 4)
Satisfies Natural Science Core Requirement

"The earth is not finished, but is now being and will forever be remade." C.R. Van Hise (1898) The objective of this course is to describe the history of the earth and the development of life on Earth during the last 4.6 billion years, especially within North America. Major biological and physical events will be revealed by interpretation of the rock record. The use of animations and demonstrations will enhance your understanding of some major topics.
Kenneth G. Galli

EESC1132 Exploring the Earth I: Origin and Systems (Fall: 4)
Corequisite: EESC1133

The Earth is a dynamic planet that our species is clearly changing. A great challenge of the twenty-first century is to maintain the Earth's ability to support its growing human population. This course discusses the origin and materials of the Earth and the processes by which it has evolved. It is a first course for Geological Sciences majors and also provides a background for departmental majors and minors. EESC1132

is appropriate as a natural science core course for students interested in the Earth Sciences. The laboratory consists of in-class exercises, analysis of rocks, and a weekend field trip.
The Department

EESC1133 Exploring the Earth I: Origins and Systems Laboratory (Fall: 0)
Corequisite: EESC1132

In laboratory, students learn to identify the rocks and minerals that make up the earth and develop their understanding of how volcanoes, streams, and glaciers shape the landscape. Field trips will be taken so that students may observe and interpret geological features of New England for themselves.
The Department

EESC1146 Origin and Evolution of Life on Earth (Spring: 3)
Corequisite: EESC1147
Satisfies Natural Science Core Requirement

This course explores current theories about the origins of life, beginning with the original hypothesis of the Russian biochemist A.I. Oparin. Darwin's theory of evolution is emphasized, but many different components of the natural sciences touch upon this topic. The course lectures include the study of the oldest fossils, life in extreme habitats, cellular biology, prebiotic molecules, and the search for life on other planets.
Paul K. Strother

EESC1157 Oceanography (Fall: 4)
Corequisite: EESC1158

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.
The Department

EESC1158 Oceanography Lab (Fall: 0)
Corequisite: EESC1157
Gail C. Kineke

EESC1163 Environmental Issues and Resources (Summer: 3)

Hands-on introduction to topographic and geologic map interpretation through assessment of environmental problems such as slope failure, flooding, groundwater pollution, and land-use planning. Modeling of earthquake activity with a sliding-block earthquake-generating apparatus. Each class period is divided into a short lecture followed by hands-on activities. In-class lab exercises help to make a direct connection between geologic principles and common practices. Active learning is encouraged within a supportive environment.
Kenneth G. Galli

EESC1167 Environmental Geosciences I: Resources and Pollution (Fall/Spring: 3)

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

EESC1168 Environmental Geosciences II: Earth Processes and Risks (Spring: 3)
Satisfies Natural Science Core Requirement
This course may be taken independently of EESC1167.

This course will explore the dynamic processes operating on and within the earth and how those processes can impact humans. We will explore the nature of natural disasters, including river and coastal flooding, volcanic eruptions, earthquakes, landslides, severe storms, climate changes, and bombardment by rare extraterrestrial objects. Emphasis will be placed on understanding the current science used to predict the occurrences of these disasters, how accurate those predictions are, and the associated mitigation practices.
The Department

EESC1170 Rivers and the Environment (Fall: 3)

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

EESC1172 Weather, Climate, and the Environment (Fall: 4)
Corequisite: EESC1173

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

EESC1173 Weather, Climate, and the Environment Lab (Fall: 0)
Corequisite: EESC1172
John Retterer

EESC1177 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.
The Department

EESC1180 The Living Earth I (Fall: 4)
Corequisite: EESC1181

This course is designed to introduce the non-science student to a variety of topics in the geosciences. The nature of scientific inquiry is examined (with emphasis on ancient processes that formed the oceans and continents), on present-day processes that cause earthquakes and volcanoes, and on how the earth compares with other planets in the solar system. Topics include the age of the earth, minerals, and rocks; properties of the earth's interior; geologic processes; earthquakes; volcanoes; plate tectonics; and the solar system.
Alan Kafka

EESC1181 The Living Earth I Lab (Fall: 0)
Corequisite: EESC1180
Alan Kafka

EESC1182 The Living Earth II (Spring: 3)
Corequisite: EESC1183
Satisfies Natural Science Core Requirement

This is the second semester of EESC1180. This course may be taken independently of EESC1180.
Michael Barnett

EESC1183 The Living Earth II Lab (Spring: 0)
Corequisite: EESC1182
Michael Barnett

EESC1187 Geoscience and Public Policy (Spring: 3)
Satisfies Natural Science Core Requirement

In this course, we will explore the Massachusetts Ocean Management Plan as a case study that 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

EESC2201 Environmental Systems: The Human Footprint (Fall: 2)
Corequisite: EESC2211

Over the past 150,000 years, humans have become an increasingly significant force on the Earth system, affecting climate, vegetation patterns, water flow, and many other factors. This course explores the role of our species on our home planet. Topics include population growth, energy and climate, agriculture, and pollution. This course is part of the Environmental Systems introductory sequence (EESC2201-EESC2208) for Environmental Geoscience majors.
Tara Pisani Gareau

EESC2202 Environmental Systems: Ecosystems (Fall: 2)
Corequisite: EESC2212

This course provides an introduction to the science of ecology, the interaction of organisms and their physical environment. Concepts include food webs, trophic dynamics, and ecosystem services. This course is part of the Environmental Systems introductory sequence (EESC2201–EESC2208) for Environmental Geoscience majors.
Gabrielle David

EESC2203 Environmental Systems: Water Resources (Spring: 2)
Corequisite: EESC2213
Biennially

Life on Earth depends on the presence of liquid water. For humans, fresh water is a vital resource. This course explores the science of hydrology including: the water cycle, surface and ground water flow, water use by humans, and threats to water supply. This course is part of the Environmental Systems introductory sequence (EESC2201–EESC2208) for Environmental Geoscience majors.
Gabrielle David

EESC2204 Environmental Systems: The Critical Zone (Spring: 2)
Corequisite: EESC2214

The Earth's Critical Zone is the "heterogeneous, near surface environment in which complex interactions involving rock, soil, water, air, and living organisms regulate the natural habitat and determine the availability of life-sustaining resources." This course focuses the geochemical processes that influence water quality in the near surface. This course is part of the Environmental Systems introductory sequence (EESC2201–EESC2208) for Environmental Geoscience Majors.
Rudolph Hon

EESC2205 Environmental Systems: Climate Change (Fall: 2)
Corequisite: EESC2215

Throughout Earth's 4.5 billion year history, climate has experienced periods both warmer and colder that we are currently experiencing as evidenced by records of environmental changes preserved in natural archives (e.g., tree rings, glacial ice, lake/ocean sediments, corals, cave formations). Today, human activity rivals nature as an agent of change in the global climate system. This course provides an introduction to how Earth's climate system works, emphasizing climate system processes, tools of paleoclimatology, the history of past climate changes, current trends, and projected future conditions.
Jeremy Shakun

EESC2206 Environmental Systems: Oceans (Fall: 2)
Corequisite: EESC2216

The oceans cover 70% of the earth's surface and are home to much of its life. The oceans are critical to the earth's biogeochemical cycling of energy and mass. Ocean currents play a key role in climate through redistribution and exchange of heat with the atmosphere and storage of CO2. Coastal areas, the narrow interface between land and ocean, represent some of the most productive, populated, and vulnerable regions on earth. The course provides an introduction to the ocean's role in earth processes and explores topics and challenges facing a changing planet through case studies and critical and analytical thinking.
Gail Kineke

EESC2211 The Human Footprint Lab (Fall: 0)
Corequisite: EESC2201
Noah Snyder

EESC2212 Ecosystems Lab (Fall: 0)
Corequisite: EESC2202
The Department

EESC2213 Environmental Systems: Water Resources Lab (Spring: 0)
Corequisite: EESC2203
Biennially
Gabrielle David

EESC2214 Environmental Systems: The Critical Zone Lab (Spring: 0)
Corequisite: EESC2204
Rudolph Hon

EESC2215 Environmental Systems: Climate Change Lab (Fall: 0)
Michael Toomey

EESC2216 Environmental Systems: Oceans Lab (Fall: 0)
Gail Kineke

EESC2220 Earth Materials (Spring: 4)
Prerequisites: EESC1132 or at least two from EESC2201–EESC2208
Corequisite: EESC2221

Designed to acquaint majors and minors in the Department or in the Environmental Sciences minor with the basic materials present in the Earth and on the Earth's surface. The common rock-forming silicate minerals are discussed first. Then igneous, sedimentary, and metamorphic processes are investigated to develop the classifications of these groups of rocks.
Seth Kruckenberg

EESC2221 Earth Materials Lab (Spring: 0)
Corequisite: EESC2220
Seth Kruckenberg

EESC2264 Stratigraphy and Sedimentation (Fall: 4)
Prerequisite: EESC1132
Corequisite: EESC2265
Biennially

Sedimentary rocks cover most of the surface of the earth and are valuable repositories for energy and information about the history of the earth. The goal of this course is to teach students how to "read" the history recorded in these rocks. This course will cover the basics of sedimentary rock description recognition and correlation over long distances in the field. We will also learn about the processes that produce sediment; transportation of sediment in streams, rivers, and bodies of standing water; and the formation of carbonate limestones. A 3-hour lab is required.
Jeremy Shakun

EESC2265 Stratigraphy and Sedimentation Lab (Fall: 0)
Corequisite: EESC2264
Biennially
Ken Galli

EESC2285 Introduction to Structural Geology (Fall: 4)
Prerequisite: EESC1134
Corequisite: EESC2286
Biennially

The goal of this course is the development of skills in the structural analysis of rock bodies as seen in outcrops, or small areas, to gain an understanding of the geometries, sequencing, and kinematics of deformational features. Structures such as folds, faults, foliations, lineations, and shear zones will be considered at various scales, as visible in the field, or in thin section. We will also discuss some inter- and intragranular deformation mechanisms. The 3-hour laboratory consists of in-class problems and some field-based problems.
Seth Kruckenberg

EESC2286 Introduction to Structural Geology Lab (Spring: 0)
Corequisite: EESC2285
Biennially
Seth Kruckenberg

EESC2297 Environmental Hydrology (Fall: 3)
Prerequisites: EESC1132, EESC1170 or EESC2203

An introduction to hydrologic processes on and near the Earth's surface. Topics include all major components of the land phase of the hydrologic cycle—precipitation, infiltration, evapotranspiration, groundwater, and streamflow—emphasizing surface water and ground water as a single resource. Hydrologic processes will be discussed in the context of ecosystems, community infrastructure, and public health.
The Department

EESC3310 Agroecology: The Science of Sustainable Agriculture (Fall: 3)
Prerequisites: BIOL2010 or EESC2201 and EESC2202 or by permission of the instructor
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

EESC3312 River Restoration and Management (Fall: 3)
Prerequisites: EESC1170 or EESC2203 or BIOL2010 or by permission of instructor

This course focuses on one of our most fundamental resources, rivers, and the science behind management and restoration. Rivers, floodplains, and wetlands transfer sediment, nutrients, and contaminants, while providing ecosystem services such as species habitat, clean water resources, hydroelectricity, transportation, and recreation. Subsequently, there are many stakeholders and goals for management and restoration projects. We will investigate qualitative, quantitative, and statistical methods used to understand the exciting complexity of river processes and applications of these methods to management plans. Furthermore, we will explore how restoration of river form is related to aquatic habitat restoration in the channel and surrounding wetlands.
Gabrielle David

EESC3335 Topics in Geobiology (Spring: 3)
Prerequisite: Two years of college work or permission of the instructor
Biennially

Geobiology is broadly concerned with the dynamic interface between biology and geology as deduced from Earth's 4-billion-year rock record. These long term interactions between the biosphere and the lithosphere that have resulted in irreversible changes in the Earth's surface environment. Course content begins with a review of Earth systems science and biogeochemical cycles along with the organisms that

produce those cycles. Next, we examine the role played by the environment in biological evolution—biogeography, speciation, extinction, and species richness through geologic time. We end with the evolution of the atmosphere and oceans, including the study of global warming.
Paul K. Strother

EESC3380 Environmental Oceanography (Spring: 3)
Prerequisite: EESC1132
Biennially

In this course, fundamental physical, chemical, geological, and biological processes occurring in ocean environments are examined in the context of how they impact humans and how humans have impacted the ocean. Emphasis is placed on understanding the challenges involved with the development of environments and resources through actual case studies and problem solving. Topics include coastal oceanography and shore processes, water chemistry, biogeochemical cycles and circulation, and air/sea interactions as related to pollution and climate change.
Gail C. Kineke

EESC3391 Introduction to Geophysics (Fall: 3)
Prerequisites: EESC1134; MATH1102–1103; PHYS2211–2212, or permission of instructor
Periodically

This course provides an introduction to the fundamental principles of geophysics. Both theoretical and applied aspects of geophysics will be discussed. Topics include stress and strain, deformation of earth materials, the earth's gravitational field, the earth's magnetic field, seismic waves, earth structure, earthquakes, and tectonic processes.
Alan Kafka

EESC4418 Hydrogeology (Spring: 3)
Prerequisite: EESC1132
Corequisite: EESC4419
Periodically

This is an introductory course in groundwater hydrogeology for advanced undergraduate and beginning graduate students. The course covers the following topics: the hydrologic cycle; porosity; permeability and hydraulic conductivity of geologic materials; principles of groundwater flow; well hydraulics and aquifer testing; geologic control on groundwater flow; and an introduction to contaminant hydrogeology and field methods of site characterization.
Alfredo Urzua

EESC4424 Environmental Geophysics (Fall: 3)
Prerequisites: MATH1102–1103, PHYS2211–2212, or permission of instructor
Periodically

This is a practical course in the methods of geophysical exploration. The emphasis is on the methods that are used in environmental site assessments and geotechnical engineering work. The principles and methods studied are also applicable to petroleum and mineral exploration. The methods covered include: resistivity, induced polarization, electromagnetics, magnetics, gravity, self potentials, ground penetrating radar and seismic refraction and reflection. In this course students will conduct geophysical investigations of selected field sites. Relevant lectures will be given on field methodology, instrumentation, theory, and interpretation. A one-hour discussion/laboratory is required.
John E. Ebel

EESC4455 Exploration Seismology (Spring: 4)
Prerequisites: MATH1102–1103, PHYS2211–2212
Corequisite: EESC4456
Periodically

This course is an introduction to the basics of exploration seismology. Emphasis is placed on environmental and geotechnical applications as well as techniques used in petroleum and mineral exploration. The lectures cover the ideas and theories used in the acquisition, processing, and presentation of seismic refraction and reflection data.
John E. Ebel

EESC4480 Applications of GIS (Geographical Information Systems) (Spring: 4)
Corequisite: EESC4481

The course covers fundamental concepts and practical applications of GIS in the geosciences, environmental sciences, land use, and other related fields. Students will learn the basics and principles of spatial database management, database query, and preparation of printed maps. Formal presentations and practical assignments in the two-hour lab will use ArcView and ArcGIS software packages, with spatial data sets taken from across the disciplines including geosciences, environmental studies and land use/city planning, marketing, and other fields. Students will gain working experience of applying GIS to their studies and research and achieve practical skills for the marketplace.
Rudolph Hon

EESC4481 Applications of GIS Lab (Spring: 0)
Corequisite: EESC4480
Rudolph Hon

EESC4484 Aqueous Geochemistry (Fall: 3)
Prerequisites: CHEM1109–1110, MATH1102–1103
Biennially

Natural water systems consist of surface and subsurface water reservoirs that are in a constant process of chemical interaction with their surroundings. Understanding of the processes (i.e., dissolution and precipitation) of various chemical species will be presented from the standpoint of equilibrium and nonequilibrium thermodynamics of water-rock systems.
Rudolph Hon

EESC4485 Advanced Structural Geology (Fall: 4)
Prerequisite: EESC2285
Corequisite: EESC4486
Biennially

Advanced Structural Geology (EESC4485–4486) builds on Introduction to Structural Geology (EESC2285–2286). Structures such as folds, faults, foliations, lineations, and shear zones will be considered in much more detail than in EESC2285. We will focus more on microstructures, complex geometries, and multiple generations of deformation.
Seth Kruckenberg

EESC4486 Advanced Structural Geology Lab (Fall: 0)
Corequisite: EESC4485
Biennially
Yvette Kuiper

EESC4490 Remote Sensing and Image Interpretation (Spring: 3)
Prerequisite: EESC1132
Biennially

The course emphasizes methods of geological interpretation of remotely sensed image data. Students challenged with a series of images

from which the group must, with guidance, draw relevant conclusions about the geology and geomorphology of the area represented. Projects are based on spatial data in paper or digital format including topographic or bathymetric maps, digital elevation models, aerial photographs, satellite images, subsurface images, scenes from the seafloor, and other planets. Methods of digital image processing and enhancement are discussed.
Noah P. Snyder

EESC5530 Marine Geology (Fall: 3)
Prerequisites: EESC1134; calculus and physics are recommended
Periodically

Recent geological and geophysical information on the ocean basins is examined, concentrating on three areas: (1) structure of the earth, plate tectonics, and composition of the ocean basins; (2) geophysical processes responsible for the structure and evolution of the ocean basins; and (3) marine sedimentation, including sediment transport, pleistocene sedimentation, and global climate change. Sedimentological and geophysical investigation techniques are emphasized.
The Department

EESC5580 Environmental Seminar (Spring: 3)
Prerequisite: Permission of the Director of Environmental Studies Program Director or the instructor
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

EESC5582 Senior Research Seminar I (Fall: 2)

In this two-semester course sequence, students will be introduced to the process of conducting original scientific research. This includes exploring fundamentals of a natural system from reading the scientific literature, defining a problem, designing and executing an experiment, analysis, data interpretation, and presentation of results in written and oral formats. Students will work individually or in groups within a broader research project. Topics and field areas will vary from year to year depending on existing projects and expertise of the instructor. The EESC5582–5583 sequence fulfills the senior research experience requirement for Environmental Geoscience majors.
John Ebel

EESC5583 Senior Research Seminar II (Spring: 3)

EESC5583 is the second semester of a two-course sequence that introduces students to the process of conducting original scientific research.
Gail Kineke

EESC5595 Senior Thesis Seminar (Fall/Spring: 3)
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

EESC5596 Undergraduate Reading and Research in Environmental Geoscience (Fall/Spring: 3)
Prerequisite: Permission of a faculty member.

An independent study of some problem or area of knowledge in environmental geology under the direction of a faculty member. The possibility exists to work with actual problems in Massachusetts using data from state agencies. Also to be used for undergraduate students doing honors theses.
The Department

EESC5597 Undergraduate Reading and Research in Geology (Fall/Spring: 3)
Prerequisite: Permission of a faculty member.

For undergraduates wishing to pursue independent study in the area of geology under the direction of a faculty member. Study can be in an area of knowledgeable interest or on a particular problem.
The Department

EESC5598 Undergraduate Reading and Research in Geophysics (Fall/Spring: 3)
Prerequisite: Permission of a faculty member.

For undergraduates wishing to pursue independent study in the area of geophysics under the direction of a faculty member. Study can be in an area of knowledgeable interest or on a particular problem.
The Department

EESC5599 Advanced Independent Research (Fall/Spring: 6)
Prerequisite: Permission of a faculty member.

Independent study in Geology, Geophysics, or the Environmental Geosciences under the direction of a faculty member for undergraduate students qualifying for the University's Scholar of the College Program.
The Department

EESC6691 Earth Systems Seminar (Fall: 3)

An advanced seminar on topics in the Geosciences requiring integration of many subspecialities. Topics vary from year to year. Students will be expected to read and report on papers from the recent literature and prepare one or more talks similar to those presented at scientific meetings and a term paper integrating data from various areas of Geosciences. Required for all incoming graduate students.
Jeremy Shakun

Economics

Faculty

David A. Belsley, *Professor Emeritus;* A.B., Haverford College; Ph.D., Massachusetts Institute of Technology
Francis M. McLaughlin, *Associate Professor Emeritus;* B.S., A.M., Boston College; Ph.D., Massachusetts Institute of Technology
James E. Anderson, *Professor;* A.B., Oberlin College; Ph.D., University of Wisconsin
Susanto Basu, *Professor;* A.B., Ph.D., Harvard University
Christopher F. Baum, *Professor;* A.B., Kalamazoo College; A.M., Florida Atlantic University; Ph.D., University of Michigan
Donald Cox, *Professor;* Chairperson of the Department; B.S., Boston College; M.S., Ph.D., Brown University
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
Fabio Schiantarelli, *Professor;* B.S., Universita Bocconi, Italy; M.S., Ph.D., London School of Economics
Uzi Segal, *Professor;* B.S., M.A., Ph.D., Hebrew University, Israel
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
Stefan Hoderlein, *Associate Professor;* Diplom Volkswirt, Hohenheim University, Germany; Ph.D., Bonn University and London School of Economics
Julie Mortimer, *Associate Professor;* B.A., Carleton College; Ph.D., University of California–Los Angeles
Robert G. Murphy, *Associate Professor;* B.A., Williams College; Ph.D., Massachusetts Institute of Technology
Harold A. Petersen, *Associate Professor;* A.B., DePauw University; Ph.D., Brown University
S. Anukriti, *Assistant Professor;* B.A., St. Stephen's College, University of Delhi; M.A., Delhi School of Economics; M.Phil., M.A., Ph.D., Columbia University
Andrew Beauchamp, *Assistant Professor;* B.A., Michigan State University; M.A., Ph.D., Duke University
Ryan Chahrour, *Assistant Professor;* B.A., Swarthmore College; Ph.D., Columbia University
Karim Chalak, *Assistant Professor;* B.A., American University of Beirut, Lebanon; M.A., Ph.D., University of California, San Diego
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., Universitat 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
Tracy Regan, *Adjunct Associate Professor;* B.A., University of Arizona; Ph.D., University of Arizona

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 major provides a critical examination of how the economic system works in the United States and throughout the world. The introductory courses, ECON1131-ECON1132, are surveys of economic problems, policies, and theory, and the required courses in micro theory and macro theory, ECON 2201-ECON2202, give a deeper analytical foundation. Two required courses in quantitative methods, ECON1151 and ECON2228 develop analytical and empirical research skills. Electives permit further study in a wide range of fields, including money and banking, fiscal policy, international trade and finance, law and economics, public sector economics, economic development, capital theory and finance, labor economics, income distribution, financial econometrics, industrial organization, consumer economics, health economics, history of economic thought, transportation economics, environmental economics, urban economics, political economy, financial markets, real estate, and public policy analysis.

The Economics major provides a general background that is useful to those planning careers in law, government service, and business as well as those planning careers as professional economists. Professional economists work as college teachers, as researchers for government agencies, businesses, and consulting firms, and as administrators and managers in a wide range of fields.

The Core

Principles of Economics-Micro and Macro (ECON1131 and ECON1132) satisfy the Core requirements in the social sciences. These are distinct one-semester, 3-credit courses, that are usually taken in numerical order, Micro before Macro, although Macro may be taken first, if necessary. It is possible to take only one of these courses, but the Department strongly recommends a year of Principles for a well-rounded introduction to the U.S. economy and current policy issues.

Major Requirements

A minimum of 35 credits, consisting of six required courses and five electives, are required for the economics major. The required courses are: Principles of Economics (ECON1131–1132), Economic Statistics (ECON1151), Microeconomic Theory (ECON2201 or 2203), Macroeconomic Theory (ECON2202 or 2204), and Econometrics (ECON2228). At least three of the five electives must be upper-level courses, i.e., 3000-level courses that have a theory prerequisite. In addition, both Microeconomic Theory (ECON2201 or 2203)

and Macroeconomic Theory (ECON2202 or 2204) must be completed by the end of the junior year (exceptions to this requirement may be granted at the discretion of the Director of Undergraduate Studies).

Please Note: All Economics courses counting toward the major and minor are 3-credit courses with the exception of Statistics (ECON1151) and Econometrics (ECON2228), which are 4-credit courses.

The Economics major is designed to be structured. Students should take both ECON1131 and ECON1132 before taking economics courses other than Statistics. Students normally take ECON1131 before ECON1132, although ECON1132 may be taken first. (Please consult the Department's web page (www.bc.edu/economics) for a discussion of the policies pertaining to advanced placement for the Principles and Statistics courses).

- Those who begin the major as freshmen should take Microeconomic Theory, Macroeconomic Theory, and Econometrics as sophomores. Students beginning the major as sophomores would generally take both Theory classes, Econometrics, and an elective in the junior year.
- Statistics should be taken as soon as possible, preferably no later than sophomore year.

Students should complete at least one Theory course before beginning the electives, although we recognize that those who start the major late may not have time to follow this sequence precisely. Students who need to take an elective before completing a theory course should register for a 2000-level elective that has only Principles as a prerequisite. It is also possible, with permission of the instructor, to take a 3000-level elective concurrently with its Theory prerequisite.

Economic electives are taught in two formats: the traditional lecture format, with enrollments up to 50, and a smaller writing-intensive format, with enrollments capped at 15 to 25 depending on the size of the writing component. Students are urged to take advantage of the writing-intensive courses and to check with the Department before the registration period to learn which courses will be offered in which format.

Calculus I (MATH1100, MATH1102 [preferred], or the equivalent) is required of all Economics majors prior to taking the Microeconomic and Macroeconomic Theory courses. Any student with a serious interest in economics should take at least one full year of calculus, MATH1100–1101, MATH1102–1103 [preferred], or the equivalent. Candidates for Departmental Honors must take a year of calculus (see below). Students considering graduate work in economics should take additional mathematics courses, about the same number as required for the minor in mathematics.

Honors Program

The Honors Program presents highly motivated economics majors with opportunities for more individualized and challenging training in economics. Entrance to the program is ideally in the sophomore year, when students with good Principles grades will be urged to consider the Honors Theory sequence (ECON2203–2204) in place of the standard Theory sequence (ECON2201–2202). However, students who have already completed ECON2201–2202 may still be accepted into the Honors Program. Students considering the Honors Program should arrange to take Statistics as soon as possible and then Econometrics (ECON2228). MATH1100–1101, MATH1102–1103 (preferred), or the equivalent are prerequisites for both Honors Theory courses and the Honors Program generally. The honors candidate must complete a 6-credit Thesis (ECON4497–4498) in the senior year under the direction of a faculty member. Honors students take four other electives, at least two of which must be upper-level courses.

The distinction of Honors in Economics may be conferred only upon those students completing an Honors Thesis. A letter grade less than B+ on the Honors Thesis would be considered a deficiency to the conferral of Honors in Economics. A higher letter grade supports the conferral, but does not in itself assure that the distinction shall be conferred. GPA and the rigor of the courses taken will be considered. The conferral is the sole responsibility of the Honors Committee.

Minor Requirements

The minor in Economics consists of five required courses and two electives, a minimum of 22 credits. The required courses are: Principles of Economics (ECON1131–1132), Economic Statistics (ECON1151), Microeconomic Theory (ECON2201 or 2203), and Macroeconomic Theory (ECON2202 or 2204). At least one of the two electives must be an upper-level course. At least one of the Theory courses must be completed by the end of the junior year (exceptions to this requirement may be granted at the discretion of the Director of Undergraduate Studies).

Calculus I (MATH1100, MATH1102 [preferred], or the equivalent) is a prerequisite for the Theory courses.

Economics Concentration for Carroll School of Management Students

All Carroll School of Management students, regardless of their area of concentration, are required to take Principles of Economics (ECON1131–1132) and Statistics (OPER1135 or 1145). In addition, CSOM students may choose Economics as an area of concentration. The concentration consists of four courses beyond the three required courses, for a total of at least 21 credits in Economics. The four additional courses are Microeconomic Theory (ECON2201 or 2203), Macroeconomic Theory (ECON2202 or 2204), and two electives, at least one of which must be an upper-level course. Students with a serious interest in economics are encouraged to fulfill all the requirements of the Arts and Sciences major. At least one of the Theory courses must be completed by the end of the junior year (exceptions to this requirement may be granted at the discretion of the Director of Undergraduate Studies).

Double Majors

Requirements for double majors are the same as those for the major.

Courses Taken Outside the Department

The Department requires that at least nine of the courses for the major, and five of the courses for the minor and the CSOM concentration, be taken within the Department. Of the two courses that may be taken outside the Department, the following limits apply: a maximum of one of the two introductory courses (Micro and Macro Principles) and a maximum of two electives for the major and one elective for the minor or CSOM concentration. The Theory courses, Statistics, and Econometrics may not be taken outside the Department. Students who transfer from another university may transfer more than three courses towards the major, but must take at least five courses for the major at Boston College. (The transferred courses may include the Theory courses.) All students who wish to receive credit for courses taken outside the Department must contact the Director of Undergraduate Studies, who will determine if particular courses can be counted towards the major, minor, or CSOM concentration. Note, finally, that the limits apply in total to all courses taken outside the Department.

For example, a student who is studying abroad and has already received credit towards the major for an elective taken in a summer program can receive credit for one elective taken abroad.

Economics Internship

ECON1199 Economics Internship, a 1-credit course, is available for any student who wishes to do an internship with an agency or organization that requires a Boston College connection as a condition for offering the internship opportunity. A student who wishes to enroll in ECON1199 is required to complete an approval form that can be obtained in the Dean's Office of 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; University in Italy; and Melbourne University in Australia.

To ensure that students are able to complete the requirements for the major in time for graduation, we prefer students to have five courses completed before studying abroad: Micro and Macro Principles, Statistics, and Microeconomic and Macroeconomic Theory. Minors and CSOM concentrators should have completed Micro and Macro Principles, Statistics, and at least one Theory course. At a minimum, all students must complete Micro and Macro Principles and one Theory course to be approved for study abroad. To be eligible to transfer back credits for the major, minor, or CSOM concentration, students must earn at least a B- in at least one of the Theory courses before going abroad.

Department policies on study-abroad courses are as follows:

- Up to two of the five electives that are required for the Arts and Sciences Economics major may be taken abroad. Minors and CSOM concentrators are limited to counting one elective from abroad towards their degree requirements.
- The prerequisite restrictions on upper-level and lower-level electives taken at Boston College apply to courses taken abroad.
- Electives previously transferred from outside the Department, such as from a summer program or the Woods College, reduce the number of electives that can be transferred from study abroad.
- Microeconomic and Macroeconomic Theory, Statistics, and Econometrics cannot be taken abroad. This means that students interested in studying abroad must carefully plan their courses for the major. Theory courses must be completed by the end of junior year. For example, students who begin the major sophomore year should take both Principles courses and the Theory course second semester that corresponds to the Principles course taken first semester, and then complete the second Theory course junior year in the semester that they are at Boston College. These students should not expect to be approved for study abroad for their entire junior year.

Those students planning to participate in the Departmental Honors program are strongly advised to identify a thesis topic and a faculty supervisor before going abroad. Very tight deadlines during the fall semester of senior year make this advance planning essential.

Students should meet with their advisors to plan their semester or year abroad. Students who are considering doing Ph.D. work in economics should think ahead and plan their programs abroad with particular care.

Course Offerings

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

ECON1131 Principles of Economics I—Micro (Fall/Spring: 3)
Satisfies Social Science Core Requirement

This course is an analysis of prices, output, and income distribution through the interaction of households and business firms in a modern Western economy. The appropriate role of government intervention is examined, and basic analytical tools are applied to current economic problems.

The Department

ECON1132 Principles of Economics II—Macro
(Fall/Spring: 3)
Satisfies Social Science Core Requirement

This course is an analysis of national income and employment, economic fluctuations, monetary and fiscal policy, inflation, growth, and international aspects of macroeconomic policy.

The Department

ECON1151 Statistics (Fall/Spring: 3)
Not open to students who have completed BIOL2300.

This course is focused on probability, random variables, sampling distributions, estimation of parameters, tests of hypotheses, regression, and forecasting.

The Department

ECON1155 Statistics—Honors (Spring: 4)
Prerequisite: Calculus I
Not open to students who have completed BIOL2300.

This course is a more intensive analytical treatment of the topics covered in ECON1151.

Richard McGowan, S.J.

ECON2201 Microeconomic Theory (Fall/Spring: 3)
Prerequisites: ECON1131 and MATH1100

This course develops a theoretical framework with which to analyze consumer and producer behavior. This analysis is then employed to investigate the determination of prices and output in various market situations, the implications for welfare, and the appropriate role for government intervention.

The Department

ECON2202 Macroeconomic Theory (Fall/Spring: 3)
Prerequisites: ECON1132 and MATH1100

This course is intended to equip the student for the analysis of the determination of employment and national income. Emphasis will be placed on the Keynesian theory of employment, interest, and money and on post-Keynesian macroeconomic models.

The Department

ECON2203 Microeconomic Theory—Honors Level (Fall: 3)
Prerequisites: ECON1131 and MATH1100–1101

A more intensive analytical treatment of the same material presented in ECON2201. Some mathematical tools will be developed as needed. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.
Tayfun Sonmez

ECON2204 Macroeconomic Theory—Honors Level (Spring: 3)
Prerequisites: ECON1132, MATH1100–1101

A more intensive treatment of the same material presented in ECON2202. Open to anyone who has done well in Principles of Economics and highly recommended for students interested in doing graduate work in economics.
Robert Murphy

ECON2205 Catholic Social Teaching and Economic Analysis (Spring: 3)
Prerequisite: ECON1131

This is an undergraduate course examining numerous questions faced by modern societies regarding how best to structure social policy. We will examine the relationship between conclusions reached from the social teachings of the Catholic Church and those reached through application of modern methods and reasoning within the discipline of economics. The course is organized around a series of important real-world questions. Questions addressed include family concerns like the consequences of working motherhood, widespread abortion and contraceptive access, along with larger societal questions.
Andrew Beauchamp

ECON2207 The Global Economy (Fall: 3)
Prerequisite: Must have successfully completed ECON1131–1132

This course examines the causes and effects of international flows of goods, services, labor, and capital. It looks at the impact of government policies toward those flows and at the institutions that have been established to regulate international trade and finance, including the World Trade Organization and the International Monetary Fund.
The Department

ECON2209 Sports Economics (Fall: 3)
Prerequisites: ECON1131, ECON1151 or OPER1135–OPER1145

This course will develop fundamental economic concepts in the context of the sports industry. Students will apply economic theory to various aspects of both collegiate and professional sports. Topics include (but are not limited to) wage discrimination in sports, alumni giving and collegiate athletics, academics and collegiate athletics, sports rights and broadcasting, sports and gambling, salary caps, revenue sharing, insurance contracts, expansion and stadium/arena financing.
Martin Konan

ECON2215 Numerical Methods and Scientific Computing (Spring: 4)
Prerequisites: MATH2202, CSCI1127, and permission of instructor
Cross listed with PHYS4300
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

ECON2228 Econometric Methods (Fall/Spring: 4)
Prerequisites: MATH1100 and ECON1151

This course focuses on testing the predictions of economic theory. Topics covered include simple and multiple regression, multicollinearity, heteroskedasticity, serial correlation, specification errors, errors in variables, and an introduction to simultaneous equation estimation.
The Department

ECON2229 Economic and Business Forecasting (Fall: 3)
Prerequisites: MATH1100 and ECON1151 or OPER1135–OPER1145
Course is open only to economics majors, economics minors, and CSOM economic concentrators.

The theory and practice of applied time series analysis will be explored, including the subjects of dynamic modeling, parameter estimation, prediction, and model evaluation. Specific topics to be covered will include linear regression, ARMA models, and vector autoregressions.
Richard McGowan, S.J.

ECON2229 Economic and Financial Forecasting (Fall: 3)
Prerequisites: ECON1151 or ECON1155 (undergraduate); OPER7725 (statistics/graduate)
Cross listed with OPER6606 and MFIN6606

The theory and practice of applied time series analysis will be explored. First the different segments (trend, seasonality, cyclical and irregular) of a time series will be analyzed by examining the Autocorrelation functions (ACF) and Partial Autocorrelation functions (PACF). The 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.

ECON2232 American Economic History (Fall: 3)
Prerequisites: Must have completed ECON1131–1132. Completion of ECON1151 desirable.

The objective of the course is to understand and explain the economic development of the US from colonial times to the present. The main emphasis will be on economic models as tools for understanding, but historical methods and perspectives will also be used.
James Anderson

ECON2242 Public Policy in an Aging Society (Fall/Spring: 3)
Prerequisite: ECON1131

We live in a rapidly aging nation. In two decades, the age distribution of the U.S. will look like that of Florida today. We will analyze the underlying demographic trends, the economic status of the aged, the fiscal challenge of an aging society, public policies (especially social insurance) designed to assist older Americans, the impact of public policy on individual behavior, and proposals for reform.
Matthew Rutledge

ECON2261 Money, Banking, and Financial Markets (Fall/Spring: 3)
Prerequisites: ECON1131–1132
Not open to students who have completed ECON3361. Cannot be taken concurrently with ECON3361.

This course deals with topics such as significance and functions of money in the economy, behavior of interest rates, banking and management of financial institutions, central banking and the conduct of monetary policy, the Federal Reserve System, financial derivatives, money market, foreign exchange market, and the international financial system.
Hossein Kazemi

ECON2273 Development Economics (Spring: 3)
Prerequisites: ECON1131–1132
Not open to students who have completed ECON3374 or ECON3375.
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

ECON2275 Economic Development: The Experience of El Salvador (Spring: 3)
Prerequisites: ECON1131–1132
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.

ECON2278 Environmental Economics (Fall/Spring: 3)
Prerequisite: ECON1131

The course will examine different aspects of natural resource allocation and the protection of environmental quality from an economic standpoint, including specific areas of market failure, the allocation of public goods, the estimation of non-market values, public policy avenues for influencing natural resource management, and ethical issues in natural resource management.
The Department

ECON2299 Independent Study (Fall/Spring: 3)

The student works under the direction of an individual professor.
The Department

ECON3308 Game Theory in Economics (Fall/Spring: 3)
Prerequisites: ECON2201 or ECON2203

This course is an introduction to game theory. Game theory consists of a coherent set of concepts and analytical tools to examine interactive or strategic situations between people, that is, situations where the well being of one actor depends not only what s/he does but also on what others do. Hence in deciding how best to act, each person needs to consider how others are likely to act as well. Game theory has become a widely used tool of analysis in a wide range of disciplines, including economics, business, political science, law and international relations.
Hideo Konishi
Christopher Maxwell
Tayfun Sonmez
Bertan Turhan

ECON3310 Behavioral Economics (Fall/Spring: 3)
Prerequisite: Must have successfully completed ECON2201– 2202 and ECON2228

The field of Behavioral Economics tries to explain so-called anomalies that we observe in the markets' apparent mis-pricings and inefficiencies that are not consistent with the classical economic models of rational behavior. In this course, we will characterize some prevalent features of irrational behavior in the markets. We will discuss typical errors made by market participants as a result of behavioral biases, and examine the extent to which irrationality can affect markets at the aggregate level.
The Department

ECON3311 Mathematics for Economists (Fall: 3)
Prerequisites: MATH1100, ECON2201 or ECON2203 and/or ECON2202 or ECON2204

The course is an introduction to the uses of calculus and other mathematical tools in economic analysis.
Christopher Maxwell

ECON3317 Economies of Inequality (Spring: 3)
Prerequisites: ECON2201 or ECON2203

The course will provide both a theoretical and empirical analysis of economic inequality. This will include analysis and discussion of recent trends in inequality and an examination of the economic causes and consequences of inequality. Specific attention will be paid to the difference between inequality of economic outcomes (e.g., employment status, earnings, and occupation) and inequality of economic opportunity. The course will also touch on economic policy, including discussions of programs designed to combat inequality of outcomes, like welfare and food stamps, as well as those designed to combat inequality of opportunity, like Head Start.
Geoff and Sanzenbacher

ECON3327 Financial Econometrics (Spring: 3)
Prerequisites: ECON2228 and MATH1100
Enrollment limited. Significant writing/research component.

This course extends ECON2228 to present panel data models, selected topics in time series analysis, and limited dependent variable models. Methods used in financial econometrics, such as rolling CAPM estimation, volatility estimation and event studies will be stressed. Examples and datasets are drawn from financial economics.
Christopher Baum

ECON3331 Theories of Distributive Justice (Fall: 3)
Prerequisites: ECON2201 or ECON2203

The course will analyze modern analysis of justice and fairness. We will discuss bargaining situations and social choice questions. Part of the course will be devoted to the recent experimental literature regarding fairness.
Uzi Segal

ECON3338 Law and Economics (Fall: 3)
Prerequisites: ECON2201 or ECON2203

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

ECON3341 Microeconomics of Black-White Inequality (Fall: 3)
Prerequisite: ECON2228
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

ECON3342 Labor Economics: The Supply of Labor (Fall: 3)
Prerequisites: Must have successfully completed ECON1151, ECON2201, and ECON2228.

This course is designed as an introduction to the study of labor economics with special emphasis on labor supply. We will discuss various public and social policies and their corresponding labor market implications. Students will apply the tools learned in their introductory and intermediate micro economics courses, along with those from statistics and econometrics, to various topics in labor economics.
Regan, Tracy

ECON3357 Advanced Topics: Industrial Organization: Theory and Application (Fall/Spring: 3)
Prerequisites: ECON2201 or ECON2203

We study the behavior of firms and the structure of industries, applying game theory to understand the strategic interaction of firms when the assumptions of perfect competition break down. The course combines theoretical micro-economic analyses with studies of actual firm behavior in individual industries. Topics include horizontal relationships and mergers, vertical integration and control through contractual arrangements, price discrimination, information and search costs, network externalities, and adverse selection. The course will incorporate insights from developments in behavioral economics and investigate the degree to which the market protects consumers from their own mistakes or could benefit from regulation to prevent exploitation.
Michael Grubb

ECON3358 Industrial Organization, Creation and Strategy (Spring: 3)
Prerequisites: ECON2201 or ECON2203

This course is designed as an introduction to industrial organization with special emphasis on entrepreneurship and strategy. We will discuss various types of market structures and business methods. Students will work in groups to read and present popular press, non-fiction books on various techniques and approaches to business. Students will also read and present popular press, non-fiction books on specific current-day firms. The semester will conclude with the student groups presenting a business plan for a new start-up company.
Tracy Regan

ECON3361 Monetary Theory and Policy (Fall/Spring: 3)
Prerequisites: ECON2202 or ECON2204 and ECON2228

An analysis of the operation and behavior of financial markets and financial institutions. Emphasis is placed on financial intermediaries, including commercial banks and the central bank. The money supply process and alternative theories of the demand for money are considered, as well as their implications for monetary policies and macroeconomic performance.
Hossein Kazemi

ECON3363 Micro Public Policy Analysis (Spring: 3)
Prerequisites: ECON2201 or ECON2203
Enrollment limited. Significant writing/research component.

This is a seminar on the economic analysis of current microeconomic public policy issues. During the first half of the course, students will read and discuss articles on selected topics and prepare first drafts of papers on topics of their choice. The second half of the course will be run like a professional economics conference. Students will read and critique others' papers, present their drafts to the class, and revise their papers on the basis of the comments received.
Joseph Quinn

ECON3365 Public Finance (Fall/Spring: 3)
Prerequisites: ECON2201 or ECON2203 (may be taken concurrently)

This is a course in the microeconomics of the public sector. We will discuss the rationale for the government's role in a market economy, major expenditure programs, and the theory and structure of the tax system. The focus will be on the federal (as opposed to state and local) government's expenditure and tax programs, with special attention given to topics of current concern.
Anthony Laramie
Richard Tresch

ECON3370 Sports Econometrics (Fall/Spring: 3)
Prerequisites: ECON2201 or ECON2203 and ECON2228 and/or ECON3327.
This is not a sports history/trivia class.

This applied economics course focuses on empirical analysis and features extensive application of econometric methods, including discrete choice models, panel data techniques and non-linear estimation. The course is built around a sequence of empirical exercises on topics such as the efficacy of competitive balance initiatives, the Pythagorean Theorem in baseball, the valuation of NFL draft picks, hot hands in the NBA, MLB umpire bias and home field advantage, pay/performance in the NBA, understanding differences in ticket prices, and rating team performance. A term-long empirical research project/paper is an important part of the course.
Christopher Maxwell

ECON3371 International Trade (Spring: 3)
Prerequisites: ECON2201 or ECON2203
Not open to students who have taken ECON2271

This course is an analysis of the foundations of trade and the principle of comparative advantage leading to a sophisticated study of

protectionism. Current U.S. protectionist issues will be illuminated, as well as economic warfare, control of international factor movements, and interaction of trade and economic development.
James Anderson

ECON3372 International Finance (Fall/Spring: 3)
Prerequisites: ECON2202 or ECON2204
Not open to students who have taken ECON2271

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

ECON3373 Impact Evaluation in Developing Countries (Fall/Spring: 3)
Prerequisites: ECON2201 and ECON2228
Enrollment limited. Significant writing/research component.

This course reviews advanced econometric techniques and research designs used to estimate the causal effect of programs or policies implemented in developing countries. Fixed effects, difference-in-difference, instrumental variable, and propensity score methods are discussed as are regression discontinuity, natural experiment, and randomized experiment designs. The economic rationale for such programs is also addressed. Topic areas include health, education, service delivery, insurance, and micro-finance.
Paul Cichello

ECON3374 Development Economics and Policy (Fall: 3)
Prerequisites: ECON2201 or ECON2203 and ECON2202 or ECON2204
Cross listed with INTL3374
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

ECON3376 International Economic Relations (Spring: 3)
Prerequisites: ECON2201 or ECON2203, and ECON2202 or ECON2204

This course introduces the study of economic relations among countries. It combines material contained in ECON3371 and ECON3372, and substitutes for both those courses. Primarily designed for international studies majors, it is also appropriate for economics and other social science majors, with the proviso that the comprehensive coverage of the course implies that the workload is heavy and expectations for students are high. Topics include the determinants of trade in goods, services, and capital; the economic policies that nations use to influence such trade; the theory and practice of international macroeconomics; and problems of coordinating macroeconomic policies among countries. The course features the usefulness (and limitations) of game theory for explaining international economic interactions.
James Anderson
Eyal Dvir

ECON3378 Applied Financial Economics (Fall/Spring: 3)
Prerequisites: Must have successfully completed ECON2201–2202 and ECON2228
Not open to students who have completed ECON3380. Cannot be taken concurrently with ECON3380.

This course provides a rigorous introduction to the fundamentals of modern financial analysis and their applications to business challenges in financial markets, corporate investment and financing decisions, and basic security analysis and investment management.We will discuss topics including the time value of money, risk and return, portfolio theory, market efficiency, financial instruments, etc.
The Department

ECON3379 Financial Economics (Fall/Spring: 3)
Prerequisites: MATH1100, MATH1102, or MATH1105; ECON2201 or ECON2203; ECON1151 and ECON2228.

This undergraduate elective focuses on financial economics, with specific emphasis on asset pricing and the valuation of risky cash flows. After developing and studying the details of consumer decision-making under uncertainty, it uses that general framework as a basis for understanding both equilibrium and no-arbitrage theories of securities pricing, including the capital asset pricing model (CAPM), the consumption capital asset pricing model (CCAPM), Arrow-Debreu theories, martingale pricing methods, and the arbitrage pricing theory (APT).
Peter Ireland

ECON3380 Capital Markets (Fall/Spring: 3)
Prerequisites: ECON2201 or ECON2203 (may be taken concurrently) and ECON1151
Open only to A&S economics majors and minors. Not open to students who have completed ECON3378. Cannot be taken concurrently with ECON3378.

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

ECON3381 History of Financial Crises (Fall: 3)
Prerequisites: ECON2201 or ECON2203 and ECON2202 or ECON2204
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 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

ECON3385 Health Economics (Fall: 3)
Prerequisites: ECON2201 or ECON2203

This course is designed as an introduction to the study of health care economics with special emphasis on the pharmaceutical and health insurance industries. We will discuss the historical evolution of health care markets and current legislative changes and public policy implications. Students will apply the tools learned in their introductory and intermediate microeconomics courses to current and past topics in the health care industry. Guest speakers will focus on the business of health care, health and wellness, and entrepreneurship. Presentation and discussion of current events will introduce students to recent topics in health care.
The Department

ECON3388 Economic Policy Analysis in Turbulent Times: Europe and Turkey (Summer: 4)
Prerequisite: Permission of instructor required
Cross listed with INTL3388

This four-week, four credit hour course will count as an upper-level elective toward the Economics major and minor requirements (for those who have already completed ECON2201 or ECON2202: a lower-level elective otherwise), as an elective for the CSOM Economics concentration, and as an approved elective for the International Studies major and minor. Completion of ECON2201–2202 (Intermediate Theory) and ECON2228 (Econometric Methods) is useful but not essential. The course should be of interest to students in economics, management, international studies, political science, sociology and related disciplines. To express interest in the course, please contact the Office of International Programs. Students are being accepted now via a rolling admissions procedure, with an application deadline in February 2014. The course size is limited; if you are interested, please apply early.
Christopher Baum
Can Erbil

ECON3394 Urban Economics (Spring: 4)
Prerequisites: ECON2201 or ECON2203

This course deals with the economy of cities. The subjects treated are location and land use, urban transportation, housing, and local taxation and provision of public services. While the emphasis of the lectures will be on theory, there will be some discussion of public policy. Also, all students must write a field essay which entails applying urban economic theory to some aspect of the Boston urban scene.
John Donovan

ECON3399 Independent Study (Fall/Spring: 3)
Prerequisites: ECON2201 or ECON2203

The student works under the direction of an individual professor.
The Department

ECON4497 Senior Thesis Research (Fall: 3)

This course provides guidance in developing a thesis topic and preparing a detailed proposal. ECON4497 must be completed prior to registering for ECON4498 Senior Honors Thesis.
Robert Murphy

ECON4498 Senior Honors Thesis (Spring: 3)
Prerequisite: ECON4497

Required of all seniors seeking a degree with Honors in Economics.
Robert Murphy

ECON6601 Advanced Independent Research (Spring: 6)

Required of all seniors seeking a degree with Scholar of the College status.
Frank Gollop

English

Faculty

Rosemarie Bodenheimer, *Professor Emerita;* A.B., Radcliffe College; Ed.M., Harvard University; Ph.D., Boston College
Leonard R. Casper, *Professor Emeritus;* A.B., A.M., Ph.D., University of Wisconsin
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
Amy Boesky, *Professor;* B.A., Harvard College; M.Phil., University of Oxford; Ph.D., Harvard University
Mary Thomas Crane, *Thomas F. Rattigan Professor;* A.B., Harvard College; A.M., Ph.D., Harvard University
Elizabeth Graver, *Professor;* B.A., Wesleyan University; M.F.A., Washington University
Dayton W. Haskin, *Professor;* A.B., University of Detroit; A.M., Northwestern University; B.D., University of London; Ph.D., Yale University
Elizabeth Kowaleski Wallace, *Professor;* B.A., Trinity College; M.A., M.Phil., Ph.D., Columbia University
Paul Lewis, *Professor;* A.B., City College of New York; A.M., University of Manitoba; Ph.D., University of New Hampshire
Robin R. Lydenberg, *Professor;* A.B., Barnard College; A.M., Ph.D., Cornell University
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
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Marjorie Howes, *Associate Professor;* B.A., University of Michigan; Ph.D., Princeton University
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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
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Undergraduate Program Description

In an academic milieu fragmented into departments and specialized disciplines, the study of literature is one of the few remaining elements of the old liberal education that still offers students a point of view from which they can integrate the diversity of their own experience. Language is the mirror of the human mind and literature the record of its preoccupations—intellectual, aesthetic, psychological, political, social, historical, moral, and religious.

The study of literature offers a schooling in human experience, and its primary use is for the development of those who study it. It is also, of course, good training for any field in which understanding of behavior is valued. The tools used, because they deal with language and the forms of expression, have applicability in any kind of work where precise and effective communication is important. English majors can develop these skills to a considerable degree while undergraduates, and non-majors will find that taking even a few well-chosen courses beyond the Core requirement can widen their knowledge of literature and sharpen their linguistic abilities.

The English major at Boston College is designed to introduce students to a wide range of expression in the literary traditions of the past and present. It aims to help undergraduate students develop a strengthened ability to work critically and sensitively with texts in poetry and prose, to write with clarity and grace, and to articulate judgments about literature with an awareness of various critical approaches. English majors will become familiar with some of the major developments in the history of British and American literature and will have

the opportunity to choose from an array of courses covering topics from the medieval period to contemporary cultural studies to a range of transnational literatures written in English.

By the successful completion of the English major at Boston College, students will be able to demonstrate:

- an ability to write clear, coherent, organized, and stylistically correct papers;
- an ability to close-read, interpret, and analyze texts (including poetic texts);
- a knowledge of literary genres and appropriate use of critical terminology;
- a recognition of the historical specificity of literary works and/or other cultural products;
- an awareness that there are a variety of critical approaches to literary and cultural texts.

Information for First Year Majors and Non-Majors

The English Department has primary responsibility for two Core requirements—ENGL1010 First Year Writing Seminar, taught entirely by English Department faculty, and ENGL1080 Literature Core, taught largely by English Department faculty. Students may not take courses through the Woods College of Advancing Studies for the purpose of fulfilling their English Core requirement. Because Core classes are restricted to first-year students, students should plan to take both courses during the first year.

ENGL1010 First Year Writing Seminar

The First Year Writing Seminar helps students use their writing as a source of learning and a form of communication. Designed as a workshop in which each student develops a portfolio of personal and academic writing, the seminar follows a semester-long process. Students write and rewrite essays continuously, discuss their works-in-progress in class, and receive feedback during individual and small group conferences with the instructor. In connection with their writing, students read and discuss a wide range of texts, including various forms of non-fiction prose. In addition to regular conferences, the class meets two hours per week to learn and discuss writing processes and strategies, various genres and rhetorical situations for writing, the evolving drafts of class members, and various forms of conducting and writing research, including an introduction to using the resources at O'Neill Library.

ENGL1080 Literature Core

In this part of the Core program, students explore the principal motives which prompt people to read literature—to assemble and assess the shape and values of one's own culture, to discover alternative ways of looking at the world, to gain insight into issues of permanent human importance as well as issues of contemporary urgency, and to enjoy the linguistic and formal satisfactions of literary art.

Literature Core will strive to develop the student's capacity to read and write with clarity and engagement, to allow for that dialogue between the past and present we call history, and to provide an introduction to literary genres.

Courses for English Language Learners

The department offers core level courses in language and literature for English language learners. These classes require department permission for registration. Interested students should contact the ELL coordinator, Lynne Anderson, for more information: lynne.anderson@bc.edu.

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 ENGL2131 Studies in Poetry (three credits) and ENGL2133 Studies in Narrative (three credits), usually taken in sequence in the sophomore year. Both courses train students intensively in the close reading of literary texts and in writing with critical awareness about literature.

Because it is important for students to understand the foundations of literary traditions, English majors are also required to take nine credits in British or American literature, pre-1900, to be distributed in the following manner:

- Three credits in medieval or early-modern literature (before 1700)
- Three credits in eighteenth or nineteenth-century literature (between 1700–1900)
- Three additional credits in either category (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

Courses used for fulfilling the minor must come from outside the student's major and from at least two different departments. Eighteen credits are required for the minor. Nine of these credits must be clustered in a common area of concentration chosen by the student in consultation with the director of American Studies. In the fall of the senior year each student must take the elective designated as the American Studies senior seminar for that year. Also, ENGL2277 Introduction to American Studies, is strongly recommended for minors, but not yet required.

For further information on the American Studies minor and application forms, see Professor Carlo Rotella in the English Department (rotellca@bc.edu, 617-552-3191) or visit the American Studies website at www.bc.edu/amstudies.

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 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 S493.

Secondary Education Majors and Minor

English majors who are also completing Lynch School of Education majors must fulfill more specific major requirements to demonstrate a broad range of knowledge within the discipline. In addition to the First Year Writing Seminar, the Literature Core, Studies in Poetry, and Studies in Narrative, these students must fulfill the following requirements:

- one Pre-1700 course
- one Pre-1900 course
- one course on Anglophone or Ethnic American Authors
- one course on Women Authors
- one course on the History of Language/Grammar/Linguistics
- one course in Adolescent and Young Adult Literature
- two English electives

To acquire sufficient knowledge across this spectrum, LSOE students should consider taking more general survey courses (e.g., Introduction to British Literature and Culture I and II, American Literary History I, II, and III) to fulfill some requirements.

Students with questions about the ENGL/LSOE requirements should contact Treseanne Ainsworth, in Stokes S493.

Minor in Secondary Education

Students in the College of Arts and Sciences majoring in English may apply to minor in Education, in order to gain certification for teaching. The program begins in the junior year. Interested students should contact the Coordinator of Secondary Education or the Associate Dean in the Lynch School of Education during the first semester in sophomore year.

The Department recommends that English majors completing a secondary education minor follow the guidelines listed above for course selection as well.

Linguistics

The Program in Linguistics, housed in the Department of Slavic and Eastern Languages, offers courses for English majors who want to study English from a linguistic perspective or to examine the nature of language.

Information for Study Abroad

While the department is flexible as to the number of courses that majors need to complete before studying abroad, English majors wishing to study abroad should complete (at minimum) the required Studies in Poetry and Studies in Narrative. Because each student's background varies, students are advised on an individual basis. Two courses per semester from an English speaking country and one course per semester from a non-English speaking country may be counted for major credit. These courses may fulfill historical requirements or major electives.

Journalism and communications courses are not considered English electives unless they are taught within an English department. Students in the Creative Writing concentration are strongly discouraged from studying abroad for a full year.

Students may study abroad for either or both semesters but must contact Treseanne Ainsworth, Assistant to the Chairperson, Stokes S493, when planning their study abroad.

There are many strong English programs offered through universities overseas. Majors are encouraged to discuss options with their faculty advisors. Some examples of particularly strong programs include: Oxford University, King's College, Cambridge University, University College London (UCL), Queen Mary & Westfield (QMW), University of London, Advanced Studies in England, Bath, Lancaster University, University of Glasgow, University College Dublin (UCD), Trinity College Dublin, NUI Galway and Cork, and University of Paris.

Honors Program

The English Department offers an honors program for English majors. Students admitted to the program will write an honors thesis senior year, either a critical study or a creative project, for six credits total toward the major. Students contemplating an honors thesis are encouraged to take the department's Honors seminar during their junior year. A description of this program is available on the department website.

Course Offerings

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

ENGL1009 First Year Writing Sem/English Language Learners (Fall: 3)
Satisfies Literature and Writing Core Requirements

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 (ENGL1010).
Lynne Anderson

ENGL1010 First Year Writing Seminar (Fall/Spring: 3)
Satisfies Writing Core Requirement
Limited to 15 students.

Designed as a workshop in which each student develops a portfolio of personal and academic writing, the seminar follows a semester-long process. Students write and rewrite essays continuously, discuss their works-in-progress in class, and receive feedback during individual and small group conferences with the instructor. Students read a wide range of texts, including various forms of non-fiction prose. In addition to regular conferences, the class meets two hours per week to discuss the writing process, the relationship between reading and writing, conventional and innovative ways of doing research, and evolving drafts of class members.
The Department

ENGL1079 Literary Forms for English Language Learners (Spring: 3)
Satisfies Literature Core Requirement
Offered in the spring only.

This course is designed for students whose first language is not English. It may be taken in place of ENGL1080 satisfies the literature core requirement. Limited to 15, students will have ample opportunity to participate in group discussion as they explore a variety of literary genres such as short story, drama, and poetry with a focus on American literature. Support for language issues including those related to writing (grammar, syntax, and rhetorical mode) is offered.
The Department

ENGL1080 Literature Core (Fall/Spring: 3)
Satisfies Literature Core Requirement

In Literature Core, students explore the principal motives which prompt people to read literature: to assemble and assess the shape and values of one's own culture, to discover alternative ways of looking at the world, to gain insight into issues of permanent human importance as well as issues of contemporary urgency, and to enjoy the linguistic and formal satisfactions of literary art. Literature Core will strive to develop the student's capacity to read and write with clarity and engagement, to allow for that dialogue between the past and present we call history, and to provide an introduction to literary genres.
The Department

ENGL1090 Introduction to Literary Studies (Summer: 3)
The Department

ENGL1093 An Introduction to Modern Irish I (Fall: 3)
This course continues in second semester as ENGL1094

This course offers beginners an enjoyable introduction to the language and culture of Ireland. We'll learn how to speak Gaelic and read modern Irish texts and poetry. And we'll examine major themes in Irish history and culture associated with the rise and fall of the language over its long history. This courses count towards your Irish Studies minor, and one towards your English major. In the spring semester, you can build on what you've gained and, if you wish, satisfy the Arts & Sciences language requirement by completing the four-course cycle the following year.
Joseph Nugent

ENGL1094 An Introduction to Modern Irish II (Spring: 3)
Prerequisite: SLAV1027/ENGL1093

Following on from ENGL1093, this course offers a continuing introduction to the Irish language for American students. We will continue along our examination of Irish culture and literature through the Irish language. You can look forward to reading contemporary texts, poetry, and drama, and to enlarging your understanding of the cultural

heritage out of which the language emerged. Completion of this and Continuing Modern Irish I and II will fulfill the Arts and Sciences language requirement.
Joseph Nugent

ENGL2097 Continuing Modern Irish I (Fall: 3)
Prerequisite: ENGL1094 or equivalent.

This is a continuing course in modern Irish for those with a basic knowledge of the language. We'll emphasize the ability to read contemporary literature in various genres. Texts from a variety of authors and historical periods allow students to taste different writing styles: contemporary fiction, journalism, literary criticism, historical and cultural texts, while we enjoy Irish-language short films and videos.
Joseph Nugent

ENGL2098 Continuing Modern Irish II (Spring: 3)
Prerequisite: ENGL2097

In this completion of the two-year cycle of Irish language learning, we will engage deeply with modern texts and work with Irish through other media—sound and film. You will become familiar with contemporary texts and will engage in a sustained project of reading and translating in the original Irish one or more of the great works of literature written in Irish.
Joseph Nugent

ENGL2101 Celtic Heroic Age (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

ENGL2102 Joyce in Ireland (Summer: 3)
The Department

ENGL2111 Drama and Society in Ancient Greece (Fall: 3)
Cross listed with CLAS2260

See course description in the Classics Department.
Mark Thatcher

ENGL2123 Language and Ethnicity (Spring: 3)
Cross listed with LING2379 and SOCY2275
Satisfies Cultural Diversity Core Requirement
Periodically

See course description in the Slavic and Eastern Languages and Literatures Department.
Margaret Thomas

ENGL2125 Introduction to Feminisms (Fall/Spring: 3)
Cross listed with HIST2502 and SOCY2225
Fulfills Women Writer's requirement for ENGL/LSOE majors.

This introductory course offers both an overview and a foundation for understanding the various movements that make up what has come to be called the feminist movement in the U.S. Because systems of privilege and disadvantage shape women's and men's identities and social positions in multiple and unique ways, Introduction to Feminisms analyzes gender from an interdisciplinary approach and applies numerous academic disciplinary methods to the study of gender, including history, literature, psychology, and sociology, and explores women's and men's experiences within various cultural contexts, including socioeconomic class, race and ethnicity, religion and spirituality, nations of citizenship, origin and generation.
Emily McWilliams

ENGL2131 Studies in Poetry (Fall/Spring: 3)

The goals of the course are close reading of poetry, developing the student's ability to ask questions which open poems to analysis, and writing lucid interpretative papers.
The Department

ENGL2133 Studies in Narrative (Fall/Spring: 3)

This course introduces students to questions that they might bring to the study of narrative works—primarily novels, tales, and nonfictional narratives, though it may also include drama, film, and narrative poems. It aims to introduce the various critical frames through which we construct interpretations. As part of the process of reading, students will be introduced to common critical terms; narrative genres, conventions, and discourses; the construction of the character and the ways of representing consciousness; and the ordering of narrative time. The course will also expose the student to the implications of taking critical positions.
The Department

ENGL2141 American Literary History I (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, ENGL2141 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

ENGL2142 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 Chesnutt). 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.
James Wallace

ENGL2143 American Literary History III (Spring: 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

ENGL2170 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.
Robert Stanton

ENGL2171 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.
John Anderson

ENGL2172 The City in Literature and Film (Fall: 3)

We examine how American literature and film have responded to the challenge of representing the city—from *Sister Carrie* to *Blade Runner, The Street* to *Do the Right Thing,* and *Native Speaker* to *Gangs of New York.* Exploring the fit between the hard facts of city life and the creative choices that artists impose on them, we consider how novels and movies reckon with the formal, social, and conceptual problems posed by cities. We touch upon several cities and various genres: migration narratives, crime stories, science fiction, neighborhood novels, and more. (Note: students who took ENGL2172 under the old course-numbering system may not take this course.)
Carlo Rotella

ENGL2181 Irish Literature Survey—Twentieth Century (Fall: 3)
This course is most suitable for underclass students. Students contemplating an Irish Studies Minor and/or exploring study abroad options are also welcome.

This course introduces students to twentieth-century Ireland's literature and culture. Early in the semester we read key literary figures, including Yeats, Synge, and Joyce. Students then turn their attention to post-Revival authors, including Kavanagh, O'Flaherty, Heaney, and N Dhomhnaill. The class discusses significant social, political and cultural developments, e.g., cultural nationalism and the formation of identity, the importance of the Gaelic language and problems with translation, women's role in post-independent Ireland, and Northern Ireland and the peace process.
James Smith

ENGL2212 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

ENGL2220 Classical Mythology (Fall: 3)
Cross listed with CLAS2230

This course will explore the world of Greek and Roman mythology, focusing on what these civilizations' traditional stories tell us about the culture, politics, and psychology of their creators. Mythic texts such as Homer's *Odyssey,* Hesiod's *Theogony,* and Virgil's *Aeneid* will be read using the analytical tools created by ancient and modern theorists of myth (e.g., Euhemerus, Metrodorus, Malinowski, Freud, and Levi-Strauss). By the end of the semester, students will be familiar with many of the Great Books of the Western Canon and will also be able to apply a number of important and useful techniques of literary analysis.
Hanne Eisenfeld

ENGL2221 Introduction to Creative Writing (Fall/Spring: 3)

An introductory course in which students will write both poetry and short fiction and read published examples of each. We will experiment with the formal possibilities of the two genres and look at what links and separates them. The course is workshop-based, with an emphasis on steady production and revision. Through exercises and/or open and directed writing assignments, students will produce a portfolio of short fiction and poetry.
The Department

ENGL2227 Classics of Russian Literature (in translation) (Fall: 3)
Cross listed with SLAV2162
Satisfies Literature Core Requirement
All readings and lectures in English. Undergraduate major elective. Russian Major requirement

See course description in the Slavic and Eastern Languages and Literatures Department.
Maxim D. Shrayer
Cynthia Simmons

ENGL2228 Twentieth-Century Russian Literature (in translation) (Spring: 3)
Cross listed with SLAV2173
Periodically
Readings and lectures in English. Undergraduate major elective. Russian major requirement.

See course description in the Slavic and Eastern Languages and Literatures Department.
Maxim D. Shrayer
Cynthia Simmons

ENGL2237 Studies in Children's Literature: Disney and the Wondertale (Fall: 3)

Disney films have remained outside the critical landscape because they have been considered either beneath artistic attention or beyond reproach. The goal of this course will be to explore the issues presented in such Disney films as *The Lion King, Aladdin, Prince of Egypt,* and *Pocahontas.* To do this, we will read source material (*The Arabian Nights, Hamlet,* tales about Pocahontas, Bible stories about Moses, Exodus, etc.) and secondary studies.
Bonnie Rudner

ENGL2241 Playwriting I (Fall: 3)
Cross listed with THTR3362

See course description in the Theatre Department.
Scott T. Cummings

ENGL2246 Introduction to Asian American Literature (Fall: 3)
Satisfies Cultural Diversity Core Requirement

This course is a broad introduction to Asian American literature, criticism, and culture. This means that we will read at least one book-length work from each of the following ethnic groups: Filipino, Japanese, Chinese, Korean, South Asian, and Vietnamese. Together, the readings provide us with an opportunity to reflect on the long sweep of Asians in America struggling togive expression to their experiences. Discussion will often touch on many sensitive topics, so I wish to emphasize the importance of keeping an open mind, being respectful of others' opinions, and keeping up with the reading.
Min Song

ENGL2249 Contemporary Theatre and Drama (Spring: 4)

Please see the course description, THTR382, in the Theatre Department.
Scott T. Cummings

ENGL2259 Avant-Garde, Silver Age, Modernism in Russia (Fall: 3)
Cross listed with HONR4950 and SLAV3175

See course description in the Slavic and Eastern Languages and Literatures Department.
Thomas Epstein

ENGL2267 Modern German Novels in Translation (Spring: 3)
Cross listed with GERM2224
Periodically
Conducted in English with all texts in English. Counts toward German major, German minor, and German Studies minor.

See course description in the German Studies Department.
Daniel Bowles

ENGL2277 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

ENGL2280 Imagining the City: Why Writers Love Venice (Summer: 3)
The Department

ENGL2282 Knights, Castles, and Dragons (Spring: 3)
Cross listed with GERM2239
Biennially
Conducted in English with all texts in English translation. No knowledge of German is required. Counts toward German major, German minor, and German Studies minor.

See course description in the German Studies Department.
Michael Resler

ENGL2288 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

ENGL2348 Modern Middle Eastern and Arabic Literature (in translation) (Spring: 3)
Cross listed with RLRL2292 and NELC2161
Satisfies Cultural Diversity Core Requirement
All works are read in English translation.

See course description in the Slavic and Eastern Languages and Literatures Department.
Franck Salameh

ENGL2470 Popular Fictions in the Americas (Fall: 3)
Cross listed with AADS4470

This course asks: what do discussions of contemporary social issues look like when depicted in popular literatures written by writers of African descent? What is the benefit of fictionalizing these issues in genre literatures? Students address these questions by examining the forms of "speculative fictions" (specifically thriller, science fiction/fantasy, and mystery/detective) as well as urban romance to determine how each represents concerns of twentieth/twenty-first century black peoples in the U.S., Canada, Jamaica, and Martinique. Our focus on these genres' explorations of race, class, culture, incest, social engineering, and intimate relationships is complemented by socio-historical studies of these issues and countries.
Rhonda Frederick

ENGL3259 Introduction to Literary Theory (Spring: 3)

Intended primarily for English majors, this course will provide an introduction to literary theory by reviewing its history. We will begin with the great works of Classical literary theory by Plato, Aristotle, and Longinus, jumping to British criticism and theory of the seventeenth and eighteenth centuries, considering the Romantic theories of Coleridge, Shelley, and others, and adding American perspectives as we continue to move through the nineteenth century. A selective look at twentieth century theory will include key examples of formalist, psychological, Marxist, feminist, and cognitive approaches as well as several varieties of literary-cultural critique.
Alan Richardson

ENGL3303 Tolstoy and Dostoevsky (in translation) (Spring: 3)
Cross listed with SLAV2179
Periodically
All readings in English translation. Conducted entirely in English. For a Russian-language version of this course see SLAV3163, when it is offered.

See course description in the Slavic and Eastern Languages and Literatures Department.
Maxim D. Shrayer
Cynthia Simmons

ENGL3306 Reading the Atomic Age (Spring: 3)
Periodically

This class will consider the literature and culture of Cold War-era America and Britain, paying special attention to the place of nuclear weapons and nuclear power within the culture of the time. We will study the political, social and cultural history of the period in both Britain and America in order to explore and analyze the ways that literature and film, particularly, emerge from historical reality in forms that can challenge the status-quo. Possible topics include apocalyptic science fiction and the representation of nuclear protest groups. Texts may include: *The Four-Gated City, Kiss Me Deadly, Underworld,* and *Godzilla.*
Rowena Clarke

ENGL3310 Shakespeare (Spring: 3)
Fulfills the pre-1700 requirement.

This is a lecture course in Shakespeare's plays and the culture within which they were written and performed. Students do not need to have read Shakespeare before; however, the regular writing assignments are designed for students who have had previous experience taking literature courses. Students work in small groups throughout the semester to produce an off-stage film scene. They should not take the course if their schedules cannot accommodate meeting for an hour a week outside of class, or if they prefer not to work with a group. Plays will include: *Titus Andronicus, Antony and Cleopatra, Macbeth, Othello, All's Well that Ends Well, The Winter's Tale.*
Caroline Bicks

ENGL3314 Creative Writing Workshop (Summer: 3)

This writing workshop will take place in Mussoorie, India. It will focus heavily on questions of location and dislocation. Writing can be seen as a complex negotiation between what we know and what we imagine, what we see and what we project or interpret. Such negotiation is greatly intensified for the person "out of place"—a condition that one, as a traveler, chooses to inhabit.
Elizabeth Graver

ENGL3319 Hats, Suits and Corsets: Material Culture in the Victorian Novel (Spring: 3)
Periodically

This course will consider the material culture of the Victorian novel; that is, the objects that fill the novels' pages, as well as the object of the novel itself. Questions of materiality, cultural frameworks, and the role of the object will be central to our purpose. Key texts will include novels by Dickens and Eliot, as well as a range of secondary sources including works by Elaine Freedgood and John Plotz.
Rachel Ernst

ENGL3329 Hard Fiction (Spring: 3)
Periodically

"In essence," writes Dave Eggers, "there are some people who feel that fiction should be easy to read. . . . On the other hand, there are those who feel that fiction can be challenging, generally and thematically, and even on a sentence-by-sentence basis . . . for the rewards can be that much greater when one's mind has been exercised and thus (presumably) expanded." This course is about the second kind—hard fiction by American writers like Faulkner, Nabokov, Pynchon, David Foster Wallace, John Barth, Donald Barthelme. Reading for the adventurous.
James Wallace

ENGL3333 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?
Linda Martin

ENGL3335 Food Writing in Paris (Summer: 3)
Satisfies Cultural Diversity Core Requirement
Periodically

ENGL3335 is a four-week course held in Paris during the month of June. Students interested in applying to the course can e-mail questions to lynne.anderson@bc.edu or visit www.bc.edu/international.
Lynne Anderson

ENGL3339 Digital Text, Material Image (Spring: 3)
Periodically
Fulfills TAMI requirement

Can we reimagine, in a fresh way, the cultural world that made modern Ireland? Let's begin by investigating the literature, art, music, and material stuff of that island leading up to the 1916 Rising. Then we'll organize and curate your research in a series of curatorial projects designed to provide you with adaptable, real-world tools. The idea is to collaboratively produce an electronic iPad-ready guide modeled on the successful Digital Dubliners book we produced here at BC. To be used in an exciting exhibition upcoming at the McMullen Museum, this guide will be fully designed, annotated, and visualized—by you. Writing skills are particularly welcome, but this course invites innovative and creative students from all disciplines who are interested in photography, visuals, film, audio, marketing, and the digital humanities. No foreknowledge of technology will be necessary. (But bring your imagination.)
Joe Nugent

ENGL3352 British Romantic Literature (Spring: 3)
Periodically

A study of British Romantic literature, this course will examine the work of writers such as Jane Austen, William Wordsworth, Samuel Taylor Coleridge, and Percy and Mary Shelley. We will consider the coherence and validity of the term "Romantic," paying attention to the ways in which Romantic-era authors have contributed to thinking about art, nature, the individual, God, and other issues.
Yin Yuan

ENGL3392 Syntax and Semantics (Spring: 3)
Cross listed with LING3102

See course description in the Slavic and Eastern Languages and Literatures Department.
M.J. Connolly
Claire A. Foley
Margaret Thomas

ENGL3393 Chaucer (Fall: 3)
Periodically
This course will fulfill the pre-1700 requirement.

Geoffrey Chaucer (d. 1400) was the first poet writing in English who was lauded and studied as literature in his own time. His body of writing, covering a breathtakingly wide range of subjects, is a subtle mix of satire and the sublime. This course is an introduction to Chaucer's poetry, including his masterpiece, the *Canterbury Tales.* It is also an introduction to the Middle English language. The course is structured around the different genres and literary forms invented or reinterpreted by Chaucer, from tales of courtly love to fabliaux (fables) and dream visions. No prior knowledge of Middle English required.
The Department

ENGL3527 General Linguistics (Fall: 3)
Cross listed with LING3101

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

ENGL4334 Advanced Topic Seminar: Gender Crossings: Theory and Representation (Fall: 3)
Interested students should email Prof. Bicks (bicks@bc.edu) describing previous experiences reading gender theory (if any) and telling her a bit about why they would like to take the course.

In this seminar we'll be exploring how ideas about transgender and transsexual figures have developed and operated in different cultures and time periods. How do these crossed and crossing bodies help us think about how and why gender norms emerge and are policed? We will consider medical, legal, religious, literary, and first-person accounts of cross-dressers, hermaphrodites, drag kings, "manly" women and "effeminate" men, among others. We'll supplement our readings with theoretical texts that query the two-gender model, how it is we "sex" the body, and what the possibilities (and limits) are of a genderless world. Texts will include: Paré, On Monsters and Marvels; Shakespeare, Macbeth; Lyly, Galatea; Foucault, ed., Herculine Barbin; Winterson, Written on the Body; Churchill, Cloud 9; Fausto-Sterling, Sexing the Body; Freud, Sexuality and the Psychology of Love; Halberstam, Female Masculinity; Butler, Gender Trouble; Bornstein and Bergman, Gender Outlaws.
Caroline Bicks

ENGL4337 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. This course is reading intensive.
Maia McAleavey

ENGL4340 Milton (Fall: 3)
Fulfills pre-1700 requirement.

Readings in Milton's English poetry and political writings, with emphasis on *Lycidas, Paradise Lost,* and *Samson Agonistes*. The contexts within which we will explore these materials will be the literary traditions (classical, biblical, English) against which Milton was writing and the personal and political imperatives felt by writers—and readers—during the English Revolution and after its failure.
Dayton Haskin

ENGL4371 British Short Fiction, 1840–1940 (Fall: 3)
Fulfills pre-1900 requirement.

From 1840 through the twentieth century, we cover works in their historical, formal, ideological, and periodical contexts, with particular attention to the ways in which authors use short forms to test the boundaries of narrative, the expectations of fiction, and the purposes of storytelling. We will be reading a large variety of works—some as familiar as James Joyce's *The Dead,* others less famous. Course includes works by Charles Dickens, Anthony Trollope, Thomas Hardy, Oscar Wilde, Ada Leverson, Rudyard Kipling, D.H. Lawrence, E.M. Forster, Katherine Mansfield, Virginia Woolf, James Joyce, and Elizabeth Bowen, among others.
James Najarian

ENGL4373 Korean Cinema (Fall: 3)
Cross listed with FILM3320
Requires one film screening per week outside of class time and weekly reading

See course description in the Film Studies Department.
Christina Klein

ENGL4393 Jane Austen and Her Contemporaries (Fall: 3)
Satisfies the pre-1900 requirement. Satisfies the Women Writers requirement for LSOE.

In this class, we will read Jane Austen's six major novels through the lens of new historicism. Thinking about literature as social process, we will discuss the cultural work done by Austen and other writers of her era, such as Frances Burney, Maria Edgeworth, and Mary Wollstonecraft.
Beth Kowaleski Wallace

ENGL4395 Literary Theory (Fall: 3)
Periodically

In this course, we will examine theoretical works that pose and attempt to answer the question: What is literature? What, in other words, does or does not make literature different from non-literary writings or from ordinary communicative acts? Though our primary focus will be on trends in twentieth-century literary theory—e.g., new criticism, formalism, structuralism, and deconstruction—we will also examine earlier attempts to determine the nature and the possibilities of literature. Authors may include Friedrich Schlegel, Cleanth Brooks, Boris Eikhenbaum, Maurice Blanchot, Paul de Man, Hélène Cixous, Barbara Johnson, and Jonathan Culler.
Robert Lehman

ENGL4401 Power, Performance, and the Body in Contemporary Drama (Fall: 3)
Periodically

This course examines representations of the body in post-1945 European, North American, and South African drama. Topics will include sexual politics and feminism; racial identity and the divided self; colonialism and the "Other"; the implications of human cloning; the body as performed artwork; and the family in the age of AIDS. Our texts will likely include such classic works as *M Butterfly* and *Angels in America* as well as more recent plays. Requirements include a substantial paper; a review of a local production; and a final. No previous experience of drama is required, but students should be prepared for graphic language and content.
Andrew Sofer

ENGL4405 Melville and the World (Fall: 3)
Periodically

Herman Melville traveled widely throughout the world, from the Pacific Islands and the Mediterranean to the streets of New York City and London. How does Melville's writing critically and creatively map the world of the nineteenth century? In this course we will read a selection of Melville's novels, including *Moby-Dick,* as well as some short fiction, with an eye toward the geographical, cultural, and political contexts in which he wrote them. We will consider how Melville's writing takes up and engages popular and mass culture, American expansion and war, and conflicts over race and slavery.
Adam Lewis

ENGL4406 Literary and Religious Traditions of India (Spring: 3)
Cross listed with THEO2406
Periodically

India is home to some of the oldest and most vibrant religious and spiritual traditions in the world, including Hinduism, Islam, Christianity, Buddhism, Jainism, Sikhism, and Zoroastrianism. This religious plurality has generated a highly syncretic society, hosting a variety of discourses on the most basic questions of humanity articulated through ritual, mythology, art, and festivals. In this course we will read a variety of texts: mythology, folklore, modern fiction, as well as accounts by western travellers on the place of the sacred in India in order to understand how religious belief impacts social and political life in India today.
Kalpana Seshadri

ENGL4412 Writing Workshop: Creative Nonfiction (Fall/Spring: 3)

Over the past few decades, the best nonfiction being written has expanded to include not only such traditional forms as argument and exposition but also the mixed modes of creative nonfiction. As an intermediate-level course, we will build on the work of the First Year Writing Seminar and hone the skills needed in advanced writing electives. Students in this course choose their own topics and explore the range of possibilities now available to the nonfiction writer.
The Department

ENGL4478 Poe and the Gothic (Fall: 3)
Fulfills the pre-1900 requirement.

Working with Poe as a central figure, this course examines the development of English and American Gothic fiction from 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

ENGL4497 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 Diaz, 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

ENGL4500 Queer Cinema/Queer Theory (Fall: 3)

Queer readings of cinema make especially clear queer theory's departure from enterprises that made it possible: from feminism, psychoanalysis, gay studies, and the search for "positive" representations, for example. Offering an introduction to queer theory, this course will also ask broader questions about sexuality and film. How does queer theory influence one's thinking about spectatorship? Why do we find films sexy even when, in a sterner mood, we might nevertheless find them politically objectionable? What if we look at films not as "examples" to be glossed but as modes of thought that pursue questions of sexuality in their own terms?
Kevin Ohi

ENGL4503 Global Englishes: Literature and Transnational Flows (Fall: 3)
Cross listed with INTL4503
Periodically

How and why did English become the language of international business and culture in the world today? Given that Asia will soon have the largest English speaking population in the world, what is the relation of the English language to the process of globalization and transnational cultural flows? How have former British colonies like India and Nigeria appropriated the English language to engender new national literatures in English? We shall study the dominance of the English language in relation to the British Empire and the U.S. as a super power by sampling writings from under-represented parts of Asia such as the Philippines, Singapore, Sri Lanka, as well as Mexico and Latin America.
Kalpana Seshadri

ENGL4510 Food and Culture Writing (Spring: 3)
Periodically

The culture and rituals around food, cooking, and eating will be considered from farm to table in this workshop. Drawing on the city of Boston and its deeply rooted culinary traditions, we will write in a variety of genres from memoir and essay to journalistic profiles and reviews. The notion that food is a metaphor for cultural well-being will be examined by considering the various ethnic groups shaping today's food landscape. Weekly workshop critiques will help participants develop a portfolio with the goal of publishing one fully developed piece. Readings will include works by Fisher, David, Trillin, Gopnik, Pollan, Kummer, and Thorne.
Lynne Anderson

ENGL4523 Fourth Genre: Contemporary American Creative Nonfiction (Fall: 3)

The "fourth genre" refers to works of nonfiction that contain literary features more commonly associated with fiction, poetry, and drama. We will examine a few pioneers of the form, including Woolf and Thoreau, but our study will focus primarily on subgenres of contemporary American creative nonfiction, including immersion journalism, memoir, lyric essay, and travel writing. Readings will include work by Wolfe, Didion, Talese, McPhee, Dillard, Kincaid, Spiegelman, and Slater.
Lad Tobin

ENGL4526 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 and . 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.
Mary Crane

ENGL4550 Advanced Nonfiction Workshop: Writing for Magazines (Spring: 3)
Admission by permission of instructor.

Practicing and studying the craft of magazine writing, we will write and read a variety of articles—features, profiles, reviews, columns, etc.—and work on professional skills (e.g., pitching a story). Expect to write short pieces every week, workshop other students' prose every week, and write and revise two longer articles during the semester. We will also consider models provided by accomplished journalists.
Carlo Rotella

ENGL4577 Writing Workshop: Poetry (Fall/Spring: 3)

A course in writing poetry in a variety of forms, with an emphasis on craft and revision. Students will produce roughly one poem a week and will workshop each other's drafts in group discussion.
Allison Adair
John Anderson

ENGL4579 Writing Workshop: Fiction (Fall/Spring: 3)
Enrollment limited to 15.

This course provides encouragement, practice, and criticism for students seriously interested in writing short fiction. The workshop format demands self-motivation and universal participation. Since students' stories are texts for class discussion, a generous willingness to respond to others' writing and to expose one's own work to such reactions is an essential prerequisite. 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.
The Department

ENGL4588 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.
Randi Triant

ENGL4599 Undergraduate Reading and Research (Fall/Spring: 3)
The Department

ENGL4628 Capstone: Five Heroic Americans (Spring: 3)
Prerequisite: Seniors only.
Cross listed with UNCP5567
Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.

See course description in the Capstone section of the University Courses in this catalog.
Fr. Robert Farrell, S.J.

ENGL4631 Capstone: Mindfulness and Storytelling (Spring: 3)
Prerequisite: Seniors only
Cross listed with UNCP5568
Capstone classes may NOT be taken Pass/Fail. You may take only ONE Capstone class before graduation.

See course description in the Capstone section of the University Courses in this catalog.
Paula Mathieu

ENGL4637 Capstone: Vision Quest: A Multicultural Approach (Fall: 3)
Cross listed with UNCP5544
Satisfies Cultural Diversity Core Requirement
You can take a Capstone class only as a senior or second-semester junior. Capstone classes may not be taken Pass/Fail. You may take only one Capstone class before graduation.

See course description in the Capstone section of the University Courses in this catalog.
Dorothy Miller

ENGL4661 American Studies Honors Thesis (Spring: 3)
The Department

ENGL4671 Magazine Editing and Publishing (Fall: 3)

This course will explore magazine publishing from both a critical standpoint and a practical one. We'll conduct a comprehensive study of the medium, and we'll also learn some basic industry skills: writing and editing fundamentals, entry-level design concepts and principles of new media. Since this course is taught in conjunction with *Post Road Magazine,* special emphasis will be placed on literary journals.
Christopher Boucher

ENGL4913 Advanced Topic Seminar: Disability Studies (Fall: 3)
Periodically
TAMI course: Fulfills the Theory requirement.

This seminar will consider constructions of "norms" and otherness in literature and culture. Readings will include theoretical texts by Foucault, Lennard Davis, Elizabeth Grosz, Tom Shakespeare, Simi Linton, Rosemarie Garland-Thomson, and Tobin Siebers, among others. Literature from several periods and perspectives (including *Philoctetes, Richard III,* and *The Elephant Man*) will supplement our exploration of the dynamic (and problematic) representations of able-bodiedness as well as disability.
Amy Boesky

ENGL4915 Advanced Fiction Writing Workshop (Spring: 3)
Prerequisite: Permission of instructor required

Students in this course will extend their previous writing experience by studying and practicing elements of fiction writing: character development, point of view, voice, setting, imagery, sentence design, plot, pacing, and the use of time in a narrative. Enrollment in the course commits students to intensive writing, both in class and out, and full participation in the workshop editing process. Class time will be used for discussion of models from our anthology, in-class writing exercises, and large and small group workshops focused on student writing. Students will also meet with the instructor for editing conferences. Instructor permission required; send an 8-page fiction writing sample to suzanne.matson@bc.edu before the first day of registration.
Suzanne Matson

ENGL4917 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 twelve revised poems produced over the semester. No application process.
Paul Mariani

ENGL4918 Advanced Topic Seminar: Literary Boston (Spring: 3)
Periodically

Walk the streets of Old Boston in this course that explores familiar and forgotten chapters of literary history. Spend a night at the Federal Street Theatre during the 1790s. Search early Boston magazines for forgotten treasures. Meet the poet buried on Boston Common. Find out why Edgar Allan Poe called members of the Boston literati "Frog-Pondians." And watch the American Renaissance flower. Authors studied will include Judith Sargent Murray, Lydia Maria Child, Charles Sprague, Henry Wadsworth Longfellow, Nathaniel Hawthorne, and Poe—Bostonians all! Visits to literary sites and explorations of archival materials will help transport us back in time.
Paul Lewis

ENGL4921 Scholar of the College (Fall/Spring: 6)
Frances Restuccia

ENGL4922 Advanced Topic Seminar: Twentieth Century Women Poets (Fall: 3)
Periodically

How do women poets situate their voices with respect to poetic tradition and all it implies? We'll begin to answer this by contextualizing H. D., Marianne Moore, and Elizabeth Bishop within modernist frameworks, then consider how they served as influences, models, or foils for a middle generation of female poets (Sylvia Plath, Anne Sexton, and Adrienne Rich) who broke new ground in terms of claiming a self-authorizing voice and gendered subjectivity. Finally, we'll examine a wide range of contemporary women poets who perform a freedom from gendered constraints that their poetic foremothers Anne Bradstreet and Emily Dickinson could have only dreamed of.
Suzanne Matson

ENGL4925 Advanced Topic Seminar: Literary Approaches to the Past (Spring: 3)
Periodically
Fulfills TAMI requirement

This course is a study of literary narratives set in the distant past. Students will become familiar with a variety of genres of writing over 500 years of literary history. Questions to be addressed include: How and why do authors imagine the past? Is anachronism always an error? Is the past knowable, and is the literature of the past a good way to get to know it? We consider why an array of writers, including Thomas Malory, William Shakespeare, and Mark Twain, chose to tell tales of long ago.
Eric Weiskott

ENGL5510 Contemporary American Women Writers (Spring: 3)
Periodically

Focusing primarily on fiction written by American women in the last twenty five to thirty years, this course will explore issues of identity, embodiment, family, friendship, race, domestic space, ethnicity, power and violence, as well as gender. In approaching each literary text, we will aim to situate it within the context of contemporary American cultural tensions and to explore in detail its construction as a work of art that manipulates language and literary form. Authors may include Toni Morrison, Jhumpa Lahiri, Marilynne Robinson, Gish Jen, Nicole Krauss, Louise Erdrich, Lorrie Moore and others.
Laura Tanner

ENGL5513 American Studies Senior Seminar: After 9/11 (Fall: 3)
Periodically

Even after more than a decade, 9/11 continues to loom large as both a marker and a shaper of our shared present. It provided the occasion for wars in Iraq and Afghanistan, and another war against terror itself. It made us more security conscious, which has in turn legitimated greater surveillance, extrajudicial detention, "enhanced" interrogation, and the use of drones for targeted assassinations. It infiltrated the way we tell stories, from novels to movies to television shows. And, just as importantly, it constrained attention to other major public events that call just as urgently for different kinds of responses, from Hurricane Katrina to the meltdown of the housing market and the slow-forming catastrophe of climate change. By exploring a rich mix of material, such as novels, films, nonfictional works, policy documents, and so forth, we will start with the collapse of the World Trade Center and think our way to a future that continues to be marked by this event.
Min Song

ENGL5539 Advanced Topic Seminar: History, Memory and Culture in American Literature (Spring: 3)
Periodically

This course focuses on nineteenth, twentieth, and twenty-first century fiction, memoir, and experimental nonfiction, examining what writers and critics have had to say about the psychological and narrative dimensions of memory in American literature. Texts considered include Willa Cather's *My Antonia* (a novel made to look like a memoir); Scott Fitzgerald and Ernest Hemingway's modernist fiction; Fae Mae Ng's *Bone* (a book narrated in reverse time); war memoirs by Stephen Crane, Dexter Filkins, or Michael Herr; and Walter Benjamin's, Tillie Olsen's or John Edgar Wideman's blending of ethnic autobiography and experimental fiction.
Christopher Wilson

ENGL5541 Advanced Nonfiction Workshop: The Spiritual Autobiography (Fall: 3)
Periodically

The spiritual autobiography is a literary genre whose roots go back to the writings of such thinkers as St. Augustine. Contemporary writers have evolved and developed it to include more than just the religious conversion experiences described earlier, considering grace and presence as mediated through nature, friendship, and travel. In this course, students will develop their own essays about spirituality by reading samples from the genre, but principally through workshopping of each other's texts. We'll attempt to define spirituality in a modern context as students craft essays that confront these complex questions of being.
Sue Roberts

ENGL5603 Seminar in College Teaching: Women's Studies (Fall/Spring: 3)
Cross listed with HIST4456
Fulfills the Women Writers requirement for ENGL/LSOE majors.

See course description in the History Department.
Emily McWilliams

ENGL6600 Honors Thesis (Fall: 3)
Amy Boesky

ENGL6601 Holocaust Literature: History, Memory, Legacy (Spring: 3)
Cross listed with HIST4294 and SLAV6060
Periodically

An overview of the history and legacy of the Shoah (Holocaust) followed by an examination of the variety of literary responses by literary witnesses and survivors, as well as by writers removed from the wartime horrors by distance, time, country, and language. Questions of metaphysics, ideology, ethics, aesthetics, memory, and cultural theory as formulated and debated in poetry, fiction, nonfiction, and discursive writings. The readings include works originally written in Russian, Yiddish, Polish, German, Italian, French, and English by Ilya Selvinsky, Vasily Grossman, Ilya Ehrenburg, Avrom Sutzkever, Tadeusz Borowski, Paul Celan, Primo Levi, Theodor Adorno, Elie Wiesel, Vladimir Nabokov, Hannah Arendt, Arthur Miller, W. G. Sebald and others. All the required readings will be in English translation.
Maxim D. Shrayer

ENGL6647 Irish Gothic (Spring: 3)
Periodically

Vampires, demons, madness, imprisonment, and murder: this course investigates why, during the turbulent nineteenth century, Irish writers turned again and again to the macabre themes and unconventional narrative modes of the Gothic. Writers to be studied include Maria Edgeworth, Joseph Sheridan LeFanu, Charles Maturin, Bram Stoker, and Oscar Wilde.
Marjorie Howes

ENGL6699 Seminar: Old English (Spring: 3)
Fulfills the pre-1700 requirement. This course is open to both Undergraduate and Graduate Students.

Anglo-Saxons ruled England for 600 years, and their language is both familiar and strange. The core of English (*stone, water, bone*) comes from Old English, but English has changed in 900 years. Grammar is learned quickly. Then a world of literature opens up: violent poetry, mournful elegy, spiritual meditations, fanciful romance. We read Genesis, *Anglo-Saxon Chronicle,* Bede's *Ecclesiastical History,* mesmerizing homilies, Boethius' *Consolation of Philosophy,* and unforgettable poetry: the moody elegies *The Wanderer, The Wife's Lament,* and *The Husband's Message,* the Christian psychedelia of *Dream of the Rood,* the cryptic remnant *Wulf* and *Eadwacer,* and the feminist Biblical narrative Judith.
Robert Stanton

Environmental Studies

Contacts

- Director: Noah Snyder, 617-552-0839, noah.snyder@bc.edu
- www.bc.edu/envstudies

Undergraduate Program Description

The Environmental Studies Program offers an interdisciplinary curriculum to students interested in perspectives on sustainability from faculty and courses across the university. Both a major and a minor (described elsewhere in this catalog) are available to qualified students. The goals of the major are to provide students with:

- the knowledge and perspective to cultivate rewarding lives as responsible citizens of the planet;
- a deep understanding of the scientific, political, and cultural aspects of the world's environmental challenges;
- the tools and creativity necessary to envision and implement paths to sustainable solutions; and
- a solid background for environmentally related graduate programs and/or careers in business, education, law, policy, planning, government, or research.

Applying for the Environmental Studies Major

Students are accepted into the Environmental Studies major by application only. Admission to the major is by competitive application at the end of freshman year. Approximately 15 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 Steering Committee of the Environmental 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 and a personal statement.

The deadline for submitting applications is early May, at the end of your first year. The application form and further details about the program are available online at www.bc.edu/envstudies. The ES major is a new program for 2014, so be sure to check the website for the most up-to-date information.

Major Requirements

The ES major consists of a minimum of 43 credits, equivalent to at least 14 full-semester courses, as detailed below. The ES major is available to students in the class of 2017 and later years. ES major students can choose an additional major, but may count no more than one course toward both majors, or one course toward a major and minor.

A. Environmental Studies introductory seminar ENVS1100 (1 credit)

This seminar is offered in the fall semester for the new cohort of ES majors (sophomores). It involves readings of classics texts in environmental studies, and is similar in structure to Cornerstone courses.

B. 8 credits of Environmental Systems courses: EESC2201 Environmental Systems: The Human Footprint plus three of the following courses (and labs EESC2211–2218):

- EESC2202 Environmental Systems: Ecosystems,
- EESC2203 Environmental Systems: Water Resources,

- EESC2204 Environmental Systems: The Critical Zone,
- EESC2205 Environmental Systems: Climate Change,
- EESC2206 Environmental Systems: Oceans,
- EESC2207 Environmental Systems: Earthquakes, or
- EESC2208 Environmental Systems: Quantitative Methods

These are a series of two-credit half-semester courses that introduce students to the basic concepts of environmental science from a variety of perspectives and professors, with the specific goal of providing students with a foundation for further interdisciplinary study of environmental issues. Students can take one or more of these courses in any given semester.

C. Two foundation courses in environmental studies (6 credits; one must be at the 2000 level or higher):

- ECON2278 Environmental Economics
- HIST2503/SOCY1025 People and Nature
- MGMT2145 Environmental Management
- SOCY1031 Society and Environmental Transformations
- SOCY2200 Statistics
- UNAS2256 Environmental Law and Policy
- PHIL5534 Environmental Ethics

D. A concentration in a theme or discipline (6 courses, 18 or more credits)

Available themes include Food and Water Sustainability and Climate Change and Societal Adaptation. Available disciplines include History, Political Science and Sociology.

Themes

Food and Water Sustainability

This theme focuses on the interrelated challenges of providing water and food for the growing human population on a finite planet with unequal access to resources. Students will gain a firm foundation in hydrology and ecology as well as related historical and cultural perspectives.

- HIST2503/SOCY1025 (counts toward requirement C)
- EESC3310 Agroecology
- One of
  - EESC1170 Rivers and the Environment
  - EESC2203 Environmental Systems: Water Resources (in addition to the B requirement above)
  - BIOL2010 Ecology and Evolution
- Two of:
  - EESC2297 Environmental Hydrogeology
  - EESC3312 River Restoration and Management
  - ESC4400 Geomorphology and Landscape Change
  - EESC4457 Watershed Science
  - EESC5535 Coastal Processes
  - BIOL4420 Current Topics in Ecology
  - BIOL4860 Methods in Community Ecology Laboratory
- Two of:
  - HIST2505 Feast or Famine; a History of Food and the Environment
  - HIST4254 Century of Famine
  - HIST4042 China Regionalized: Environment, History and Culture
  - INTL2261 Indigenous Peoples and Natural Resources
  - PHIL5534 Environmental Ethics (in addition to the C requirement above)
  - SOCY5560 Consumption and Sustainability
  - THEO2231 The Bible and Ecology
  - THEO5429 Theology and Ecology

Climate Change and Societal Adaptation

This theme gives students a strong foundation in the science, policy and related challenges of global climate change, as societies learn to adapt to changes in sea level, biodiversity and the availability of energy and water.

- One of:
  - EESC1174 Climate Change and Society
  - EESC2205 Environmental Systems: Climate Change (in addition to the B requirement above)
- One of: (counts toward requirement C)
  - SOCY1031 Society and Environmental Transformations
  - HIST2503/SOCY1025 People and Nature
  - EESC4440 Global Biogeochemical Cycles
- One of:
  - EESC3312 River Restoration and Management
  - EESC4400 Geomorphology and Landscape Change
  - EESC4457 Watershed Science
  - EESC5535 Coastal Processes
- Three of:
  - INTL2260 International Environmental Science and Policy
  - POLI2531 Energy Politics in U.S., Comparative and Global Perspective
  - SOCY5562 Environmental Sociology I

Disciplines

History

- Two of:
  - HIST1031 Europe and the World: An Environmental History I
  - HIST1032 Europe and the World: An Environmental History II
  - HIST2503/SOCY1025 People and Nature (in addition to the C requirement above)
  - HIST2505Feast or Famine; a History of Food and the Environment
  - several other environmental history courses TBA
- Four of:
  - HIST4042 China Regionalized: environment, history, and culture
  - HIST4254 Century of Famine
  - several other environmental history courses TBA

Political Science

- Fundamentals: POLI1042 Fundamental Concepts of Politics II
- American politics: POLI2301 Policy and Politics in the U.S., and one of POLI2305, POLI2309, POLI2317, POLI2322, POLI2334
- Comparative politics: one of POLI2415, POLI2422, or POLI2460
- International politics: POLI2531 Energy Politics in U.S., Comparative and Global Perspective, and one of POLI3521, POLI2522 or POLI2525

Sociology

- SOCY1001 Introductory Sociology
- SOCY1025 or SOCY1031 (counts toward requirement C)
- SOCY2200 Statistics (in addition to the C requirement above)
- SOCY2210 Research Methods

- Three of:
  - SOCY3349 Environmental Studies: Selected Topics
  - SOCY3375 American Economic Crisis and Social Change
  - SOCY5560 Consumption and Sustainability
  - SOCY5562 Environmental Sociology I
  - SOCY5572 Sociology of Science and Technology

E. At least 6 credits (two or more courses) of environmental studies electives

At least 3 credits must be from courses numbered 3000 and above. Consult the program website (http://www.bc.edu/envstudies) for an up-to-date list of available elective courses, which includes all Earth and Environmental Sciences courses, as well as more than 30 other options.

F. Senior research seminar (4 credits; 2 credits per semester for both semesters)

The senior seminar involves a combination of discussions of key readings in ES, guest speakers, team research projects focused on solving real environmental problems, and engagement with communities beyond the BC campus. Alternatively, students can request to fulfill this requirement via a two-semester (6 credits) senior thesis.

Information for First Year Students

First-year students who are considering applying to become Environmental Studies majors should consider taking the following courses:

- Environmental Systems: The Human Footprint (EESC2201 and lab EESC2211), as well as one or more of other the Environmental Systems courses (EESC2202–EESC2208 and labs EESC2212–EESC2218).
- One or more of the foundation courses (requirement C above), several of which also fulfill University Core requirements.

Information for Study Abroad

ES majors are encouraged students to take advantage of study abroad opportunities. Studying outside of the U.S. provides a global perspective on environmental and sustainability issues, and educational opportunities not available at Boston College. ES students are allowed four credits per semester abroad to count toward the major (or minor) requirements, or eight credits in unusual circumstances.

For further information, contact ES Program Director Noah Snyder, see the program website at www.bc.edu/envstudies, or stop by the program office in Devlin 213.

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., Institute of Fine Arts, New York University
Sheila S. Blair, *Norma Jean Calderwood Professor of Islamic and Asian Art;* A.B., Tufts University; M.A., Ph.D., Harvard University
Richard Blake, S.J., *Professor;* A.B., M.A., Ph.L., Fordham University; M.Div., Woodstock College; Ph.D., Northwestern University
Jonathan Bloom, *Norma Jean Calderwood Professor of Islamic and Asian Art;* A.B., Harvard University; A.M., University of Michigan; Ph.D., Harvard University
Claude R. Cernuschi, *Professor;* Chairperson of the Department; B.A., University of Vermont; M.A., Ph.D., Institute of Fine Arts, New York University
Jeffery W. Howe, *Professor;* A.B., Carleton College; Ph.D., Northwestern University
John Michalczyk, *Professor;* A.B., A.M., Boston College; M.Div., Weston College School of Theology; Ph.D., Harvard University
Nancy D. Netzer, *Professor;* B.A., Connecticut College; M.A., Tufts University; M.A., Ph.D., Harvard University
Kenneth M. Craig, *Associate Professor;* B.A., M.A., Ohio State University; Ph.D., Bryn Mawr College
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:

- ARTH1101–1102 Introduction to Art History (six credits)
- ARTH1103 or ARTH1104 Art History Workshop (three credits)

  These three courses should normally be completed by the end of the sophomore year.
- Eight additional courses of which three must have ARTH numbers at or above the 3000 level and three must have ARTH numbers at or above the 2000 level. At least one course must be chosen from each of the following periods:

  Ancient Art
  Medieval Art
  Renaissance through Eighteenth Century Art
  Nineteenth and Twentieth Century Art
  Non-Western Art

ARTH4401 Seminar in Art Historical Research (three credits) is required and must be taken during the Junior or Senior year. This course is counted as one of the required eight courses discussed above. Please 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 ARTH1101 and ARTH1102 requirement, although the same overall number of courses (11) for the major remains unchanged. Students having earned a score of four may waive either 1101 or 1102, 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 filmmakers provides a basis for understanding the relationship between contemporary artists and industrial society. Each student will have an opportunity to apply this theoretical knowledge to the experience of film making and exhibition both through programs in scripting, photography, production, and digital editing and through an extensive internship program in the Boston area.

Students are encouraged to widen and deepen their understanding of the medium through additional courses in Art History, Studio Art, Theater, and Communication. While this Film Studies major provides a solid foundation for further studies and professional involvement in the industry, it also offers the liberal arts student a broad-based preparation for other career options.

The Film Studies major requires 12 courses (36 credits), four of which must be above the 3000 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 3000 or 4000 level
- Senior Project: A film, or film script, historical or critical essay. An advisor will determine if the student is prepared to undertake the specific project and will direct its completion.

Since film is a humanistic discipline, students are also encouraged to take supplementary courses in history, political science, literature, music, and theater. In general, a rich liberal arts curriculum will supplement a student's technical training in production and provide a fertile ground for fresh narrative ideas.

Major Requirements: Studio Art

The Studio Art major provides students with an opportunity to participate in the shaping of their education. At the basis of this program of study is a dependence on the students' own perceptions, decisions, and reactions. Courses are available in many media and all involve direct experience in creative activity. Studio courses aim at developing the techniques and visual sensibility necessary for working with various materials. An understanding and exploration of the meanings and ideas generated by the things we make, and an awareness of the satisfaction inherent in the process of the making are integral parts of the program.

The Studio Art major is designed both for the student artist and the student interested in art. It teaches how to make art and an appreciation of how art is made. The department courses are conceived as an integral part of the liberal arts curriculum, and the studio major provides a solid basis for continuing work in graduate school and in art-related fields such as teaching, design, architecture, art therapy, conservation, publishing, or exhibition design. Students intending to major in Studio Art are encouraged to begin the major in their freshman year. They are required to take a minimum of 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:

- ARTS1103 Issues and Approaches to Studio Art (3 credits)
- Choose two of the following four courses (6 credits)

  ARTS1101 Drawing 1
  ARTS1102 Painting 1
  ARTS1141 Ceramics
  ARTS1161 Photography 1

(In consultation with an advisor, one of these choices should set the direction and future course of the major.)

- ARTH3356 Art since 1945 (3 credits) or ARTS2211 Hot Off the Shelf (3 credits)
- Six additional courses with ARTS numbers over 1000 (18 credits). These must include at least two 2000-level and two 3000-level courses. Six additional courses with ARTS numbers over 2000 (18 credits). These must include at least three 3000 level courses.
- Two semesters of the senior project (ARTS4498) (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:

ARTS325 Studio/Critical Issues
ARTH1101 Art from Prehistoric Times to the High Middle Ages
ARTH1102 Art from the Renaissance to Modern Times

ARTH1109 Clues to Seeing
ARTH2257 Nineteenth Century Art
ARTH2258 Twentieth Century Art
ARTH2285 History of Photography
ARTH3356 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, ARTH1101 and ARTH1102, the student will have a choice of two 2000-level courses and at least two 3000-level courses, for a total of four upper-level 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 to be selected as follows:

- Required introductory course for all Studio Minors: ARTS1103 Approaches and Issues to Studio Art (3 credits)
- One introductory level class to be selected from the following: (3 credits)
  - ARTS1101 Drawing 1
  - ARTS1102 Painting 1
  - ARTS1141 Ceramics 1
  - ARTS1161 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 1000 level or above (6 credits)
  - One class at the 3000 level (3 credits)
  - ARTS3328 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:

ARTH3356 Art Since 1945
or
ARTH2258 Twentieth Century Art
ARTH2285 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 FILM2202 Introduction to Film Art, then one production course, and one course in history or criticism. A selection of three additional courses as electives from the offerings of the film studies program allows the student to pursue individual interests and develop a level of competence in one particular area, such as production, history, or criticism.

Information for First Year Majors

First Year Art History majors are required to take ARTH1101 Art from Prehistoric Times to the High Middle Ages with ARTH1103 Art History Workshop. First Year Studio Art majors are advised to select two studio courses from ARTS1101, ARTS1102, or ARTS1161 and one art history course from ARTH1102, ARTH2257, ARTH2258, or ARTH2285. FILM2202 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 (ARTH1101–1102) 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 (FILM2202) and/or History of European Film (FILM2283) 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:
  - ARTS1141 Ceramics I
  - ARTS1101 Drawing I
  - ARTS1102 Painting I
  - ARTS1161 Photography I
  - ARTS1103 Approaches and Issues to Studio Art
- Selection of four courses in your area of concentration
- Up to two of the seven electives that are required for the Arts and Sciences Studio major may be taken abroad.

There are no restrictions on courses taken abroad, but it is recommended that they are used to fulfill major electives or to develop the student's area of concentration. Students are encouraged to study abroad but studies should be limited to one semester. It is strongly advised that students speak to their faculty advisor about possible ideas for their Senior Project before going abroad. Andrew Tavarelli, Assistant Chairperson, is the department Study Abroad Advisor and contact for course approvals. The department recommends programs in Italy, England, and photography programs in Prague and Paris.

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

Course Offerings

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

ARTH1101 Art: Prehistoric to Middle Ages (Fall: 3)
Satisfies Arts Core Requirement

A fundamental course for understanding the visual arts in the Western World: painting, sculpture and architecture. Major monuments in the history of art will be discussed in historical and cultural context beginning with Paleolithic cave art through the art of the medieval period. This course will examine some of the ancient material from an archaeological perspective, but its main emphasis will be on style and meaning in art. Assignments will include museum visits and the study of significant works of art in Greater Boston.

Pamela Berger
Kenneth Craig

ARTH1102 Art: Renaissance to Modern Times (Spring: 3)
Satisfies Arts Core Requirement

This is the fundamental course for understanding the visual arts: painting, sculpture and architecture. The major monuments in the history of art will be discussed in their historical and cultural context beginning with the Renaissance in Europe down to the art of our own time. The emphasis will be on style and meaning in art. The class meets for two slide lectures 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

ARTH1103 Art History Workshop I (Fall: 3)
Required for art history majors.

The primary objective of this two-semester course is to expose the student to a series of problems in order that he or she may understand more fully the formal and technical aspects of works of art studied in the general survey of art history (ARTH1101–ARTH1102). Critiques and discussions also try to develop greater aesthetic sensitivity.

Aileen Callahan

ARTH1104 Art History Workshop II (Spring: 3)
Required for art history majors

The primary objective of this two-semester course is to expose the student to a series of problems in order that he or she may understand more fully the formal and technical aspects of works of art studied in the general survey of art history (ARTH1101–ARTH1102). Critiques and discussions also try to develop greater aesthetic sensitivity.

Aileen Callahan

ARTH1107 History of Architecture (Fall: 3)
Satisfies Arts Core Requirement

The evolution from pre-history to contemporary times of select examples of Western architecture is considered against the background of history, religion, societies, politics, psychology, and technology.
Katherine Nahum

ARTH1109 Clues to Seeing (Fall/Spring: 3)
Satisfies Arts Core Requirement

Everyone looks, not everyone sees. This course aims to develop students' ability to see the visual clues and cues that artists use in their works to communicate meaning. First students learn to see and read artists' visual vocabulary. Then students use skills to uncover underlying meaning in works of art from various times and places to reveal understandings about the contexts in which artworks were created. In addition to developing skills to analyze any artwork and insights into a few cultural moments, students take away a heightened ability to see and understand all aspects of visual experience.
Judith Bookbinder

ARTH1130 Intersection of Science and Painting (Spring: 3)
Cross listed with CHEM1102
Satisfies Natural Science Core Requirement

In this course, material is drawn from physics, chemistry, and mineralogy to give the non-science student a scientific understanding of light, color, and colorants used in painting, as well as an introduction to the methods of scientific analysis that can be brought to bear on conservation and restoration of paintings, on investigating hypotheses in art history, and on establishing authenticity of artwork.
David McFadden

ARTH2206 Art and Myth in Ancient Greece (Spring: 3)
Cross listed with CLAS2208
Satisfies Arts Core Requirement

An introduction to the visual representation of the Greek gods and godesses 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

ARTH2207 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

ARTH2213 Introduction to Islamic Art and Architecture (Fall/Spring: 3)
Satisfies Cultural Diversity Core Requirement

This course examines the development of Islamic art and architecture through a variety of different approaches. In class, we will examine a dozen masterpieces of Islamic art and architecture and their settings. The examples are drawn from many media, arranged chronologically and spread geographically throughout the Islamic lands.
Sheila Blair

ARTH2221 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

ARTH2222 Imagination and Imagery: Later Medieval Art (Spring: 3)
Satisfies Arts Core Requirement

This course will look at the symbolism and the multiplicity of meanings in works of art from the Romanesque and Gothic world. We will study the various artistic styles of architecture, sculpture, and painting of the period, all the while treating the art in its intellectual and social context. We will pay particular attention to the new ways medieval men and women envisioned space and time, as well as God and nature.
Pamela Berger

ARTH2228 Survey of Asian Art (Fall: 3)
Periodically
The Department

ARTH2231 Early Renaissance Art in Italy (Fall: 3)
Satisfies Arts Core Requirement

Why was art made in the Renaissance? What did it mean to its original audience? This course studies connections between art, society and culture in Italy in the fourteenth and fifteenth centuries, a period of fertile artistic innovation. We will explore the prominent artistic centers of Florence, Siena, Rome, and Venice; powerful patrons like the Medici family; and renowned artists, such as Giotto, Brunelleschi, Donatello and Botticelli.
Stephanie Leone

ARTH2232 Northern Renaissance Art (Spring: 3)

Painting in the Netherlands and in Germany in the fifteenth and sixteenth centuries. Emphasis will be on the style and the meaning of the great works of the masters of Northern Renaissance art such as Jan van Eyck, Hieronymus Bosch, Pieter Bruegel, and Albrecht Durer. We will discuss how the Renaissance in Northern Europe is different from the Italian Renaissance and what influences it absorbed from the Italians. We will consider the importance of printed pictures in this era when books and broadsheets assumed such a crucial role.
Kenneth Craig

ARTH2238 Renaissance Art and Architecture in Florence (Summer: 3)
Must apply through OIP.
Department permission required

This course studies painting, sculpture, and architecture in Florence during the Renaissance, c. 1300–1600. Studying the art of this period in its original location, we seek to understand the relationship between the art of Florenence and the city's history, society and culture as it changed over three centuries. We investigate why art was made and what message it conveyed. Topics of discussion include religious versus civic imagery, the role of the artist, private and institutional patronage, humanism, the rise of domestic art, and urbanism.
Stephanie Leone

ARTH2242 Scientific Examination of Works of Art I (Fall: 3)
The Department

ARTH2244 Chinese Visual Culture (Fall: 3)

This course surveys the visual and material culture of China from Neolithic to present times. Our subject matters include ritual bronzes, tomb artifacts, Buddhist sculpture, landscape paintings, garden architecture, imperial portraiture, Communist-era woodblock prints, and contemporary art. Particular attention will be paid to understanding objects within their original social and cultural contexts. Students will be trained in various art historical methodologies and will deepen their knowledge about one aspect of Chinese art history though an in-depth research project.
Aurelia Campbell

ARTH2246 Architecture of East Asia (Spring: 3)

This course explores a diverse range of architecture in China, Japan, and Korea from ancient to contemporary times. We will investigate the major architectural types in East Asia—including cities, temples, palaces, gardens, and houses—as well as individual monuments, such as Japan's Himeji Castle and the "Bird's Nest" Olympic stadium in Beijing. In addition to examining the architectural histories of these sites, we will discuss thematic uses related to design, space, landscape, ritual, memory, and modernity. Students will also develop a deepened understanding of one aspect of East Asian architectural history through an in-depth research project on a well-conceived topic.
Aurellia Campbell

ARTH2251 Modern Architecture (Spring: 3)
Satisfies Arts Core Requirement

This course charts the development of modern architecture from lateeighteenth-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

ARTH2257 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

ARTH2258 Twentieth Century Art (Fall: 3)
Satisfies Arts Core Requirement

The early twentieth-century European and American art world was a hotbed of visual experimentation. A study of French Fauvism and Cubism, Italian Futurism, German and Austrian Expressionism and Bauhaus, Russian Suprematism and Constructivism, Dutch Neo-Plasticism, International Dada and Surrealism, and American Modernism, will highlight the cross-national influences that led to radical artistic invention and new definitions of art.
Judith Bookbinder

ARTH2263 American Icons: Nineteenth-Century Images of National Identity (Fall: 3)
Cross listed with HIST2440
Satisfies Arts Core Requirement

The nineteenth century was a time of turmoil and change in America. From the taming or destruction of the wilderness, to the exploitation of natural resources, the fate of Indians, the expansion of slavery, and the spread of industry, painters, sculptors, photographers, and architects created iconic works that spawned public debates about the frontier, industrialization, and the environment that sometimes percolated and sometimes raged throughout society. By depicting European-American perceptions of Native Americans, African-Americans before and after the Civil War, and women in public and private life, artists escalated the debate over who is an American.
Judith Bookbinder

ARTH2267 From Salt-Box to Skyscraper: Architecture in America Seventeenth to Twentieth Centuries (Fall: 3)
Satisfies Arts Core Requirement

This course will trace the development of American architecture from colonial times to the present. Particular attention will be paid to monuments in New England, with field trips to important buildings in the Boston area. In addition to studying stylistic changes, the class will consider the significance of changes in building technology and social needs for the history of architecture. This course will make extensive use of a networked archive of scanned photographs. The Digital Archive of American Architecture is available on BCInfo.
Jeffery Howe

ARTH2274 The Arts of Buddhism (Fall: 3)

This survey of Asia's artistic traditions is presented through the lens of the Buddhist religion. As its underlying principles evolved throughout the centuries and touched every Asian region, they were expressed in an array of forms such as scriptures, parables, iconic images, architectural shrines, and visual narration—as well as in a great diversity of media. Through an exploration of Buddhism's various branches—Hinayana, Mahayana, Vajrayana, Theravada and Zen—students will discover how visual imagery and architectural forms were created to fulfill philosophical ideals, spiritual goals, and devotional ritual, while gaining an understanding of artistic style, cultural identity and adaptation.
The Department

ARTH2280 Masterpieces of Islamic Art (Spring: 3)
Satisfies Cultural Diversity Core Requirement
Periodically

A detailed examination of a dozen masterpieces of Islamic art ranging from architecture to ceramics, the seventh century to the present, and Spain to India. Emphasis on placing the works in their historical, social, craft, and visual contexts.
Sheila Blair

ARTH3311 Greek Art and Archaeology (Spring: 3)

The art of the ancient Greeks is the visible testimony of one of the great ages of Western civilization. We will study architecture, sculpture and painting. This class will consider the art of Minoan, Crete, and Mycenae on the mainland of Greece as precursors to Greek art. Then we will study Greek art proper from its earliest appearance to the end of the Hellenistic period. Archaeological material will be covered primarily in relation to the major artistic monuments.
Kenneth Craig

ARTH3330 Spain: Review Spanish Art: From Altamira to Picasso (Fall: 3)
The Department

ARTH3332 The Age of Leonardo, Michelangelo, Raphael and Beyond: Sixteenth Century Art in Italy (Spring: 3)

The course begins with High Renaissance, of brief duration (1500–1520) but whose artists, especially Leonardo, Michelangelo, and Raphael, attained a level of creative accomplishment that served as a model for years to come. Some key themes include: the development of style, artistic competition, relationships between patrons and artists, restoration of Rome to its ancient glory, and the competing artistic developments in Venice. The second part of the course will trace the development of art after Raphael's death in 1520, understand how Michelangelo's art continuously evolved, and how other artists reacted to the challenge of the High Renaissance.
Stephanie Leone

ARTH3342 Age of Rembrandt (Fall: 3)

In the seventeenth century the prosperous Dutch middle class became passionate art collectors. Wealthy merchants and tradesmen, and even butchers and bakers, bought art of the highest quality and displayed it proudly in their homes and shops. The artists living in the Netherlands responded by producing wonderful genre pictures, landscapes, still lifes, and portraits as well as religious and mythological pictures for this, the first free market in the history of art. Among the artists we will study are Rembrandt, Jan Vermeer, Frans Hals.
Kenneth Craig

ARTH3347 Age of Baroque: Seventeen Century Art in Italy (Fall: 3)

This course will study the painting, sculpture, architecture and urban development of Italy during the late sixteenth and seventeenth century. We will focus on the abundant artistic projects in Rome, the home to the papacy and the birthplace of the Baroque. Particular emphasis will be placed on the relationship between artistic endeavors and powerful patrons, many of whom were members of the Roman Catholic Church. We will investigate the meanings and uses of art in relation to its social and cultural contexts to understand how art served both sacred and secular goals.
Stephanie Leone

ARTH3350 The Art of the Object/Islamic Art (Fall: 3)
Satisfies Cultural Diversity Core Requirement

Unlike other traditions, much Islamic art comprises everyday objects—dishes, bowls, jugs, bottles, etc.—that are transformed into works of art by their forms and decoration. This seminar focuses on the manufacture, function, collecting and exhibition of these objects. The class will meet several times at the Museum of Fine Arts, and students will be expected to present a paper on an object in their collection.
Sheila Blair

ARTH3356 Art Since 1945 (Spring: 3)

An analysis of artistic movements from 1945 to the present: Abstract Expressionism, Color Field, Neo-Dada, Pop Art, Minimalism, Post-Minimalism, Performance Art, Conceptual Art, Photo-Realism, Earthworks, Neo-Expressionism, and the more recent manifestations of appropriation associated with the Postmodern.
Judith Bookbinder

ARTH3362 Photography and Modernism (Fall: 3)
Periodically

After decades of constant change in photography's use and technology, at the turn of the twentieth century photographers began exploring the defining conditions of their quintessentially modern medium. Photography came into its own in the years that followed, as it became a primary medium of mass-communication and solidified its place among the fine arts. This course will trace the intertwined iterations of modernism in photography, focusing on European and American art movements. We will look at photographers including Alexander Rodchenko, László Moholy-Nagy, Alfred Stieglitz, Imogen Cunningham, Edward Weston, and Ansel Adams, and read both theoretical texts and artists' own writing about photography.
The Department

ARTH3370 The Art Museum: History, Philosophy and Practice (Spring/Summer: 3)

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.
Nancy Netzer

ARTH4401 Seminar in Art Historical Research (Fall: 3)

The seminar acquaints the student with the bibliography and research methods necessary for scholarly work in art history. The student prepares a substantial research paper under the direction of the professor and presents it to the class.
Claude Cernuschi

ARTH4403 Independent Work I (Fall: 3)

This course may be given on an as needed basis to allow students to study a particular topic that is not included in the courses that are offered.
The Department

ARTH4406 Independent Study III (Fall: 3)
Aileen L. Callahan

ARTH4409 The Art of the Islamic Book (Spring: 3)
Cross listed with HIST2152
Satisfies Cultural Diversity Core Requirement

Muslims revere the Koran as God's word revealed to the Prophet Muhammad, seventh century CE, consequently writing, books became a major art form in Islamic culture. This seminar traces development of a distinctive tradition, from manuscripts of the Koran, copies of Persian classics some of the finest illustrations and illuminations ever produced to the modern trend for "artists books."
Sheila Blair

ARTH4427 Early Medieval Art in Ireland and Britain (Fall: 3)
The Department

ARTH4443 Realism and Symbolism (Fall: 3)
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.
Jeffery Howe

ARTH4499 Advanced Independent Research (Fall/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

Course Offerings

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

FILM1171 Filmmaking I (Fall/Spring: 3)

How observations and visions are turned into images. How images are connected to form ideas. Projects in silent filmmaking, shooting, lighting, and editing are included. The course is also about film as a form or expression and communication. A class for beginners. Equipment is provided.
The Department

FILM2202 Introduction to Film Art (Fall: 3)

The basic course introduces essential concepts of film techniques, history, and criticism and supplies the background for more advanced work in film studies. It provides some familiarity with the artistic, economic, technological, and social factors that exerted an influence on the development of the medium and the industry to its present influential role in cultures today. Critical reading and historical research lead to active viewing and to precise written and oral evaluations of individual films.
Richard Blake, S.J.
Gautam Chopra

FILM2230 Introduction to Video Art (Spring: 3)
Prerequisite: Students should have taken at least one studio or film class.
Cross listed with ARTS2230
Lab fee required.

This course introduces video as a medium for artistic expression and conceptual inquiry. Hands-on instruction in camera composition, lighting, sound, and editing allows students to produce individual projects which explore a range of approaches and strategies including experimental, animation, and installation. Recent and historical trends in the medium are covered through the viewing of work by media artists since 1965.
Jennifer Friedman
Sheila Gallagher

FILM2273 Filmmaking II (Fall/Spring: 3)
Prerequisite: Filmmaking I or permission of the instructor
Lab fee required.

This course is designed for students who want to make movies. Using state-of-art sound film cameras, students develop topics, shoot, and edit their own films. Emphasis is on demystifying the filmmaking process. Equipment is provided.
John Hoover

FILM2274 Digital Non-Linear Editing (Fall/Spring: 3)
Prerequisite: Departmental permission
Limited to 10 students. Lab fee required.

This course will provide the fundamental skills required for editing moving pictures as well as hands-on experience on the Avid non-linear edit system. The Avid Media Composer is currently considered a standard tool in the video, television, and film industry. Using the system, students will learn the basics of pacing, continuity, and electronic storytelling by producing and editing their own material. They will also master the latest techniques in digitizing, organizing bins and clips, building a timeline, saving sequences, and output to tape.
Adam Bush

FILM2275 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

FILM2277 Russian Cinema (Spring: 3)
Cross listed with SLAV2164
Periodically
Conducted entirely in English.
All films with English subtitles

See course description in the Slavic and Eastern Languages and Literatures Department.
Thomas Epstein

FILM2280 American Film History: Early Years (Fall: 3)

A survey of the social, artistic, cultural, technological and economic foundations of the American motion picture industry serves as the background for the study of several of the most important directors of the silent era, like Chaplin, Griffith, Keaton and Flaherty, their audiences and the social impact of their work. The introduction of sound will include some early films of Frank Capra.
Richard Blake, S.J.

FILM2282 Political Fiction Film (Spring: 3)

Political fiction film has often served as a dramatic means to deliver an ideological message. Its roots go back to Griffith's Civil War epic *Birth of a Nation* (1915). During World War II with such popular films as *Casablanca,* Hollywood directors offered patriotic messages to an American audience with its recent history of isolationism. More recently, Costa-Gavras' *Z* (1969) combined thriller elements with a non-conventional political perspective. Through readings, screenings, and discussion of these and other works, we are able to analyze the dual components of drama and politics in a chronological manner.

John Michalczyk

FILM2283 History of European Cinema (Fall: 3)
Satisfies Arts Core Requirement

Using a survey approach, the course examines the principal movements of Expressionism in Germany, Neo-realism in Italy, and the New Wave in France with an occasional maverick film that becomes monumental in the history of cinema.

John Michalczyk

FILM2290 American Film History:Pre-War Period (Fall: 3)

The Department

FILM3301 Screenwriter (Fall/Spring: 3)

This course will explore the role of the screenwriter in the film making process, from original idea to the finished screenplay and film. Students will also learn how the screenwriter adapts source material such as plays, novels, and real life events. Along the way, students will learn about each of the elements of screenwriting including: structure, character, dialogue, theme, genre and breaking rules. Both individually and as a classroom project, students will read screenplays and analyze the resulting films to gain a better understanding of how those elements work in combination and contribute to the finished product.

The Department

FILM3302 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

FILM3303 Advanced Screenwriting (Fall/Spring: 3)

Prerequisite: FILM3301

Limited to 15 students

This course is for students interested in writing for film, applying the knowledge gained in FILM3301 toward their efforts at writing their own screenplays. In the early part of the class, students will select an idea for a film and transform that idea into a story suitable for the screen. From there, in a round-table setting, students will complete a series of exercises to help them focus their stories, eventually moving on to writing a finished first act (28–30 pages) by the semester's end.

The Department

FILM3310 The Working Cinematographer: On the Set (Spring: 3)

Prerequisite: Filmmaking I or equivalent or consent of the instructor

An advanced course in cinematography. Students rotate crew assignments in the camera, lighting and grip departments while completing video assignments varying documentary/dramatic, daylight, exterior/interior shooting skills. Visits by local freelancers underscore the collaborative nature of the role of the director of photography. Ideal for future filmmakers or aspiring film/video professionals.

John Hoover

FILM3312 World Cinema (Spring: 3)
Satisfies Cultural Diversity Core Requirement

This course provides the opportunity for students to explore films from regions other than Europe and North America. Films of Asia, Africa or the Middle East will serve as a focus for the course. Special attention is given to the social, economic, cultural, and political contexts from which these films arise, both in the country of origin and in the West.

The Department

FILM3314 Cinema of the Greater Middle East (Fall/Spring: 3)
Satisfies Cultural Diversity Core Requirement

Cinema shapes the way we view a culture, but in order for a film to reveal that culture, we must view the film with an understanding of the context in which it was created. In this course we will look at several films from the Greater Middle East and study their artistic aspects as well as the cultures within which they were shot. We will also explore the various points of view of the filmmakers and look into how the scripts and the shooting styles serve to accomplish their goals.

Pamela Berger

FILM3331 Independent American Film (Spring: 3)
Periodically

How might contemporary independent cinema be seen as both an alternative and a response to mainstream Hollywood fare? How has the acquisition of indie studios, such as Miramax and New Line Cinema, transformed the industry? Has the affordability of technology and accessibility of audiences truly created a democratization of film? This course emphasizes critical examination of contemporary American Independent film from the 1980s films of John Cassavetes, Steven Soderbergh, Spike Lee through the 1990s and 2000s with features from Kevin Smith, Allison Anders, Richard Linklater, Quentin Tarantino; shorts from Wes Anderson and Jane Campion; and current festival hits.

The Department

FILM3332 Maverick Hollywood Directors (Fall: 3)

Beginning with Orson Welles in the 1940s, students will study the unconventional formal and narrative devices of directors such as Alfred Hitchcock, Stanley Kubrick, Hal Ashby, David Lynch, and PT Anderson, who were able to explore unusual, challenging, and provocative themes within the rigid confines of the economically-minded Hollywood film industry.

The Department

FILM3355 The Cinema of Revolution and Revolt (Fall: 3)
Periodically

Pamela Berger

FILM3383 Film Criticism and Theory (Spring: 3)

In essence, we become film critics when we explore our opinions about a film in light of the plot, characterization, dramatic tension, etc. As an art form, film criticism emerged on a large scale following release of the controversial film (1915). Today film critiques are found in our daily newspapers and weekly journals. This course will continue the

process through the screening and discussion of primarily independent films. Students will read extensive critiques and theory, while developing sharp critical and writing skills.
John Michalczyk

FILM3386 Conflict Resolution Film (Spring: 3)
Periodically

Film is a visual art form often utilized to educate and entertain. It can also be used as a medium of reflection and change. In this course students will study eight documentary films produced by Prof. Michalczyk in order to analyze the step-by-step process of transformation from a state of conflict to a resolution. The films will focus on Northern Ireland, the Balkans, South Africa, the Mideast, the Sicilian Mafia, the Russian Gulag and the Berlin Wall. The documentaries will be further used as a means of viewing other current global conflicts.
Raymond Helmick, S.J.
John Michalczyk

FILM3386 Conflict Resolution Film (Fall: 3)
Cross listed with THEO5592
The films will be screened during the course, and discussed as documentary cinema and as illustration of peace-making methods and as instruments of peace.

The two professors have over the years brought together their experiences, Michalczyk in making documentary films, Helmick in mediation in several major conflicts, cooperating to produce a series of films on the making of peace, in Northern Ireland, in the Balkan countries, in South Africa, in the Middle East, in Mafia-ridden Sicily, in post-Soviet Russia. These have since been used in those and other conflict areas as tools of peace-making and of understanding the processes of reconciliation.
Raymond Helmick

FILM3389 American Directors Series (Spring: 3)

This series will concentrate on several directors who have chosen to work on the East Coast rather than in the Hollywood mainstream, such as Martin Scorsese, Spike Lee, Sidney Lumet, Elia Kazan and Woody Allen. Many have roots in New York and use the City not only as a setting for their narratives but as a metaphor for the human condition they explore. This school of Urban Realism has enriched American film with a gritty documentary strain that stands in strong contrast to the polished Hollywood style.
Richard A. Blake, S.J.

FILM3393 American Classic Auteurs (Fall: 3)

Based on an updated form of auteur criticism, which concentrates on the director as author of the film, this course will treat films several of the great American film makers of the classic Hollywood period, like John Ford, Howard Hawks, Orson Welles, Frank Capra, and John Huston. In addition to class screenings, students will privately view other films of these directors and research the social contexts that influenced their artistic development and reception by the public.
Richard Blake, S.J.

FILM3394 Documentary Film Production (Spring: 3)
Prerequisite: FILM2273 or Cinematography
Periodically

This advanced, hands-on course focuses on student production of documentary films and will fulfill the senior production requirement. After learning the components of contemporary documentaries, students will produce their own original 20-minute film based on a polished script, technical filming, and skilled artistic editing.
John Michalczyk

FILM3395 Teaching Assistantship (Fall: 3)
John Michalczyk

FILM3396 Advanced Screenwriting II (Spring: 3)
Prerequisite: FILM3303
Department permission required. Limited to 12 students.

In a round-table setting, students will continue to work on the script they began in Advanced Screenwriting. The course will feature more exercises and outlining, leading to the writing of the remainder of their script. As in Advanced Screenwriting, students will critically examine each other's exercises and writing under the guidance of the professor. It is anticipated that students will complete a finished first draft of a full length feature film (100–120 pages) by the semester's end.
The Department

FILM4440 Independent Study (Fall/Spring: 3)
The Department

FILM4461 Filmaking III (Spring: 3)
Gautum Chopra

FILM4499 Advanced Independent Research (Fall/Spring: 6)
John Michalczyk

FILM5598 Teaching Assistantship (Spring: 3)
The Department

Studio Arts

Course Offerings

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

ARTS1101 Drawing I: Foundations (Fall/Spring: 3)
Satisfies Arts Core Requirement
Lab fee required.

The use of line, plane, and volume is explored to develop the student's comprehension of pictorial space and understanding of the formal properties inherent in picture making. Class work, critiques, and discussions will be used to expand the student's preconceived ideas about art. This course incorporates historical components and writing assignments.
The Department

ARTS1102 Painting I: Foundations (Fall/Spring: 3)
Satisfies Arts Core Requirement
Lab fee required.

This is an introduction to the materials, methods, and vocabulary of painting. The course uses observation and learning 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

ARTS1103 Issues and Approaches to Studio Art (Fall: 3)
Lab fee required. Course is intended for Studio Majors, Minors and serious students with previous studio experience. This is not a Core course. Freshman are not advised to take the 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

ARTS1104 Seeing is Believing (Fall/Spring: 3)
Satisfies Arts Core Requirement

Seeing is Believing is a hands-on class that will help open the door to the mystery behind effective and engaging visual decision making. Do you find yourself using ambiguous gut feelings to make something that looks "good" without applying meaningful criteria? Using a variety of approaches and materials including photography, charcoal, and collage, assignments, exercises, and field trips are designed to strengthen visual acuity and the ability to communicate dynamically and creatively. This class is designed for both advanced and entry-level students with 2-D and 3-D assignments providing enough flexibility to meet each student at whatever level they are.
Debra Weisberg

ARTS1117 The Art of Portraiture (Spring: 3)
Periodically

This drawing course focuses on the genre of portraiture, both in theory and in practice. The *Mona Lisa,* carnival portraits, and everything in between they all share the same initial approach to the figure. We will first hone in on the structure of the head. From there, we will use value, shapes, and color to create strong portraits with charcoal, gouache, and watercolor pencils. Along with traditional methods we will explore contemporary approaches to portraiture, with differing uses of format, composition, and color schemes. Classroom activities will include demonstration, lecture, and critiques. Basic drawing skills are strongly recommended.
Sammy Chong

ARTS1141 Ceramics I (Fall/Spring: 3)
Lab fee required.

This course will deal with all phases of ceramics from slab construction to bowl making and a good deal of effort will go into considering a variety of sculptural possibilities at a foundation level. This course covers the broadest range of ceramic techniques and information. The emphasis in the second semester will be on combining the various techniques and concepts acquired previously into a working order, as well as an exposure to additional technical and conceptual information. Those students starting ceramics in second semester will be given individual assistance in beginning techniques.
Mark Cooper

ARTS1147 Studio Projects: Installation and Collaboration (Fall: 3)

An Independent Study class for Fine Art majors, minors, and students across the university interested in creating sculpture and/or collaborative projects that cross disciplines and media. These projects can be individually driven or created by collaborative teams developed from within the class. The collaborative teams can include a range of interests, from Fine Arts to mathematics, business, nursing, psychology, and the range of areas of study offered at Boston College.
Mark Cooper

ARTS1150 Painting Plus: Collage (Fall: 3)
Satisfies Arts Core Requirement

This is an introduction to the materials, issues, and concerns of painting. The course focuses on modern approaches to painting where the edges between it and collage or sculpture blur. The emphasis is on making creative objects. Slide lectures, class work, critiques, discussion, and museum visits will be used to expand ideas about art. The course incorporates historical components and a writing assignment.
Alston Conley

ARTS1161 Photography I (Fall/Spring: 3)
Lab fee required. Camera required. Some of Karl Baden's classes will meet on Wednesdays evenings.

This course is an introduction to 35mm black and white photography, with particular emphasis on exploring the potential of the photographic image and its related light-sensitive materials. Topics to be covered include exposure, film development, printmaking, and mounting for presentation. Class time will be devoted to slide lectures on the work of historical and contemporary visual artists, critiques of student work, and darkroom demonstrations. Students will have weekly photographing and printing assignments, and a final project portfolio. This course requires additional work outside of class time.
Karl Baden
Charles Meyer
Sharon Sabin

ARTS1163 Introduction to Digital Photography (Spring: 3)
Students must have a digital camera, and a laptop for classes.

Students will become familiar with how to create a photograph with a digital camera, and how to use photographic techniques to control the look of an image. Students will develop good digital asset management practices by using Adobe Photoshop. This course introduces the fundamental principals of photography and its history for universal applications and is available to all majors. Students will need to have a DSLR that is at least 10 megapixels to take this course.
Greer Muldowney

ARTS2208 Drawing the Figure: Observation to Expression (Fall: 3)
Prerequisites: ARTS1101, ARTS2204 or permission of the instructor

This course uses the human figure to expand the students 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

ARTS2211 Hot Off the Shelf (Fall: 3)

This course is designed to foster an understanding of the most recent movements in contemporary visual art. Regular visits to galleries

and museums serve as a basis for lectures and class discussions. Reading assignments are geared to set the works under discussion in a historical and theoretical context. The course will stress the relevance of the material under study to studio practice. Students are expected to complete reading and written assignments as well as a visual project.
The Department

ARTS2215 Collage and Mixed Media (Spring: 3)
Prerequisites: At least one art course at the 1000 level or above or Permission of the instructor

Through a series of exercises and projects that use a variety of non-traditional materials and alternative techniques (photomontage, assemblage, stenciling, etc.), students will explore the history and techniques of collage and mixed media assemblage. Emphasis will be placed on developing an understanding of the meaning of materials. Weekly classes follow historical development of concept, process, and imagery through the twentieth century.
Alston Conley

ARTS2218 Making Art Through the Ignatian Lens (Spring: 3)
Periodically
Sammy Chong

ARTS2221 Drawing Connections (Fall: 3)
Biennially

This intermediate drawing class is for the serious studio artist with prior drawing experience. It is designed to develop further his/her existing pereceptual drawing skills, while introducing new approahes to tools, alternative media, and conceptual strategies. Emphasis will be placed on making connections with other disciplines (e.g., architecture, graphic design, theology, and literature) for the generation of ideas and to expand the student's visual means of expression.
Sheila Gallagher

ARTS2223 The Power of Objects—Intermediate Painting (Fall: 3)
Prerequisites: ARTS1101–1102 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

ARTS2224 Bare Naked Approaches to Painting the Figure-Painting III (Spring: 3)
Prerequisites: ARTS1101–1102 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

ARTS2225 Watercolor I (Fall: 3)
Lab fee required

Students are introduced to the materials, techniques and pleasures of watercolor. Assignments in class are designed to expand the student's visual thinking. Topics such as the elements, astrological signs, Eastern mandalas, pop objects, comics, and Mexican retablos serve as the basis for our projects. The majority of the studio time is spent working but includes critiques, slide lectures, reading assignments, and gallery visits.
Andrew Tavarelli

ARTS2230 Introduction to Video Art (Spring: 3)
Prerequisite: Students should have taken at least one studio or film class.
Cross listed with FILM2230
Lab fee required.

This course introduces video as a medium for artistic expression and conceptual inquiry. Hands-on instruction in camera composition, lighting, sound, and editing allows students to produce individual projects which explore a range of approaches and strategies including experimental, animation, and installation. Recent and historical trends in the medium are covered through the viewing of work by media artists since 1965.
Jennifer Friedman
Sheila Gallagher

ARTS2242 Ceramics II (Fall/Spring: 3)
Lab Fee required

Ceramics II is a continuation class of Ceramics I. There will be an emphasis on one or more individual projects and one small group collaborative technical research project. Students must have previous ceramics experience in or equivalent to take this course.
Mark Cooper

ARTS2261 Photography II (Fall: 3)
Prerequisite: ARTS1161 or permission of the instructor
Lab fee required.

This course will focus on understanding and mastering the aesthetic and technical relationships among light, film, and camera, and emphasizes the development of a personal photographic vision. The class will serve as a forum for demonstrating photographic processes and equipment, critiquing work, and examining the work of contemporary artists and traditional masters within the medium to develop a visual literacy. Students are expected to produce work in series and to present a final portfolio. This course requires additional work outside of class time.
Charles Meyer

ARTS2276 Art and Digital Technology (Fall/Spring: 3)
Lab fee required.

This introductory course will offer students the opportunity to develop their visual imagination and their artistic skills through the use of digital technology. Adobe Photoshop and preliminary work with Illustrator will offer the principles of composition and two-dimensional design. Computer-aided drawing and design, as well as photo imaging, will be an integral part of the course. The various skills of graphic expression learned in the course will have an Internet application.
Karl Baden

ARTS2280 Digital Diaries: Creating a Personal Body of Work in the Digital Age (Spring: 3)
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) and permission of instructor to enroll.
Karl Baden

ARTS3306 Alternative Approaches in Drawing (Spring: 3)
Prerequisites: Two previous studio classes (one in drawing) or permission of instructor
Periodically

Fresh ideas and approaches to drawing are essential for the creative development of a department and its students. This class will explore both traditional and new conceptions of what drawing can be. We will conduct our investigation using traditional materials as well as new media in the service of crossing and pushing established boundaries. The instructor (and the syllabus) will vary each year and will include visiting artists and regular faculty.
The Department

ARTS3321 Painting IV: Layered Image (Fall: 3)
Prerequisite: ARTS1102

This is a hands-on painting course that explores ways to develop and construct new imagery. We will seek challenging approaches to the organization and composition of painting space through layered and juxtaposed images. The many possible sources for imagery may include, but are not limited to, personal memorabilia, cultural references, museums of science and natural history, text and the internet. Class time is organized around painting, complemented by slide lectures, critiques, readings and gallery visits.
Mary Armstrong

ARTS3328 Senior Minor Project (Spring: 3)
Required for Studio Art Minor

This course comprises hands on studio work and readings that address contemporary issues in the visual arts. It is an upper level class for those with a serious interest in art making and visual thinking. Students are expected to work in a medium of their choice with which they are familiar. Studio assignments will be developed out of the issues explored in the readings. Students are expected to produce a body of studio work and to make an oral presentation that situates their work in relation to the topics under investigation.
Sheila Gallagher

ARTS3330 Pandora's Box (Fall: 3)
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

ARTS3334 Advanced Mixed Media (Spring: 3)
Sheila Gallagher

ARTS3352 Stage Design I (Spring: 3)
Cross listed with THTR3344

See course description in the Theatre Department.
Crystal Tiala

ARTS3357 Costume Design (Fall: 3)
Cross listed with THTR3347
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.

See course description in the Theatre Department.
Jacqueline Dalley

ARTS3361 Photography III (Spring: 3)
Prerequisites: Two of the following courses are required: ARTS1161, ARTS2261, or ARTS2276 and permission of instructor
Satisfies Cultural Diversity Core Requirement
Lab fee required

This production course explores the potential of the photographic medium through both color and black and white pictures. Working with current photographic digital imaging technology and techniques, students will advance their skills in digital-image capture and high-quality output as well as analog printing. Lectures and assignments will concentrate on both traditional photographic-based picture making and digital technologies. Students will be expected to develop their own project ideas and to work in series. This course requires additional work outside of class time.
Charles A. Meyer

ARTS3385 Independent Work I (Fall/Spring: 3)
Prerequisite: Department permission. Normally students should have exhausted all course work in the area they choose to do independent work.

A course allowing students who possesses sufficient background in a chosen area to progress to a higher level or to investigate a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department. These studies are normally directed by the full time faculty. Independent work requires weekly meetings with Professor Cooper and students will work on projects that will expand upon their efforts in.
The Department

ARTS3386 Independent Work II (Spring: 3)
Prerequisite: Department permission. Normally students should have exhausted all course work in the area they choose to do independent work.

This course allows the student who possesses sufficient background in a chosen area to progress to a higher level or to investigate a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department. These studies are normally directed by the full time faculty.
The Department

ARTS4473 Senior Project II (Spring: 3)
This course is required of all Studio Art majors.

Students must have taken at least four semesters of work relating to their project prior to the senior year. It is directed by a member of the department and evaluated by departmental review.
Andrew Tavarelli

ARTS4485 Independent Work III (Fall: 3)
Prerequisite: Department permission. Normally students should have exhausted all course work in the area they choose to do independent work.

This course allows the student who possesses sufficient background in a chosen area to progress to a higher level or to investigate a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department. These studies are normally directed by the full time faculty.
The Department

ARTS4486 Independent Work IV (Spring: 3)
Prerequisite: Department permission. Normally students should have exhausted all course work in the area they choose to do independent work.

This course allows the student who possesses sufficient background in a chosen area to progress to a higher level or to investigate a more specialized area than other courses allow. The student works independently, under the direction of a member of the Department. These studies are normally directed by the full time faculty.
The Department

ARTS4498 Senior Project I (Fall: 3)
This course is required of all Studio Art majors.

Students must have taken at least four semesters of work relating to their project prior to the senior year. It is directed by a member of the Department and evaluated by Departmental review.
Andrew Tavarelli

ARTS5598 Teaching Assistantship (Fall: 3)
Prerequisite: Permission of instructor
Open only to juniors and seniors. Enrollment is limited to one student per class.

This course is intended to provide undergraduate students with teaching experience. Students assist a professor in planning and implementing various aspects of a course. Students must produce an independent body of work for this course to count toward a major or minor in Studio Art.
The Department

German Studies

Faculty

Michael Resler, *Professor;* 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
Daniel Bowles, *Visiting Assistant Professor;* B.S., Vanderbilt University; A.M., 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 (GERM2201 and 2202) Composition and Conversation
- Two (GERM2210 and 2211) History of German Literature
- Six semester courses in German literature or culture

Notes for Majors with Transfer Credits

Of the 30 credits or ten semester courses, a minimum of 12 credits or four courses beyond Composition and Conversation (i.e., at least four upper-level literature or culture courses) must be taken within the German Studies Department at Boston College. Courses taken abroad in order to be counted toward the German Studies major must be conducted in German.

Information for First Year Majors

A prospective German major should select an initial language course, e.g., GERM1001, GERM1050, or GERM2201, according to his/her high school language preparation. The student can supplement this choice with an elective. He/she can select a course in German literature, culture, philosophy, history, art history, music, or a German course offered in English translation. In all, ten one-semester courses in German numbered 1000 and above—or 30 credits at that level—are required to complete the major.

Information for Study Abroad

Prior to study abroad, German majors must complete the following prerequisites: minimum language preparation of two semesters of Intermediate German (GERM1050–1051) or the equivalent. 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.

Course Offerings

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

GERM1001 German A (Elementary I) (Fall: 3)
True beginners should also sign up for GERM1003.

Students are introduced to the basics of the German language: vocabulary, grammar, communicating in everyday situations, reading, listening comprehension, and writing. The course is supplemented with a workbook, online videos, and audio programs. This beginning course is intended for those with no prior knowledge of German as well as those with some high school background.
The Department

GERM1002 German A (Elementary II) (Spring: 3)
Prerequisite: Must have successfully completed GERM1001
Students who need additional review and reinforcement should enroll in GERM1004 concurrently.

This course is a continuation of GERM1001. Students are introduced to the basics of the German language: vocabulary, grammar, communicating in everyday situations, reading, listening comprehension, and writing. The course is supplemented with a workbook, online videos, and audio programs. Intended for those with one semester of college-level German or at least three years of high school German.
The Department

GERM1003 Elementary German Practicum I (Fall: 1)
Corequisite: Must be concurrently enrolled in GERM1001

This intensive one-hour supplementary course gives students extra help mastering concepts presented in GERM1001 through review and recycling of material. It is open to all students concurrently enrolled in GERM1001 that feel they need more "time on task." This class is an excellent opportunity to practice conversation in a smaller, more informal group. The grade is chiefly determined by class participation, so more than two absences result in a grade of "C" or "D."
The Department

GERM1004 Elementary German Practicum II (Spring: 1)
Corequisite: Must be concurrently enrolled in GERM1002

This intensive one-hour supplementary course gives students extra help mastering concepts presented in GERM1002 through review and recycling of material. It is open to all students concurrently enrolled in GERM1002 that feel they need more "time on task." This class is an excellent opportunity to practice conversation in a smaller, more informal group. The grade is chiefly determined by class participation, so more than two absences result in a grade of "C" or "D."
The Department

GERM1050 Intermediate German I (Fall: 3)
Prerequisite: GERM1001–1002 or equivalent

The emphasis will be on further training in active use of the language, with emphasis on reading and conversation. The course includes readings in twentieth-century German prose, fiction, and non-fiction; German culture and society; grammar review; and discussion and composition. Auditors must register.
The Department

GERM1051 Intermediate German II (Spring: 3)
Prerequisite: GERM1050 or admission by placement test.
Conducted primarily in German. Counts toward German minor. Satisfies Foreign Language Proficiency core requirement.

This course is a continuation of GERM1050 (Intermediate German I) and provides further training in active use of the language, with emphasis on reading and conversation. The course includes readings in twentieth-century German prose, fiction and non-fiction; German culture and society; grammar review; and discussion and composition. Auditors must register.
The Department

GERM1061 Intensive Reading in German (Summer: 3)
No previous knowledge of German is required. This is a 3 credit course, but students in GA&S have the option of taking this course for one credit. Satisfies Foreign Language Proficiency core requirement.

Although the Department of Germanic Studies does not offer a graduate degree, the following course is available to graduate students from various departments. This course is intended to prepare the student for either a graduate language reading examination or the standardized Princeton type of test and provides him or her with the ability to read general or specialized material in his or her own major field as well as in related areas.
Ursula Mangoubi
Ruth Sondermann

GERM1063 Triumphs and Failings of Modern Man (Fall/Spring: 3)
Satisfies Literature Core Requirement
Biennially
Conducted in English with all texts in English translation. Counts toward German major, German minor, and German Studies minor.

This course focuses on a number of themes that characterize human existence in our time but are at the same time perennial themes: death, life, illness, suffering, war, and the role of the scientist in the modern world. Twentieth century German, Swiss, and Austrian writers will be discussed. The following works will be discussed in class: Thomas Mann, *The Magic Mountain;* Sigmund Freud, A*n Outline of Psychoanalysis;* Erich Maria Remarque, *All Quiet on the Western Front;* Wolfgang Borchert, *The Man Outside;* Heinrich Böll, *Stories;* and Friedrich Dürrenmatt, *The Physicists.*
Daniel Bowles

GERM1175 Business German (Spring: 3)
Prerequisite: GERM1051 or the equivalent
Conducted in German. Counts toward German major, German minor, and German Studies minor. Satisfies Foreign Language Proficiency core requirement.

An introduction to the language and structure of business in the German-speaking countries, this course will focus on daily business practices, on texts related to business in German, and on cultural differences in the German-speaking business world. A semester's work includes the practice of skills necessary to understand and perform basic business transactions (role-playing); the exploration of business in German in different media, such as television and the Internet; and the praxis-oriented expansion of applying the German language in a professional context. Not suitable for native speakers of German.
Ruth Sondermann

GERM2201 German Composition and Conversation I (Fall: 3)
Prerequisite: GERM1050–1051 or their equivalent
Auditors must register. Required for German major and German minor. Satisfies Foreign Language Proficiency core requirement.

This course is designed to improve fluency in spoken and written German. Review of grammar will be restricted to a few selected, difficult items. Short German compositions will be written periodically. Course work includes systematic vocabulary building (including German idiomatic expressions and compound nouns and adjectives), listening comprehension, speaking exercises (spontaneous and guided dialogues), and reading.
Daniel Bowles

GERM2202 German Composition and Conversation II (Spring: 3)
Prerequisite: GERM2201 or its equivalent
Auditors must register. Required for German major and German minor. Satisfies Foreign Language Proficiency core requirement.

This course is designed to improve fluency in spoken and written German. Review of grammar will be restricted to a few selected, difficult items. Short German compositions will be written periodically. Coursework includes systematic vocabulary building (including German idiomatic expressions as well as compound nouns and adjectives), listening comprehension, speaking exercises (spontaneous and guided dialogues), and reading. This is not so much a course in which the student progresses from phase to phase as one in which continuous practice and frequent intensive exposure to the foreign language will lead to progress in overall proficiency.
Daniel Bowles

GERM2210 History of German Literature I (Fall: 3)
Prerequisite: GERM 1050–1051 (with a B- or better) or the equivalent
Biennially
Conducted in German. Required for German major. Counts toward German minor and German Studies minor. Satisfies Foreign Language Proficiency core requirement.

An introduction to the study of German literature, including field trips and a special unit on Goethe's *Faust.* Selected texts from the Middle Ages to 1800 will be analyzed against the background of historical events, European literary movements, philosophy, music, art, and architecture. In addition, various language learning activities, such as a review of advanced grammar points, vocabulary building exercises, short writing assignments, and oral reports help students improve their overall proficiency in German.
Rachel Freudenburg

GERM2211 History of German Literature II (Spring: 3)
Prerequisite: GERM 1050–1051 (with a B- or better) or the equivalent
Biennially
Conducted in German. Required for German major. Counts toward German minor and German Studies minor. Satisfies Foreign Language Proficiency core requirement.

A continuation of GERM2210, this course is an introduction to the study of German literature. Selected texts from 1800 through the twentieth century will be analyzed against the background of historical events, European literary movements, philosophy, music, film, art and architecture. Includes field trips as well as special units on the Holocaust and "minority" authors. This course incorporates activities to boost students' German proficiency.
Rachel Freudenburg

GERM2222 Music and Word: The German Musical Heritage (Fall: 3)
Prerequisite: GERM1050–1051 or the equivalent
Biennially
Conducted in German. No formal knowledge of music required. Counts toward German major, German minor, and German Studies minor. Satisfies Foreign Language Proficiency core requirement.

Beginning in the Middle Ages and running through to the middle of the twentieth century, this course will examine the fusion of German-language texts with musical expression in the context of their social and cultural environment. A central focus of the course will be the great age of German music during the eighteenth and nineteenth centuries—including among others the works of Bach, Haydn, Mozart, and Beethoven.
Michael Resler

GERM2224 Modern German Novels in Translation (Spring: 3)
Cross listed with ENGL2267
Periodically
Conducted in English with all texts in English. Counts toward German major, German minor, and German Studies minor.

This course focuses on trendsetting examples of the conventional narrative form which have had a profound influence on both German literature and world literature. The historical contexts stand in an evolving counterpoint to the thematic content. Texts include works by Franz Kafka, Thomas Mann, and Günter Grass. See section description for more details.
Daniel Bowles

GERM2239 Knights, Castles, and Dragons (Spring: 3)
Cross listed with ENGL2282
Biennially
Conducted in English with all texts in English translation. No knowledge of German is required. Counts toward German major, German minor, and German Studies minor.

A study of the masterpieces of the first great blossoming in German literature including *The Nibelungenlied, Tristan,* and Hartmann von Aue's *Erec.* Central to the works of this age are (1) the rise of knighthood and (2) the spreading to Germany of the legend of King Arthur and the knights of the Round Table. In addition, older Germanic-heroic influences will be examined in certain of the works. The literature will be discussed in the larger context of its sociological and historical background. The literary traditions of France will be systematically linked to contemporary developments in Germany.
Michael Resler

GERM2290 Advanced Reading in German (Spring: 3)
Prerequisite: GERM 1050–1051 or the equivalent
Conducted in German. Counts toward German major and German Studies minor. Required for German minor. Satisfies Foreign Language Proficiency core requirement.

This course will sharpen students' skills in reading advanced texts in German. It serves as a bridge between the department's language courses and the various practical and academic settings in which a strong reading knowledge of German is required. Texts will be taken from a wide spectrum of sources: German history, thought, literature, music, and modern media. The course will facilitate vocabulary development and offer an insight into the German *Geist.* It is recommended for students planning to study abroad and is open to graduate students planning to conduct research in the German language. Auditors must register.
Hanni Myers

GERM2299 Reading and Research (Fall/Spring: 3)
Prerequisite: Permission of the chairperson
By arrangement

The course includes supervised readings within specific areas for the solution of individual problems of research. Students may sign up for this course only after the need for a special program has been established and a faculty member has agreed to supervise the project.
The Department

GERM3320 German Business and Trends in Europe (Spring/Fall: 3)
Prerequisite: GERM2202 (with a B- or better) or the equivalent
Biennially
Conducted in German. Counts toward German major, German minor, and German Studies minor. Satisfies Foreign Language Proficiency core requirement.

This advanced level German language course offers an insight into business practices, such as hiring and firing, labor laws, the developing entrepreneurship scene in Germany, and the ever changing role of the European Union. Aging population, immigration, a changing education system, and a reduced social benefit system are some of the trends that can be observed in many European countries; and businesses have to adapt to them. The opportunity of taking the Zertifikat Deutsch für den Beruf ZDfD and extensive practice for this test will be provided in the class.
Ruth Sondermann

GERM3333 The Linguistic Structure of German (Spring: 3)
Cross listed with LING3333
Periodically
Prior study of German or Linguistics not required but recommended.

An analysis of the major features of modern German with some reference to earlier versions of the language: sound system, grammar, structure and meanings of words, and properties of discourse.
M.J. Connolly

GERM6601 Advanced Independent Research (Fall/Spring: 6)
Prerequisite: Approval through Honors Committee

Proposals for possible designation as scholar's projects should be submitted to the Chair early in the spring. Details of dates and required materials are available from the office of the Dean of Arts and Sciences. All proposals must be approved by the Chair and the Departmental advisor.
The Department

GERM6699 Honors Thesis (Fall/Spring: 3)
Prerequisite: Permission of the chairperson
By arrangement

The honors thesis in German Studies is offered to interested students who maintain a cumulative average of at least 3.3 in German. These students may begin a six credit research project that will lead to a 60 to 80 page honors thesis completed during the fall and spring of their senior year. The thesis is a major scholarly enterprise entailing independent research and writing; the final product is an essay embodying the results of original research and substantiating a specific view of the subject matter. Interested students should initiate the preparatory planning during junior year.
The Department

History

Faculty

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 Emeritus;* B.A., Rice University; M.A., Ph.D., Columbia University
David A. Northrup, *Professor Emeritus;* B.S., M.A., Fordham University; M.A., Ph.D., University of California, Los Angeles
Alan Reinerman, *Professor Emeritus;* B.A., A.M., Xavier University; Ph.D., Loyola University of Chicago
Peter H. Weiler, *Professor Emeritus;* A.B., Stanford University; A.M., Ph.D., Harvard University
Silas H.L. Wu, *Professor Emeritus;* A.B., National Taiwan University; A.B., University of California at Berkeley; A.M., Yale University; Ph.D., Columbia University
Paul Breines, *Associate Professor Emeritus;* A.B., A.M., Ph.D., University of Wisconsin
Ellen G. Friedman, *Associate Professor Emeritus;* B.A., New York University; Ph.D., C.U.N.Y. Graduate School
Alan Lawson, *Associate Professor Emeritus;* A.B., Brown University; A.M., University of Wisconsin; Ph.D., University of Michigan
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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
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- History Department Website: www.bc.edu/history

Undergraduate Program Description

The Department of History offers the undergraduate student a variety of courses in American, European, African, Asian, Latin American, and Middle Eastern history. With careful planning and the advice of faculty members, students can develop a sequence of courses that will prepare them for the fields of law, government, and foreign service, as well as careers in various international organizations, journalism, business, or teaching at the elementary, secondary, or college levels.

Major Requirements

In addition to the two-semester (six-credit) University Core sequence in modern history (selected from courses numbered HIST1001 through HIST1099), a History major is required to complete at least 30 additional credits in history, including the following: a 2-semester (6-credit) sequence in U.S. History (HIST2401–2402); three credits of HIST3300 The Study and Writing of History (selected from courses numbered HIST3301 through HIST3599 and preferably taken in the sophomore or junior year); at least six credits in non-Western history; and at least 12 credits of upper-division electives (numbered 4001–4962). All students who are not writing a senior honors thesis in History must take three of their upper-division credits in the form of either a senior colloquium or seminar (HIST5001–5499). At least nine credits of the electives, including six credits of the upper-division electives, should be in a field approved by the student's History Department advisor. For a list of possible fields, consult the Department's website at: www.bc.edu/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. Note that a score of 4 or 5 on the Advanced Placement test in European or world history fulfills the 2-semester (6-credit) University Core requirement in history, and a similar score on the A.P. test in American history fulfills the two-semester (6-credit) U.S. History requirement. [For students in the Class of 2018 and later: A History Major with a score of 4 or 5 on the American History Advanced Placement Examination may substitute 6 credits of U.S. History electives for the HIST2401–2402 sequence.]

Students may take a maximum of 12 foreign-study credits, no more than six of which may be upper-division credits, among the thirty required major credits beyond the University Core. Likewise a maximum of six summer credits may be taken for major credit, but at least 18 credits, including HIST3300 The Study and Writing of History and six of the upper-division credits, must be taken at Boston College during the regular academic year. (Students should also note that the 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 4001–4962) worth at least six credits. In between, students can choose two other courses (worth at least six credits) freely from among the Department's offerings. Because many Core courses emphasize Europe, students minoring in history are encouraged to take at least one course in non-Western history. Advanced placement credit cannot be used to satisfy minor 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 HIST1001–1099 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, please 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 The Study and Writing of History, must be taken at Boston College during the regular academic year. History minors may take as many as two courses (six credits) abroad for minor credit (including one upper-division course worth three credits).

Students seeking major or minor elective credit need only show that they passed a course offered in a history department. Students seeking upper-division credit must arrange this with the Director of Undergraduate Studies after they complete the course. In making their case for upper-division credit, they should present the course syllabus and the paper(s) written for the course. (Save everything!) In spite of the limitations on courses accepted for major credit, students who have gotten a good start on Core and major requirements before leaving for study abroad should have no trouble completing them, even if they spend an entire year abroad. It is especially helpful if they complete the Study and Writing of History requirement before studying abroad.

Students who are contemplating a senior honors thesis and who will be abroad during the normal application process in the spring of their junior year are strongly urged to plan ahead. They should try to establish a thesis topic and to identify a faculty member willing to supervise their work before departing and verify that they will be able to be in email contact with their thesis advisor while abroad. They should be aware that the deadline for submission of applications is April 1 of their junior year. For additional information, they should consult with the director of the History Honors Program early in the semester prior to their departure for study abroad.

For additional information on foreign study for history majors, please visit www.bc.edu/schools/cas/history/undergrad/major/foreign_study.html.

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.

Course Offerings

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

HIST1011 Atlantic Worlds I (Fall: 3)
Corequisite: HIST1013
Periodically
Followed in spring semester by HIST1012.

This course surveys the history of the Atlantic world between the arrival of the Black Death in Europe in the mid-fourteenth century and the French Revolution at the end of the eighteenth century. We will pay particular attention to the ways in which the often violent encounters between people in this region of the world produced new social, cultural, and economic forms. Among these were ideas about gender, race, and the relationship between communities and individuals; notions of equality; and the emergence of a global system of trade.
Kevin O'Neill

HIST1012 Atlantic Worlds II (Spring: 3)
Corequisite: HIST1014
Periodically

This course will focus on the effects of rapid technological and economic development upon European and Atlantic society, politics and ecology. The readings and lectures will explore the dilemmas that industrial civilization created and the various responses to these problems. Our goal is to gain a better understanding of how these forces transformed "traditional" society into our "modern" world.
Charles Gallagher

HIST1031 Europe and the Modern World I (Fall: 3)
Corequisite: HIST1033 Discussion Group
Periodically
Followed in spring semester by HIST1032

The purpose of this course is two-fold. First, as an essential part of a liberal education, the course will assist students to develop their skills of critical reading, thinking, speaking, and writing. Second, the course will introduce students to some of the broad outlines of European politics, society, and culture from the Renaissance and Reformation to the outbreak of the French Revolution.
Penelope Ismay

HIST1032 Europe and the Modern World II (Spring: 3)
Corequisite: HIST1034
Periodically
The continuation of HIST1031.
Robert Savage

HIST1039 The West and the World 1500–1789 (Fall: 3)
The Department

HIST1055 Globalization I (Fall: 3)
Corequisite: HIST1057
Followed in the spring semester by HIST1056
"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

HIST1056 Globalization II (Spring: 3)
Corequisite: HIST1058
The continuation of HIST1055.
Philipp Stelzel

HIST1063 Latin America in the World I (Fall: 3)
Corequisite: HIST1065
Periodically
Followed in spring semester by HIST1064
This course runs from the 1490s to the 1790s and is a survey of the rise of capitalism and colonialism and their impact (economic, social, and cultural) upon Europeans and Latin Americans (Indigenous, Iberian, and African), including the rise of Portuguese, Spanish, Dutch, and English empires, the Atlantic slave trade, and the revolutions in England, France, and their American colonies.
Sylvia Sellers-Garcia

HIST1064 Latin America in the World II (Spring: 3)
Corequisite: HIST1066
Periodically
The course looks at the development of modern Latin America through the examination of revolutions that took place throughout the Americas from the late eighteenth through the early twenty-first centuries. The independence of United States from England failed as a model for political, economic, and social change in Latin America. Through an understanding of the Haitian Revolution, the Independence movements of the Spanish Americas, Brazil's break from Portuguese authority, the struggle for Cuban Independence in the late nineteenth century, the Mexican Revolution, and the socialist revolutions in twentieth century Latin America, we will trace the development of modern Latin America.
Deborah Levenson

HIST1067 America and the World I (Fall: 3)
Corequisite: HIST1069
Followed in the spring semester by HIST1068
This class studies the role of America in the world and America and the world. It examines the creation of modern America through collisions of and among people, ideas, institutions, and cultures from pre-contact to 1800 (first half); and from 1800 to the present (second half). Central themes of the course are race, religion, and power.
Cynthia Lynn Lyerly

HIST1068 America and the World II (Spring: 3)
Corequisite: HIST1070
The continuation of HIST1067.
Arissa Oh

HIST1082 Modern History II (Spring: 3)
Satisfies History Core Requirement
The continuation of HIST1081. This course is the second half of the History core.
This course covers several centuries of time and traces the political, social, economic, and cultural changes that created the modern world. Depending on the expertise of the instructor, different parts of the world may serve as focal points for examining the complex historical processes behind modern-day transnational relationships, values, and ideas. As part of the Core Curriculum, this course seeks to broaden students' intellectual horizons by exposing them to new places, periods, and perspectives.
The Department

HIST1093 Modern History I (Spring: 3)
Satisfies History Core Requirement
This course is the first half of the History Core. Offered in the second semester of the academic year.
This course covers several centuries of time and traces the political, social, economic, and cultural changes that created the modern world. Depending on the expertise of the instructor, different parts of the world may serve as focal points for examining the complex historical processes behind modern-day transnational relationships, values, and ideas. As part of the Core Curriculum, this course seeks to broaden students' intellectual horizons by exposing them to new places, periods, and perspectives.
The Department

HIST1094 Modern History II (Fall: 3)
This course is the second half of the History core. Offered in the first semester of the academic year.
This course covers several centuries of time and traces the political, social, economic, and cultural changes that created the modern world. Depending on the expertise of the instructor, different parts of the world may serve as focal points for examining the complex historical processes behind modern-day transnational relationships, values, and ideas. As part of the Core Curriculum, this course seeks to broaden students' intellectual horizons by exposing them to new places, periods, and perspectives.
The Department

HIST1101–1102 Modern History I and II (Fall/Spring: 3)
Satisfies History Core Requirement
Periodically
This course covers several centuries of time and traces the political, social, economic, and cultural changes that created the modern world. Depending on the expertise of the instructor, different parts of the world may serve as focal points for examining the complex historical processes behind modern-day transnational relationships, values,

and ideas. As part of the Core Curriculum, this course seeks to broaden students' intellectual horizons by exposing them to new places, periods, and perspectives.
The Department

HIST1105–1106 Modern History I and II (Fall/Spring: 3)
Satisfies History Core Requirement
Periodically

This course covers several centuries of time and traces the political, social, economic, and cultural changes that created the modern world. Depending on the expertise of the instructor, different parts of the world may serve as focal points for examining the complex historical processes behind modern-day transnational relationships, values, and ideas. As part of the Core Curriculum, this course seeks to broaden students' intellectual horizons by exposing them to new places, periods, and perspectives.
The Department

HIST1109 Modern History I (Fall: 3)
Satisfies History Core Requirement
Periodically
The Department

HIST1110 Modern History II (Spring: 3)
Satisfies History Core Requirement
Periodically

This course covers several centuries of time and traces the political, social, economic, and cultural changes that created the modern world. Depending on the expertise of the instructor, different parts of the world may serve as focal points for examining the complex historical processes behind modern-day transnational relationships, values, and ideas. As part of the Core Curriculum, this course seeks to broaden students' intellectual horizons by exposing them to new places, periods, and perspectives.
The Department

HIST2020 Japanese Cultural Icons of Modern Times (Spring: 3)
Prerequisite: Any two semesters of HIST1001–1094
Satisfies Cultural Diversity Core Requirement
Periodically
Fulfills the Non-Western requirement for the History Major.

This course surveys Japanese history from 1600 to the present. Each week focuses on a cultural icon that dominated public culture at the time or came to be identified as such later. Examples include the samurai warrior, the courtesan, the "men of high purpose" in the Meiji Revolution, the war general, the modern girl, the emperor, the postwar salaryman, etc. Some are anti-heroes, but all have found a firm place in Japan's cultural history. Lectures place these figures in historical context, while readings examine their cultural meanings through literature, biography, scholarly texts, visual images, and film.
Franziska Seraphim

HIST2155 Podcasting (and Flipping) the Ottomans (Spring: 3)
Periodically

The Ottoman Empire (1299–1922) connected West Asia, North Africa, and parts of Europe, and was of the largest and longest lasting empires in world history. This course deals with aspects of the social and cultural history of, and the latest trends in scholarship on, the Ottomans by using the Ottoman History Podcast as a launching point each week. Each podcast features an interview with a scholar accompanied by a suggested reading list. Students will listen to a selected podcast and do the assigned reading and will keep a "scholarly diary," which will be submitted in lieu of exams.
Dana Sajdi

HIST2180 Africa Since 1850 (Spring: 3)
Periodically
Fulfills the Non-Western Requirement for the History Major

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

HIST2205 Roman History (Fall: 3)
Cross listed with CLAS2206

See course description in the Classics Department.
Kendra Eshleman

HIST2206 Roman Law and Family (Spring: 3)
Cross listed with CLAS2236

We will look at the makeup and dynamics of the Roman household through legal sources, which allow investigation of Roman legal arguments and approaches to issues such as marriage, dowry, divorce, disciplining children, adultery, procreation, adoption, and women's rights, and the role of the pater familias. We will also observe similarities and differences between Roman family law and modern American family law. By the end of the course you will have gained a better understanding not only of the Roman family but also of how societies—including our own—use law to order and regulate family relationships.
Kendra Eshleman

HIST2221 An Outsider's History of the High and Late Middle Ages (Spring: 3)
Periodically

This course is an introduction to the High and Late Middle Ages that focuses on voices of marginal individuals and groups. Women, Jews, dissenters, beggars, (false) prophets, and the possessed—not necessarily mutually exclusive categories—will be subjects of our study. Our central concern will be the shaping of medieval societies through the tension between the peripheral and the traditional.
Zachary Matus

HIST2251 The Credit Nexus: The Secret History of the Economy in Britain, 1600s–1900s (Spring: 3)
Periodically

In his *Wealth of Nations,* Adam Smith pointed to the shift from barter to cash as the critical turning point from a feudal to a modern economy in Britain. Unlike barter, cash was capable of facilitating anonymous exchange between strangers, greatly increasing the scope for economic growth. Recently, however, scholars have discovered that the vast majority of economic exchanges in Britain in Smith's era were conducted on

the basis of credit rather than cash. And this credit was largely personal, connecting thousands of individuals in networks of trust. This course will examine this new social history of the British economy.
Penelope Ismay

HIST2252 Europe from 1750–1914 (Fall: 3)
Periodically

This course surveys the history of Europe from the mid-eighteenth century to the outbreak of The First World War. It considers how political, social, economic, and cultural forces affected European countries in relation to the wider world. Throughout we explore major themes that seemingly made this era "modern": from the Enlightenment and science, to liberalism, socialism, and imperialism among others. We seek to grasp how people lived through major upheavals brought about by war, revolution, industrialization, urbanization, nation-formation, and secularization. The course combines lectures and sessions dedicated to analyzing primary sources. No prior knowledge of European history is required.
Thomas Dodman

HIST2255 History of Terrorism (Fall: 3)
Periodically

This course examines the genesis and shifting development of the phenomenon of terrorism in the modern era. We will investigate ideas and arguments behind the various forms of political terror that have emerged in the nineteenth and twentieth centuries. Emphasis will be placed on problematizing and historicizing the relationships between violence and democracy. Primary topics include the Terror of the French Revolution, theories of modern war, anarchism, totalitarian state terror, anti-colonial violence, 1960s radicalism, and religiously motivated violence.
Julian Bourg

HIST2269 World War II (Fall: 3)
Periodically

This course analyzes the global history of the Second World War, from its origins in the 1930s to its aftermath in the late 1940s. The emphasis will be as much on the broad social and political war as much as on the strict military history.
Devin Pendas

HIST2284 Gender and War in Eastern Europe (Spring: 3)
Cross listed with SLAV2067
Satisfies Cultural Diversity Core Requirement
Periodically
Undergraduate major elective

See course description in the Slavic and Eastern Languages and Literatures Department.
Cynthia Simmons

HIST2380 Post-Slavery History of the Caribbean (Spring: 3)
Cross listed with AADS3318
Periodically
Satisfies Cultural Diversity Core requirement
Fulfills the Non-Western Requirement for the History Major
Frank Taylor

HIST2401 U.S. History I (Fall: 3)
Prerequisite: The History Core, Parts I and II
Followed in spring semester by HIST2402

A survey of the political, social, economic, and intellectual developments that have shaped and influenced the growth of the United States from a colonial appendage to a world power. The course seeks to provide a firm chronological foundation for the study of the American past but seeks to go beyond narrative and to provide analytical insights into the institutions, society, economy, and ideas upon which American civilization is founded. Consideration will be given to continuity, change, and conflict in American society.
Heather Richardson

HIST2402 U.S. History II (Spring: 3)
Prerequisite: The History Core, Parts I and II

The continuation of HIST2401.
Patrick Maney

HIST2421 American Presidency (Fall: 3)
Prerequisite: The History Core, Parts I and II
Periodically

This course examines the single most important position of power in our political system, the men who shaped it, and the elections that placed them in that office. Although the course begins with the drafting of the Constitution, the focus is on the twentieth century.
Mark Gelfand

HIST2460 Celluloid Salvation: Redemption in American History and Film (Fall: 3)
Periodically

Since the first American motion pictures, filmmakers have been concerned with issues of salvation and damnation, good and evil. This course uses American film as an historical artifact, a lens through which Americans have grappled with these essential questions. From the biblical epics of the 1950s, where a Judeo-Christian consensus was assumed, to films like *Platoon* and *Do the Right Thing,* which suggest how difficult redemption and good can be in the late twentieth century, American movies have answered these questions in historically specific ways. Lectures and readings will situate the films (viewed in class) in temporal and philosophical context.
The Department

HIST2475 America's War in Vietnam (Fall: 3)
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

HIST2481 African-American History I (Fall: 3)
Cross listed with AADS1104
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

HIST2482 African American History II (Spring: 3)
Cross listed with AADS1105
Periodically

The 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, development of Black institutions, and emergence of the protest movements through the Civil War's end. During the second semester, the emphases are placed on issues of freedom and equality from Reconstruction, urban migration, civil rights struggles through current consideration of race, class, and gender conflicts.
Karen Miller

HIST2484 Focus on Civil Rights: The Montgomery Bus Boycott (Fall: 3)
Periodically

This course dissects the 382-day bus boycott by Montgomery, Alabama's black residents.Though not the first protest of its kind, it introduced two iconic figures to the national stage: Martin Luther King, Jr. and Rosa Parks. Four simple questions provide the foundation for the class, but the answers are unexpectedly complicated: What "law" did Parks violate? Why did Montgomery's black residents rally around Parks' 1955 arrest? How did Rev. King become the boycott's "voice" and "face," even though he was a relative newcomer to the city? How did this lengthy boycott change Montgomery's black community in the short term?
Karen Miller

HIST2485 Foodways and Folkways in African American History (Spring: 3)
Periodically

Food provides a lens through which to explore and compare the impact of this dispersal on a people as they moved, adapted long-held practices to new places, new times, and new concerns. This course focuses on several themes such as evolving food customs and traditions, how those traditions reflect the common bonds as well as the limitations of diaspora, the politics, economics, and health implications of food availability and scarcity, and the presence of food as a dynamic element in cultural production and representation in art, literature, film, and history. Students will examine and share their own familial food traditions and histories.
Karen Miller

HIST2502 Introduction to Feminisms (Fall/Spring: 3)
Cross listed with ENGL2125 and SOCY2225
Fulfills Women Writer's requirement for ENGL/LSOE majors.

See course description in the English Department.
Emily McWilliams

HIST2505 Feast or Famine? Food and the Environment (Spring: 3)
Periodically

Through most of history the primary quest of humans has been to obtain sufficient food for survival. This course will explore the evolving relationships between that quest and the environment. Topics will include: climate change, the domestication of plants and animals, the development of settled agricultural societies, the Columbian exchange of biota, plantation and state sponsored agriculture, and the emergence of agro-business. We will explore the role of both individual crops/commodities such as sugar, chocolate, cod, corn, and the potato, and the environmental systems of which they were part.
Kevin O'Neill

HIST2701 Eco-Challenges and Sustainable Solutions (Summer: 3)
Cross listed with SOCY1027
Periodically

Climate crisis and ecological overshoot have become humanity's most pressing challenges. Despite the contemporary nature of these problems, human disruption of the natural environment is not new. Environmental historians have identified major human alterations in ecosystems over the last 500 years. This course combines historical and contemporary perspectives to explore both the familiar and the novel as we study forests, climate, agriculture, water, and toxic pollution. We devote substantial attention to solutions and what will be necessary to achieve a sustainable future.
Prasannan Parthasarathi
Juliet Schor

HIST2830 Boston Neighborhoods (Summer: 3)
Periodically

An historical look at Boston explores parts of its "neighborhoods," including the old West End, the South End, the North End, South Boston, East Boston, Charlestown, Dorchester, Roxbury, Jamaica Plain, Mattapan, Hyde Park, and West Roxbury. Walking and bus tours are planned during the regular class meetings.
The Department

HIST2831 Modern America, 1945–Present (Summer: 3)
Alexander Bloom

HIST2837 Multiculturalism in the Roman Empire (Spring: 3)
Cross listed with CLAS2250

See the course description in the Classics Department.
Mark Thatcher

HIST2838 Humanists and Heretics: Identities of the Early Modern Italian Peninsula (Spring: 3)
Periodically

Covering the period from approximately 1400–1800, this course will broadly address the concept of "identity" in the Italian peninsula from a variety of different perspectives. Specific topics, to name a few, will include political divisions of the peninsula, city-states, and civic identity; the social and cultural experience of elites versus non-elites; the Renaissance and different expressions of humanism; and the religious diversity of the peninsula in the context of both the Protestant and Catholic Reformations.
Andrea Wenz

HIST2839 Urban Underworlds: Crimes and Madness in Nineteenth Century Europe (Fall: 3)
Periodically

Nineteenth century industrialization and the urbanization that accompanied it changed the nature of Europe's cities permanently. These new metropolises saw a steady rise in crime, violence, and a preoccupation with the dangerous—or "mad"—elements in society. This course takes an interdisciplinary approach to analyze the seedy underbelly of cities such as London, Paris, and Berlin. Focusing on the darker side of city life from Jack the Ripper to Bedlam to the brothels

of Montmartre, we will examine issues of class, crime, madness, deviant sexuality, and popular culture as we explore the impact of modernity on Europe's urban societies.
Erica Foss

HIST2840 World War I at 100: Understanding the War that Ended Peace (Spring: 3)
Periodically

A century on from a war that ravaged populations across the globe, radically altered international politics, and changed the landscape of philosophy and culture, nations and historians are still trying to make sense of what happened. In this course we will explore some of the classic historical problems of the First World War, such as how it started and what its aftermath wrought, but we will also examine the war's deeper impact—how did the memory of the war shape subsequent generations? How has its legacy complicated the development of the Middle East and Asia through the twentieth century? Finally, we will investigate the efforts of the belligerent nations to commemorate the war's 100th anniversary from 2014–2018 as an example of how World War I, then and even now, shapes national identities.
Jesse Tumblin

HIST2847 The Americas, 1492–2012 (Summer: 3)
The Department

HIST2869 Empires, Islam, and Trade: Regional Connections with the Indian Ocean, 1700 to Present (Fall: 3)
Periodically
Fulfills the Non-Western Requirement for the History Major

The Indian Ocean served as an arena for some of the most cosmopolitan interactions in global history. Bordering the regions of East Africa, the Middle East, India, and Southeast Asia, the commercial, religious, and imperial networks that crisscrossed the ocean entangled these disparate areas in unexpected ways in the early modern and modern eras. This course will examine the period from 1700 to the present through the increased role of European capital and colonialism, regional responses to the rise of Europe, the changes brought about by World Wars and decolonization, and the region's place in a post-Cold War global system.
Jeffery Dyer

HIST3030 Study and Writing of History: From Hiroshima to Fukushima (Fall: 3)
Prerequisites: The History Core, Parts I and II and History Major Standing
Periodically

The atomic bombings of Hiroshima and Nagasaki in August 1945 and the meltdown of the Fukushima Daiichi Nuclear Facility in March 2011 frame a range of Japanese (and global) historical experiences with environmental catastrophe. This course offers opportunities to investigate, through original research, the social, cultural, ecological, and political consequences of such disasters in Japan and what they have meant elsewhere. Students are encouraged to explore issues of environmental sustainability from a historical perspective. Students will use a range of primary materials from policy papers and public media sources to individual testimonies and the visual arts. Using the internet responsibly will be an important focus.
The Department

HIST3031 Study and Writing of History: Historical Memory in the Global 1990s (Fall: 3)
Prerequisites: The History Core, Parts I and II and History Major Standing
Periodically

The 1990s witnessed a "memory boom" around the world. Fifty years after World War II, new claims of restitution for and commemoration of war atrocities assumed an unprecedented urgency in politics and public culture as survivors and veterans neared the end of their lives. More generally, how societies remember, and what they forget, became an explosive subject of public debate about reconciliation in the age of post-Cold War global reorientation. This course offers opportunities to investigate, through original research, one of the many "history wars" as they unfolded in East Asia, Europe, the American South, and elsewhere.
Franziska Seraphim

HIST3201 Study and Writing of History: Material Culture (Fall: 3)
Prerequisites: The History Core, Parts I and II and History Major Standing
Periodically

Students will learn to write history using things as well as texts. We will begin the course by reading secondary literature on how to read objects. Each student, in consultation with the professor, will then choose a kind of material evidence, a period and a topic, and the rest of the semester will be devoted to learning how to research and write an ambitious and original research paper. Topics in the past have included: Late-Roman women's fashion and social status in Roman floor mosaics; Grave-goods and the construction of early medieval childhood; Union and southern American Civil War amputation kits; British and American World War II ration cookbooks; and a comparative study of Soviet and American bomb shelters during the Cold War.
Robin Fleming

HIST3224 Study and Writing of History: Witchcraft and Magic, c.1400–1800 (Spring: 3)
Prerequisites: The History Core, Parts I and II and History Major Standing
Periodically

The purpose of the course is to introduce students to the practice of history through intensive reading and writing about witchcraft, magic and heresy in sixteenth and seventeenth-century Europe. Over this two hundred year period thousands of trials were conducted in church and secular courts for practices labeled sorcery, superstition, and heresy. At the same time, hundreds of published works on demonology by theologians, lawyers, and rulers portrayed in detail the many offenses against God and humanity committed by Satan and his human collaborators, the witches. Reading for the course will be chosen from primary sources (trial records, pamphlet literature, demonology, theology) and historians' interpretations. After a few weeks of common reading, students will work on individual projects.
Virginia Reinburg

HIST3255 Study and Writing of History: Coffeehouses, Pubs and Clubs: Associational Life in Europe (Spring: 3)
Prerequisites: The History Core, Parts I and II and History Major Standing
Periodically

This course will initiate you into the craft of doing history. It is an apprenticeship that begins by exposing aspiring historians to some of

the great practicing master historians in the field. The theme we will use to introduce the craft is associational life, which underwent radical transformation from the sixteenth and seventeenth to the eighteenth and nineteenth centuries. Using a variety of books and articles on this topic, the class will help you to develop a clearly defined topic, a manageable research plan and will give you the support you need to write a substantial research paper.
Penelope Ismay

HIST3260 Study and Writing of History: Public and Private in the Age of Revolution (Spring: 3)
Prerequisites: The History Core, Parts I and II and History Major Standing
Periodically

During these years Ireland experienced dramatic and often violent social and political change. Major events included the emergence of colonial nationalism and Republicanism, the Revolution of 1798, and the Act of Union. Traditional historiography has explored these events through the personalities of the major political leaders involved. More recent historical work has focused on political ideologies and social dynamics that underlie these developments. This course will take a different perspective by exploring Irish society through the experiences of a small rural community. Using the personal diaries, letters and papers of one rural Irish woman, Mary Shackleton of Ballitore, Co. Kildare, we will explore the use of personal papers in the writing of social and political history.
The Department

HIST3271 Study and Writing of History: The Melancholy of War (Fall: 3)
Prerequisites: The History Core, Parts I and II and History Major Standing

This course explores the history of war trauma and attempts to grapple with the psychological harm produced by modern warfare. It considers three perspectives and sets of sources: medical and psychoanalytic theories of war neuroses from nostalgia and neurasthenia to shell shock and post traumatic stress disorder; soldiers' letters and journals that provide access to the lived experience of armed conflict; and attempts to mediate the horrors of war in literary and art works. This course serves as an introduction to the tools of the historian and to the crafting of a research essay based on primary sources.
The Department

HIST3361 Study and Writing of History: Narrating and Documenting Latin America (Fall: 3)
Prerequisites: The History Core, Parts I and II and History Major Standing
Periodically

Students will write a study of how documents and texts produced in the United States present an important person, whether artist or politician, or an event, be it a natural disaster or a controversial election. The course focuses on the different types of clues about truths that sources offer.
Deborah Levenson

HIST3479 Study and Writing of History: Gender and Violence in American History (Spring: 3)
Prerequisites: The History Core, Parts I and II and History Major Standing
Periodically

Gender-based violence has a long history in the United States, one that has been shaped by changing gender norms, racial ideologies, and class relations. This course will look at the history of rape and sexual violence in the nineteenth and twentieth centuries to understand how definitions of those offenses have changed over time. By examining several key historical cases, we will explore the experiences of accusers, assailants, and third parties, while assessing the impact of feminism, nativism, and white supremacy in the outcomes. During the course of the semester, students will use primary sources to write a major research paper analyzing a historical case or topic of their own choosing.
Marilynn Johnson

HIST3484 Study and Writing of History: Happy Days: American Families from the Bomb to the Sexual Revolution (Spring: 3)
Prerequisites: The History Core, Parts I and II and History Major Standing
Periodically

This course examines the history of the American family from the end of World War II to the late 1960s. We will use a range of primary and secondary sources to explore major issues and themes connected to the family, including the Cold War, the civil rights movement, domesticity, work, and consumption. We will pay special attention to how family life—both ideal and lived—interacted with changing ideas about gender roles, sexuality, race, and class.
Arissa Oh

HIST4005 The Asia Pacific War (Spring: 3)
Prerequisite: The History Core, Parts I and II
Fulfills the Non-Western Requirement for History Majors

This course explores the centrality of World War II to the history of twentieth century East Asia with respect both to the preceding age of imperialism and colonialism and to the memory of the war, which continues to complicate East Asian relations today. The term "Asia-Pacific War" explicitly links the conflict between Japan and the United States commonly known as the Pacific War (1941–45) to Japan's expansionist ventures in Korea, Taiwan, the Chinese mainland, and southeast Asia, and considers the cultural and intellectual dimensions of the war along with the political and military ones.
Franziska Seraphim

HIST4041 Hero, Criminal or Dreamer? The First Emperor of the Qin (Spring: 3)
Prerequisite: The History Core, Parts I and II
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

HIST4131 History of the Ottoman Empire (Fall: 3)
Prerequisite: History Core
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

HIST4132 Nationalism in the Middle East Compared: Pan-Turkism, Pan-Arabism and Zionism (Spring: 3)
Prerequisite: The History Core, Parts I and II
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 spawn 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

HIST4135 History and Historiography of the Arab-Israeli Conflict (Spring: 3)
Prerequisite: History Core
Periodically
Fulfills Non-Western requirement for History Majors

This course introduces students to the history of the Arab-Israeli conduct from the inception of the Zionist movement in the nineteenth century until the end of the twentieth century. Given that history itself is a site of contestation in this conflict, the course will focus equally on the various and conflicting historical narratives and will explore fundamental issues in the relationship between history writing and ideology, especially the use of history as a tool for the shaping of collective identities and for legitimizing and justifying nationalist claims.
Dana Sajdi

HIST4140 The Middle East in the Twentieth Century (Spring: 3)
Periodically
Fulfills Non-Western Requirement for History Majors

Through the last eighty years the Middle East has been the site of many wars and conflicts. More recently it has become the most important source of the world's energy. This combination of strife and economic power has made it a vital and sensitive area for the entire globe.
Benjamin Braude

HIST4150 History of Modern Iran (Fall: 3)
Prerequisite: History Core
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

HIST4150 Modern Iran (Fall: 3)
Cross listed with POLI2420
Satisfies Cultural Diversity Core Requirement

This course will analyze the trends and transformations in the political, social, and cultural history of Iran from the late nineteenth century to the present. Particular emphasis will be placed on the following topics: Iran's encounter with the West in the nineteenth century and its impact on the country's economy and society, social and religious movements in the nineteenth century; the causes and consequences of the Constitutional Revolution of 1905–1909, Iran's modernization and political development under the Pahlavis (1925–1979), the causes and consequences of the Iranian Revolution of 1979, and Iran's postrevolutionary experience as an Islamic Republic.
Ali Banuazizi

HIST4190 Decolonization and the Cold War in Africa (Fall: 3)
Prerequisite: History Core
Cross listed with AADS4190
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

HIST4224 Health and Healing in the Middle Ages (Spring: 3)
Prerequisite: The History Core, Parts I and II
Periodically

This course investigates the diagnosis, treatment, and social implications of ailments in the medieval West. Through discussion of secondary and primary source material, we will consider the ways in which scientific and religious assumptions informed and were informed by medieval concepts of human health. Topics of the course include herbal, magical, and alchemical remedies; medieval notions of disability; saints, shrines, and miracles; and, the professionalization of medicine.
Zachary Matus

HIST4225 The Witch, the Church, and the Law (Spring: 3)
Prerequisite: The History Core, Parts I and II
Periodically

During the sixteenth and seventeenth centuries a convergence of political, social, and religious movements produced thousands of trials for crimes of witchcraft, sorcery, and superstition throughout Europe. This course explores these trials, particularly emphasizing their legal and ecclesiastical aspects. Related issues of popular belief in sorcery, magic, and diabolical activity will also be considered. Attention will be devoted to the question of why women were so frequently among the accused.
Virginia Reinburg

HIST4232 Michelangelo and His World (Fall: 3)
Prerequisite: History Core, Parts I and II
Cross listed with ITAL5521
Periodically

An interdisciplinary exploration of the life and works of Michelangelo Buonarroti, sculptor, painter, architect and poet, one of the greatest artistic geniuses of Western civilization. Against the historical backdrop of the High Renaissance in Italy, we will study his works, both artistic and literary, examining their roots in the political, philosophical, religious, artistic, and cultural debates of his age as well as in his personal biography.
The Department

HIST4239 Early Printed Books: History and Craft (Fall: 3)
Prerequisite: The History Core, Parts I and II
Periodically

In this course we will learn by both studying and making books. The course's topic is the revolution in ideas, culture, and technology spurred by Johan Gutenberg's invention of the printing press (c. 1450). We will read about printing, and study books from the Burns collections published before 1800. Finally, we will work with Barbara Adams Hebard in the book conservation lab, learning about paper, leather, and vellum, and making our own pamphlets and books to display in the lobby of O'Neill Library. Everyone will write a research paper and blog post.
Virginia Reinburg

HIST4240 The Reformation (Fall: 3)
Prerequisite: History Core, Parts I and II
Periodically

This course will explore the religious and social history of the Protestant and Catholic Reformations. We shall examine in detail the major theological and ecclesiological questions of the sixteenth century. We shall consider these questions by focusing on the ideas and activities of Erasmus, Luther, Calvin, Ignatius Loyola, and Teresa of Avila. However, we shall also devote considerable attention to the opinions and religious practices of the ordinary believer, Protestant and Catholic, female and male, peasant and aristocrat.
Virginia Reinburg

HIST4244 Global Political Catholicism (Fall: 3)
Prerequisite: History Core, Parts I and II
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.

HIST4249 Sex, Sexuality and Gender in the West (Fall: 3)
Prerequisite: The History Core, Parts I and II
Periodically

An integral part of the human experience, sex, sexuality and gender have repeatedly been dissected, defined, evaluated, feared and celebrated. In the process, these topics have also become central to questions of identity, history, politics and culture. Through reading and discussion of primary and secondary texts, this course introduces students to the multiple and conflicting roles that sex, sexuality, and gender have played in modern Western societies from the eighteenth century to the present. Topics include the critical examination of gender and its construction; the social control of "deviant" sexualities; notions of sex and the historical construction of sexual identity; sex, sexuality and gender in public discourse; and queer theory in historical practice.
Jason Cavallari

HIST4259 Theories of Violence (Spring: 3)
Prerequisite: The History Core, Parts I and II
Periodically

This course exams critical theories of violence in their historical contexts. The unprecedented destruction of the twentieth century generated new ways of thinking about symbolic, structural, psychic, and bodily harm. Beyond traditional moral vocabularies such as just war theory, we will read challenging thinkers such as Hannah Arendt, Walter Benjamin, Carl Schmitt, Frantz Fanon, and Slavoj Zizek who have addressed the distinctive qualities of the violence of our own modern age. Our goal will be to grasp what these worthwhile theorists were saying as well as to grapple with the times in which they wrote.
Julian Bourg

HIST4260 The French Revolution and Napoleon (Spring: 3)
Prerequisite: The History Core, Parts I and II
Periodically

Few periods in History have been debated, attacked, and glorified, as much as the French Revolution and the Napoleonic Empire. The period 1789–1815 both ended the "old regime" and signaled the dawn of the "modern" world. It ushered in an age of liberty and equality, built nations and empire, generated terror and total war. This course provides an introduction to these extraordinary years, looking at the social, political, and cultural upheavals that affected France, Europe, and the Caribbean in this age of "democratic revolution."
Thomas Dodman

HIST4278 Ireland Before the Famine (Fall: 3)
Prerequisite: History Core, Parts I and II
Periodically
Not open to students who have taken HIST2450.

The course will focus on the social and economic determinants of Irish political history during the early Penal era, the Age of Revolution,

the struggle for Catholic Emancipation, and the mid-century crisis. Themes explored will include economic development, sectarianism, republicanism, colonialism, and women's studies.
Kevin O'Neill

HIST4279 Ireland Since the Famine (Spring: 3)
Prerequisite: The History Core, Parts I and II
Periodically

This course will explore the complex political, cultural, and social history of Ireland since the Great Famine. Topics considered will include the Irish Famine, the emergence of the Irish Republican Brotherhood, Parnell and the Land War, Unionism, and the Crisis of Home Rule. We will also address the Gaelic and literary revival, woman's suffrage, the struggle for independence, Civil War and the partition of the island, economic development, The Troubles, and the emergence of the Celtic Tiger that has transformed Ireland over the past decade.
Oliver Rafferty, S.J.

HIST4281 Media and Modern Ireland (Spring: 3)
Prerequisite: The History Core, Parts I and II
Periodically

This course will use a variety of sources, including feature and documentary film, to address the transformation of twentieth century Irish society. Students will work with an array of primary and secondary sources to consider how the development of an indigenous film industry and an electronic media challenged and ultimately undermined a conservative political, cultural, and religious consensus that dominated life in post-independence Ireland.
Robert Savage

HIST4282 History of Northern Ireland, 1912 to the Present (Fall: 3)
Prerequisite: History Core, Parts I and II
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

HIST4283 Disunited Kingdom (Spring: 3)
Prerequisite: History Core, Parts I and II
Periodically

This course will provide an overview of British and Irish history in the nineteenth and twentieth centuries by exploring issues of nationalism and culture within both the United Kingdom and Ireland. Although Ireland and Irish-British relations will be the primary focus of the course, students will also consider how Scotland and Wales have developed dual identities which enable citizens of both nations to consider themselves "British" as well as Scottish or Welsh.
Robert Savage

HIST4290 Nazi Germany (Spring: 3)
Prerequisite: The History Core, Parts I and II
Periodically

Nazi Germany stands as one of the most obvious examples of evil in world history. Yet to think about the Third Reich historically means to understand that evil in all of its multiple dimensions: as a popular dictatorship, based on a radical social agenda domestically and an aggressive, expansionist foreign policy, and above all, in both cases, as a state based on explicit principles of racial community. This course will consider the Nazi regime as a social, political, military and ideological phenomenon, tracing it from its origins through its murderous apex to its final apocalyptic demise.
Devin Pendas

HIST4292 War and Genocide (Spring: 3)
Prerequisite: The History Core, Parts I and II
Periodically

Genocide has been one of the most tragic and disturbing global phenomena of the twentieth century. It has been truly global in scope, striking Asia, Africa, the Americas and Europe. In this course, we will explore the history of genocide and its relationship to war in global perspective, from the colonial genocides of the nineteenth century, the Armenian genocide in World War I, the Holocaust in World War II and the postcolonial genocides since 1945. We will also ask what might be done on an international level to combat genocide—either through military intervention or through legal prosecution.
Devin Pendas

HIST4294 Holocaust Literature: History, Memory, Legacy (Spring: 3)
Cross listed with SLAV6060 and ENGL6601
Periodically

See Course Description in the Slavic and Eastern Languages and Literatures Department.
Maxim D. Shrayer

HIST4296 After the End of History (Fall: 3)
Prerequisite: History Core, Parts I and II
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

HIST4336 Latin American Women Represent Themselves (Fall: 3)
Prerequisite: History Core, Parts I and II
Periodically
Fulfills the Non-Western Requirement for History Majors

After reading one general history of women and gender in Latin America, students will read testimonies by Latin American women. We will deal with the problem of the structure women give to their own lives in their narratives, as well as with more straightforward issues such as the

sexual division of labor, and the nature of family and of gender relations in Latin America. The testimonies will be used as windows into objective and subjective history and the ways in which these two intersect.
Deborah Levenson

HIST4341 Revolutionary Cuba: History and Politics (Fall: 3)
Prerequisite: History Core, Parts I and II
Cross listed with AADS3325
Satisfies Cultural Diversity Core Requirement
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

HIST4342 The Caribbean During the Cold War, 1962–1989 (Spring: 3)
Prerequisite: The History Core, Parts I and II
Cross listed with AADS3329
Periodically
Fulfills the 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

HIST4343 Slave Societies in the Caribbean and Latin America (Fall: 3)
Prerequisite: History Core, Parts I and II
Cross listed with AADS3373
Satisfies Cultural Diversity Core Requirement
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

HIST4370 Travelers in Latin America (Spring: 3)
Prerequisite: The History Core, Parts I and II
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

HIST4371 The Inquisition (Spring: 3)
Prerequisite: The History Core, Parts I and II
Periodically
Fulfills the Non-Western Requirement for History Majors

This lecture and discussion course for advanced students will consider the development of the Spanish Inquisition from its medieval roots to its early nineteenth-century demise. Divided roughly between Spain and the Americas, we will consider the following topics: the medieval co-existence of Jews, Muslims, and Christians in Spain; the "re-conquest" of the Iberian peninsula in the fifteenth century and the formation of the inquisition; the theological debates of the sixteenth century that determined the scope of heresy. Our focus will be on using the Inquisition as an insight into early modern culture in both Spain and the Americas.
Sylvia Sellers-Garcia

HIST4422 Race, Riots, and Rodeos: U.S., 1865–1900 (Spring: 3)
Prerequisite: The History Core, Parts I and II
Periodically

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

HIST4423 The Plains Indians (Spring: 3)
Prerequisite: The History Core, Parts I and II
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

HIST4449 United States, 1929–1960 (Fall: 3)
Prerequisite: History Core, Parts I and II
Periodically
Course not open to students who have taken HIST4849.

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

HIST4450 The U.S. Since 1960 (Spring: 3)
Prerequisite: The History Core, Parts I and II
Periodically
Course not open to students who have taken HIST4850

This course will explore the significant political, economic, and social developments in the United States since the end of World War II. Although the focus will be on domestic affairs, foreign policy will also be discussed to the extent that it affected internal events. Among the topics to be examined are post-war prosperity, the Red Scare, the struggle for racial and sexual equality, student protests in the 1960s, the problems of the modern presidency, and the contemporary crisis in the American economy.
Patrick Maney

HIST4453 Gender in American History (Fall: 3)
Prerequisite: The History Core, Parts I and II
Periodically

This course will explore changing and competing conceptions of manhood, womanhood, and gender relations in American history. Particular attention will be paid to the ways various constructions of gender have served the interests of a race, ideology, or class in American history, the relational nature of gender roles, and the ways prevailing gender ideals influenced men's and women's experiences in America.
Cynthia Lynn Lyerly

HIST4456 Seminar in College Teaching: Women's Studies (Fall/Spring: 3)
Cross listed with ENGL5603
Fulfills the Women Writers requirement for ENGL/LSOE majors.

See course description in the English Department.
Emily McWilliams

HIST4465 Law and American Society (Fall: 3)
Prerequisite: History Core, Parts I and II
Periodically

An examination of the role of the law in American life from colonial times to the present. This course is designed to acquaint the student with the influence of legal institutions upon the development of American political, social and economic patterns. Special attention will be given to the part played by the legal profession in the shaping of American society. This is not a course on the fine points of judicial logic, but a study of how Americans have viewed the law and use it to achieve their vision of a good society.
Mark Gelfand

HIST4466 Adoption and Kinship in America (Fall: 3)
Prerequisite: The History Core, Parts I and II
Periodically

In this class we will examine ideas of family and kinship by studying the history of adoption and family-making in the United States. How have Americans defined and enacted family and kinship? What is the relationship between these ideas and concepts of race, culture, class, gender, nation, rights, citizenship and identity? What do American practices of adoption tell us about how these concepts have changed over time? This course covers the period from the late nineteenth century to the late twentieth century and examines policies, cultural representations, experiences and controversies through a variety of sources.
Arissa Oh

HIST4467 U.S. Constitutional History (Spring: 3)
Prerequisite: The History Core, Parts I and II
Periodically
Alan Rogers

HIST4469 American Catholic History (Fall: 3)
Prerequisite: The History Core, Parts I and II
Periodically

This course will examine the history of the Roman Catholic church in America from 1492 to the present. Though the territory which became the United States was first settled by Europeans, Catholicism has existed in a largely non-Catholic America. We will examine how the church defined itself in that context, exploring such issues as: the establishment of the organization of the church throughout the country; the role of priests and religious women; immigration and the changing nature of the Catholic population; nativism and anti-Catholicism; and the growth of education as a charitable institution.
James O'Toole

HIST4474 A Tale of Two Cities: New York and Boston (Spring: 3)
Prerequisite: The History Core, Parts I and II
Periodically

Although New York City is more than a dozen times larger than Boston (according to the 2010 Census, Gotham has nearly 8.2 million people and the Hub about 620,000), the two cities followed remarkably parallel courses through the twentieth century. Both metropolises witnessed important transitions in the ethno-religious composition of their political leadership as well as significant divisions along racial lines. From schools to downtown development to transportation to cultural trends, a comparison of New York and Boston offers excellent insights into the American urban experience over the past 100 years.
Mark Gelfand

HIST4475 History of the American West (Fall: 3)
Prerequisite: History Core, Parts I and II
Periodically

This course surveys the economic, political, social and cultural development of the trans-Mississippi west. Beginning with early European conquest of the region, the course explores the history of the Western frontier as a zone of contact and conflict between Euro-Americans, Indians and Asian immigrants. We will also examine the rise of the modern urban West to a position of power in the twentieth century.
Marilynn Johnson

HIST4481 History of Black Nationalism (Fall: 3)
Prerequisite: History Core, Parts I and II
Cross listed with AADS2284
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 accomodationist, and their proponents will allow students to

analyze and compare the forces influencing the evolution, proliferation, retrenchment, and resurgence of nationalist constructs at various points in African American history.
Karen Miller

HIST4484 Gender and Sexuality in African American History (Fall: 3)
Prerequisite: History Core, Parts I and II
Cross listed with AADS3340
Periodically

This course examines the intersections of gender and sexuality as both categories of identity and modes of power in the shaping of the historical experiences of African Americans. Through readings and lecture, we will explore three broad and interconnecting themes: how cultural understandings of race have impacted cultural understandings of gender and sexuality (and vice versa); how dominant cultural notions of gender and sexuality have underpinned relations of power between blacks and whites; and how gender and sexuality have shaped relationships within African American communities.
Martin Summers

HIST4492 American Immigration II (from 1865) (Spring: 3)
Prerequisite: The History Core, Parts I and II
Periodically

This is the second half of 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 Irish, Italian, Jewish, Latino, and Asian Americans since the Civil War, with particular attention to the overseas origins of migration; patterns of settlement and mobility; questions of ethnicity, race, labor, and class; anti-immigrant sentiment; and government policy.
Kevin Kenny

HIST4495 U.S. Foreign Policy I (Fall: 3)
Prerequisite: History Core, Parts I and II
Periodically

This course is the first half of a two semester survey of the history of U.S. foreign relations from the Revolutionary War through the present day. Students will examine conflicting interpretations of America's role in the world and trace how that role has changed as the nation grew from thirteen isolated, parochial communities on the Atlantic coast to the greatest military and economic superpower in history. Important topics include the territorial expansion of the American empire, the development of—and debate over—constitutional powers, and the struggle for American markets in Asia and elsewhere.
Seth Jacobs

HIST4496 U.S. Foreign Policy II, 1945–Present (Spring: 3)
Prerequisite: The History Core, Parts I and II
Periodically

The continuation of HIST4495.
Seth Jacobs

HIST4601 Capstone: Boston College/Your Life (Spring: 3)
Cross listed with UNCP5532
You can take a Capstone class only as a senior or second-semester junior. Capstone classes may not be taken Pass/Fail. You may take only one Capstone class before graduation.

See course description in Capstone section of the University Courses section of this catalog.
J. Joseph Burns

HIST4823 Ireland at War in the Twentieth Century (Fall: 3)
Prerequisite: The History Core, Parts I and II
Periodically
Oliver Rafferty, S.J.

HIST4845 Facing the Past in Post-World War II Europe: Nazis, Collaborators, Bystanders, Resisters (Fall: 3)
Prerequisite: The History Core, Parts I and II
Periodically

This course examines the political and intellectual legacies of the interwar years and World War II in Europe. Across the continent, people did not only face the challenge of material rebuilding, but they were also forced to confront the intellectual and political consequences of fascism, National Socialism, collaboration, resistance, and civil war. We will study European societies on both sides of the Iron Curtain and ask to what degree the processes of confronting the past in Eastern and Western Europe were influenced by the specific postwar conditions.
Philipp Stelzel

HIST4901 Readings and Research: Independent Study (Fall/Spring: 3)
Prerequisites: Permission of professor and Director of Undergraduate Studies; History Core, Parts I and II

Students who wish to pursue a semester of directed readings with individual faculty members under this category must secure the permission of the faculty member and the Director of Undergraduate Studies. Lists of faculty members and their fields can be obtained from the Department.
The Department

HIST4921 Advanced Independent Research (Fall: 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

HIST4922 Advanced Independent Research (Spring: 6)
Prerequisite: Approval through the Honors Committee

See course description under HIST4921.
The Department

HIST4961 Honors Seminar (Fall: 3)
Prerequisite: Approval through the Honors Committee

This course, required for seniors doing an honors thesis or an advanced independent research project, will guide thesis writers through the art and mechanics of writing a thesis. In the seminar, students will regularly report on their progress, master citations and

bibliographies, learn how to structure and outline a project of this length, and by semester's end will prepare a draft of the introduction and first chapter.
The Department

HIST4962 Honors Thesis (Spring: 3)
Prerequisite: Approval through the Honors Committee

Students who have the approval of the History Department to enroll in a special honors project will carry this course as the credit vehicle for the paper produced in that project. This course is open only to students who have been given approval to enroll in an honors project.
The Department

HIST5005 Senior Colloquium: U.S. Occupations of Japan and Germany after WW II (Spring: 3)
Prerequisite: Senior History Major Standing
Periodically

The total defeat of Japan and Germany in 1945 resulted in a prolonged time of military occupation of both countries by the United States and other powers. These early years of "starting over" on the behest of the victors proved crucial in the making not only of postwar Japan and Germany and their respective regions, Asia and Europe, but also of the United States. In this course, students become comparative historians as they examine similarities and differences between these two experiences of occupation, from demilitarization and democratization to the making of America's most committed allies at the opening stage of the Cold War.
Franziska Seraphim

HIST5190 Senior Colloquium: Nations and Nationalism (Fall: 3)
Prerequisite: Senior History Major Standing
Periodically

Where do national identities come from? Why is the world divided into discrete nation-states? How has nationalism been imagined and practiced at different times and in different places? This course explores the history of nationalism and the nation form, covering a range of theoretical literature and a variety of case studies from across the nineteenth and twentieth-century world. Special attention will be given to the relationship between empire and nationalism, issues of gender and race, and the position of diaspora and political internationalism in the modern world.
Priya Lal

HIST5301 Senior Colloquium: Chocolate and Sugar, Silver and Gold: Latin America and its Commodity Empires (Fall: 3)
Prerequisite: Senior History Major Standing
Periodically

From the pursuit of spices and gold in the fifteenth century to the banana boom of the twentieth, commodities, and the desire for commodities, have deeply influenced the economic, social, and cultural history of the last five hundred years. Focusing on the history of the Americas, this course will explore how the acquisition of commodities helped to drive imperialism and how the consumption of commodities have shaped colonizer and colonies alike.
Sylvia Sellers-Garcia

HIST5302 Senior Colloquium: Latin American History through Art (Spring: 3)
Prerequisite: Senior History Major Standing
Periodically

Latin America is rich in both indigenous artist traditions and self-defined vanguard movements. Although we often assume that solitary individuals make art, Latin America History though Art explores the ways which artist production is social. It examines how the visual arts reflect, interpret and generate the social history in which these are embedded. It focuses on the twentieth century and on the mediums of painting and performance art, a genre that "tells the present," and has had both local and international impacts.
Deborah Levenson

HIST5450 Senior Colloquium: Spy Books: Primary Source Readings in U.S. Intelligence History (Spring: 3)
Prerequisite: Senior History Major Standing
Periodically

The case of former CIA employee and NSA contractor Edward Snowden has brought the problems of government secrecy and mass surveillance to the forefront of public discourse. This course examines these problems from an historical viewpoint and explores the intersections of surveillance and civil liberties. The methodology includes reading books and monographs written by spies, alleged spies, and intelligence defectors. The books will be works which shifted the contemporaneous conversation about the limits of government surveillance. These works include the speeches of Tyler Gatewood Kent, Herbert O. Yardley's *The Black Chamber,* Kim Philby's *My Secret War, Death House Letters of Ethel and Julius Rosenberg,* and Philip Agee's *Inside the Company.* The books will provide fulcra toward a better understanding of a survey of modern U.S. intelligence history since World War I.
Charles Gallagher

HIST5463 Senior Colloquium: U.S. Bill of Rights (Spring: 3)
Prerequisite: Senior History Major Standing
Periodically

U.S. public opinion polls reveal that most Americans are ignorant of the contents of the Bill of Rights and if read to them separately they tend to react negatively to their intent to protect American's fundamental rights. This course will track the judicial, political, and social history of the Bill of Rights from its origins to tomorrow's Supreme Court decisions.
Alan Rogers

HIST5491 Senior Colloquium: Topics in U.S. Immigration History (Fall: 3)
Prerequisite: Senior History Major Standing
Periodically

This senior colloquium will delve into a number of topics in U.S. immigration history since the mid-nineteenth century that we do not ordinarily have time to discuss in more general immigration history classes. The readings will therefore be arranged thematically rather than chronologically. Some of the topics we will cover are deportation, refugee admissions and resettlement, immigration fraud, smuggling, and trafficking. Students will research and write a paper on a subject of their choice that will demonstrate mastery of historical methods and analysis.
Arissa Oh

HIST5501 Making History Public: Boston College (Spring: 3)
Prerequisite: History Core, Parts I and II
Periodically

In this course, students will work together to plan and produce a semester-long exhibition that will be displayed in the public spaces of Stokes Hall. This exhibit will document the 150 years (1863–2013) of the history of Boston College itself. Using the documentary, photographic, and other resources of the University Archives in Burns Library, students will identify themes (such as the changing nature of student body, the curriculum, and the campus) and the sources that best illustrate those themes. Students will select the items to be exhibited, prepare captions and other explanatory materials, and consider how best to display the results of their research.
James O'Toole

HIST5502 Making History Public: Monuments and Monumentality (Fall: 3)
Prerequisite: The History Core, Parts I and II
Periodically

What are monuments? Why are they erected? And why are monuments so central to any introduction to, or history of, a place or city? What do we get from viewing, experiencing, and learning about monuments? In short, the theme of this course is how we make monuments and how monuments make us. We will explore rare historical books found at the John J. Burns Library, which describe and represent buildings and monuments in various times and places. The course will result in an exhibition of both excerpts of the books and the monuments therein.
Dana Sajdi

The Honors Program

Contacts

- Associate Director: Michael Martin, 617-552-3315
- Administrative Assistant: Gail Rider, 617-552-3315
- Email: cashp@bc.edu
- Web address: www.bc.edu/schools/cas/honors

The Structure of the Honors Program

Freshman and Sophomore Year

In their first two years, students take a 4-semester sequence of 6-credit courses titled The Western Cultural Tradition taught in the seminar fashion. The course content reflects the fact that the course fulfills the Core requirements in literature and writing, philosophy, theology, and social science.

Though individual instructors vary their reading lists, there is broad agreement about the central texts in the first two years of the Honors Program. The first year deals with the classical tradition beginning with Greek and Latin literature including the Homeric epics, the Greek tragedies and the philosophy of Socrates, Plato and Aristotle. First year continues with the Hebrew Bible and the New Testament, the literary and philosophical texts of the late Roman Empire early Christianity such as Virgil's *Aeneid* and St. Augustine's *Confessions,* and medieval works such 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 offing) the Honors Program will drop the requirement altogether.

Course Offerings

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

HONR1101 Western Cultural Tradition I (Fall: 3)
Corequisite: HONR1102

All students in the Honors Program are required to take Western Cultural Tradition I–IV (HONR1101–HONR1104) as freshmen and Western Cultural Tradition V–VIII (HONR3301–HONR3302) as sophomores. These are two 3-credit courses each semester (a total of 24 credits), and they substitute for the normal Core requirements in Theology, Philosophy, English and (for non-majors) Social Science. They are open only to students in 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

HONR1102 Western Cultural Tradition II (Fall: 3)
Corequisite: HONR1101

See course description under HONR1101.
The Department

HONR1103 Western Cultural Tradition III (Spring: 3)
Corequisite: HONR1104

Students in the Honors Program are required to take Western Cultural Tradition I–IV (HONR1101–HONR1104) as freshmen and Western Cultural Tradition V–VIII (HONR3301–HONR3302) as sophomores. These are two 3-credit courses each semester (a total of 24 credits), and they substitute for the normal Core requirements in Theology, Philosophy, English and (for non-majors) Social Science. They are open only to students in 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

HONR1104 Western Cultural Tradition IV (Spring: 3)
Corequisite: HONR1103

See course description under HONR1101.
The Department

HONR1201 Western Cultural Tradition V (Fall: 3)
Corequisite: HONR1202

See course description under HONR1101.
The Department

HONR1202 Western Cultural Tradition VI (Fall: 3)
Corequisite: HONR1201

See course description under HONR1101.
The Department

HONR1203 Western Cultural Tradition VII (Spring: 3)
Corequisite: HONR1204

See course description under HONR1101.
The Department

HONR1204 Western Cultural Tradition VIII (Spring: 3)
Corequisite: HONR1203

See course description under HONR1101.
The Department

HONR3301 Twentieth Century and the Tradition I (Fall: 3)

This is a continuation of the Western Cultural Tradition course into the twentieth century, and it is required of all Honors Program juniors. The course describes what happened to the tradition in the twentieth century, how it got criticized and rethought, and how it absorbed new forms of knowledge and new points of view. The first semester deals with the period up to World War II and focuses on both the excitement engendered by the cultural movement called Modernism and the darker forces that accompanied it.
The Department

HONR3302 Twentieth Century and the Tradition II (Spring: 3)

The second semester of this course deals with the key cultural issues of the latter half of the century, especially those grouped under the heading of Postmodernity. Here the focus will be on the fundamental critique of the tradition posed by post-structuralist cultural theories, feminism, deconstructionism, the communications revolution, changing views of non-Western cultures, and new perspectives centering on race, ethnicity, and gender. The crucial question to be addressed is whether, and on what terms, it is possible to construct a reliable identity and an adequate basis for moral choice and political action.
The Department

HONR4901 Readings and Research (Fall/Spring: 3)
The Department

HONR4921 Advanced Independent Research (Fall/Spring: 6)
The Department

HONR4931 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

HONR4933 Autobiographical Novel/Memoir (Fall: 3)

This seminar will focus upon the genre of autobiography, its origins and evolution and the resulting variations that have emerged from the traditional concept, as established with Augustine's *Confessions.* Moving from the fundamentals of the genre, as defined in Gusdorf's essay on the pact between author and reader, our pattern will be a comparative study of texts such as Brontë's *Wuthering Heights,* Svevo's *The Conscience of Zeno,* Goethe's *Sorrows of Young Werther* and Akhmatova's *Requiem* as well as more contemporary texts including Dubus and Munro. In addition to careful analysis of selected texts, we will explore Olney's essays on autobiography.
Susan Michalczyk

HONR4934 Dante: Reflecting on Our Journey (Spring: 3)

The primary text will be Dante's *Commedia: Inferno, Purgatorio, Paradiso,* translated by Hollander. With the understanding that most Honors Program students have had some experience reading Dante's epic poem as freshmen, the seminar will be based upon the text while addressing broader topics such as government, religion, poetry, history and the like. There may be greater exploration of politics, philosophy, psychology, science, social structure within the context of medieval

Florence, supported by additional texts, such as the *Vita Nuova, De Monarchia* (Dante's works) and other works by various poets, religious figures from classical times through medieval including contemporary interpretations.
Susan Michalczyk

HONR4935 The Language of Liturgy (Fall: 3)
Cross listed with THEO1198 and LING2321
Periodically

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

HONR4938 Law, Medicine, and Public Policy (Fall: 3)

Law, Medicine and Public Policy examines legal and public policy issues in medicine. It is designed so that students take a position on difficult or emerging issues such as treatment of infants at the margins of viability, physician refusal of requested life-prolonging treatments, experimentation, new forms of reproduction, issues in managed care, etc. The goal is to have the students recognize inadequacies or difficulties in present practices and to formulate policies for new or developing issues in medicine. Class discussion is used to achieve this goal.
John J. Paris, S.J.

HONR4941 What Is Law? (Fall: 3)
Cross listed with POLI1274

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 suggest an alternative answer: that the law is a mere human construct. This seminar will explore the two possibilities through a mix of theoretical and practical works.
Alice Behnegar

HONR4945 A Romantic Reprise (Fall/Spring: 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

HONR4950 Avant-Garde, Silver Age, Modernism in Russia (Fall: 3)
Cross listed with SLAV3175 and ENGL2259

See the course description in the Slavic and Eastern Languages and Literatures Department.
Thomas Epstein

HONR4961 Senior Honors Thesis (Fall/Spring: 3)
The Department

International Studies

Contacts

- Director: Robert G. Murphy, Associate Professor, Economics, Maloney Hall, Room 394, 617-552-3688, murphyro@bc.edu
- Associate Director: Adjunct Assistant Professor Hiroshi Nakazato, Carney 247, 617-552-4892, nakazato@bc.edu
- Program Administrator: Patricia McLaughlin, Gasson 109, 617-552-2800, mclaugpp@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 90 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

At least 43 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 22 credits in at least 7 courses as described below.

- INTL2500 Introduction to International Studies (4 credits)
- ECON1131 Principles of Microeconomics (3 credits)
- ECON1132 Principles of Macroeconomics (3 credits)
- One Comparative Politics (POLI) Course (3 credits)
- INTL/THEO5563 Ethics, Religion and International Politics (3 credits)
- Two of the following History, Culture & Society courses (6 credits):

  COMM2262/INTL2262 Online Communication & Global Society
  ENGL4503/INTL5503 Global Englishes
  HIST1005–1006 Asia in the World I and II
  HIST1077/1078 Globalization I and II
  HIST1019 Democracy, Rights & Empire
  HIST1023 Eurasia in the World I
  HIST1055–1056 Globalization I and II
  HIST1059–1060 Islam and Global Modernities I and II
  HIST1063–1064 Latin America in the World I and II
  HIST4496 U.S. Foreign Policy II 1945-present
  SOCY1003 Introductory Anthropology
  SOCY1040 Global Sociology

THEO1161–1162 The Religious Quest
THEO7507 Theology of Religion
Upper-division history, social science, or humanities courses that are approved by the International Studies Director or Associate Director.

Disciplinary Base: At least 18 credits in at least 6 courses as described below.

Choose a Disciplinary Base in Economics, Political Science, Ethics and International Social Justice, or Global Cultural Studies.

Economics Base:

- ECON2201 or ECON2203 Microeconomic Theory (3 credits)
- ECON2202 or ECON2204 Macroeconomic Theory (3 credits)
- ECON1151 or ECON1157 Statistics (4 credits)
- ECON2228 Econometrics (4 credits) or ECON3308 Game Theory in Economics (3 credits)
- Two electives chosen from (6 credits):
  ECON2271 International Economic Relations
  ECON2273 Development Economics
  ECON2275 Economic Development: The Experience of El Salvador
  ECON3371 International Trade
  ECON3372 International Finance
  INTL3374/ECON3374 Development Economics and Policy
  ECON3375 Economic Growth and Development
  ECON3377 The World Economy: From the Gold Standard to Globalization

Political Science Base:

- POLI1041–1042 Fundamental Concepts of Politics and Introduction to Modern Politics (6 credits)
  Students with AP Government may substitute another POLI course for POLI1042. POLI1021 How to Rule the World may be substituted for POLI1041; POLI1061 Introduction to American Politics may be substituted for POLI1042
- INTL3540 Research Methods in International Studies or another methods course, e.g., POLI2415 Models of Politics (3 credits)
- Three electives in International Politics or Comparative Politics (Political Science courses numbered at the 4000 or 5000 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):
  PHIL4440 Historical Introduction to Western Moral Theory
  PHIL5500 Philosophy of Law
  PHIL5524 Ethics: An Introduction
  THEO2160 The Challenge of Justice
  THEO4496 The Moral Dimensions of the Christian Life
  THEO7507 Theology of Religions
  THEO7762 Christian Ethics: Major Figures
- **Foundations in the Social Sciences (providing an introduction to this approach)**
  Choose one of the following (3 credits):
  HIST3300 The Study and Writing of History (course selected with attention to its relevance to International Studies)
  INTL3540 Research Methods in International Studies
  POLI2415 Models of Politics
  POLI2422 Comparative Social Movements
  ECON2271 International Economic Relations
  ECON2273 Development Economics
  SOCY1003 Introduction to Anthropology
  SOCY1049 Social Problems
  SOCY1093 Comparative Social Change
  SOCY2210 Research Methods
  SOCY2215 Social Theory
  NURS1210 Public Health, (with relevant concentration)
  Electives—select electives according to one of the following options:

Select four electives of at least 12 credits in the area of normative philosophical, theological, or normative political approaches to international affairs. Pre-approved clusters are available; courses not listed and independent clusters must be pre-approved. The twelve credits of electives should be from one cluster.

The International Normative Ethics cluster draws mostly from philosophy, theology, and related courses in other departments. The other thematic clusters draw mostly from the social sciences, including history.

Global Cultural Studies Base

Foundational Courses

- **Theoretical Perspectives on Culture and/or the Arts—One course in each of the following two areas:**
  Choose one of the following (3 credits):
  ARTH1109 Clues to Seeing
  COMM4442 International and Intercultural Communication
  ENGL3232 Literature and Social Change
  ENGL4551 Introduction to Literary and Cultural Theory
  FILM3381 Propaganda Film
  SOCY1003 Introductory Anthropology
  SOCY1093 Comparative Social Change
- **Research Strategies and Methods for the Study of Culture**
  Choose one of the following (3 credits):
  HIST3300 Study and Writing of History (course selected with attention to its relevance to International Studies)
  INTL3540 Research Methods in International Studies
  LING2379 Language and Ethnicity
  SOCY2210 Research Methods
  SOCY2215 Social Theory
  SOCY5509 Feminist Approaches to Theory and Methodology
  SOCY5511 Ethnography and Field Research
- 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

- INTL4941 International Studies Seminar (3 credits) or Senior Thesis:
  INTL4951 Senior Honors Thesis I (3 credits)
  and
  INTL4952 Senior Honors Thesis II (3 credits)
  Note: INTL4951 may count as an elective toward a student's disciplinary base.

Minor Requirements

The minor is open to students who submit an acceptable course of study. The Carroll School of Management provides an International Studies minor specifically for CSOM students. Eligible students wishing to declare an IS Minor must do so by the first semester of their Junior year, no later than the last day of drop on or about October 3. Enrollment forms and instructions can be found on our website at isp@bc.edu. 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)
- International Political Economy (IPE)
- Development Studies (DS)
- Ethics and International Social Justice* (EISJ)
- Global Cultural Studies** (GCS)

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

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

The curriculum of the International Studies Minor is as follows:

- Foundation Course I: INTL3510/POLI3510 Globalization (3 credits), INTL2546 World Politics, or POLI1501 Introduction to International Politics (open to freshmen and sophomores only) (3 credits) (choose one; 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 web site 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 web site 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:

- ECON1131 Principles of Microeconomics
- ECON1132 Principles of Macroeconomics

Students may also consider taking one or both of the basic courses in Political Science which fulfill Disciplinary Base requirements for Political Science track for International Studies major as well as social science requirements of the University Core.

- POLI1041 and POLI1042 Fundamentals Concepts of Politics and Intro to Modern Politics

To enroll in POLI1041 or POLI1042 students need to declare a Political Science major.

Although the following courses are not required, they provide excellent background for the major in International Studies, fulfill University Core requirements in Theology and History, and may be used to fulfill the International Studies core requirement in History, Culture, and Society:

- THEO1161–1162 The Religious Quest I and II
- HIST 1005–1006 Asia in the World, HIST1019-1020 Democracy, Rights and Empire, HIST1023–1024 Eurasia in the World, HIST1055–1056 Globalization, HIST1059–1060 Islam and Global Modernities, or HIST1063–1064 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 mclaugpp@bc.edu or 617-552-2800.

Course Offerings

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

INTL2260 International Environmental Science and Policy (Fall: 3)
While no specific science classes are required as prerequisites, students should be familiar with basic scientific methods and principles.

This course examines both the science underlying today's international environmental problems and the policy decisions that drive human actions and responses. The natural environment underlies every other human system: economic, political, cultural/religious, etc., and when it is perturbed, every system above it feels the effects. We will study the science behind climate change, deforestation, ocean/wildlife issues, and food security and look at how U.S. domestic laws, international treaties and conventions, international organizations like UNEP, and NGOs shape the way humanity deals with these problems.
Andrew Tirrell

INTL2261 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

INTL2273 Human Rights and UN Review Process (Fall: 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.
Andrew R Tirrell

INTL2475 Kuwait: Politics and Oil in the Gulf (Summer: 3)
Cross listed with ICSP2475 and POLI2475
Satisfies Cultural Diversity Core Requirement

This seminar addresses the comparative and international politics of the Gulf States, with emphasis on Kuwait and Saudi Arabia. It analyzes state formation, state-society relations, democratization, the rise of Islamism and regime stability, foreign policies, regional politics, and the politics of OPEC and international oil markets. It assesses the effects of oil on domestic and foreign policy. Finally, it highlights pressures for political liberalization and growth in civil society. Students visit sites of political, religious, and historical significance throughout Kuwait and the Gulf, attend presentations at the National Assembly and Ministry of Foreign Affairs, and meet with English-speaking Kuwaiti students.
The Department

INTL2500 Introduction to International Studies (Spring: 4)
Corequisite: INTL2505

This course provides an introduction to international studies. It is required for international studies majors and assumes no prior coursework in related disciplines. The course lays the theoretical and empirical groundwork for understanding the ways in which international influences shape the world's economies, polities, societies, and cultures and the consequences for global conflict and cooperation.
The Department

INTL2531 Politics of Energy in U.S., Comparative and Global Perspective (Spring: 3)
Cross listed with POLI2531
Periodically

See course description in the Political Science Department.
David A. Deese

INTL2546 World Politics: Conflict and Cooperation (Spring: 3)
Corequisite: INTL2547
Satisfies Foundation I requirements for the International Studies minor. Course may be used as an elective for certain INTL minor concentrations (ICC, IPE, EISJ). Students with INTL2500 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

INTL3374 Development Economics and Policy (Fall: 3)
Prerequisites: ECON2201 or ECON2203 and ECON2202 or ECON2204
Cross listed with ECON3374
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

INTL3388 Economic Policy Analysis in Turbulent Times: Europe and Turkey (Summer: 4)
Prerequisite: Permission of instructor required
Cross listed with ECON3388

See course description in the Economics Department.
Christopher Baum
Can Erbil

INTL3510 Globalization (Fall/Spring: 3)
Prerequisite: Department permission required
Cross listed with POLI3510

This course examines the political, economic, social and cultural implications of the increasingly integrated world system. The course focuses on conflicting assessments of international institutions (IMP,

World Bank, WTO) and economic integration and the effects of globalization on state sovereignty, social cohesion, cultural diversity, and autonomy.
Paul Christensen

INTL3521 International Law (Fall: 3)
Cross listed with POLI3521

This course examines the role of international public law (the "law of nations") in the world today. It takes as its starting point the academic (and practical) debate about the utility of international law in world politics. From there, we consider the philosophical foundations of law, the sources of international law, and the application of international law in different arenas. In particular, the course will focus on how international law deals with a number of issues, including the connection between domestic and international law and the laws on territory, jurisdiction, human rights, and security, as well as other relevant topics.
Hiroshi Nakazato

INTL3540 Research Methods in International Studies (Fall: 3)

This course is designed specifically for students in the Political Science and the History, Culture, and Society (HCS) tracks of the International Studies major. It lays the groundwork for understanding qualitative research methods in the social sciences. Students interested in quantitative research methods are urged to take additional courses offered in other departments to augment the material covered here. This course complements and supplements IN 497 Senior Thesis, but the two courses are independent.
Hiroshi Nakazato

INTL4429 Globalization and the Media (Spring: 3)
Cross listed with COMM4429
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.
Matt Sienkiewicz

INTL4540 Qualitative Research Methods (Spring: 3)

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 Kay Hoang

INTL4911 Independent Study (Fall/Spring: 3)
Prerequisite: Department permission required
By Arrangement
Hiroshi Nakazato

INTL4941 International Studies Senior Seminar (Fall/Spring: 3)
Cross listed with SOCY4942
Open only to Seniors majoring in International Studies

This seminar is required of seniors majoring in International Studies. It provides participants with a common vocabulary for analyzing the current international environment politically, economically, and socially. It also examines how to integrate cultural questions and expression into the discipline. Students will explore possibilities for future global relationships in an informed and constructive way and exchange their views, questions, and research in an atmosphere of mutual respect and trust.
The Department

INTL4951 Senior Honors Research (Fall: 3)
By arrangement.

Weekly seminar/workshop for IS seniors writing a senior thesis.
Hiroshi Nakazato

INTL4952 Senior Honors Thesis (Spring: 3)
Hiroshi Nakazato

INTL5253 International Law of Food (Summer: 3)
Cross listed with LAWS5253

This course, one of the few if not the only in the world to address this critical subject matter, identifies and analyzes contemporary international legal and policy issues related to food including supply, safety, security, subsidies, and trade. Students will master legal and structural analytical tools for addressing these increasingly important challenges of concern to all global citizens, including in particular undergraduates potentially interested in attending law school seeking an introduction to legal method. Field trips include visits to the European Food Safety Authority and the UN Food and Agriculture Organization in Rome. The course stresses the development of skills to enable students effectively to grapple with new and emerging issues in this ever-changing and expanding field.
David Wirth

INTL5563 Ethics, Religion, and International Politics (Fall/Spring: 3)
Prerequisite: Department permission required
Corequisites: INTL660500–660502
Cross listed with PHIL5563 and THEO5563
See International Studies or the Theology Department for registration approval. Preference to Theology and International Studies majors and minors.

An examination of the role of religion in international politics and of ethical approaches to international affairs. Special emphasis will be given to religion as a source of conflict, religious communities as transnational agents for justice, protection of human rights, and peace; the historical development and contemporary formulations of ethical norms for the use of force; and ethical and religious contributions to reconciliation and solidarity.
Aspen Brinton
David Hollenbach
Erik Owens

INTL5563 Ethics, Religion, and International Politics (Fall/Spring: 3)
Corequisite: INTL6605
Cross listed with THEO5563 and PHIL5563
See Theology or International Studies Department for registration approval. Priority given to senior Theology and International Studies majors. You 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, peacemaking, human rights, globalization, economic justice, and the use of force in war or humanitarian interventions.
David Hollenbach
Erik Owens

INTL5601 Advanced Independent Research (Fall/Spring: 6)
Prerequisite: Department permission required
Hiroshi Nakazato

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 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 nonmajors, 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: POLI1041/1042 Fundamentals of Politics I and II
- Fine Arts: ARTH1101/1102 Art from Prehistoric Times to High Middle Ages/Art: Renaissance to Modern Times
- History: Two courses from the HIST1001–1094 sequence: HIST1059 Islam and Global Modernities preferred
- Theology: Any of the two-semester University Core requirements: THEO1161 Religious Quest preferred
- Slavic and Eastern Languages and Literatures: Any two of the following: NELC2061 Language and Identity in the Middle East, NELC2062 States and Minorities in the Middle East, NELC2161 Modern Middle Eastern and Arabic Literature, NELC2063 Near Eastern Civilization

Base Discipline Electives: Two Courses

Political Science:
POLI2363 Muslims in U.S. Society and Politics
POLI2403 Rise and Rule of Islamic States
POLI2414 Politics and Society in Central Eurasia
POLI3444 Intellectuals & Politics in the Middle East
POLI/INTL2475 Kuwait: Politics & Oil in the Fulf
POLI2502 U.S.-Iran Relations since World War II
POLI3527 Terrorism and Political Violence
POLI2528 International Relations of The Middle East
POLI2615 Islam and Liberal Democracy
POLI2638 Islamic Political Philosophy
POLI7700 Muslims & American Institutions
POLI7806 Political Cultures of the Middle East
POLI7812 State-Church Relations in Modern Europe
POLI7813 Islam in Europe

History:
HIST4140 Middle East in the Twentieth Century
HIST4150 Modern Iran
HIST4370 Byzantium and Islam
HIST4131 Rise and Fall of the Ottoman Empire
HIST4135 History & Historiography of Arab Israeli Conflict
HIST4122 Odysseys in the Western and Islamic Traditions
HIST4090 Modern South Asia
HIST4497 Terror and the American Century

Theology:
THEO3116 Medieval Religions & Thought
THEO1225/ICSP2225 Exploring the Religious Worlds of Istanbul and Anatolia
THEO5351 Faith Elements in Conflict
THEO5352 Israelis and Palestinians
THEO5441 Ibn 'Arabi & The Islamic Humanities: Islamic Philosophy & Theology
THEO5544 Prophetic Tradition and Inspiration: Exploring the Hadith
THEO5554 Encountering the Qur'an: Contexts and Approaches
THEO5566 Mystical Poetry in the Islamic Humanities

Fine Arts:
ARTH2213 Introduction to Islamic Architecture
ARTH2226 Islamic Spain/al-Andalus: Word, Monument, and Image
ARTH2280 Masterpieces of Islamic Art
ARTH3350 The Art of the Object/Islamic Art
ARTH4409 The Art of the Islamic Book
ARTH4412 Cairo: City of 1001 Nights

FILM3314 Cinema of the Greater Middle East
Slavic and Eastern Languages and Literatures:
NELC1211/1212 Modern Hebrew I and II
NELC1251/THEO 5582 Biblical Hebrew
NELC1431/1432 Turkish for Scholars I and II
SLAV2069 Literature of the Other Europe in Translation
SLAV2067 Gender and War in Eastern Europe
SLAV2066 Conversion, Islam, and Politics in the Balkans
NELC4121/4122 Advanced Arabic I an II
SLAV2071 War and Peace in Yugoslavia
SLAV2065/SOCY 2280 Society/National Identity in the Balkans
SLAV2062 Exile and Literature
NELC2063 Near Eastern Civilizations
NELC2331 Advanced Readings in Persian Texts
LING3359 The Structure of Biblical Hebrew
NELC3162 Business Arabic
NELC4190 Advanced Tutorial Arabic

Electives: Three Courses

Majors choose three elective courses from an approved list found on our website at www.bc.edu/ics. 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 Director will review the proposed plan of study, in consultation with the student and Program Director, and if accepted, the Committee will grant approval for the student.

Fill out and email the proposed plan of study form before scheduling an appointment with the Associate Director. Whenever possible, the Associate Director will arrange for each student to receive continuing academic advisement from a faculty member in the student's academic major who is affiliated with the Islamic Civilization and Societies Program. Students will be expected to consult with the Associate Director at each semester registration period to update their plan of study.

Requirements for the Islamic Civilization and Societies Minor

- Six courses from the approved course list
- Selected courses must be from three different academic departments
- Required multidisciplinary foundation course ICSP1199 (fall semester)
- Two courses in Arabic or an equivalent language, at the intermediate level or above

Requirements for the Arabic Studies Minor

The Department of Slavic & Eastern Languages and Literature offers a minor in Arabic Studies, which covers areas of Modern Standard Arabic and Modern Hebrew, Modern Middle Eastern Literature and Cultural History, and Near Eastern Civilizations.

- Six approved one-semester courses
- Two in Modern Standard Arabic, above the intermediate level
- Four in Middle Eastern languages, cultures, literatures and civilizations. May include a language course in Modern (Israeli) Hebrew, courses taught in translation, and Near Eastern Civilizations

For additional information see Slavic & Eastern Languages and Literatures.

Course Offerings

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

ICSP1199 Islamic Civilization (Fall: 3)
Cross listed with HIST2101 and THEO1174
Satisfies Cultural Diversity Core Requirement

This course introduces the varieties of Islamic civilization from the seventh century to the modern world. It explores not only the tenets of faith and practice, and political, social, theological, and economic history, but also considers Muslim cultural and intellectual contributions, including by women, from Indonesia to Morocco and in the Western world. Students will read primary sources, listen to recordings, and view films. The course will emphasize the variety of experiences of Muslims and their contributions to the world.
David DiPasquale

ICSP2250 Conversion, Islam, and Politics in the Balkans (Spring: 3)
Cross listed with SLAV2066
Satisfies Cultural Diversity Core Requirement
Periodically

See course description in the Slavic and Eastern Languages and Literatures Department.
Mariela Dakova

ICSP2309 Music and Culture in the Middle East (Spring: 3)

This course explores the relationship between different music traditions of the Middle East and their respective cultural contexts. It addresses issues of music's structure and content vis-à-vis its role in social, political and religious situations in the region; the ways that these forces influence musical aesthetics, while also addressing the role of music in the Middle East historically. The cultural areas covered in this class include the Arab World, Iran, Turkey, and Afghanistan.
Ann Lucas

ICSP2475 Kuwait: Politics and Oil in the Gulf (Summer: 3)
Cross listed with INTL2475 and POLI2475
Satisfies Cultural Diversity Core Requirement

This seminar addresses the comparative and international politics of the Gulf States, with emphasis on Kuwait and Saudi Arabia. It analyzes state formation, state-society relations, democratization, the rise of Islamism and regime stability, foreign policies, regional politics, and the politics of OPEC and international oil markets. It assesses the effects of oil on domestic and foreign policy. Finally, it highlights pressures for political liberalization and growth in civil society. Students visit sites of political, religious, and historical significance throughout Kuwait and the Gulf, attend presentations at the National Assembly and Ministry of Foreign Affairs, and meet with English-speaking Kuwaiti students.
The Department

ICSP2615 Islam and Liberal Democracy (Fall: 3)
Cross listed with POLI2615

We will take advantage of current geopolitical controversies in order to unearth the theoretical core of the debate between Islam and the West. Materials related to the Islamic heritage will be placed next to arguments made on behalf of the West in relation to certain key issues, such as rights versus duties; religion and freedom; and democracy and progress. Modern, pre-modern, sacred, and secular texts will be studied. How can the secular world defend itself against a critique that begins from a position of faith and emphasizes virtue, God, and justice?
David M DiPasquale

ICSP2638 Islamic Political Philosophy (Fall: 3)
Cross listed with POLI2638
Periodically

What is the relationship between philosophy and Islam? Does the divine law (Shari'a) need to be supplemented with purely rational reflections on the nature and purpose of political life? What is the place of toleration and individual rights in the Islamic legal and philosophic tradition? We will explore these and similar questions by focusing on two particularly fertile periods of Islamic thought: the encounter of Islam with Greek philosophy in the classical period and its encounter with the modern secular west in late modernity.
David DiPasquale

ICSP3310 Women and Gender in Islam (Spring: 3)
Cross listed with THEO5500
Periodically

This course explores women and gender roles in Islamic history, civilization, and societies, beginning with the pre-Islamic period and continuing through the present. The goal is to present women and womens issues as central to the main narrative of Islamic history, rather than as a side story. This course explores questions related to both historical and contemporary religious interpretation and practice, Sunni, Shia and Sufi, as well as the impact of religion and gender constructs on womens access to the public sphere, positions of leadership, and legal status.
Natana DeLong-Bas

ICSP3328 Islam and the Iberian Peninsula (Fall: 3)
Cross listed with RLRL3328
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 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

ICSP4941 ICS Senior Seminar (Fall: 3)
Prerequisites: Seniors only. Department permission required.
Kathleen Bailey

ICSP4952 ICS Senior Thesis (Spring: 3)
Prerequisite: Department permission
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
Julia Elisenda Grigsby, *Associate Professor;* A.B., Harvard University; Ph.D., University of California at Berkeley
Robert H. Gross, *Associate Professor;* A.B., Princeton University; Ph.D., Massachusetts Institute of Technology
William J. Keane, *Associate Professor;* A.B., Boston College; M.S., Ph.D., University of Notre Dame
Rennie Mirollo, *Associate Professor;* B.A., Columbia College; Ph.D., Harvard 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
Dubi Kelmer, *Assistant Professor;* B.S., The Hebrew University of Jerusalem; Ph.D., Tel Aviv University
Brian Lehmann, *Assistant Professor;* B.S., Yale University; Ph.D., Massachusetts Institute of Technology
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
Jamison Wolf, *Adjunct Assistant Professor;* B.A., Bucknell University; Ph.D., Tufts University

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.

The Mathematics B.A. major requires completion of at least 33 credits, including:

- MATH2202 Multivariable Calculus or MATH2203 Multivariable Calculus (Honors)
- MATH2210 Linear Algebra or MATH2211 Linear Algebra (Honors)
- MATH2216 Introduction to Abstract Mathematics
- MATH3310 Introduction to Abstract Algebra
- MATH3320 Introduction to Analysis
- Eighteen elective credits chosen from MATH courses numbered 4000 or higher

No more than three credits may be accumulated toward the major in courses granting fewer than three credits.

With the approval of the Assistant Chair for Undergraduate Programs, advanced students may omit required courses, substituting three credits in MATH courses numbered 4000 or higher for each.

Bachelor of Science (B.S.)

The Bachelor of Science program in Mathematics is designed to give students a rigorous and thorough mathematical experience, one that includes connection to another area of scholarship in which mathematics is an essential tool. In particular, the program is strongly recommended for those who wish to pursue graduate study in mathematics.

Requirements for Mathematics B.S.

The Mathematics B.S. major requires completion of at least 36 credits, including:

- MATH2202 Multivariable Calculus or MATH2203 Multivariable Calculus (Honors)
- MATH2210 Linear Algebra or MATH2211 Linear Algebra (Honors)
- MATH2216 Introduction to Abstract Mathematics
- MATH3311–3312 Algebra I, II
- MATH3321–3322 Analysis I, II
- MATH4460 Complex Variables
- Twelve elective credits in mathematics numbered 4000 or above
- Twelve credits in natural science, computer science, or economics courses (listed below).

No more than three credits may be accumulated toward the major in courses granting fewer than three credits.

With the approval of the Assistant Chair for Undergraduate Programs, advanced students may omit required courses, substituting three credits in MATH courses numbered 4000 or higher for each.

Corequisite Science Courses for B.S. in Mathematics

- BIOL2000 Molecules and Cells
- BIOL2010 Ecology and Evolution
- BIOL2020 Organisms and Populations
- BIOL3040 Cell Biology
- BIOL3050 Genetics
- BIOL4200 Introduction to Bioinformatics
- CHEM1109 (1117)–1110 (1118) General (Modern) Chemistry I, II
- CHEM3351 Analytical Chemistry
- CHEM4475–4476 Physical Chemistry I, II
- CSCI1101–1102 Computer Science I, II
- Any upper division course for majors in Computer Science
- ECON2228 Econometric Methods
- ECON3308 Game Theory in Economics
- ECON3311 Mathematics for Economists
- EESC1132–1134 Exploring the Earth I, II
- EESC3391 Introduction to Geophysics

- EESC4424 Environmental Geophysics
- PHYS2100/2110–2101/2111 Introduction to Physics (Calculus) I and II
- Any upper division course for majors in Physics

Additional Major Requirement (all students)

A grade point average of at least 1.67 in the MATH courses used to fulfill the major.

Some students may need to complete (or will benefit from completing) MATH1102 Calculus I (Mathematics/Science Majors) and Calculus II (Mathematics/Science Majors), (numbered MATH1105 in the fall and MATH1103 in the spring) to prepare for the major. Well prepared students with a strong Calculus BC program may, and sometimes should, begin directly in MATH2202. Exceptionally strong students may apply for the Honors Section MATH2203, and should contact the Assistant Chair for Undergraduate Programs. More information about Calculus courses and suggestions for choosing the right Calculus course can be found at www.bc.edu/mathadvise.

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 3000 and above.
- Completion, as one of the required electives, of an honors thesis course MATH4961 or an independent study course MATH4901 under the direction of a faculty member; or completion, as one of the required electives, of one graduate course at the 8000 level.

Each student's honors program must be approved individually by the Assistant Chair for Undergraduate Programs.

The Minor in Mathematics

The Mathematics Department also offers a program for majors in other disciplines leading to the Minor in Mathematics.

Requirements for the Minor in Mathematics for the Classes of 2015 and 2016:

- MATH1101 Calculus II, MATH1103 Calculus II (Math/Science), or MATH1105 Calculus II
- MATH2202 Multivariable Calculus or MATH2203 Multivariable Calculus (Honors)
- MATH2210 Linear Algebra or MATH2211 Linear Algebra (Honors)
- Nine elective credits, chosen from:
  - MATH2216 Introduction to Abstract Mathematics
  - MATH2226 Probability for Bioinformatics
  - MATH3305 Advanced Calculus (Science majors
  - MATH3310 Introduction to Abstract Algebra
  - MATH3311–3312 Algebra I, II
  - MATH3320 Introduction to Analysis
  - MATH3321–3321 Analysis I, II
  - MATH major courses numbered 4000 or higher

Only one of MATH2226 and MATH4426, only one of MATH3305 and MATH4410, only one of MATH3310 and MATH3311, and only one of MATH3320 and MATH3321 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.

Requirements for the Minor in Mathematics for the Class of 2017 and following:

- MATH2210 Linear Algebra or MATH2211 Linear Algebra (Honors)
- Twelve elective credits, chosen from:
  - MATH2216 Introduction to Abstract Mathematics
  - MATH3310 Introduction to Abstract Algebra
  - MATH3311–3312 Algebra I, II
  - MATH3320 Introduction to Analysis
  - MATH3321–3321 Analysis I, II
  - MATH major courses numbered 4000 or higher

No more than three credits may be accumulated toward the minor in courses granting fewer than three credits.

Five-Year Combined B.A./M.A.

The Department offers a combined B.A./M.A. program, leading to the bachelor's degree after four years, and the master's degree after completion of a fifth year. In short, this program allows the student to complete a master's degree in just one year, rather than the usual two years.

Applications to the combined program should be made during the spring semester of junior year, and careful planning of undergraduate courses is essential to completion of the program. Interested students should consult with the Assistant Chair for Undergraduate Programs.

Information for Study Abroad

Normally, Mathematics majors should have completed MATH1103, MATH2202, MATH2210, and MATH2216 before going abroad. For students abroad in the second semester of junior year only, you should also complete at least one of MATH3310/MATH3311 or MATH3320/MATH321 before leaving.

Students usually may take no more than two mathematics courses for credit towards the mathematics major while abroad, although exceptions may be made if the host institution provides suitable offerings. All courses to be used for major credit must be approved beforehand.

There are no restrictions on what type of mathematics course you may take while abroad, but usually each will be counted as an elective. Choices most commonly available include courses in Differential Equations, Numerical Analysis, Graph Theory/Combinatorics, Number Theory, Complex Analysis, Probability and Statistics, Mathematical Modeling, and Operations Research.

Substitutes for the required 3000-level courses in Algebra and Analysis may be available while abroad. However, these titles are generic, and thus it is extremely important that you check with the Department about taking either one of these two courses abroad, to be sure that the level of the course matches your background.

For course approval, contact the Assistant Chair for Undergraduate Programs.

Choosing Courses and Fulfilling Core Requirements

All students at Boston College are required to complete one mathematics course as part of the University Core Curriculum. A score of 4 or higher on either the Calculus AB or BC Advanced Placement Exam (once recorded on your transcript by the Admissions Office) exempts you from this Core requirement.

Some schools or major programs, however, may require more than this minimum, or perhaps require a specific Calculus course or courses. Basic guidelines for students who fall into these categories (or who are seriously thinking about choosing majors in these categories) are as follows:

Majors in Mathematics, Physics, Chemistry, Computer Science (B.S.), Geology, or Geophysics

Enroll in your first semester of freshman year in one of the Calculus courses MATH1102 (Calculus I/Math and Science), MATH1105 (Calculus II-AP/Math and Science), or MATH2202 (Multivariable Calculus). If you have had a solid year of calculus, MATH1105 is usually the most appropriate choice. Well prepared students with a strong Calculus BC program may, and sometimes should, begin directly in MATH2202. Exceptionally strong students may apply for the Honors Section of MATH2202, and should contact the Assistant Chair for Undergraduate Programs.

Majors in Biology or Computer Science (B.A.), and all Premedical students

Enroll in your first semester of freshman year in one of the Calculus courses MATH1100 (Calculus I), MATH1101 (Calculus II), or MATH2202 (Multivariable Calculus). If you have had a solid year of calculus (the AB curriculum), MATH1101 is usually the most appropriate choice. Particularly well-prepared students should consider MATH2202. If you have a strong interest in mathematics, you should consider choosing a Calculus course from the MATH1102–MATH1105–MATH2202 sequence mentioned above.

Carroll School of Management students

If you have not received AP credit for Calculus, you should complete one of the Calculus courses MATH1100 (Calculus I), MATH1101 (Calculus II), or MATH2202 (Multivariable Calculus) in one of the semesters of freshman year. If you have had a year of calculus, MATH1101 is usually the most appropriate choice. Particularly well-prepared students should consider MATH2202. If you have a strong interest in mathematics, you should consider choosing a Calculus course from the MATH1102–MATH1105–MATH2202 sequence mentioned above.

Other students

For all other students seeking to fulfill the Core requirement in mathematics, you may take a Core-level mathematics course at any time--it need not be (and sometimes simply cannot be) completed right away in freshman year. You certainly have the option to elect a Calculus course for the Core requirement, but there often may be more appropriate course selections available to you, such as:

- MATH1004 Finite Probability and Applications
- MATH1007 Ideas in Mathematics
- MATH1180 Principles of Statistics for the Health Sciences (CSON students)
- MATH1190 Fundamentals of Mathematics I (LSOE students in Elementary Education or Human Development)

For more complete information on course selection, please visit the course selection area of the Mathematics Department website at www.bc.edu/mathadvise.

Course Offerings

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

MATH1002 Pre Calculus (Fall/Spring: 3)

MATH1004 Finite Probability and Applications (Fall/Spring: 3)
Satisfies Mathematics Core Requirement
Not open to students who have completed their Mathematics Core Curriculum Requirement without permission of the Department Chairperson (except for Psychology majors completing their second mathematics corequisite).

This course, for students in the humanities, the social sciences, 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.

MATH1007 Ideas in Mathematics (Spring: 3)
Satisfies Mathematics Core Requirement
Not open to students who have completed their Mathematics Core Curriculum Requirement without permission of the Department Chairperson (except for Psychology majors completing their second mathematics corequisite).

This course is designed to introduce the student to the spirit, beauty, and vitality of mathematics. The emphasis is on development of ideas rather than problem solving skills. Topics vary, but are typically chosen from diverse areas such as geometry, number theory, computation, and graph theory.

MATH1034 Pre-Calculus for OTE (Fall: 3)

MATH1035 Statistics for OTE (Fall: 3)

MATH1036 Intro to Calculus for OTE (Fall: 3)

MATH1100 Calculus I (Fall/Spring: 4)
Prerequisite: Trigonometry
Corequisite: MATH1121, MATH1122, etc., depending on which section of MATH1100 taken
Satisfies Mathematics Core Requirement
MATH1100 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 MATH1102.

MATH1100 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.

MATH1101 Calculus II (Fall/Spring: 4)
Prerequisite: MATH1100
Corequisite: MATH1141, MATH1142, etc., depending on section of MATH1101 taken.
Satisfies Mathematics Core Requirement
MATH1101 is not open to students who have completed MATH1103 or MATH1105. Students contemplating majors in Chemistry, Computer Science/B.S., Environmental Geosciences, Geological Sciences, Mathematics, or Physics should enroll in either MATH1103 (Spring) or MATH1105 (Fall).

MATH1101 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.

MATH1102 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.

MATH1102 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 MATH1100. Topics covered include the algebraic and analytic properties of the real number system, functions, limits, derivatives, and an introduction to integration.

MATH1103 Calculus II (Mathematics/Science Majors) (Spring: 4)
Prerequisite: MATH1102
Satisfies Mathematics Core Requirement
Not open to students who has completed MATH1105.

MATH1103 is a continuation of MATH1102. Topics covered in the course include several algebraic techniques of integration, many applications of integration, and infinite sequences and series.

MATH1105 Calculus II-AP (Mathematics/Science Majors) (Fall: 3)
Not open to students who have completed MATH1103.

MATH1105 is a second course in the calculus of one variable intended for Chemistry, Computer Science/B.S.,Environmental Geosciences, Geological Sciences, Mathematics, and Physics majors. It is designed for students who have completed either MATH1101 or a year of Calculus in high school at either the AB or BC curriculum level, but who are not yet prepared to advance to MATH2202 Multivariable Calculus. The course first reviews the primary techniques and interesting applications of integration. The remainder of the course provides an introduction to the topics of infinite sequences and series. Other topics may be introduced as time permits.

MATH1180 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.

MATH1190 Fundamentals of Mathematics I (Fall/Spring: 3)
Satisfies Mathematics Core Requirement
Restricted to Lynch School of Education students.

MATH1190–1191 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.

MATH1191 Fundamentals of Mathematics II (Spring: 3)
Prerequisite: MATH1190
Satisfies Mathematics Core Requirement
Restricted to Lynch School of Education students.

As in MATH1190, 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.

MATH2202 Multivariable Calculus (Fall/Spring: 4)
Prerequisite: MATH1101, MATH1103, MATH1105, or permission of instructor.
Satisfies Mathematics Core Requirement
This course is for students majoring in Chemistry, Computer Science/B.S., Geology, Geophysics, Mathematics, and Physics, as well as other students who have completed integral Calculus.

Topics in this course include vectors in two and three dimensions, analytic geometry of three dimensions, parametric curves, partial derivatives, the gradient, optimization in several variables, multiple integration with change of variables across different coordinate systems, line integrals, and Green's Theorem.

MATH2203 Multivariable Calculus (Honors) (Fall: 4)

MATH2210 Linear Algebra (Fall/Spring: 3)

This course is an introduction to the techniques of linear algebra in Euclidean space. Topics covered include matrices, determinants, systems of linear equations, vectors in n-dimensional space, complex numbers, and eigenvalues. The course is required of mathematics majors but is also suitable for students in the social sciences, natural sciences, and management.

MATH2211 Linear Algebra (Honors) (Fall: 3)
Prerequisite: MATH2203

This honors course in Linear Algebra is intended for students with strong preparation and high motivation. Topics covered include matrices, linear equations, determinants, eigenvectors and eigenvalues, vector spaces and linear transformations, inner products, and canonical forms. The course will include significant work with proofs.

MATH2216 Introduction to Abstract Mathematics (Fall/Spring: 3)

This course is designed to develop the student's ability to do abstract mathematics through the presentation and development of the basic notions of logic and proof. Topics include elementary set theory, mappings, integers, rings, complex numbers, and polynomials.

MATH2290 Number Theory for Teachers (Spring: 3)
Prerequisites: MATH1190–1191
Cross listed with EDUC2290
Biennially

This course is intended to focus on the wealth of topics that relate specifically to the natural numbers. These will be treated as motivational problems to be used in an activity-oriented approach to mathematics in grades K–9. The course will demonstrate effective ways to use the calculator and computer in mathematics education. Topics include prime number facts and conjectures, magic squares, Pascal's triangle, Fibonacci numbers, modular arithmetic, and mathematical art.

MATH3310 Introduction to Abstract Algebra (Fall/Spring: 3)
Prerequisites: MATH2210 and MATH2216
Students may not take both MATH3310 and MATH3311.

This course studies four fundamental algebraic structures: groups, including subgroups, cyclic groups, permutation groups, symmetry groups and Lagrange's Theorem; rings, including sub-rings, integral domains, and unique factorization domains; polynomials, including a discussion of unique factorization and methods for finding roots; and fields, introducing the basic ideas of field extensions and ruler and compass constructions.

MATH3311 Algebra I (Fall: 3)
Prerequisites: MATH2210 and MATH2216
Students may not take both MATH3310 and MATH3311.

This course, with MATH3312, 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.

MATH3312 Algebra II (Spring: 3)
Prerequisite: MATH3311. With the permission of the Assistant Chair for Undergraduates, students who have taken MATH3310 may be allowed to take MATH3312. However, they may need to do additional work on their own in order to make that transition.

This course, with MATH3311, 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.

MATH3320 Introduction to Analysis (Fall/Spring: 3)
Prerequisites: MATH2202 and MATH2216
Students may not take both MATH3320 and MATH3321.

The purpose of this course is to give students the theoretical foundations for the topics taught in MATH1102–1103. It will cover algebraic and order properties of the real numbers, the least upper bound axiom, limits, continuity, differentiation, the Riemann integral, sequences, and series. Definitions and proofs will be stressed throughout the course.

MATH3321 Analysis I (Fall: 3)
Prerequisites: MATH2202 and MATH2216
Students may not take both MATH3320 and MATH3321.

This course, with MATH3322, 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.

MATH3322 Analysis II (Spring: 3)
Prerequisite: MATH3321. With the permission of the Assistant Chair for Undergraduate Programs, students who have taken MATH3320 may be allowed to take MATH3322. However, they may need to do additional work on their own in order to make that transition.

This course, with MATH3321, 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.

MATH3353 Statistics (Fall: 4)

MATH4410 Differential Equations (Fall/Spring: 3)
Prerequisites: MATH2202 and MATH2210

This course is a junior-senior elective intended primarily for the general student who is interested in seeing applications of mathematics. Among the topics covered will be the following: first order linear equations, higher order linear equations with constant coefficients, linear systems, qualitative analysis of non-linear systems, and an introduction to stability and bifurcations.

MATH4412 Partial Differential Equations (Spring: 3)
Prerequisite: MATH4410

This course investigates the classical partial differential equations of applied mathematics (diffusion, Laplace/Poisson, and wave) and their methods of solution (separation of variables, Fourier series, transforms, Green's functions, and eigenvalue applications). Additional topics will be included as time permits.

MATH4426 Probability (Fall/Spring: 3)
Prerequisites: MATH2202, 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.

MATH4427 Mathematical Statistics (Fall/Spring: 3)
Prerequisites: MT 426 and familiarity with using a computer

Topics studied include the following: sampling distributions, parametric point and interval estimation, hypothesis testing, goodness-of-fit, 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.

MATH4430 Introduction to Number Theory (Fall: 3)
Prerequisite: MATH2216

Topics covered include divisibility, unique factorization, congruences, number-theoretic functions, primitive roots, diophantine equations, continued fractions, quadratic residues, and the distribution of primes. An attempt will be made to provide historical background for various problems and to provide examples useful in the secondary school curriculum.

MATH4435 Mathematical Programming (Fall: 3)
Prerequisite: MATH2210

This course demonstrates how mathematical theory can be developed and applied to solve problems from management, economics, and the social sciences. Topics studied from linear programming include a general discussion of linear optimization models, the theory and development of the simplex algorithm, degeneracy, duality, sensitivity analysis, and the dual simplex algorithm. Integer programming problems and the transportation and assignment problems are considered, and algorithms are developed for their resolution. Other topics are drawn from game theory, dynamic programming, Markov decision processes (with finite and infinite horizons), network analysis, and non-linear programming.

MATH4445 Combinatorics (Spring: 3)
Prerequisite: MATH2216
Pre/Corequisite: MATH2210
Periodically
Not open to students who have completed MATH2245 or MATH2248 or CSCI2245

This course is an introduction to graph theory and combinatorics, with a strong emphasis on creative problem-solving techniques and connections with other branches of mathematics. Topics will center around the following: enumeration, Hamiltonian and Eulerian cycles, extremal graph theory, planarity, matching, colorability, Ramsey theory, hypergraphs, combinatorial geometry, and applications of linear algebra, probability, polynomials, and topology to combinatorics.

MATH4451 Euclidean and Non-Euclidean Geometry (Fall: 3)
Prerequisite: MATH2216

This course surveys the history and foundations of geometry from ancient to modern times. Topics will be selected from among the following: Mesopotamian and Egyptian mathematics, Greek geometry, the axiomatic method, history of the parallel postulate, the Lobachevskian plane, Hilbert's axioms for Euclidean geometry, elliptic and projective geometry, the trigonometric formulas, models, and geometry and the study of physical space.

MATH4453 Euclid's *Elements* (Spring: 3)

This course is a close reading of Euclid's *Elements* in seminar style, with careful attention to axiomatic reasoning and mathematical constructions that build on one another in a sequence of logical arguments. We will also emphasize clear and creative communication on mathematical ideas, with some attention to the cultural background of the and its place in a modern education.

MATH4455 Mathematical Problem Solving (Fall: 3)
Prerequisites: MATH2202, MATH2210, MATH2216 (or equivalent mathematical background). Permission of the instructor required for students outside the Lynch School of Education.
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.

MATH4460 Complex Variables (Spring: 3)
Prerequisites: MATH2202 and MATH2210

This course gives an introduction to the theory of functions of a complex variable, a fundamental and central area of mathematics. It is intended for mathematics majors and well-prepared science majors. Topics covered include: complex numbers and their properties, analytic functions and the Cauchy-Riemann equations, the logarithm and other elementary functions of a complex variable, integration of complex functions, the Cauchy integral theorem and its consequences, power series representation of analytic functions, and the residue theorem and applications to definite integrals.

MATH4462 Topology (Fall: 3)

This course is an introduction to point-set topology. Topics include topological spaces, continuous functions, connectedness, compactness, metric spaces, the Urysohn Metrization Theorem, manifolds, the fundamental group, and the classification of surfaces. We will also discuss applications of these concepts to problems in science and engineering.

MATH4470 Mathematical Modeling (Spring: 3)
Prerequisites: MATH2202, MATH2210, and familiarity with using a computer
Periodically

This is a course primarily for mathematics majors with the purpose of introducing the student to the creation, use, and analysis of a variety of mathematical models and to reinforce and deepen the mathematical and logical skills required of modelers. A secondary purpose is to develop a sense of the existing and potential roles of both small and large scale models in our scientific civilization. It proceeds through the study of the model-building process, examination of exemplary models, and individual and group efforts to build or refine models through a succession of problem sets, laboratory exercises, and field work.

MATH4475 History of Mathematics (Fall: 3)
Prerequisites: MATH3310 and MATH3320, one of which may be taken concurrently.
Biennially

This course studies the development of mathematical thought, from ancient times to the twentieth century. Naturally, the subject is much too large for a single semester, so we will concentrate on the major themes and on the contributions of the greatest mathematicians. The emphasis in the course will be on the mathematics. Students will follow the historical arguments and work with the tools and techniques of the period being studied.

MATH4480 Topics in Mathematics (Spring: 3)
Prerequisites: MATH4427 and familiarity with using a computer to solve mathematics problems
Periodically

Topics for this one-semester course vary from year to year according to the interests of faculty and students. With department permission it may be repeated.

MATH4901 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.

MATH4961 Honors Thesis (Fall/Spring: 3)

This course may be taken to complete the requirements for Departmental Honors in Mathematics. Students must make arrangements with an individual faculty member, and receive permission from the Assistant Chair for Undergraduates.

MATH5500 Advanced Independent Research I (Fall: 3)

MATH5501 Advanced Independent Research II (Fall: 3)

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

Ann Lucas, *Assistant Professor;* B.M., Kansas State University; M.A., University of California, Los Angeles; Ph.D., University of California, Los Angeles

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: Alexander Wolniak, 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 (MUSA1100, MUSA1200, MUSA1300) that satisfy the University Core requirement in the Arts and that serve as introductions to the various areas of musical knowledge. MUSA1100 Fundamentals of Music Theory focuses on technical aspects of the language of music and serves as a prerequisite to Harmony and further upper level courses in theory and composition, such as Chromatic Harmony, Counterpoint, as well as Jazz Harmony, Tonal Composition and the Seminar in Composition. MUSA1200 Introduction to Music offers a broad survey of music history and styles of music, while upper level courses focus on various periods of Western music history (Middle Ages, Renaissance, Baroque, Classical Era, Romantic Era, Modern Era), the historical development of various genres (Opera, Symphony, Keyboard Music), or the contributions of various individual composers (Bach, Beethoven, Monteverdi). MUSA1300 History of Popular Music in the U.S. offers a socio-historical approach to the broad history and context of popular music; upper level cross-cultural courses deal with Western traditions (such as Irish Folk Music, Music in America, History of Jazz) and non-Western traditions. MUSA1320 Introduction to Musics of the World, MUSA2306 African Music, and MUSA2307 Musics of Asia satisfy the Cultural Diversity requirement of the Core, but not the University Core requirement in the Arts.

For the music major, a liberal arts framework offers a broader outlook than that of a conservatory or a school of music. In a liberal arts framework, students encounter historical, theoretical, cultural, ethnographic, and performance perspectives on music. The student majoring in music at Boston College may find employment in teaching, communications, arts administration, liturgical music, or may major in music simply to provide a firm discipline for the mind or a source of lifelong enjoyment. Some students plan to go on to graduate school or a conservatory to become professional performers, composers, musicologists, ethnomusicologists, or educators. Within the major, all students receive a common base of knowledge with a specialization at higher levels in such areas as composition, performance, music history, or cross-cultural studies. A grounding not only in the traditional musical skills of Western art music but also knowledge of American music and of the traditions of other cultures is considered indispensable.

Performance

The Music Department offers individual instruction in voice and instruments either for credit (MUSP1925—one credit per semester) or not for credit (MUSP1920, 1910, 1900). Individual Instrumental Instruction, either credit or non-credit, requires an extra fee. In addition, several free, non-credit performance courses offer instruction and/or coaching in various instruments and ensembles. Private lessons, when taken for credit, require a juried performance at the end of the semester. Students may use up to three credits of individual instruction toward graduation.

Major Requirements
(Minimum of 12 courses, 38 credits)

- *Theory, Analysis, and Composition Courses:* (12 credits total)
  Prerequisite: MUSA1100 Fundamentals of Music Theory or equivalent
  Required of all majors: MUSA2100 Harmony, MUSA3100 Chromatic Harmony, MUSA3106 Counterpoint
- *Choice of any one course:* MUSA3110 Form and Analysis, MUSA3114 Jazz Harmony, MUSA3120 Composition Seminar, MUSA3126 Tonal Composition
- *Historical Courses:* (nine credits total)
  Required of all majors: MUSA2209 Music of the Modern Era
  *Choice of any two:** MUSA2201 Medieval-Renaissance Music, MUSA2202 Music of the Renaissance, MUSA2203 Music of the Baroque, MUSA2205 Music of the Classic Era, MUSA2207 Music of the Romantic Era
  *With permission of the Director of the Undergraduate Program in Music, a composer or genre course may be substituted for a period course.

- *Cross-Cultural Courses:* (six credits total)
  Required of all majors, a choice of one from each of the following two groups:
  Group I—Non-Western tradition
  MUSA1320 Introduction to World Music*
  MUSA2306 African Music*
  MUSA2307 Musics of Asia*
  MUSA2309 Music and Culture in the Middle East
  *MUSA1320, MUSA2306, and MUSA2307 also satisfy the Core Cultural Diversity requirement
  Group II—Western tradition
  MUSA2320 Music and America
  MUSA2330 History of Jazz
  MUSA2340 Introduction to Irish Folk Music
- *Required Senior Seminar:* (one semester, three credits)
  The Senior Seminar (MUSA4941) is ordinarily open only to senior music majors. The Seminar entails a series of weekly projects allowing majors to investigate issues in-depth with special emphasis in one of the areas listed above (theory and composition, history, cross-cultural, or performance). The Seminar serves as preparation for a senior project with supervised reading, research, writing, and discussion.
- *Electives:* (six credits)
  The student will choose a minimum of two three-credit courses in whatever category is appropriate to his or her particular interest, whether it is in music theory and composition, performance, history, or cross-cultural studies. Students with performance emphasis must have three semesters of private instruction for credit. Three semesters of private instruction for credit may be used as an elective only upon completion of the jury at the end of the third semester of lessons.
- *Performance Ensemble Experience:* (minimum of two semesters)
  Each major must have two semesters of experience in performance in some capacity and may choose from any organized performance group at Boston College (such as Boston College Symphony Orchestra, Chamber Music Ensemble, Popular Styles Ensemble, Irish Traditional Music classes, University Chorale, Voices of Imani, Liturgy Arts Group, student a cappella group, BC bOp, Marching Band, Wind Ensemble, etc.), through more informal student groups (by consultation with the Director of the Undergraduate Program in Music), or through private lessons.
- *Cumulative Listening Competency*
  Majors will be asked to identify important works from the Western tradition in a series of Listening Competency exams. Each year of the music major (normally three), a list of works will be given to students that they must be able to identify by the end of the year. A listening test on each of three lists of works will be administered until the student passes.
- *Ear Training/Sight Singing:* (two credits)
  All majors will be expected to have passed the minimum competency requirements in Ear Training and Sight-Singing before graduation. The courses MUSA1090–2090 Ear-Training and Sight-Singing are two-credit classes designed and recommended as an aid to passing this test.

Minor Requirements
(Minimum of six courses, 18 credits)

The Music Department has designed a minor in music as an alternative for students who are interested in music, but do not wish either to make music their career or to go on to graduate studies, or who have majors that preclude taking music as a second major. The total number of courses required for the minor in music is six. Those wishing to minor in music should take the following:

- One of the following (three credits): MUSA1100 Fundamentals of Music Theory (required if they do not have the background in music theory needed before entering MUSA2100 Harmony), or MUSA1200 Introduction to Music or MUSA1300 History of Popular Music. Students who can pass out of MUSA1100 should substitute an upper level course.
- Two additional music theory courses (six credits): MUSA2100 Harmony and MUSA3100 Chromatic Harmony.
- Three historical and cross-cultural electives (nine credits): One period course, one composer or genre course, one cross-cultural course.

The choice of courses should be made in consultation with an advisor from the Music Department. In addition, each student must participate in at least two semesters of credit or non-credit performance experience (either as a member of an ensemble or through private lessons), as approved by the department.

Honors

In order to graduate with departmental honors, a student must maintain a grade point average of 3.5 in the major and 3.3 in the University, pass the Ear-Training and Listening Repertoire requirements with a high score, and produce a final project, recital, or paper deemed worthy of honors. The project must be completed for a grade of A- or better to receive honors. There are various ways to fulfill the project:

- A research paper of no less than 40 pages and a public presentation of approximately 20 minutes on their findings.
- A recital of around 40 minutes (but no less than 30 minutes) with a paper of no less than 15 pages. Non-honors majors may still do a senior recital for credit as MUSA4600 Senior Recital Preparation but without it being considered for honors.
- A composition or set of compositions of no less than 15 minutes.

Information for First Year Majors and Non-Majors

Included in the University's Core Curriculum is one course in the Arts (Fine Arts, Music, or Theatre). MUSA1200 Introduction to Music, MUSA1100 Fundamentals of Music Theory, and MUSA1300 History of Popular Music in the U.S. are the Music Department's Core offerings. They are designed for the non-musician as well as the student who has studied music. Prospective music majors should reference the Recommended Course of Study below. Students with advanced musical backgrounds and interests should speak to the Director of the Undergraduate Program in Music, regarding appropriate upper-level courses. The department offers MUSA1320 Introduction to World Music, MUSA2306 African Music, and MUSA2307 Musics of Asia as options for the Cultural Diversity requirement of the Core.

Information for Study Abroad

For the Core: Students who wish to satisfy the Arts Core through Music while abroad should consult with the Director of the Undergraduate Program before their departure. Acceptable courses

should be similar in scope and content to those offered at Boston College. Many abroad programs do not offer classes that fit these requirements.

For the major and minor: The department requires that the music theory sequence for minors and majors through Chromatic Harmony, and the Senior Seminar for majors be taken at Boston College. Music of the Modern Era and Counterpoint (required of majors) should be taken at Boston College, but exceptions may be possible depending on equivalent courses offered by the host school. Majors may not be abroad first semester senior year in order to take the required Senior Seminar at BC.

Before going abroad, both minors and majors should have completed Chromatic Harmony in theory, and majors, in addition, should have taken a few of the history or cross-cultural courses. Thus acceptable offerings from abroad tend to lean towards courses in music history or in cross-cultural studies, with some upper-level theory courses acceptable. Usually students complete six or nine credits; however, majors have had as many as 12 credits fulfilled abroad.

Students should contact the Director of the Undergraduate Program in Music, to plan an acceptable course of study for their semester or year abroad. The department recommends the music programs offered at King's College, London, and University College, Cork, Ireland.

Recommended Course of Study

Freshman Year

All students with a serious interest in music should try as freshmen to take or test out of MUSA1100 Fundamentals of Music Theory. The theory courses (especially MUSA1100 Fundamentals and MUSA2100 Harmony) are essential and necessary indicators of how well a student will be able to succeed in the major. Those who can test out of MUSA1100 and who wish to fulfill the Arts Core requirement with a music course should take MUSA1200 Introduction to Music or MUSA1300 History of Popular Music. Arts Core courses in Fine Arts or Theater are also possible instead of Music and are recommended for those who wish a broader understanding of the Arts.

Sophomore Year

Harmony and Chromatic Harmony should be taken in sequence along with MUSA1090–2090 Ear Training/Sight Singing Labs. Two history courses in Western Music (selected from Medieval-Renaissance, Baroque Music, Music of the Classical Era, Music of the Romantic Era, Music of the Modern Era, or a composer or genre course) or one history course and one cross-cultural course should be taken. The first year's required Listening Repertoire should be mastered. Some performance experience (Orchestra, Chorale, Band, Chamber Music, non-Western performance, and/or private lessons) should be started and pursued throughout the rest of the major.

Junior Year

Counterpoint and a choice of Jazz Harmony, Form and Analysis, or Composition and a second or third history course and/or a cross-cultural course should be taken. The second year of the required Listening Repertoire should be mastered.

Senior Year

Any advanced courses in the department relevant to the particular emphasis the student has chosen—performance, composition, history, or cross-cultural—and the Senior Seminar, which will help the student synthesize previous course work. The final year of the required Listening Repertoire should be mastered.

Recommended Course of Study: Minors

Students can add music as a minor as late as their Junior year, but no later than second semester as the minor requires a minimum of three consecutive semesters in order to complete the theory sequence of the following: Fundamentals, Harmony and Chromatic Harmony. The history and cross-cultural component may be taken at any time in conjunction with various levels of theory, although some understanding of Fundamentals is recommended for students with little, previous, formal background in music.

Music Academic

Course Offerings

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

MUSA1080 Keyboard Skills (Fall/Spring: 0)
Corequisites: MUSA1100 or MUSA2100 or MUSA3100
Theory corequisite

Keyboard Skills is a corequisite for each of the following theory courses: MUSA1100 Fundamentals of Music Theory, MUSA2100 Harmony, and MUSA3100 Chromatic Harmony. In weekly 30-minute lessons, students will learn and demonstrate the practical understanding of scales, chord progressions and the ability to play short compositions on the keyboard. Times to be determined once class begins. Students must be enrolled in MUSA1100, MUSA2100, or MUSA3100 to participate.
Leah Kosch

MUSA1090 Ear Training/Sight-Singing Lab (Fall/Spring: 1)
For music majors.

In meetings twice a week students learn to sing melodies by sight through a solfege system of drilling scales and intervals (sight-singing) and learn to notate melodic, rhythmic, and harmonic patterns (ear-training). The course principally helps students pass the Ear Training/Sight Singing requirement for the major but can benefit individuals in singing groups or those who wish to improve their practical musical skills. Preference given to majors and minors. Usually taken concurrently with MUSA2100 Harmony or MUSA3100 Chromatic Harmony.
Michael Burgo

MUSA1100 Fundamentals of Music Theory (Fall/Spring: 3)
Corequisite: MUSA1080
Satisfies Arts Core Requirement

An introductory music theory course designed for students with a strong interest in music. As a Core course it includes speculations on how musical discourse informs our perception and understanding of the world around us. Students learn to acquire skills in music notation and transcription. The following theoretical concepts will be extensively covered: notation of pitch and rhythm, scales, intervals, chords, and harmonic progression. Students leave the course prepared for upper level study in music theory and will begin to question broader issues concerning the meaning and use of music.
The Department

MUSA1200 Introduction to Music (Fall/Spring: 3)
Satisfies Arts Core Requirement

This course will attempt to develop essential and critical listening faculties by employing a chronological survey of the elements, forms, and various types of music that the serious listener is exposed to today. The principal emphasis of the course will be on traditional Western art music from medieval Gregorian Chant to twentieth-century electronic

music, but certain excursions into the world of non-Western musics, jazz, and American popular song will be included to diversify and enrich the experience of listening critically to music.
The Department

MUSA1300 History of Popular Music (Fall/Spring: 3)
Satisfies Arts Core Requirement

From the blues to country, jazz to rock, our nation's political, social, and economic history has been mirrored and influenced by the styles of popular music developed in our cultural melting pot. This course will provide an overall history of popular music in America, with emphasis upon mainstream popular music since 1954. Its focus will be on the independence and interdependence of black and white musical cultures in America. Students will learn stylistic developments in popular music and acquire interpretive strategies, including methods of aural analysis that will view popular songs as historical texts and as autonomous works of art.
Donald James

MUSA1320 Introduction to World Music (Fall/Spring: 3)
Satisfies Cultural Diversity Core Requirement
Cross-cultural course within the major/minor.

This course provides an introduction to selected musical traditions from around the world, in their cultural contexts. Our main goals are to study the connections between music and other cultural features and institutions, to become familiar with the features of major musical styles from the cultures studied, and with basic concepts in ethnomusicology and comparative musicology. Case studies include Native North and South American; Western, Central, and Southern African; Arabic; Persian; Hindusthani; Karnatak; Javanese; and Japanese musics. Musical training and background are not required and are not presumed.
Steven Cornelius
Donald James

MUSA1400 Music in the Holocaust and the Third Reich (Spring: 3)
Biennially

This course surveys the inspiring legacy of music by composers persecuted by the Nazis. We will study jazz, classical music, and cabaret from 1900–1944 targeted by the Nazi regime. Special focus is placed on the art and music created in Nazi concentration camps. Students will have the opportunity to experience live performances and archival materials and will meet Holocaust survivors, who will share their incredible testimonies with the class. Themes explored: socio-political impact on the arts in climates of intolerance and persecution; music and art as resistance; connections to contemporary forms of music such as rock, rap, reggae, etc.
Mark Ludwig

MUSA1901 Music Internship (Fall: 1)
Jeremiah McGrann

MUSA2080 Keyboard Skills: Harmony (Fall/Spring: 0)
Corequisite: Must be concurrently enrolled in MUSA2100

In weekly 30-minute lessons, students will learn and demonstrate the practical understanding of scales, chord progressions and the ability to play short compositions on the keyboard. Students must be enrolled in MUSA2100 to participate.
Lindsay Albert

MUSA2085 Keyboard Skills: Chromatic Harmony (Fall/Spring: 0)
Corequisite: Must be concurrently enrolled in MUSA3100

In weekly 30-minute lessons, students will learn and demonstrate the practical understanding of scales, chord progressions and the ability to play short compositions on the keyboard. Students must be enrolled in MUSA3100 to participate.
Leah Kosch

MUSA2090 Advanced Ear Training/Sight-Singing Lab (Fall/Spring: 1)
For music majors.

A continuation of MUSA1090. See description for MUSA1090.
Michael Burgo

MUSA2100 Harmony (Fall/Spring: 3)
Prerequisite: MUSA1100 or permission of Department
Corequisite: MUSA1080
Theory course. It is recommended that music majors take MUSA1090 Ear Training/Sight-Singing Lab.

Harmony will cover the principles of diatonic harmonic progression, four-part writing from a figured bass, and harmonization of chorale melodies. Students will increase their musical vocabulary to include modes and seventh chords, and continue to develop skills in analysis, keyboard harmony, and ear-training. It is recommended that music majors sign up for MUSA1090 Ear Training/Sight-Singing Lab.
The Department

MUSA2201 Medieval/Renaissance (Spring: 3)
Periodically
Historical Period

A study of the development of Western Music from the first stages of musical notation in the Middle Ages through the polyphonic music of the sixteenth century. Both sacred and secular traditions will be considered, including Gregorian chant, the polyphonic Mass and motet, the chanson, and the madrigal of the sixteenth century. Although most of the literature of this period is vocal, a study of the instruments and instrumental literature will be included.
Michael Noone

MUSA2205 Music of the Classic Period (Fall: 3)
Historical Period

This course will consider the musical trends of the eighteenth and early nineteenth centuries (c. 1750–c. 1815) that are characterized by the movement towards simplicity in melody and a clarification of harmonic language. While music that served as a transitional style from the Baroque period will be the starting point for this course, in large measure, the focus of the course will be on the music of the two great composers who lived and worked in or around Vienna in the period 1780–1800: Haydn and Mozart.
Jeremiah W. McGrann

MUSA2207 Music of the Romantic Era (Spring: 3)
Historical period.

A study of the new concepts, genres, and musical institutions that grew up in the nineteenth century as exemplified by such composers as Schubert, Schumann, Mendelssohn, Berlioz, Chopin, Liszt, Wagner, Brahms, and Mahler.
Sandra Fallon-Ludwig
Jeremiah W. McGrann

MUSA2209 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

MUSA2306 African Music (Fall: 3)
Cross listed with AADS2306
Satisfies Arts and Cultural Diversity Core Requirements
Cross-cultural course within the major/minor. The ability to read western European music notation is not required. This course will satisfy one of the cluster course requirements of the AADS Minor.

This course surveys the musical styles and genres of selected African cultures, emphasizing traditions of the sub-Saharan region. Using case studies, we will explore the thesis of J. H. Kwabena Nketia that musical styles are created to suit specific cultural needs. Historical traditions and modern musics are included, with attention to issues of colonialism, nationalism, ethnicity, hybridity, diaspora, and globalization.
Aleysia Whitmore

MUSA2307 Musics of Asia (Spring: 3)
Satisfies Cultural Diversity Core Requirement
Periodically
Cross-cultural course within the major/minor. The ability to read Western music notation is not required.

This course offers an approach to Asian culture focusing on East and Southeast Asian performing arts and music. Through case studies from China, Korea, Japan, Indonesia, Vietnam, and Cambodia, this course surveys a selection of particular practices and problematizes the uses of music when performed as part of religious expressions, political strategies, identity claims, and entertainment. This course considers music through an historical perspective as well as through its contemporary expression, including the impacts of migration, diaspora, and globalization.
Stephanie Khoury

MUSA2308 Music in the Medieval Islamic World (Fall/Spring: 3)

This course examines the nature of music in the medieval Islamic world and its relationships with cultural factors that shaped the history of the Arabic, Persian, and Turkish speaking worlds after the rise of Islam. The course will cover a period of history from the rise of the Ummayad Caliphate (c. 660), through the Perso-Islamic empires of the thirteenth, fourteenth, and fifteenth centuries. Some aspects of music under the Safavid and Moghul Empires during the sixteenth century will also be addressed. Topics covered in this course include: the place of music in the context of Islamic philosophy, the function of music within the Islamic Caliphate, the use of music in Islamic mysticism and musical changes that occurred in response to the changing nature of Islamic Empire.
Ann Lucas

MUSA2309 Music and Culture in the Middle East (Spring: 3)
Cross-cultural course

This course explores the relationship between different music traditions of the Middle East and their respective cultural contexts. It addresses issues of music's structure and content vis-à-vis its role in social, political and religious situations in the region; the ways that these forces influence musical aesthetics, while also addressing the role of music in the Middle East historically. The cultural areas covered in this class include the Arab World, Iran, Turkey, and Afghanistan.
Ann Lucas

MUSA2320 Music and America (Fall/Spring: 3)
Biennially
Cross-cultural course

A survey of the musical heritage of the United States in the broadest historical and stylistic terms possible: from before the Puritans past punk. Included are religious and secular music as well as popular and elite genres, such as Native American pow-wow music, Puritan hymnody and colonial singing schools, minstrelsy and parlor music, the rise of nationalism and its rejection in art music, music in the theater and in films, jazz and gospel, popular music as social enforcer and as social critic. Important figures include William Billings, Stephen Foster, Charles Ives, Louis Armstrong, Aaron Copland, Elvis Presley, and Jimi Hendrix.
Jeremiah W. McGrann

MUSA2330 History of Jazz (Fall: 3)
Satisfies Cultural Diversity Core Requirement
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 mainstrean 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

MUSA3100 Chromatic Harmony (Fall/Spring: 3)
Prerequisite: MUSA2100
Corequisite: MUSA1080
Theory course. It is recommended that music majors take MUSA 1090 Ear Training/Sight-Singing Lab or MUSA2090 Advanced 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. We will study via harmonic and form analysis the works of great composers including Bach, Haydn, Mozart, Beethoven, Schubert, Schumann, Chopin, Brahms, Wolf, Mahler, and Wagner.
Ralf Gawlick
Thomas Oboe Lee

MUSA3106 Counterpoint I (Spring: 3)
Prerequisite: MUSA2100
Theory course

In this course we will study the fundamentals of two- and three-part polyphonic styles. Using the principles of species counterpoint, we will acquire a dependable contrapuntal technique to write short compositions, first in two parts and eventually in three. Assignments will include short works in free imitation, strict canon, and invertible counterpoint. Our studies will include a brief survey of the historical origins of Western polyphony and analysis of contrapuntal compositions of the Baroque period.
Mark Berger

MUSA3110 Form and Analysis: Methodological Approaches to the Study of Music from Bach to Webern (Spring: 3)
Prerequisite: MUSA3100
Periodically
Theory Course

The focus of this course is in two parts. In part one, we will look at large forms in the Romantic music repertory. We will study Robert Schumann's song cycle *Dichterliebe,* Frederic Chopin's *Preludes, OPUS 28,* and Edward Elgar's *Enigma Variations.* In part two, we will study the techniques and methods behind some of the music of the twentieth century. For instance, the music of Arnold Schoenberg, Anton Webern, Milton Babbitt, Steve Reich and others.
Thomas Oboe Lee

MUSA3114 Jazz Harmony, Improvisation, and Arranging (Fall: 3)
Prerequisite: MUSA3100
Theory course. Students should have basic keyboard skills, but it is not essential.

This music theory course will focus on the study of chord structures, chord substitutions, chord scales, composition, and improvisation as they have been codified by contemporary jazz musicians. The technical innovations in the music of Sonny Rollins, Thelonius Monk, Charlie Parker, and Miles Davis will be analyzed and discussed. Special attention will be placed on learning how to improvise on the great standards of the jazz repertory. Additional studies will include the following: piano lead sheet arrangements; ii-V-I keyboard harmony, re-harmonization, and composing original tunes based on chord structures of standards by Berlin, Kern, Gershwin; rhythm changes; and the blues.
Thomas Oboe Lee

MUSA3120 Seminar in Composition (Spring: 3)
Prerequisite: MUSA3100
Theory course

The course will be conducted in two parts. One: class will meet once a month. Works in both tonal and twentieth century idioms will be discussed and used as models for student compositions. Two: each student will meet once a week with the instructor for a private studio composition lesson. The student will complete, by the end of the semester, three original compositions: theme and variations, a movement for string quartet, and a song cycle for voice and piano. The purchase of Finale music software, created by Coda Music Technology, Mac or PC version, is required for this course.
Ralf Gawlick
Thomas Oboe Lee

MUSA3126 Tonal Composition (Fall/Spring: 3)
Prerequisites: MUSA3100 and MUSA3106
Theory Course

Students enrolled in this course will complete 3 composition projects: (1) a three-part fugue in the Baroque style of J.S Bach, (2) a Sonata-Allegro first movement in the Classical style of Haydn or Mozart, and (3) a Rondo or Scherzo movement in the Romantic style of Beethoven, Mendelssohn, Schubert, or Schumann. We will examine representative works of these composers in these genres to serve as models for the student compositions.
Ralf Gawlick

MUSA3220 Opera (Fall: 3)
Periodically
Genre Course

In this course we will look at how text and music combine to relate a drama, concentrating on five representative masters of the seventeenth through nineteenth centuries—Monteverdi, Handel, Mozart, Verdi, and Wagner. This course will take excursions into other works—the operas created for the court of Louis XIV, the vocal pyrotechnics of the Italian golden age of singing, the spectacle of French grand opera, and the operatic qualities of the modern Broadway musical.
Jeremiah W. McGrann

MUSA3270 Beethoven (Spring: 3)
Composer course.

An introduction to Ludwig van Beethoven (1770–1827), tracing his intellectual development within the culture and society of the Rhenish Enlightenment, his musical enrichment of the High Classicism of Mozart and Haydn (among others), and the heroic style of his best known works to his feelings and expressions of musical and social isolation in his last years, and his problematic identity with the burgeoning romantic movement in Germany. Emphasis will be on the music itself, concentrating on compositions from three genres: piano sonata, string quartet, and symphony. Also covered will be the concerto, his opera *Fidelio*, and the *Missa Solemnis.*
Jeremiah W. McGrann

MUSA3276 Chopin (Fall/Spring: 3)
Periodically

We will look in depth at the works of this early-mid nineteenth century Polish/French composer including chamber music, concertos, and songs in addition to well-known and lesser-known solo and duo piano pieces. In order to create a context, the course will begin by looking at important pianistic and non-pianistic influences on Chopin's music, including Bach, Mozart, Field, and Italian opera among others, as well as contemporary musicians such as Schumann and Liszt. At the end of the semester, some time will be spent briefly exploring the influence Chopin had on subsequent composers in the latter part of the nineteenth century and into the twentieth century.
Sandra Hebert

MUSA3342 Music and Ecstasy (Spring: 3)
Cross-cultural course

This course examines the many different contexts where music is used to attain an altered state of consciousness. Throughout the world, music is actively used to drastically alter the emotions, perceptions and actions of listeners in order to transport them into another state of being. This class deals with music's relationship with specific practices of mysticism, shamanism, and magic; it also explores the specific

musical structures associated with altered states of consciousness and analyzes general questions of music versus other factors in achieving an altered state of consciousness.
Ann Lucas

MUSA4600 Senior Recital Preparation (Spring: 3)

Restricted for music majors. A course preparing for a 40-minute concert with research paper required.
The Department

MUSA4900 Readings and Research (Fall/Spring: 3)
The Department

MUSA4941 Senior Seminar (Fall: 4)

For music majors in their senior year (exception only by special permission). Through supervised reading, research, writing, discussion, and performance, this seminar will help majors develop a framework for synthesizing their various courses into a coherent whole, with special emphasis in the area of strongest interest (theory, composition, history, cross-cultural studies, or performance). It will also help prepare students for examinations in listening repertoire and ear-training (see major requirements).
Michael Noone

MUSA4961 Honors Thesis Preparation (Fall/Spring: 3)
The Department

Music Performance

Course Offerings

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

MUSP1606 Tin Whistle/Beginner (Fall/Spring: 0)

Learn to read and play the basic airs and dance music of Ireland on tin whistle. At the end of the course, students will have the opportunity to perform in concert with the advanced fiddle and whistle students. Lessons are taught by Jimmy Noonan, a well-known and respected Irish tin whistle and flute player and teacher. Any make of D-major tin whistle is required and are available for purchase locally at a nominal cost. A portable recording device is required. Fall participants may continue in spring semester, but new students may not enroll in spring semester.
James Noonan

MUSP1615 Irish Fiddle/Experienced Beginner (Fall/Spring: 0)
Prerequisite: MU 051

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.
Sheila Falls-Keohane

MUSP1620 Traditional Irish Dance (Fall/Spring: 0)

This course will introduce students to the traditional dances of Ireland, including solo step dance footwork and group set and céilí dances. The class will include warm-ups, technique, and choreography, as well as occasional short readings, video viewings, and music listening exercises. Students will gain an understanding of Irish traditional musical rhythms, while physically embodying their intrinsic connection to the dance patterns. An uplifting and invigorating class. All levels welcome.
Kieran Jordan

MUSP1750 Popular Styles Ensemble (Fall/Spring: 0)

Regular participation and coaching in jazz, rock, and fusion styles in small group sessions. Any appropriate instruments are welcome.
Erik Kniffin

MUSP1760 Introduction to Improvisation (Fall/Spring: 1)

Improvisation is a central feature of many Western musical styles. This course offers students the opportunity to learn how to improvise in jazz, blues and rock. In a hands-on manner, students are introduced to the fundamental concepts of improvising. No prior experience is necessary, and there is no prerequisite, but you should have at least some experience playing an instrument or singing. In addition to extensive in-class performance, accompaniment recordings are provided for practice outside class.
Erik Kniffin

MUSP1766 Intermediate Improvisation (Fall/Spring: 1)
Prerequisites: MUSP1760 or permission of instructor

This course focuses, in a hands-on manner, on three elements of improvisational skill in jazz, blues and rock as it advances from the basic concepts of improvisation introduced in Introduction to Improvisation. The course embraces different styles of improvisational music and directs attention to recognizing and responding to these styles in performance situations.
Erik Kniffin

MUSP1770 Gospel Workshop (Fall/Spring: 0)
Cross listed with AADS2290
No experience is required for membership, but a voice placement test is given to each student.

This course is a study and performance of the religious music of the Black Experience known as Spirituals and Gospels. One major performance is given each semester. Concerts and performances at local Black churches are also presented with the Voice of Imani Gospel Choir. The Gospel Workshop will provide the lab experience for MU 321(BK 266) and MU 322 (BK 285). Members of these classes will be required to attend a number of rehearsals and performances of the Gospel Workshop. Members of the classes may sing in the choir but it is not required for the course.
Chauncey McGlathery

MUSP1800 Symphonic Band (Fall/Spring: 0)

The Symphonic Band is open to the entire University community. Its members include undergraduate students, graduate students, faculty, staff, alumni, and community members. The ensemble performs largely traditional wind band music as well as large-scale orchestral transcriptions. The Symphonic Band also provides students with the opportunity to perform literature specifically designed for smaller chamber ensembles.
David Healey and Conductor

MUSP1840 The Boston College Flute Choir (Fall/Spring: 0)

An ensemble devoted solely to music for multiple flutes. Meets once a week with a coach. Public performances at B.C. and in the community.
Judy Grant

MUSP1900 Individual Vocal/Instrumental Instruction (Fall/Spring: 0)

This non-credit course consists of eleven 60-minute private lessons on an instrument or in voice. Lessons must be arranged through the Music Department before the end of the drop/add period.
Sandra Hebert

MUSP1910 Individual Vocal/Instrumental Instruction (Fall/Spring: 0)

This non-credit course consists of eleven 45-minute private lessons on an instrument or in voice. Lessons must be arranged through the Music Department before the end of the drop/add period.
Sandra Hebert

MUSP1920 Individual Instrumental/Vocal Instruction (Fall/Spring: 0)
Fee required.

This non-credit course consists of eleven 60-minute private lessons on an instrument or in voice. Lessons must be arranged through the Music Department before the end of the drop/add period.
Sandra Hebert

MUSP1925 Individual Instrumental/Vocal Instruction (Fall/Spring: 1)
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

MUSP2600 Irish Fiddle/Intermediate (Fall/Spring: 0)
Prerequisite: MUSP1615

For students who have at least three years experience playing the violin (classical or traditional Irish) or who have taken the Experienced Beginner class (MUSP1615) and who the instructor feels is ready for the intermediate level. Traditional music will be taught with a focus on ornamentation, bowing, and style. Airs and dance music of Ireland will be covered along with music of the ancient Bardic harpers and court musicians. Violin rentals are possible. A small portable recorder is required.
Sheila Falls-Keohane

MUSP2606 Tin Whistle/Experienced to Intermediate (Fall/Spring: 1)
Prerequisite: MUSP1606

For students who have taken a full semester of Beginner Tin Whistle or who have at least one year's experience playing flute. The class will help students develop whistle playing while learning more advanced Irish tunes with beginning ornamentation common to Irish music. Lessons are taught by Jimmy Noonan, a well-known and respected Irish tin whistle and flute player and teacher. Any make of D-major tin whistle is required and are available for purchase locally at a nominal cost. A small tape recorder is required.
Jimmy Noonan

MUSP2710 Advanced Improvisation (Fall/Spring: 1)
Prerequisites: MUSP1766 or permission of instructor

This course offers the advanced improvisor the opportunity to build higher order skills of improvisation in the jazz and rock idioms. While the course entails extensive instruction in music theory, the focus is on application of theoretical concepts to real-world improvisational contexts. The course outlines advanced concepts in melody-shaping, form/harmony, and musical style.
Erik Kniffin

MUSP2720 B.C. bOp! Jazz Ensemble (Fall/Spring: 0)
Audition required

B.C. bOp! is an ensemble dedicated to the highest levels of instrumental and vocal jazz performance. Membership is determined by audition. Instrumentation for B.C. bOp! consists of five saxophones, five trumpets, four trombones, piano, guitar, bass, drums, auxiliary percussion, and a vocal ensemble of four to six mixed voices. B.C. bOp! performs jazz and popular music from the 1940's to the 1990's and appeals to a wide range of musical tastes.
Sebastian Bonaiuto, Conductor, JoJo David and Vocal Director

MUSP2800 University Wind Ensemble (Fall/Spring: 0)
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 and Conductor

MUSP2820 Chamber Music Ensembles (Fall/Spring: 0)

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

MUSP2840 The Boston College Symphony Orchestra (Fall/Spring: 0)
Audition required.

The orchestra gives three full concerts each year plus the annual Christmas Concert with the University Chorale. Recent programs have included Haydn's *Symphony No. 99,* Tchaikovsky's *Symphony No. 5,* and Copland's *Appalachian Spring.* The orchestra sponsors the annual Concerto/Aria Competition. Membership is by audition only.
John Finney

Philosophy

Faculty

Richard Cobb-Stevens, *Professor Emeritus;* Ph.D., University of Paris
William J. Richardson, S.J., *Professor Emeritus;* Ph.L., Woodstock College; Th.L., Ph.D., Maître-Agrégé, University of Louvain
Jacques M. 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., State University of New York at Stony Brook

Jorge Garcia, *Professor;* B.A., Fordham University; Ph.D., Yale University
Richard Kearney, *Charles Seelig Professor;* B.A., University of Dublin; M.A., McGill University; Ph.D., University of Paris
Peter J. Kreeft, *Professor;* A.B., Calvin College; A.M., Ph.D., Fordham University
Arthur R. Madigan, S.J., *Albert J. Fitzgibbons Professor;* Chairperson of the Department; A.B., Fordham University; A.M., Ph.D., University of Toronto; M.Div., S.T.B., Regis College, Toronto
David M. Rasmussen, *Professor;* A.B., University of Minnesota; B.D., A.M., Ph.D., University of Chicago
John Sallis, *Frederick J. Adelmann, S.J., Professor;* B.A., University of Arkansas; M.A., Ph.D., Tulane University
Eileen C. Sweeney, *Professor;* B.A., University of Dallas; M.A., Ph.D., University of Texas at Austin
Jeffrey Bloechl, *Associate Professor;* B.A., M.A., Catholic University of America; Ph.D., Katholieke Universiteit te Leuven
Sarah Byers, *Associate Professor;* B.A., St. Joseph's University; M.A., Ph.D., University of Toronto
Gary Gurtler, S.J., *Associate Professor;* B.A., St. John Fisher College; M.A., Ph.D., Fordham University; M.Div., Weston School of Theology
Marina B. McCoy, *Associate Professor;* B.A., Earlham College; M.A., Ph.D., Boston University
Daniel McKaughan, *Associate Professor;* B.A., University or Oregon; M. Div., Princeton Theological Seminary; M.A., Ph.D., University of Notre Dame
Vanessa P. Rumble, *Associate Professor;* B.A., Mercer University; Ph.D., Emory University
Jean-Luc Solère, *Associate Professor;* M.A. University of Paris-Sorbonne; Ph.D., University of Poitiers
Ronald K. Tacelli, S.J., *Associate Professor;* A.B., Boston College; M.Div., Weston College; Ph.D., University of Toronto
Aspen Brinton, *Assistant Professor;* B.A., Amherst College; M.A., Ph.D., Georgetown University
David Johnson, *Assistant Professor;* B.A., Emory University; Ph.D., Pennsylvania State University
Micah E. Lott, *Assistant Professor;* M.A., Fuller Theological Seminary; Ph.D., University of Chicago
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
Deborah DeChiara-Quenzer, *Adjunct Assistant Professor;* B.A., State University of New York at Stony Brook; M.A., Ph.D., Boston College
David McMenamin, *Adjunct Associate Professor;* B.A., Fordham University; M.A., Villanova University; Ph.D., Boston College
Thomas P. Miles, *Adjunct Assistant Professor;* B.A., Yale University; M.A., Cambridge University; Ph.D., University of Texas
David E. Storey, *Adjunct Assistant Professor;* B.A, Boston College; Ph.D., Fordham University
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
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- www.bc.edu/philosophy

Undergraduate Program Description

Philosophical study at Boston College provides an opportunity for open-ended inquiry and reflection on the most fundamental questions about us 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

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:

- PHIL1070–1071 Philosophy of the Person (Fall/Spring: 6 credits)
- PHIL1088–1089 Person and Social Responsibility (PULSE Program) (Fall/Spring: 6 credits)
- PHIL1090–1091 Perspectives in Western Culture (Perspectives Program) (Fall/Spring: 6 credits)
- HONR1101–HONR1103 Western Cultural Tradition I–III (Honors Program) (Fall/Spring: 6 credits)
- PHIL2281–2282 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

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 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

- PHIL1070–1071 Philosophy of the Person (Fall/Spring)
  This is a 2-semester, 6-credit course that fulfills the Core requirement in Philosophy.
- PHIL2281–2282 Philosophy of Human Existence
  This is a 2-semester, 6-credit course that fulfills the Core requirement in Philosophy.
- PHIL1088–1089 (THEO1088–1089) 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

PHIL1090–1091 (THEO1090–1091) Perspectives on Western Culture I and II (Perspectives I)

This 2-semester, 12-credit course fulfills the Core requirements in both Philosophy and Theology. For Freshmen Only

Perspectives II

UNAS1104–1105/UNAS1106–1107 Modernism and the Arts I and II

This 2-semester course fulfills the 6-credit Philosophy Core requirement, the 3-credit Literature Core requirement, and the 3-credit Fine Arts Core requirement.

Perspectives III

UNAS1109–1110/UNAS1111–1112 Horizons of the New Social Sciences I and II

This 2-semester course fulfills the 6-credit Philosophy Core requirement and the 6-credit Social Sciences Core requirement..

Perspectives IV

UNAS1119–1120/UNAS1121–1122 New Scientific Visions I and II

This 2-semester course may fulfill the 6-credit Philosophy Core requirement and either the 6-credit Natural Science Core or the 3-credit Mathematics Core and 3-credits of the Natural Science Core.

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:

- 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 5000-7000 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.

Course Offerings

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

PHIL1005 Basic Problems of Philosophy (Summer: 3)

This course introduces students to the problems and procedures of the Western philosophical tradition. Examines selected works of such key thinkers as Plato, Aristotle, St. Augustine, Descartes, Locke and Rousseau.
The Department

PHIL1070 Philosophy of the Person I (Fall/Spring: 3)
Satisfies Philosophy Core Requirement
Two-semester, six credit course

This course introduces students to philosophical reflection and to its history through the presentation and discussion of the writings of major thinkers from ancient, medieval, modern, and contemporary periods. The course is designed to show how fundamental and enduring questions about the universe and about human beings recur in different historical contexts. Emphasis is given to ethical themes, such as the nature of the human person, the foundation of human rights and corresponding responsibilities, and problems of social justice.
The Department

PHIL1071 Philosophy of the Person II (Spring: 3)
Satisfies Philosophy Core Requirement
Two-semester, six-credit course

See description under PHIL1070.
The Department

PHIL1088 Person and Social Responsibility I (Fall: 3)
Corequisite: THEO1088
Cross listed with THEO1088
Satisfies Philosophy and Theology Core Requirements
Enrollment limited to freshmen, sophomores, and juniors

The course requirements include ten to twelve hours per week of community service. In light of classic philosophical and theological texts, students in this course address the relationship of self and society, the nature of community, the mystery of suffering and the practical difficulties of developing a just society. PULSE students are challenged to investigate the insights offered by their readings in relationship to their service work. Places in the course are very limited.
The Department

PHIL1089 Person and Social Responsibility II (Spring: 3)
Corequisite: THEO1089
Cross listed with THEO1089
Satisfies Philosophy and Theology Core Requirements

See description under PHIL1088.
The Department

PHIL1090 Perspectives on Western Culture I/Perspectives I (Fall: 3)
Corequisite: THEO1090
Cross listed with THEO1090
Satisfies Philosophy and Theology Core Requirements
Freshmen only.

The course introduces students to the Judeo-Christian Biblical texts and to the writings of such foundational thinkers as Plato, Aristotle, Augustine, Aquinas, Luther, Bacon, Descartes, Hobbes, Locke, Kant, Hegel, and Kierkegaard. The first semester considers the birth of the self-critical Greek philosophic spirit, the story of the people of Israel, the emergence of Christianity and Islam, and concludes with a consideration of medieval explorations of the relationship between faith and reason. Attention will also be paid to non-Western philosophical and theological sources.
The Department

PHIL1091 Perspectives on Western Culture II/Perspectives II (Spring: 3)
Corequisite: THEO1091
Cross listed with THEO1091
Satisfies Philosophy and Theology Core Requirements

See description under PHIL1090.
The Department

PHIL1160 The Challenge of Justice (Fall/Spring: 3)
Prerequisite: Department permission required. Please contact professor.
Cross listed with THEO2160
Satisfies Philosophy Core Requirement
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

PHIL2216 Boston: An Urban Analysis (Spring: 3)

This course is intended for PULSE students who are willing to investigate, analyze, and understand the history, problems, and prospects of Boston's neighborhoods. With the exception of the fourth session, class meetings in the first half of the semester will meet on campus. Class number four will meet in the Skywalk Observation Deck at the Prudential Center. For the second half of the semester, as snow banks give way to slush and sun and blossoms, we will meet in the South End of Boston for a case study of a most intriguing and changing inner-city neighborhood.
David Manzo

PHIL2220 Miracles, Angels, Ghosts and Demons (Summer: 3)
Periodically

Using philosophical reasoning, theological faith and popular experience, course explores the questions: Do miracles still happen? Are angels myths or realities? How would you know one if you met one? Can you become demon possessed? Was *The Exorcist* fact or fiction? Why are we fascinated with ghost stories? What difference does it make if we actually encounter the supernatural? Has the Blessed Virgin Mary spoken at Lourdes and Fatima and still today at Medjugorje?
Peter Kreeft

PHIL2233 Values in Social Services and Health Care (Fall: 3)

Through readings, lectures, discussions, field placements, and written work, we will attempt the following: to communicate an understanding of the social services and health care delivery systems and introduce you to experts who work in these fields; explore ethical problems of allocations of limited resources; discuss topics that include violence prevention, gangs, homelessness, mental illness, innovating nursing initiatives, economy inequality, community wealth ventures, and the law; and consider possibilities for positive changes in the social service and health care system.

David Manzo

PHIL2251 Business and Society (Summer: 3)
Cross listed with MHON2250
Periodically

This course offers the beginning student an exciting opportunity to situate contemporary business in Dublin, while exploring methods for recognizing and responding to ethical challenges and dilemmas. The first half of the course will begin with a consideration of broad themes such as globalization and innovation, and end with a narrower focus on industries, entrepreneurship, and corporations. In the second half of the course, students will explore and reflect upon the nature of leadership and the components of different ethical frameworks, the latter of which could serve as candidate ways of making day-to-day decisions. Readings, assignments, and excursions are designed to reinforce and make more concrete the material covered in the classroom.

Joseph Cioni

PHIL2259 Perspectives on War, Aggression, and Conflict Resolution I (Fall: 3)
Cross listed with THEO2327 and SOCY2250
The Faith, Peace, and Justice Program at Boston College sponsors this course as an introduction to the field of Peace Studies.

This course develops an interdisciplinary approach to the study of war and conflict and investigates alternatives to their resolution in contemporary global society. The course is organized along multidisciplinary lines, with faculty members from various academic departments responsible for each topic of discussion. This interdisciplinary approach demonstrates the varied and complex perspectives on the causes of war and conflict and attempts to develop, out of the resources of these respective disciplines, intelligent insights into the resolution of conflicts, and the development of alternatives to war.

Matthew Mullane

PHIL2261 Telling Truths I: Writing for the Cause of Justice (Fall: 3)

This PULSE elective will explore writing as a tool for social change. Students will read and experiment with a variety of written forms—memoir, creative non-fiction, opinion and essay—to tell the "truth" as they experience it in their own encounters with social injustice. This workshop is intended to provide a comprehensive introduction to the range of strategies that social prophets and witnesses have used, and are using today, to promote the cause of justice.

Kathleen Hirsch

PHIL2262 Telling Truths II: Depth Writing as Service (Spring: 3)

This PULSE elective will focus on the power of story-telling to achieve justice and social liberation. We will read theoretical and narrative accounts of the role of story, examine the use of story-telling among marginal populations as a means of participating in their own solutions. We will explore the benefits and liabilities of social media in emerging change movements. Students will engage in story gathering, telling, and analysis, through their PULSE placements and class discussion, producing a collection of original writings.

Kathleen Hirsch

PHIL2264 Logic (Fall/Spring: 3)

This course will consider the principles of correct reasoning together with their application to concrete cases.

The Department

PHIL2278 Ethics, Existentialism, and the Good Life (Summer: 3)
Periodically

Think through life's great questions while immersed in the work and world of Søren Kierkegaard (1813–1855), the father of existentialism and Denmark's most famous (and strangest) philosopher and theologian. Writing in a highly personal and passionate way, no thinker in history has included so much of himself and his city in his books. Much of Kierkegaard's Copenhagen still exists as it did in his day. By confronting Kierkegaard's thought in its historical and cultural context, students will be challenged to think through these questions for themselves.

Thomas P. Miles

PHIL2285 The American Dream: Tensions (Summer: 3)

What does it mean to be an American in the twenty-first century, in the post-September 11 climate? How do we structure our society, how do we live together as neighbors, how do we adapt to the new realities? Students will emerge with greater knowledge about and curiosity concerning the social, economic, political, cultural and psychological processes that shape contemporary definitions of the self and identity and that contribute to the formation of behaviors in the twenty-first century. Through film, literature, and contemporary scholarship, the course surveys and engages some key concepts in in Americans' ways of life: their roots, their developments, the tension between them and the impact of a changing world. The course examines terms like freedom and equality, rights and obligations, liberal and conservative, security and fear, individual and community, and uses them for assessment and understanding.

Hessam Dehghani
David Goodman

PHIL2291 Philosophy of Community I (Fall: 3)
Prerequisite: Limited to Members of the PULSE Council
Biennially

This seminar explores the nature of community, with particular focus on community in the American context. Some of the central historical, cultural, political and religious forces that have shaped both American community and the American understanding of community are examined. These questions are initially approached from an historical perspective with an assessment of philosophical ideas which were dominant in the political thinking of the American founders. The seminar then considers the historical development of those ideas in light of the way they are concretized in political practice, arriving at an assessment of contemporary American thinking on community.

Patrick H. Byrne

PHIL2292 Philosophy of Community II (Spring: 3)
Prerequisite: Limited to Members of the PULSE Council
Biennially

This course is a continuation of the themes of Philosophy of Community I which further explores the themes of that course: the

nature of community, particularly in the American context; the historical, cultural, political and religious forces that have shaped American community and the American understanding of community.
Patrick H. Byrne

PHIL2295 Society and Culture I (Fall: 3)
Prerequisite: Limited to students who have completed PHIL1008/1089.

This course will aim at an understanding of contemporary American society by exploring the underlying cultural traditions and practices from which that society arises. We will attempt to lay a foundation for understanding contemporary ways in which the American people choose to structure the way they live together. Our study centers on questions about how our culture and its social structures are the concrete expression of what we value, of the things we consider meaningful and important within American culture.
David McMenamin

PHIL2296 Society and Culture II (Spring: 3)

This course is intended to continue and deepen the exploration begun in Society and Culture I and will employ the same plan as described under that course. But this course can also stand on its own and be taken without having taken the previous course.
David McMenamin

PHIL3343 Introduction to Black Philosophy (Spring: 3)
Periodically
Satisfies Cultural Diversity Core requirement.

This course introduces students to writings by and about persons of African descent. Readings will be drawn from works by G. Yancey, H. McGary, W. Lawson, W.E.B. DuBois, H.L. Gates, C. West, L. Outlaw, and B. Boxill.
Jorge Garcia

PHIL3377 Normative Ethical Theories (Fall: 3)

This course examines approaches to morality's theoretical reconstruction that respectively emphasize: (1) achieving good results, (2) performing dutiful actions, and (3) cultivating virtuous character. Readings will be selected from classic works by such philosophers as J.S. Mill, Kant, and Aristotle, as well as from recent writings by contemporary thinkers, including M. Baron, C. Korsgaard, P. Pettit, T.M. Scanlon, M. Slote, and L. Zagzebski.
Jorge Garcia

PHIL3503 Buddhist Philosophy and Spirituality (Fall: 3)
Prerequisites: At least one prior course in philosophy or theology, and a B+ or higher average in prior humanities (non-science) courses.
Cross listed with THEO3505 and TMST7124
Periodically

See course description in the Theology Department.
John J. Makransky

PHIL4403 Does God Exist? (Fall: 3)
Biennially

This course aims to be a serious examination, for capable undergraduates, of arguments for and against the existence of God.
Ronald K. Tacelli, S.J.

PHIL4405 Greek Philosophy (Fall: 3)
Prerequisite: Philosophy of the Person I & II or Perspectives I & II

This course is organized around the central philosophical questions asked and answered, in various ways, by philosophers in the ancient Greek-speaking world. We will consider the pre-Socratics, Plato, Aristotle, and, more briefly, some Hellenistic authors such as Plutarch, Epictetus, and Plotinus. Topics include theories of material bodies and of change; whether anything immaterial or immutable exists, and if so whether it is single or multiple and its relation to this changing world; the human soul; and the question of the criterion of truth, and the process by which humans may come to know; the question of the criterion of ethics.
Sarah Byers

PHIL4406 History of Modern Philosophy (Fall: 3)

The course presents in a synthetic but not superficial manner the major philosophies, from Descartes to Kant, which have punctuated the emergence of the modern mind, the development of scientific knowledge and transformations of Western societies, during a period in which conquering rationality asserted its autonomy and gave rise to the idea of Enlightenment, but at the same time reflected on its own limits. This comprehensive survey will cover metaphysics, epistemology, ethics and political thought. We will analyze representative sources, paying attention to their argumentative structures, and highlighting the logic in the unfolding of problems and answers. Syllabus on http://www2.bc.edu/~solere/pl406.html
Jean-Luc Solere

PHIL4407 Medieval Philosophy (Spring: 3)
Prerequisite: Ancient Philosophy

Far from being monolithic and repetitive, the Middle Ages were a creative period during which multiple solutions were proposed to make sense of the world and of human life. The legacy of Antiquity, the 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
Jean-Luc Solere

PHIL4408 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.
The Department

PHIL4419 Friendship (Fall: 3)
Periodically

The renewed interest among philosophers about friendship indicates a break from the suspicion of the last several centuries. The lack of interest can be traced to an understanding of human nature where each individual is a self-contained unit. Ethical reflection emphasized equality so much that friendship appeared hard to justify, as based on preferring one individual over another. This has not always been the case, since Greek and Medieval thinkers regarded friendship rather highly as indicating what is best in human nature and essential to happiness. We will try to understand why different cultural perspectives evaluate friendship in different ways
Gary Gurtler, S.J.

PHIL4420 Paranoid Causality: On Anti-Judaism and Anti-Jesuitism (Fall: 3)
Periodically

This course is geared to the Jesuit Scholastics at the STM but is open to advanced undergrads and other grad students. It is in the first slate of courses at the new Center for Jesuit history.
James W. Bernauer, S.J.

PHIL4427 The State of Nature and the Nature of the State (Fall: 3)
Periodically

This course examines the thought-device of the "state of nature" —a situation in which human beings live without a political sovereign. We will consider how this concept has been understood in the history of philosophy and social theory, by thinkers such as Aristotle, Hobbes, Rousseau and Freud. We will also explore the treatment of "nature" and the "state of nature" in works of film and literature, including Joseph Conrad's novel *Heart of Darkness* and the films of Terence Malik. Throughout the course, we will focus on how the "state of nature" has been used to explain, justify, or criticize "the nature of the state"—i.e., human life within political community under a sovereign authority.
Micah E. Lott

PHIL4429 Freud and Philosophy (Fall: 3)
Prerequisite: Philosophy Core

This introductory course for the interdisciplinary minor in psychoanalysis (open to all interested) is designed to acquaint students with the scope and evolution of Freud's thinking and with significant developments in psychoanalysis since his time. Students will study and assess Freud's and Breuer's first formulation of the nature and etiology of hysteria; Freud's groundbreaking work in dream interpretation and the nature of unconscious processes; Freud's attempt to apply his novel theory of unconscious mechanisms to cultural anthropology as well as individual psychology; and the implications of the ongoing revisions in Freud's classification of the drives.
Vanessa P. Rumble

PHIL4430 Classical and Contemporary Asian Philosophy (Spring: 3)
Periodically

This course will begin with a survey of some of the central texts in the classical Confucian and Buddhist canons. We will then look at the ways in which modern thinkers in Japan (especially figures associated with the Kyoto School such as Nishida Kitaro, Watsuji Tetsuro, and Yuasa Yasuo) and the United Sates (especially New Confucians such as Tu Wei-Ming and Robert Neville) have appropriated and transformed this intellectual heritage by articulating classical metaphysical and ontological positions in novel ways and by developing creative responses to questions about the nature of the self and of ethical life.
David W. Johnson

PHIL4447 After World War I: Spirit Recov/Fascism/Personalism (Fall: 3)
Periodically

We shall investigate the birth and development of fascism as political cultures.
James W. Bernauer, S.J.

PHIL4451 Tragedy: Philosophy and Psychoanalysis (Spring: 3)
Periodically

The course will examine the understanding of tragedy presented by Hegel, Kierkegaard, Nietzsche, and Freud. As we read each thinker, we will ask whether tragedy must be understood as nihilistic, or whether it contains elements which are life-promoting.
Vanessa P. Rumble

PHIL4453 Gandhi, Satyagraha, and Society (Spring: 3)

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

PHIL4456 The Holocaust: A Moral History (Spring: 3)
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.

PHIL4472 Buddhist Ethics in Theory and Practice (Spring: 3)
Prerequisites: At least one prior course in philosophy or theology, and a B+ or higher average in prior humanities (non-science) courses.
Cross listed with THEO4472 and TMCE4472
Periodically

See course description in the Theology Department.
John Makransky

PHIL4476 Classical Chinese Philosophy (Fall: 3)
Periodically

This course is an introduction to Classical Chinese Philosophy and designed to introduce students to the major philosophical schools of classical China, including the Confucian, Mohist, Daoist, and Buddhist schools. Through lectures, discussions, and reading of select primary and secondary sources, we will explore the formulations and subsequent transformations of key beliefs, doctrines, practices, and institutions that characterized specific cultural, educational, spiritual and philosophical traditions.
Joseph Jiang, S.J.

PHIL4477 Ethical Principles in Comparative Perspectives (Spring: 3)
Periodically

The course will explore the major concepts of and current trends in Eastern and Western values, beliefs, and practices. It will also illustrate the diversity of their social, cultural and philosophical life by means of a cross-cultural perspective in order to communicate to students the importance of global changes, dialogue and exchanges.
You Guo Jiang, S.J.

PHIL4901 Readings and Research (Fall/Spring: 3)

By arrangement.

The Department

PHIL4931 Senior Honors Seminar (Fall: 4)

Restricted to departmental honors students only.

The senior honors seminar will support the development of a senior thesis. Topics will include methods for strong research, writing workshops, and contemporary philosophical readings and discussion.

Marina B. McCoy

PHIL4962 Perspectives Thesis (Spring: 3)

By arrangement.

The Departmentt

PHIL5387 Path of Bodhisattva: Mahayana Buddhism/East (Fall: 3)

The Department

PHIL5387 Mahayana Buddhism in East Asia (Spring: 3)

Cross listed with THEO5387 and TMST7097

Periodically

The bodhisattva—a wise and compassionate being dedicated to the salvation of all sentient beings—is arguably the model for and model of Buddhist practice in China, Japan, Korea, Vietnam, and, more recently, North America and Europe. This course will explore the cultic dimensions of Buddhism in East Asia—the modes of self-cultivation and worship that have revolved around the figure of the bodhisattva. Close readings of texts and images will challenge Western assumptions about what Mahayana Buddhism has been all about, and by extension, how we imagine the general categories "theology" and "religion."

David Mozina

PHIL5505 The Aristotelian Ethics (Fall: 3)

Prerequisite: Philosophy Core

This course includes a reading of Aristotle's and examines its principal themes: happiness, virtue, responsibility, justice, moral weakness, friendship, pleasure, and contemplation.

Deborah DeChiara-Quenzer

PHIL5512 Philosophy of Existence (Spring: 3)

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

PHIL5518 Philosophy of Imagination (Fall: 3)

Readings in the philosophy of imagination from ancient myth to post-modernity. Beginning with Biblical and Greek accounts of images and image-making, this course will explore three main paradigm shifts in the western history of imagination: (1) the ancient paradigm of the Mirror (Plato to Augustine); (2) the modern paradigm of the Lamp (Kant to Sartre); and (3) the postmodern paradigm of the circular Looking Glass (Lacan to Derrida). The course will conclude with a critical evaluation of the political and ethical functions of imagination in our contemporary civilization of cyber-fantasy, simulation, and spectacle.

Richard M. Kearney

PHIL5527 Philosophy of Language (Spring: 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

PHIL5529 Metaphysics (Fall: 3)

Periodically

The course begins with classical modern philosophers. Their problems concern the relation of mind and body, the possibility of objective knowledge, and cause and effect. Their method is that of science, combining both empirical and logical elements. After these modern thinkers, giving our cultural assumptions, we turn to Ancient and Medieval philosophers. Their problems concern the relation of spirit and matter, the analogy of being and truth, and causal explanation. Their method is one of dialogue. With this different set of problems and method, we will be able to evaluate the relative strengths of these different philosophical positions.

Gary M. Gurtler, S.J.

PHIL5532 Philosophy of Religion in Human Subjectivity (Spring: 3)

Prerequisite: Two courses in philosophy completed

A course on how the question of God or of supernatural religion arises in a post-modern existential philosophy of subjectivity and how it comes to be answered in the affirmative as seen in Maurice Blondel's *Philosophy of Action.*

Oliva Blanchette

PHIL5536 Philosophies of Dissent (Fall: 3)

This seminar will explore the philosophical ideas behind the practice of dissenting against power and authority. Drawing from the history of political philosophy and social theory, the readings will explore philosophical perspectives on the just use of power and authority, as well as philosophical perspectives that seek to legitimize dissent against unjust governments. Beyond mere politics, furthermore, the existential aspects of dissent will be explored within works concerned not only with the colonization of cities by unjust governments, but also with the unjust colonization of the individual by society and politics

Aspen E. Brinton

PHIL5538 Capstone: Journey to Self-Discovery (Spring: 3)

Cross listed with UNCP5542

You can take a Capstone class only as a senior or second-semester junior. Capstone classes may not be taken Pass/Fail. You may take only one Capstone class before graduation.

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

PHIL5540 Philosophy of Liberation (Fall: 3)

Prerequisite: Five courses in philosophy completed.

Periodically

Philosophy of Liberation is the philosophy of a new humanism emerging from the consciousness of being oppressed in the third world. It is a revolutionary philosophy that is resolutely post-modern and

post-colonial, making its way into the first-world consciousness of the oppressor and the colonizer. In this course we study the most important teachers of this philosophy, beginning in Latin America and Africa and then returning to the U.S. amid the Latin American and African Diaspora, in an effort to raise our own consciousness to the level of this spirited philosophy of liberation.
Oliva Blanchette

PHIL5541 Philosophy of Health Science: East and West (Spring: 3)

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

PHIL5543 Friends and Family: Why Care? (Spring: 3)
Periodically

Isn't impartiality at the heart of morality? But then, (how) can we be justified in the partiality we normally show some people over others? This course considers some philosophical accounts of the place and significance within morality of a person's relationships with social acquaintances and relatives, and of her voluntary commitments and group affiliations (national, ethnic, racial, etc.). Readings include work of F.H.Bradley, selections from J.Seglow's monograph, "Defending Associative Duties" and from B.Feltham's and J.Cottingham's edited collection, *Partiality and Impartiality: Morality, Special Relationships, and the Wider World,* and other (mostly recent) texts.
Jorge Garcia

PHIL5550 Capstone: Building A Life (Fall: 3)
Cross listed with UNCP5550
You can take a Capstone class only as a senior or second-semester junior. Capstone classes may not be taken Pass/Fail. You may take only one Capstone class before graduation.

See course description in the Capstone section of University Courses in this catalog.
David McMenamin

PHIL5555 Quest for Authenticity: Philosophy and Film (Fall: 3)

From the beginnings of the New Left to present-day culture, the desire to be authentically one's self has become commonplace. The concept of authenticity permeates the whole of culture. Whether in advertising, entertainment, political life, or the moral life, to be authentic is to be true to some higher standard; it is to be the genuine article. To speak about the desire to become an authentic human being suggests the need to overcome a dichotomy between what you are and what you want to be. It is to overcome both personal and cultural alienation. The purpose of this course will be to first render a philosophical understanding of what it means to be an authentic human being. Second, we will then explore how this quest for authenticity, properly understood, gets expressed through contemporary film.
Brian J. Braman

PHIL5562 Virtue Ethics (Fall: 3)
Periodically

This course chiefly examines recent work on the nature, structure, types, of moral virtues, their relation to impersonal values, and their place within ethical theory, situating these discussions relative to Aristotelian accounts. Readings will be drawn from texts by Robert Adams, Robert Audi, Philippa Foot, Thomas Hurka, Michael Slote, Nancy Snow, Christine Swanton, Judith Thomson, Linda Zagzebski, and others.
Jorge Garcia

PHIL5563 Ethics, Religion, and International Politics (Fall/Spring: 3)
Prerequisite: Department permission required
Corequisites: INTL660500–660502
Cross listed with INTL5563 and THEO5563
See International Studies or the Theology Department for registration approval. Preference to Theology and International Studies majors and minors.

See course description in the International Studies Department.
Aspen Brinton
David Hollenbach
Erik Owens

PHIL5565 The Virtue of Justice (Fall: 3)
Periodically

This course approaches these large questions by examining Aristotelian accounts of the virtue of justice, i.e., excellence in fulfilling one's duties to others. In examining the virtue of justice, we will consider such questions as: In what ways is the virtue of justice different from the other virtues? Can a eudaimonistic outlook yield an acceptable account of our obligations to others? Does virtue ethics have anything distinctive to contribute to our understanding of deontic concepts?
Micah E. Lott

PHIL5577 Symbolic Logic: Theory and Practices (Fall: 3)

An introduction to the powerful ways the logical forms woven into deductive reasoning and language can be analyzed using abstract symbolic structures. The study of these structures is not only relevant for understanding effective reasoning, but also for exploring the Anglo-American analytic philosophical tradition and foundations of mathematics, computer science, and linguistics. Philosophically interesting properties about logical systems will be explored, including the task of proving whether a logical system is complete and consistent. A number of interesting topics of twentieth-century logic will be briefly considered, such as set theory, Russell's paradox, and Goedel's theorems.
David Lang

PHIL5586 Platonic Dialogues (Spring: 3)
Prerequisite: Philosophy Core
Periodically

In this fall's Platonic dialogues, we will focus on Plato's moral thought in a series of dialogues: Meno, Protagoras, and Gorgias. Each of these dialogues explores the nature of virtue either as a whole. Our reading of the texts will be a slow and careful reading of these dialogues' arguments with a particular emphasis on the relationship between philosophical reasoning, myth, narrative, and ethics.
Marina B. McCoy

PHIL5593 Philosophy of Science (Fall: 3)

An introduction to the central themes of twentieth century history and philosophy of science. Topics to be discussed include the classic and contemporary problems of demarcation, explanation, confirmation, laws of nature, inter-theoretic reduction, social and historical critiques of neo-positivism, and the realism-antirealism debate. We will examine some philosophical perspectives sometimes thought to be closely associated with science including empiricism, pragmatism, naturalism, and physicalism. We will also discuss a number of other issues, including questions about objectivity and the role of values in science, about the methods, scope, and limits of science, and about whether science provides anything like a worldview.

Daniel McKaughan

PHIL5598 Law, Medicine, and Ethics (Fall: 3)
Cross listed with THEO3598

This course examines legal and ethical issues in medicine. It is designed so that students take an ethical position on difficult or emerging issues in medicine, such as appropriate care of seriously ill newborns, new forms of reproduction, and proposals for health care reform. The student is expected to provide a principled rationale for the position. The goal is to have the students think, be prepared to recognize inadequacies or difficulties in their position, modify it if necessary, and ultimately arrive at a thought-through and principled position. A Socratic method is used to achieve that goal.

John J. Paris, S.J.

PHIL5599 Kant's Moral Philosophy (Spring: 3)

Prerequisite: Some understanding of Kant's epistemology.

Biennially

We will do a close reading of *The Critique of Practical Reason, The Grounding of the Metaphysics of Morals,* and selected essays.

Ronald K. Tacelli, S.J.

PHIL6605 Augustine (Spring: 3)

In this course we examine questions in epistemology, ethics and metaphysics using major works of Augustine (354–430 AD/CE), supplemented by works of contemporary philosophers on related themes (Kretzmann, Matthews, MacDonald, VanInwagen). We will aim at depth of understanding and breadth of knowledge, contextualizing Augustine as a philosopher of late antiquity in dialogue with the Hellenistic schools (Stoicism, Skepticism, Neo-Platonism) whose philosophy is still of interest today. Topics include the nature of faith, skepticism, the problem of evil, the nature of God, moral development and conversion, the origin and characteristics of the natural world, including the human soul and body.

Sarah Byers

PHIL6609 St. Paul and Philosophy (Spring: 3)
Periodically

This course will study the philosophical interest of Pauline thinking in relation to some recent interpreters (Agamben, Breton, Heidegger, Taubes) and in its own right. We will consider a reading of Paul as philosopher that resists and perhaps even provides basis for critique of his contemporary readers. Themes will includes faith and reason, Christianity and philosophy, flesh, law and spirit, and community.

Jeffrey Bloechl

PHIL6610 Philosophy of Levinas (Fall: 3)
Periodically

This course will center on a close reading of much of *Totality and Infinity.* Central themes will be Levinas's argument that ethics is first philosophy, his understanding of subjectivity and the relation with others, and his re-conception of God and religion in light of claims for the death of God. His work will be put into frequent contact with that of, especially, Heidegger and Sartre.

Jeffrey Bloechl

PHIL6612 The Great Conversation (Fall: 3)
Periodically

A one-semester crash course in the history of philosophy covering the 100 greatest philosophers both historically and systematically (logically), emphasizing the ongoing story of issues and arguments among them. The professor's text (*Socrates' Children*) is about 1000 pages long.

Peter J. Kreeft

PHIL6615 Rationality and Religious Commitment (Spring: 3)
Periodically

An examination of cutting edge work in contemporary analytic philosophy of religion, organized around foundational questions about the nature, rationality, and value of religious faith. What is faith? Is faith adequately characterized as believing something without sufficient evidence? To what extent is faith compatible with doubt? Can faith be positively related to skepticism? How is faith related to belief, acceptance, trust, hope, and love? Can it be rational to have faith? If so, under what conditions? Can a deeper understanding of faith open up new ways of thinking about the relations between faith and reason or science and religion?

Daniel McKaughan

PHIL6618 Philosophy of Space and Time (Spring: 3)
Periodically

An historical survey of metaphysical and epistemological problems of space and time from Aristotle to Husserl.

Marius Stan

PHIL6624 Philosophy of Religion (Spring: 3)
Periodically

Not a psychological but a philosophical and logical investigation of the major controversial issues raised by the world's religions, especially Christianity: the existence and nature of God, creation, providence, the problem of evil, death and life after death, mystical experience, comparing the world's religions, etc.

Peter J. Kreeft

PHIL6670 Technology and Culture (Fall: 3)
Cross listed with SOCY6670

This interdisciplinary course will first investigate the social, political, psychological, ethical and spiritual aspects of the Western cultural development with a special emphasis on scientific and technological metaphors and narratives from the Greeks to the present. We will then focus on the contemporary world, examining the impact of our various technological creations on cultural directions, democratic process, quality of the lifeworld and on the emergent meanings for the terms "citizen" and "ethics" in our so-called post-modern society.

William Griffith

PHIL6672 Kant and Lonergan on Ethics (Fall: 3)
Biennially

Kant effected a "Copernican Revolution" not only in the theory of knowing but in ethical and moral philosophy as well. His remarkable synthesis was a powerful inspiration for virtually all contemporary moral standards, including autonomy, human dignity, universal human rights, and equal treatment before the law (i.e., procedural justice). Lonergan's work in cognitional theory was a response to the limitations in Kant's theory of knowledge. But his ethical and value theory was also a response to Kant's moral philosophy. This course will undertake a careful reading of Kant's major works in moral philosophy and the responses from Lonergan's works.
Patrick H. Byrne

Physics

Faculty

Kevin Bedell, *John. H. Rourke Professor;* B.A., Dowling College; M.S., Ph.D., SUNY Stonybrook
David A. Broido, *Professor;* B.S., University of California, Santa Barbara; Ph.D., University of California, San Diego
Baldassare Di Bartolo, *Professor;* Dott. Ing., University of Palermo; Ph.D., Massachusetts Institute of Technology
Michael J. Graf, *Professor;* B.S., Rensselaer Polytechnic Institute; Sc.M., Ph.D., Brown University
Krzysztof Kempa, *Professor;* M.S., Technical University of Wroclaw; Ph.D., University of Wroclaw
Michael J. Naughton, *Evelyn J. & Robert A. Ferris Professor;* Chairman of the Department; B.S., Saint John Fisher College; M.A., Ph.D., Boston University
Ziqiang Wang, *Professor;* B.Sc., Tsinghua University; M.A., M. Phil., Ph.D., Columbia University
Pradip M. Bakshi, *Distinguished Research Professor;* B.S., University of Bombay; A.M., Ph.D., Harvard University
Gabor Kalman, *Distinguished Research Professor;* D.Sc., Israel Institute of Technology
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;* Laboratory Director; 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
Kenneth S. Burch, *Assistant Professor;* B.S., Ph.D., University of California, San Diego

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
- Department Administrator: Jane Carter, 617-552-6280, jane.carter@bc.edu
- Programs Administrator, Stephanie Zuehlke, 617-552-2195, stephanie.zuehlke@bc.edu
- Faculty Support Assistant: Nancy Chevry, 617-552-6645, nancy.chevry@dc.edu
- Administrative Assistant: Sile Power, 617-552-3575, sile.power@bc.edu
- Department of Physics: 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.

Major Requirements

The minimum requirements for the B.S. degree with a major in Physics include 45 credits in Physics, as described below, and additional corequisites in Mathematics and other sciences.

Physics requirements:

- PHYS2200 Introductory Physics I (Fall: 4 credits)
- PHYS2201 Introductory Physics II (Spring: 4 credits)
- PHYS2050 Introductory Physics Lab I (Fall: 1 credit)
- PHYS2051 Introductory Physics Lab II (Spring: 1 credit)
- PHYS3100 Vibrations and Waves (Fall: 4 credits)
- PHYS3300 Modern Physics (Spring: 4 credits)
- PHYS4100 Mechanics (Fall: 4 credits)
- PHYS4200 Electricity and Magnetism (Spring: 3 credits)
- PHYS4400 Quantum Physics I (Fall: 3 credits)
- PHYS4401 Quantum Physics II (Spring: 3 credits)
- PHYS3510 Contemporary Electronics Laboratory (Fall: 2 credits)
- PHYS4600 Statistical Mechanics and Thermodynamics (Fall: 4 credits)
- At least three credits of an advanced laboratory course*, chosen from:
  PHYS4300 Numerical Methods and Scientific Computing** (Spring: 4 credits)
  PHY4951 Senior Thesis*** (Spring: 3 credits)
  PHYS4350 Experiments in Physics (Spring: 3 credits)

*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, CSCI2227 Introduction to Scientific Computation.

***Students will need prior agreement from a physics faculty supervisor to enroll in this course.

- At least six credits of an advanced (at or above the 4000 level) elective course. Courses vary from year-to-year, but recent offerings include:
  - PHYS4505 Nuclear and Particle Physics (3 credits)
  - PHYS4515 The Physics of Conventional and Alternative Energy (3 credits)
  - PHYS4525 Foundations of Plasmonics (3 credits)
  - PHYS4535 Nanoscale Integrated Science (3 credits)
  - PHYS4545 Introduction to Condensed Matter Physics (3 credits)
  - PHYS4555 Optics (3 credits)
  - PHYS4565 Cosmology and Astrophysics (3 credits)
  - MATH4440 Introduction to Chaos/Dynamical Systems (3 credits)

Students should consult with the Undergraduate Program Director regarding current elective offerings.

Corequisites

Students are also required to take the following mathematics courses:

- MATH2202 Multivariable Calculus (4 credits)
- MATH3305 Advanced Calculus (4 credits), which can be substituted by the combination of MATH2210 Linear Algebra and MATH4410 Differential Equations

(Note that students without advanced math placement will need to take introductory calculus courses as well, which are prerequisites for MATH2202 and MATH3305)

Physics majors are also required to take eight credits of CHEM1109–1110 and associated labs; other science courses, along with their associated labs, may qualify, but require prior approval by the Department Chair.

Minor Requirements

The minimum requirements for a Minor in Physics include 24 credits in Physics and eight corequisite credits, as described below:

- PHYS2200 Introductory Physics I (Fall: 4 credits)
- PHYS2201 Introductory Physics II (Spring: 4 credits)
- PHYS2050 Introductory Physics Lab I (Fall: 1 credit)
- PHYS2051 Introductory Physics Lab II (Spring: 1 credit)
- PHYS3100 Vibrations and Waves (Fall: 4 credits)
- PHYS3300 Modern Physics (Spring: 4 credits)

Also required are six credits in courses at or above the 4000 level. Students should discuss course selection with the Undergraduate Program Director.

Corequisites*

- MATH1102 Calculus I (4 credits) and MATH1103 Calculus II (4 credits) or
- MATH1105 Calculus II–AP (4 credits) are required

*Students who have been placed by the Mathematics Department at a level above MATH1105 will have satisfied this corequisite.

MATH2202 (4 credits) and MATH3305 (4 credits) are required as prerequisites for some of the upper-level physics courses.

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 PHYS7711, 7732, or 7741.

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 PHYS2200 and the associated lab PHYS2050. Biology majors and premedical students should enroll in PHYS2100 and the associated lab PHYS2050. Depending on high-school background, Physics majors take either the Calculus I–II sequence MATH1102–1103, or calculus II–AP MATH1105, or start with Multivariable Calculus MATH2202. Note that MATH1100–1101 is intended for Biology and Premedical students and is not sufficient calculus preparation for Physics Majors.

Information for Study Abroad

Before undertaking study abroad, it is strongly recommended that the Physics major complete PHYS2200, PHYS2201 (or PHYS2100, 2101) with labs, PHYS3100, PHYS3300 (also with labs), and the corequisite math courses MATH1102, MATH1103, MATH2202, and MATH3305. The Department typically allows a maximum of four courses taken abroad to count for major credit. Of these four courses, two should be major requirements, plus two Physics electives. The department recommends any program with a solid teaching and research program in physics.

Students who are interested in studying abroad are strongly encouraged to do so during the spring semester of their junior year. While planning their study abroad program, Physics majors should meet with the Undergraduate Program Director. Students should inquire early at the Office of International Programs, and with possible host institutions, to arrange for a course of study appropriate for physics majors.

Course Offerings

Courses numbered below 2000 are introductory courses directed primarily towards non-science majors. These courses have no prerequisites and need no mathematics beyond ordinary college entrance requirements. The courses that satisfy the Science Core requirement are noted in the individual course descriptions. PHYS2100–2101 Introductory Physics I, II (Calculus) or PHYS2200–2201 Introduction to Physics I, II (Calculus) and PHYS2050–2051 Introductory Physics Laboratory I and II are required of all Chemistry and Physics majors; Biology majors should consult the Biology Department regarding Physics requirements. Courses numbered above 3000 are advanced offerings primarily for Physics majors.

Course Offerings

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

PHYS1100–1101 Structure of the Universe I and II (Fall/Spring: 3)

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

PHYS1500 Foundations of Physics I (Fall: 3)
Satisfies Natural Science Core Requirement
Recommended laboratory (optional): PHYS2050–2051.

First semester of 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 PHYS2100 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

PHYS1501 Foundations of Physics II (Spring: 3)
Satisfies Natural Science Core Requirement
Recommended laboratory (optional): PHYS2203–2204.

Second semester of the two-semester algebra-based introductory physics course sequence primarily for non-science majors. This course is similar to PHYS2212 in pace and content but with less emphasis on mathematical technique. Topics to be covered are fundamentals of electrostatics, simple electrical circuits, magnetism, electromagnetism, electromagnetic oscillations and waves, physical optics, and, if time allows, basic concepts and applications of special relativity and quantum physics.

The Department

PHYS1600 Special Projects (Fall/Spring: 3)
Credits and requirements by arrangement with the approval of the Chairperson.

Individual programs of study and research under the direction of physics faculty members.

The Department

PHYS2050 Introductory Physics Laboratory I (Fall: 1)
Lab fee required

A laboratory course that provides an opportunity to perform experiments on topics in mechanics and acoustics. One two-hour laboratory period per week. This lab is intended for students in PHYS2209–2210 or PHYS2211–2212.

Andrzej Herczynski

PHYS2051 Introductory Physics Laboratory II (Spring: 1)
Lab fee required

A laboratory course that provides an opportunity to perform experiments on topics in electricity and magnetism and physical optics. One two-hour laboratory period per week. This lab is intended for students in PHYS2209–2210 or PHYS2211–2212.

Andrzej Herczynski

PHYS2100 Introduction to Physics I (Calculus) (Fall: 4)
Prerequisite: MATH1100 (May be taken concurrently)
Corequisite: PHYS2213
Satisfies Natural Science Core Requirement
PHYS2203 is the laboratory course to supplement the lecture course material.

First semester of a two-semester calculus-based introduction to physics primarily for biology majors and premedical students. The development and application of classical physical principles are covered, and students are introduced to more advanced mathematical techniques to extend these applications. Emphasis is placed on problem-solving to better understand the implications of these principles, as well as to develop analytical skills. Topics include classical mechanics, including Newton's laws, energy, rotational motion, hydrostatics and fluid dynamics, oscillations, waves, and gravitation.

The Department

PHYS2101 Introduction to Physics II (Calculus) (Spring: 4)
Prerequisite: MATH1101 (May be taken concurrently)
Corequisite: PHYS2214
Satisfies Natural Science Core Requirement
PHYS2204 is the laboratory course to supplement the lecture course material.

Second semester of a calculus-based introduction to physics primarily for biology majors and premedical students. The development and application of classical physical principles are covered, and students are introduced to more advanced mathematical techniques to extend these applications. Emphasis is placed on problem-solving to better understand the implications of these principles, as well as to develop analytical skills. Topics are electrostatics, electrical circuits, magnetism, electromagnetism and electromagnetic waves, topics in physical optics, and basic concepts of special relativity and quantum physics.

The Department

PHYS2110 Introduction to Physics Recitation I (Fall: 0)
Corequisite: PHYS2211

Problem solving and discussion of topics in a small-class setting. One hour per week.

The Department

PHYS2111 Introduction to Physics Recitation II (Spring: 0)
Corequisite: PHYS2212

Problem solving and discussion of topics in a small-class setting. One hour per week.

The Department

PHYS2200 Introductory Physics I (Calculus) (Fall: 4)
Prerequisite: MATH1102 (May be taken concurrently)
Satisfies Natural Science Core Requirement
PHYS2203 is the laboratory course to supplement the lecture course material.

First semester of a two-semester calculus-based introduction to physics for those majoring in the physical sciences. Students utilize analytical reasoning combined with mathematical formalism to fully explore the development, consequences and limitations of the classical principles of physics; similar to PHYS2211 in pace and content but at a greater depth appropriate for physical science majors. Class

size is limited to promote classroom discussion. Topics cover classical mechanics, including Newton's laws, energy, rotational motion, oscillations, waves, and gravitation.
The Department

PHYS2201 Introductory Physics II (Calculus) (Spring: 4)
Prerequisite: MATH1103 (May be taken concurrently)
Satisfies Natural Science Core Requirement
PHYS2204 is the laboratory course to supplement the lecture course material

Second semester of a calculus-based introduction to physics for those majoring in the physical sciences. Students utilize analytical reasoning combined with mathematical formalism to fully explore the development, consequences and limitations of the classical principles of physics; similar to PHYS2212 in pace and content but at a greater depth appropriate for physical science majors. Class size is limited to promote classroom discussion. Topics include fundamentals of electrostatics, simple electrical circuits, magnetism, electromagnetism and electromagnetic oscillations and waves, and selected topics in physical optics.
The Department

PHYS3100 Vibrations and Waves (Fall: 4)

This course is an introduction to the phenomena of vibrations and waves that span most of the areas in physics. The basic subject matter includes the following: mechanical vibrations and waves, free and forced vibrations and resonances, coupled oscillations and normal modes, vibration of continuous systems, propagation of mechanical and electromagnetic waves, phase and group velocity, interference and diffraction. The course also covers the basic concepts in first and second order differential equations, matrices, eigenvalues and eigenvectors and Fourier series.
The Department

PHYS3300 Introduction to Modern Physics (Spring: 4)

This course is a transition between introductory and advanced physics courses for science majors. The basic subject matter includes the two principal physical theories of the twentieth century—relativity and quantum mechanics. Included are the following: the Lorentz transformation, kinematic consequences of relativity, origin of the quantum theory, one-dimensional quantum mechanics, quantum mechanics of a particle in three dimensions, applications to the hydrogen atom and to more complex atoms, molecules, crystals, metals, and semiconductors.
The Department

PHYS3500 Advanced Independent Research (Fall/Spring: 6)

This course is reserved for Physics majors selected as Scholars of the College. Content, requirements, and credits by arrangement with the Chairperson.
The Department

PHYS3510 Contemporary Electronics Laboratory (Fall: 2)
Lab fee required

A laboratory course, with lecture component, providing hands-on experience, including a brief review of fundamentals of electronics followed by a study of analog devices, including diodes, transistors, operational amplifiers, resonant circuits, and digital devices, including Boolean algebra, digital Gates, Timers, Counters, and practical combinations of Gates and other digital elements.
The Department

PHYS4100 Classical Mechanics (Fall: 4)

This course studies classical mechanics at the intermediate level and develops analytical skills for later physics courses. It includes: single particle dynamics and oscillations; conservative forces and conservation laws; gravitation and central force motion; Lagrangian and Hamiltonian dynamics; system of particles and rigid body dynamics.
The Department

PHYS4200 Electricity and Magnetism (Spring: 3)

To provide students with the background in electricity and magnetism necessary to deal with experimental problems in electromagnetism. Part 1 will present the mathematical foundations for the entire treatment of electromagnetism. Part 2 deals with Coulomb's law and the electrostatics based on this law. Part 3 addresses stationary currents and magnetostatics. Part 4 deals with induction and quasi-stationary phenomena, self- and mutual-induction. Part 5 presents a treatment of Maxwell equations and the consequences of these equations, e.g. energy and momentum conservation, Plane waves, reflection and refraction. Time permitting, we will discuss radiation from moving charges.
The Department

PHYS4300 Numerical Methods and Scientific Computing (Spring: 4)
Prerequisites: MATH2202, CSCI1127, and permission of instructor
Cross listed with ECON2215
This course is intended for students who plan to minor in Scientific Computation. It is also an elective for Physics majors.

This course introduces students to a variety of numerical methods and then applies these methods to solve a broad range of scientific problems. These problems include examples from physics as well as several other disciplines, including chemistry, mathematics, economics, and finance. Numerical techniques for solving problems expressed in terms of matrix, differential and integral equations will be developed. Other topics will include statistical sampling and Fourier and Laplace transforms.
The Department

PHYS4350 Experiments in Physics I (Fall: 3)
Lab fee required.

The course includes experiments in optics, solid state physics, nuclear physics, spectroscopy, x-ray, and electron diffraction. Students will carry out independent projects aimed at acquiring a sound understanding of both the physical principles involved in each subject area and of the principles and problems of modern experimental physics.
Zhifeng Ren

PHYS4400 Quantum Physics I (Fall: 3)

First of a two-semester sequence providing a comprehensive treatment of the principles and applications of non-relativistic quantum mechanics. This semester focuses on basic principles. Topics covered include: historical development of quantum mechanics; the uncertainty principle; the Schrodinger equation and its solution for simple one-dimensional potentials, including constant potentials and the harmonic oscillator; formal presentation of the postulates of quantum mechanics using Dirac notation; commutation relations; basic scattering theory; formulation of Schrodinger equation in three-dimensions, central potentials, orbital angular momentum, and the hydrogen atom; spin angular momentum and the addition of angular momenta.
The Department

PHYS4401 Quantum Physics II (Spring: 3)

Second semester of the PHYS4407–4408 sequence, focusing on applications. Topics covered include: treatment of the many-particle systems, including effects of spin and symmetry of the wave function; many-electron atoms and the periodic table; basic elements of quantum statistics; approximation techniques, including non-degenerate and degenerate perturbation theory and the variational principle; time-dependent perturbation theory and the interaction of electromagnetic radiation with matter.

The Department

PHYS4515 The Physics of Conventional and Alternative Energy (Fall: 3)

PHYS4416 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

PHYS4535 Nanoscale Integrated Science (Fall: 3)

The Department

PHYS4545 Condensed Matter Physics (Spring: 3)

Condensed matter physics concerns all aspects of the physics of "condensed" materials, that is, solids, liquids, gels and plasma. It is the science behind many technologically-relevant applied and integrated science and engineering fields. This course primarily covers the solid state, starting with crystal lattices and their vibrations (phonons), and descriptions of crystalline metals, semiconductors, insulators and superconductors. It covers in some detail the electrical, magnetic, optical and thermal properties of materials, and introduces the student to noncrystalline solids and so-called "soft condensed matter."

The Department

PHYS4555 Optics (Fall: 3)

This course is addressed to advanced undergraduate physics students.

The purpose of this course is to present to advanced undergraduate students a treatment of the basic principles of optics. The course will deal at length with physical optics, namely, propagation and nature of light, coherence, interference, and diffraction. A treatment of geometrical optics, including lenses and optical instruments, will follow. Finally, the course will deal with the theory of optical amplification and lasers.

The Department

PHYS4600 Statistical Mechanics and Thermodynamics (Fall: 4)

The results of classical thermodynamics are deduced from a statistical basis, including the concepts of temperature and entropy, and the three laws of thermodynamics. Applications to ideal and real gases. Basic elements of statistical mechanics, including the canonical ensemble, partition function, equipartition theorem and Maxwell velocity distribution. Simple application of Maxwell-Boltzmann, Bose-Einstein, and Fermi-Dirac Statistic.

The Department

PHYS4951 Senior Thesis (Fall/Spring: 3)

A semester-long project in the course of which a student carries out an investigation and research of an original nature or formulates a mature synthesis of a topic in physics. The results are presented as a written thesis, which the student will defend in an oral examination. This course is highly recommended for majors considering graduate study in physics.

The Department

PHYS4961 Senior Honors Thesis (Fall: 3)

The Department

PHYS5000 Readings and Research in Physics (Fall/Spring: 3)
Credits by arrangement

Individual programs of study and research for advanced physics majors under the direction of a physics faculty member. Requirements are with the approval of the Chairperson.

The Department

Political Science

Faculty

David Lowenthal, *Professor Emeritus;* B.A., Brooklyn College; B.S., New York University; M.A., Ph.D., New School for Social Research

Marvin C. Rintala, *Professor Emeritus;* A.B., University of Chicago; A.M., Ph.D., Fletcher School of Law and Diplomacy

Robert Scigliano, *Professor Emeritus;* A.B., A.M., University of California at Los Angeles; Ph.D., University of Chicago

Ali Banuazizi, *Professor;* B.S., University of Michigan; A.M., The New School for Social Research; Ph.D., Yale University

Robert C. Bartlett, *Behrakis Professor in Hellenic Political Studies;* B.A., University of Toronto; M.A., Ph.D., Boston College

David A. Deese, *Professor;* B.A., Dartmouth College; M.A., M.A.L.D., Ph.D., Fletcher School of Law and Diplomacy

Gerald Easter, *Professor;* B.A., Boston College; Ph.D., Columbia University

Robert K. Faulkner, *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

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; 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
Lindsey O'Rourke, *Assistant Professor;* B.A., Ohio State University; M.A., Ph.D., University of Chicago
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

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- 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
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- Fax: 617-552-2435
- www.bc.edu/politicalscience

Undergraduate Program Description

An undergraduate major in Political Science provides a foundation for careers in politics, public administration, international service, law, business, and journalism, as well as a foundation for graduate work and teaching in the social sciences.

The Political Science major at Boston College consists of ten courses: two introductory courses (those beginning with the number "one"); at least one course in each of the four subfields of political science (American Politics; Comparative Politics; International Politics; and Political Theory); and four electives from any of the subfields. Please note that courses not credits are the fundamental building block of our major. In order to complete the major, students must complete 10 political science courses that are each worth at least three credits. Thus, for the purposes of the major, three 4-credit political science courses from another institution are counted as three courses (they are not equivalent to four 3-credit courses). The larger number of credits for a single course from another institution may count toward the aggregate credits required for BC graduation, but that course will still count as a single course toward the major's ten course requirement. (A "double course" transferred from abroad, however, that spans two semesters, and carries 6-8 credits, will be counted as two elective courses for the major).

The Introductory Sequence

With some exceptions as noted below under **Qualifications, Exceptions, and Special Rules,** all majors should take one of the following introductory courses: Fundamental Concepts of Politics (POLI1041) or How to Rule the World (POLI1021). In addition to taking one of these two courses, students should take a second introductory course, selected from the following: Introduction to Modern Politics (POLI1042); Introduction to American Politics (POLI1061); Introduction to International Politics (POLI1081); or Introduction to Comparative Politics (POLI1091).

NB: It is not essential to take Fundamental Concepts of Politics or How to Rule the World before Introduction to Modern Politics, Introduction to American Politics, Introduction to Comparative Politics, or Introduction to International Politics; nor is it essential to take either or both of the introductory courses in the freshman year. **Many students do not begin their major until the sophomore year, and they have no difficulty finishing it on time.** Students who scored a 4 or 5 on either of the AP exams in Government and Politics (American or Comparative) may place out of the requirement for the second introductory course (but not the first). It will still be necessary to take 10 courses in the major. You will need to 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 1041 Fundamental Concepts has his or her own particular style of doing so.

There is, however, some common ground. POLI1041 Fundamental Concepts and POLI1021 How to Rule the World, are devoted principally to a study of some of the classic texts in political theory. POLI1042 Introduction to Modern Politics, POLI1061 Introduction to American Politics, POLI1081 Introduction to International Politics, and POLI1091 Introduction to Comparative Politics, all emphasize philosophical, conceptual, and analytical foundations for understanding their substantive domains. Critical dialogue—in the classroom and in some cases, in discussion sections—is central to the way these introductory courses are taught.

Some introductory courses—POLI1061 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 POLI1041 and POLI1042.

To summarize: Students are normally required to take two introductory courses: either Fundamental Concepts or How to Rule the World; and one additional course from the introductory list: Introduction to Modern Politics (POLI1042); Introduction to American Government (POLI1061); Introduction to International Politics (POLI1081); and (POLI1091) Introduction to Comparative Politics.

Beyond the Introductory Courses

Students go directly from introductory courses into upper-level electives. These electives do not have to be taken in any particular order. The second digit of course numbers indicate their subfield category: courses with a "3" in that location (e.g., 2300) are in American Politics; courses with a "4" in that location (e.g., 2400) are in Comparative Politics; courses with a "5" in that location are in International Politics; and courses with a "6" in that location are in Political Theory. Students must take eight courses **beyond** the introductory courses, and at least one course must be taken in each of the four subfields: American Politics, Comparative Politics, International Politics, and Political Theory. All courses that do not fulfill the subfield or introductory requirements will be counted as electives in the major. The subfield requirements must be satisfied by courses taken in the department; courses taken abroad or transferred from other institutions may only be used to fulfill introductory or elective requirements. To fulfill the major, at least six courses of the ten courses required must be taken in the Boston College Political Science Department. No more than four courses in total, then, can be transferred from other US institutions, study abroad, or Woods College.

There is a considerable variety in our elective offerings, because each faculty member has a rotating set of courses and usually teaches four of these each year. There are approximately 100 courses open to undergraduates over a four-year period. Some of these courses are seminars, which meet once a week, and are usually limited to 19 members so that there is much more opportunity for sustained and intense analysis of texts and problems than there is in a conventional lecture/discussion format. With the exception of the special Sophomore Seminars, seminars are open only to juniors and seniors.

The amount of work required in all of our courses is generally high. Clarity of thought and writing are two sides of the same skill, and for this reason, our courses place special emphasis on writing skills. In addition, most courses encourage classroom discussion on a regular basis, so that students may be graded on their participation in class as well as on their writing and exams.

Degree Requirements

Fields and Electives

- Two introductory courses including, Fundamental Concepts of Politics (POLI1041) or How to Rule the World (POLI1021) and one course from the list of other introductory offerings: Introduction to Modern Politics (POLI1042); Introduction to American Politics (POLI1061); Introduction to International Politics (POLI1081), or Introduction to Comparative Politics (POLI1091).
- At least one course in each of the four subfields of Political Science: American Politics (POLIX300–X399), Comparative Politics (POLIX400–X499), International Politics (POLI X500–X599), and Political Theory (POLIX600–X699), for a total of four subfield courses.
- Four electives from among any courses offered by the department that are not introductory courses. NB: POLI1021 (How to Rule the World) may also satisfy the subfield requirement in Political Theory. It may not, however, satisfy the Introductory requirement and the Political Theory subfield requirement at the same time.

  Note: Courses designated as POLIX200–X299 count as electives toward the major but do not fulfill any of the four subfield distributional requirements. Courses numbered POLI7700 and above are graduate courses.

Qualifications, Exceptions, and Special Rules

- Introductory courses do not have to be taken in any particular sequence, 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 elective courses for the standard introductory courses (POLI1021, POLI1041, POLI1042, POLI1061, POLI1081, POLI1091). 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 (POLI1042, POLI1061, POLI1081, POLI1091). *In either of these cases, students will still need to take ten courses and will need to see the Director of Undergraduate Studies in order to get this waiver recorded on their Degree Audits.*

There are courses in Political Science offered in the Woods College of Advancing Studies (WCAS). Some of these courses may be used (and only used) to fulfill introductory or elective requirements in the major, and only with the prior approval of the Department's Director of Undergraduate Studies. As a general rule, the Department will only approve for major credit WCAS courses taught by regular faculty or teaching fellows in the Political Science Department.

- Students may transfer up to four courses from other institutions, including foreign study programs. But in no case may a student earn a degree in Political Science without taking at least six courses (**24 credits**) in the Department. Transfer credits and foreign-study credits may not be used to satisfy the four subfield distributional requirements.

Please Note: Even after the University has accepted a transfer or a foreign study course for your 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 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 otherwise required for the major. Students seeking to complete the Honors program and graduate with Honors must, therefore, take at least 12 Political Science courses in all.

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 may write an Honors Thesis during their senior year. An Honors Thesis is generally a two-semester project, for which students earn credit for two elective courses in the major (Honors Thesis I and II, designated in the catalog as POLI4961 and POLI4962).

Students participating in the Honors program are eligible for one of three Honors designations when they graduate: Honors, High Honors, and Highest Honors in Political Science. All members of the program who complete at least 12 courses in Political Science, including two Honors Seminars, are eligible to graduate with Honors, if they have sustained a record of academic excellence in the major. Members of the program who choose to write an Honors Thesis, and do so successfully, will be eligible to be considered for High or Highest Honors.

For further information on the Political Science Honors Program, contact the Director of Undergraduate Studies.

Study Abroad

Study abroad is an excellent way for Political Science majors to gain a comparative and cross-cultural perspective on politics. Study abroad is encouraged by the Department, so long as students have prepared themselves with a strong academic background and have chosen their study abroad location with care, to assure that the courses taken abroad meet the Department's expectations with respect to quality and content.

Students planning to go abroad will be given a form by the Office of International Programs in Hovey House, which must be filled out in consultation with the one of Department's two study abroad advisors, Professor Jonathan Laurence 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 Laurence or Professor Hayao.

To be eligible for elective course credits toward the Political Science major while studying abroad, a student must have at least a 3.2 GPA generally and in the Political Science major before departing.

Political Science majors should be aware that not all study abroad sites available to Boston College students will have courses acceptable toward the major. Some sites lack political science departments or have weak political science offerings. In these cases, students should be careful to consult with the department's Foreign Study Advisor or the Director of Undergraduate Studies.

Because gaining foreign-language fluency is one of the main benefits of study abroad, Political Science majors seeking to study abroad in an English-speaking country need to have a compelling academic reason for doing so. Students who believe that their foreign-language skills are not advanced enough to take college courses abroad in a foreign language should consider study-abroad programs in foreign-language countries where universities offer their own students courses in English. Information about such programs can be obtained from the Office of International Programs in Hovey House.

The Department's study abroad advisor can advise students about which programs and courses abroad will be acceptable. Students are urged to gain approval for specific courses from the Department's study abroad advisor before departing. A student who seeks approval only after he or she returns from abroad risks not getting Political Science credit for study abroad courses. Always ask first, and if circumstances in the host country change (as they frequently do), email the foreign study advisor or Director of Undergraduate Studies for advice.

The Department will accept no more than two courses per semester from an institution abroad or four courses for an entire year. These courses will count as major electives only. As noted above, the four courses for the field distributional requirement in the Political Science major (one each in American, Comparative, and International Politics and in Political Theory) must be taken at Boston College. No courses taken abroad will be accepted for these distributional requirements. Again, bear in mind that *courses not credits* are the building blocks of our major. Single courses taken abroad that carry 3 *or more* credits will be counted as single courses in the major. Thus, for the purposes of the major, three 4-credit political science courses from another institution are counted as three courses (they are not, in other words, treated as equivalent to four 3-credit BC political science courses). Final approval of courses taken abroad requires the signature of the Department's Study Abroad Advisor on the Approval Forms available from the Office of International Programs in Hovey House.

Washington Semester

The university offers semester-long internship programs in cooperation with universities in Washington, D.C. These programs combine academic courses with internship placements in legislative, executive, and interest-group offices in the nation's capital. Students sometimes do a Washington internship semester as an alternative to study abroad. The academic requirements for participation are the same as those for study abroad (i.e., a 3.2 GPA overall and in the major). Students interested in the Washington Semester programs should schedule an appointment with Maria Segala 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 POLI4951–4952 (Thesis I and II). This is an opportunity open to seniors, and the first step is to speak with a faculty member, during your junior year, who might be willing to act as your thesis supervisor. The thesis courses do not satisfy subfield requirements in the major but may be used to satisfy elective requirements.

Scholar of the College Program

Scholar of the College is a special designation conferred at Commencement on seniors who have successfully completed particularly creative, scholarly, and ambitious Advanced Independent Research projects during their senior year, while maintaining an overall cumulative grade point average of 3.700 or better. Students interested in this program should consult the University's website for further information. (In this Department, Scholars projects are done under the course number POLI4921 Advanced Independent Research.)

Awards and Fellowships

Advanced Study Grants

The Boston College Advanced Study Grants were established to encourage, support, and give visible recognition to undergraduates who have that special spark of scholarly initiative and imagination. Students with these qualities should also be thinking of themselves as prospective candidates for national fellowships, such as the Rhodes, Marshall, Fulbright, Goldwater, or Truman. An Advanced Study Grant for a summer project can be an important step along the way. For more information on the ASG program, consult the University's website.

Advanced Study Grants are for student-designed projects. They are not awarded for projects in which a student proposes to work with a faculty member on the faculty member's research. For such faculty-designed projects, Boston College has Undergraduate Research Fellowships.

Students intending to write an Honors Thesis or Senior Thesis should consider applying in their junior year for **Advanced Study Grants for Thesis Research, which fund** summer research or skills-acquisition projects in direct support of a senior project that will be undertaken during the student's senior year.

Undergraduate Research Fellowships Program

The Undergraduate Research Fellowships program enables students of at least sophomore status to gain firsthand experience in scholarly work by participating with a faculty member on a research project. Faculty members select students, and students receive a monetary award based upon the scope and duration of the project. Students do not receive academic credit for these fellowships. Their value lies in the close mentoring relationship students can form while working with a faculty member. All full-time undergraduates of at least sophomore status are eligible. Fellowships are available for the fall, spring, and summer semesters. For more information on the program and application deadlines, consult the website for the University Fellowships Committee, or inquire directly with faculty to express your interest in being involved in their research.

National Fellowships Competitions

Boston College students need to be aware, early in their undergraduate careers, of the fellowships and awards given on a competitive basis by national foundations. Fulbright Grants, Marshall Scholarships, Mellon Fellowships, National Science Foundation Fellowships, Rhodes Scholarships, and Truman Scholarships are among the major grants available. Some of these are available to Juniors and Seniors for undergraduate study. In order to have a realistic chance of competing for one of these awards, students need to plan ahead. The Department Sponsor for these fellowship opportunities is 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.

Course Offerings

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

POLI1041 Fundamental Concepts of Politics
(Fall/Spring/Summer: 3)
Satisfies Social Science Core Requirement
For majors only. Restricted to freshmen and sophomores only.

This is an introduction to the study of politics through a consideration of some of the basic elements associated with governing: the political association, justice, constitutions, equality, liberty, conflict among citizens and between citizens and governments, conflict among governments. Each of the course instructors uses a different set of readings, drawing on a mix of political philosophy texts, works on international politics, novels, biographies. Emphasis is on interesting and important readings, discussion, and writing.

The Department

POLI1042 Introduction to Modern Politics (Fall/Spring: 3)
Satisfies Social Science Core Requirement
For majors only. Restricted to freshmen and sophomores only.

This course examines the politics and government of modern states, identifying what is distinctively modern (e.g., representative government, political parties), including in the survey both democratic and non-democratic nations. We will consider the nation-state itself-the most typical modern political arrangement—as well as efforts to "transcend" the nation (e.g., the European Union, the United Nations). We will examine the kinds of public policies that modern states adapt, and consider their consequences. Although this is not a class in international politics, some attention will be paid to the relations among modern states, including war and its causes.

The Department

POLI1061 Introduction to American Politics (Spring/Summer: 3)
Satisfies Social Science Core Requirement
Periodically
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.

Farah DiPasquale
Peter Skerry

POLI1081 Introduction to International Politics (Spring: 3)
Satisfies Social Science Core Requirement
Periodically
Not open to students who have taken POLI1501. Course restricted to political science majors only. This course may NOT be taken by any International Studies majors or minors. Class restricted to political science freshmen and sophomores.

This course examines the principle sources of the behavior of countries in international politics, including the nature of the international system and the decision-making process within states. It examines such issues as the sources of power, the causes and implications of the security dilemma, the dynamics of alliances, the causes of war, international political economy, and the dilemmas of world order. This course is strongly recommended for students who plan to take upper level international politics courses.
Robert Ross

POLI1091 Introduction to Comparative Politics (Fall: 3)
Satisfies Social Science Core Requirement
Periodically
This course is open to majors and non-majors.

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

POLI1202 Research Methods and National Movements (Spring: 1)
Prerequisite: Permission of instructor required
Periodically
This course is a pass/fail course. This course does not meet any degree requirements for the political science major.

This course will focus on teaching students a variety of research methods for analyzing national movements in a hands-on environment.
Peter Krause

POLI2210 The Politics of Constitutional Change in Ireland, 1922–2013: Governance, Nationality, Religion and Morality (Fall: 3)

This course will explore constitutional change in Ireland in the light of constitutional theory and of modern Irish politics. Since the 1960s, a ferment of social and political change has made the 75-year-old Irish constitution a battleground for opposing forces and controversial referendums. The external challenges involved in joining the EU, and the new relationships between Ireland, Northern Ireland and Britain have driven changes. Internally, secularisation and the weakening of traditional religious observance have given a new salience to issues such as contraception, divorce, abortion and gay marriage. All these issues have involved constitutional amendment and major political debates.
John Horgan

POLI2301 Policy and Politics in the U.S. (Fall: 3)
Periodically

This course is designed to acquaint students with the major features of American policymaking at the national level by engaging in primary research and extensive memo-writing on selected policy issues. Each student will be expected to become familiar with at least three policy areas, understanding existing government policies and underlying tradeoffs and paradoxes; proposing intellectually defensible and politically feasible reforms; and suggesting political strategies for enacting these reforms. Possible topics include social security, environmental regulations, federal aid and mandates for education, affirmative action, welfare, and the use of public lands.
R. Shep Melnick

POLI2305 American Federalism (Fall: 3)
Periodically

This course will examine the constitutional foundation, the historical development, and the contemporary character of American Federalism. It will explore the tension between centralization and decentralization as an independent factor influencing the course of American politics and governance and contemporary policy debate. It will also explore federalism in a comparative light by looking at current debates about European federalism.
Marc Landy

POLI2306 Parties and Elections in America (Fall: 3)
Periodically

A general survey of American political parties and elections. Investigation of such topics as how voters make choices, the conduct of campaigns, the role of media in political campaigns, the importance of money in politics, and changing political commitments and party alignments will entail consideration of the issues, personalities, and campaign tactics involved in recent elections. Emphasis will be placed on the role of parties in structuring political conflict and the role of elections in enhancing citizen control of political leaders. We will follow the progress of the 2014 elections as they unfold.
Kay Schlozman

POLI2309 The U.S. Congress (Spring: 3)
Periodically

Americans are habitually fierce critics of Congress even as they like (and usually reelect) their own representatives. In this course, we try to explain this paradox by investigating the ways in which the structure and organization of Congress allows members to cultivate personal popularity despite rampant disapproval of the institution in which they serve. Among other topics, the course addresses the nomination and election of congressional candidates, the roles of congressional parties and leaders, and the influence of the committee system, rules and procedures, lobbyists and interest groups, and other branches of government over the legislative process.
David A. Hopkins

POLI2317 The American Presidency (Fall: 3)
Periodically

This course examines the American presidency in the views and actions of major Presidents, electoral politics, and relations with political party, Congress, the courts, and the executive bureaucracy.
Marc Landy

POLI2327 U.S. Constitutional Development (Fall: 3)
Periodically
Restricted to sophomores, juniors, and seniors only.

A survey of the development of American constitutionalism, considered historically as the product of legal, political and intellectual currents and crises. Coverage includes the Founding, the Marshall and Taney eras, the slavery crisis, the rise of corporate capitalism, the emergence of the modern state, the Great Depression/New Deal, and new forms of rights and liberties. Topics include the growth of Supreme

Court power, the Court's relation to the states and the other federal branches, and the influence on constitutional understandings of economic developments, reform movements, wars, party competition, and legal and political thought.
Ken I. Kersch

POLI2330 Immigration: Processes, Politics, and Policies (Spring: 3)
Periodically

This course will examine immigration as a social as well as an economic process, with particular attention to its political and policy dimensions. Special attention will be paid to the interaction between immigrants and contemporary American social and political institutions and to how the contemporary context differs from earlier periods in our history. The various dimensions (social, cultural, economic, and political) of the assimilation process will be examined. The course will culminate in an examination of various policy responses to the continuing controversy over immigration.
Peter Skerry

POLI2334 Political Behavior and Participation (Fall: 3)
Periodically

How do citizens form opinions about politics, and how do these attitudes influence their participation in political life? This course addresses these questions by surveying the most prominent sources of influence on the political orientations of individuals, including personality effects, socialization, interpersonal dynamics, cognitive biases, and the news media. We then apply these findings to the most common forms of political behavior, including party affiliation, electoral participation, activism, and protest, aiming to explain how and why members of the mass public differ in their political beliefs and activities.
David A. Hopkins

POLI2335 Conflict and Polarization in American Politics (Spring: 3)
Periodically

It was once common for observers to note—and sometimes bemoan—the relative lack of partisan and ideological polarization in American politics, yet many now believe that Americans have become too politically divided. This course examines the nature of political differences in the public, explaining how distinctions of race, sex, social class, religion, ideology, and issue positions are associated with differing choices at the ballot box. We will consider whether the strong ideological conflict now evident in elite institutions reflects similar divisions among citizens, and investigate whether the United States has in fact split into "red" and "blue" partisan territory.
David A. Hopkins

POLI2342 American Political Thought II (Spring: 3)
Periodically

This course surveys the history of American political thought since the Civil War, with an emphasis on both recurring themes (such as liberal individualism and religiosity) and resurgent conflicts (such as over the scope of government power, and the meaning of democracy and political equality). Topics include Populism, Progressivism, feminism, Social Darwinism, the Social Gospel, New Deal/Great Society liberalism, civil rights, the Beat Generation, Black Power, the student revolts of the 1960s, the sexual revolution of the 1970s, and the 1980s conservative ascendancy.
Ken I. Kersch

POLI2350 Tip O'Neill and the Evolution of American Politics (Spring: 3)
Periodically

This course examines how American politics has changed over the past 75 years by focusing on the career of Speaker of the House Tip O'Neill. O'Neill entered politics in an era of strong local parties, became Speaker while the "Watergate babies" were reforming Congress, and left office at the beginning of an era of intense partisan polarization. The course examines these three periods of American politics, asking how they shaped—and were shaped by—Speaker O'Neill's long political career. Class lectures and discussions will be supplemented by talks by prominent congressional scholars.
R. Shep Melnick

POLI2360 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—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

POLI2363 Muslims in U.S. Society and Politics (Spring: 3)
Periodically

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

POLI2386 Civil Liberties (Spring: 3)
Periodically
Restricted to sophomores, juniors, and seniors only.

A political, historical, normative, and legal consideration of the development of individual liberties in the United States. Topics include the freedom of speech, religious liberty and non-Establishment, criminal process, property rights, privacy, and sexual and bodily autonomy.
Ken I. Kersch

POLI2401 Politics of India: Democracy, Diversity, and Development (Fall: 3)
Periodically
Restricted to sophomores, juniors, and seniors

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

POLI2402 Comparative Revolutions (Fall: 3)
Periodically

This course examines the causes and implications for societies of major social revolutions. The course will cover major theories of revolution, and will include a series of case studies of revolutions from around the world that succeeded and that failed. Cases will include France, China, Russia, peasant rebellions, national liberation struggles, and others.
Paul Christensen

POLI2403 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

POLI2410 Latin American Politics (Fall: 3)
Periodically

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

POLI2411 Indigenous Politics in Latin America (Spring: 3)
Periodically

This course examines the emergence and dynamics of indigenous identities, social movements, and political parties in Latin America.
Jennie Purnell

POLI2415 Models of Politics (Spring: 3)
Periodically

This course is an introduction to thinking analytically about human behavior by exposing students to various models of political phenomena. The emphasis is on improving students' skills in thinking about individual and collective behavior through the use of a few simple concepts and some imagination.
Kenji Hayao

POLI2420 Modern Iran (Fall: 3)
Cross listed with HIST4150
Satisfies Cultural Diversity Core Requirement

This course will analyze the trends and transformations in the political, social, and cultural history of Iran from the late nineteenth century to the present. Particular emphasis will be placed on the following topics: Iran's encounter with the West in the nineteenth century and its impact on the country's economy and society, social and religious movements in the nineteenth century; the causes and consequences of the Constitutional Revolution of 1905–1909, Iran's modernization and political development under the Pahlavis (1925–1979), the causes and consequences of the Iranian Revolution of 1979, and Iran's postrevolutionary experience as an Islamic Republic.
Ali Banuazizi

POLI2431 Radical Political Economy: From Marx to Anti-Globalization (Spring: 3)
Periodically

This course examines the work of radical thinkers from Marx to contemporary critics of globalization. The course examines Marx's theory of history and his writings on capitalist economics and politics. It explores the evolution of radical thinking on issues such as the state; the role of class in contemporary societies, particularly in relation to issues of gender, ethnicity, and religion as bases for identity and power; and prospects for progressive social transformation. We conclude with a critical examination of theories imperialism and globalization, and what they imply for the future of societies at different stages of development.
Paul Christensen

POLI2432 Postcommunist Transitions (Spring: 3)
Periodically

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.
Gerald Easter

POLI2438 Human Rights (Fall: 3)
Periodically
Not open to students who have previously taken POLI1041 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

POLI2460 Comparative Politics of Development (Spring: 3)
Periodically
Class restricted to sophomores, juniors, and seniors.

This course examines cross-national perspectives on the politics of development. What is the relationship between political, economic, and social development? Who sets the development agenda, and whose voice is heard? What role do various political and social institutions play in shaping development outcomes? In examining these questions, we will consider varying views from multiple regions, and will examine the relevance of these debates from the perspective of policymakers, citizens' organizations, and others engaged in development practice.
Gabrielle Kruks-Wisner

POLI2469 The Politics of Japan and the Republic of Korea (Fall: 3)
Periodically

This course provides an overview to the politics of contemporary Japan and the Republic of Korea (South Korea). While most of the focus will mostly be on domestic politics, it will include some discussion of their respective foreign policies. The course begins with a brief historical account, and it then proceeds to discussions of culture and society, electoral politics, decision-making structures and processes, and public policy issues.
Kenji Hayao

POLI2475 Kuwait: Politics and Oil in the Gulf (Summer: 3)
Cross listed with INTL2475 and ICSP2475
Satisfies Cultural Diversity Core Requirement

This seminar addresses the comparative and international politics of the Gulf States, with emphasis on Kuwait and Saudi Arabia. It analyzes state formation, state-society relations, democratization, the rise of Islamism and regime stability, foreign policies, regional politics, and the politics of OPEC and international oil markets. It assesses the effects of oil on domestic and foreign policy. Finally, it highlights pressures for political liberalization and growth in civil society. Students visit sites of political, religious, and historical significance throughout Kuwait and the Gulf, attend presentations at the National Assembly and Ministry of Foreign Affairs, and meet with English-speaking Kuwaiti students.
The Department

POLI2502 U.S.-Iran Relations since World War II (Spring: 3)
Periodically

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

POLI2506 UN and International Security (Fall: 3)
Periodically

The course begins with the League of Nations and the origins of the UN and its key structures. Then we examine the UN's role in collective security, arms control and disarmament, and peacekeeping as these activities were practiced during the Cold War and as they have evolved in recent years. We then turn to UN activities that go beyond treating the symptoms of conflict and aim instead to fight its root causes, such as racism and human rights violations. Finally, we close with an exploration of the meaning of UN legitimacy and the future prospects of the Security Council.
Timothy Crawford

POLI2512 The Causes of War (Fall: 3)
Periodically

In the first two-thirds of the course we will survey the major strands of theory concerning the causes of war and apply them to the First World War—a monumental human disaster for Europe and a pivotal event in world politics, therefore making it a very important case. The last one-third of the class will focus on contemporary problems of war and peace (e.g., civil wars, ethnic conflict, proliferation of weapons of mass destruction, and terrorism) using theoretical approaches introduced earlier as well as new ones.
Timothy Crawford

POLI2518 Liberalism, Nation Building, and American Foreign Policy (Fall: 3)
Periodically

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

POLI2525 Politics and Institutions of International Economics (Fall: 3)
Periodically

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

POLI2528 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

POLI2531 Politics of Energy in U.S., Comparative and Global Perspective (Spring: 3)
Cross listed with INTL2531
Periodically

Why is energy policy fundamentally political, deeply entwined with human, national, and international security, and critical to global stability and well-being? Major course units assess the main actors and institutions in energy, including OPEC and international markets; contrast the primary challenges confronting energy policy in the exporting and importing states; and analyze how energy policy and politics shapes global security, climate change and sustainability. Class members will also simulate a severe international energy crisis and use the extensive resources and contacts developed from 2008–2011 BC summer course in Kuwait-Oil and Politics in The Gulf.
David A. Deese

POLI2541 Global Governance (Fall: 3)
Periodically

How do states and other actors in the international community manage global challenges? What are the sources of order in international politics? In the absence of world government, questions about how international rules are made, monitored, and enforced are important and widespread. This course provides an overview of the concept and theories of global governance, with a focus on power, institutions, and norms in contemporary international relations. It then examines

the processes, actors, and outcomes of global governance in the context of issue areas such as human rights, the environment, migration, and security policy.
Jennifer L. Erickson

POLI2548 The World Wars: Causes, Conduct and Unintended Consequences (Fall: 3)
Periodically

This course examines the origins, military conduct, and societal consequences of World War I and World War II. We will look at each war from the perspective of state leaders designing their state's military strategy and the soldiers fighting for them. What caused the outbreak of each war? What was each state's military strategy and how did it interact with the strategies of other states? Why were so many soldiers willing to risk their lives and kill others on an unprecedented scale of destructiveness? Topics covered include: the social and technological developments necessary to fight wars of this scale; domestic, accidental, and international explanations for World War I; the military strategies of the major combatants in both wars; the Versailles Treaty and Post-World War I order; individual, domestic, and international explanations for World War II; the European and Pacific theaters; German mass killings; and Japan's surrender.
Lindsey A. O'Rourke

POLI2549 United States Foreign Policy 1945–2014 (Fall: 3)
Periodically

This course examines the formulation, execution, and consequences of U.S. foreign policy since 1945. What were the underlying patterns and logics guiding U.S. leaders? How did changes in the structure of the international system influence U.S. foreign policy? What caused America's foreign interventions and wars? Topics covered include: the origins of the Cold War; the development of the post-WWII economic order; the consequences of America's position in the Western Hemisphere; the strategies of rollback and containment; the evolution of U.S. nuclear doctrine; U.S. interventions in Korea, Iran, Guatemala, Vietnam, the Persian Gulf, Iraq, and Afghanistan; the collapse of the Soviet Union and rise of American unipolarity; as well as the Bush and Obama Doctrines.
The Department

POLI2615 Islam and Liberal Democracy (Fall: 3)
Cross listed with ICSP2615

We will take advantage of current geopolitical controversies in order to unearth the theoretical core of the debate between Islam and the West. Materials related to the Islamic heritage will be placed next to arguments made on behalf of the West in relation to certain key issues, such as rights versus duties; religion and freedom; and democracy and progress. Modern, pre-modern, sacred, and secular texts will be studied. How can the secular world defend itself against a critique that begins from a position of faith and emphasizes virtue, God, and justice?
David M DiPasquale

POLI2616 Realism and Idealism in Political Thought (Spring: 3)
Periodically

This course will examine Niccolo Machiavelli's revolution toward a realistic political science by comparing his work to the thought of two great proponents of idealism or utopianism, Immanuel Kant and Thomas More.
Nasser Behnegar

POLI2638 Islamic Political Philosophy (Spring: 3)
Cross listed with ICSP2638
Periodically

What is the relationship between philosophy and Islam? Does the divine law (Shari'a) need to be supplemented with purely rational reflections on the nature and purpose of political life? What is the place of toleration and individual rights in the Islamic legal and philosophic tradition? We will explore these and similar questions by focusing on two particularly fertile periods of Islamic thought: the encounter of Islam with Greek philosophy in the classical period and its encounter with the modern secular West in late modernity.
David M. DiPasquale

POLI2649 Rousseau and Practice (Fall: 3)
Periodically

This course will explore the abstract theoretical account of politics given in Rousseau's *Social Contract* and then examine his attempts to apply this theory to concrete political circumstances in a variety of countries.
Christopher Kelly

POLI2651 Liberty and Order (Fall: 3)
Periodically

This course will examine the relationship between liberty and order in the political thought of John Stuart Mill. We will read *On Liberty and Considerations on Representative Government* as well as other works by Mill.
Christopher Kelly

POLI2665 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

POLI3358 Seminar: American Culture War (Fall: 3)
Periodically

Since at least the 1960s, pundits and social scientists have talked about the existence of a profound culture war in the United States. On issues ranging from abortion to immigration to homosexuality, we have been told, America is divided into two major camps, one leaning to the left and the other to the right. This course will examine the evidence behind such assertions, concentrating on some of the key issues around which theories of America's culture war are organized.
Alan Wolfe

POLI3359 Seminar: Liberalism and Conservatism (Spring: 3)
Periodically

This course will examine the two dominant ideologies of today by examining classic works in each tradition, contemporary efforts to restate and reformulate their key assumptions, and the dilemmas that result when politicians adopt each ideology to the world of campaigns and elections.
Alan Wolfe

POLI3404 Seminar: The Anatomy of Dictatorship (Spring: 3)
Periodically
For Political Science Majors only.

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

POLI3436 Children's Rights in Comparative Perspective (Spring: 3)
Periodically
By instructor's permission only.

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

POLI3444 Seminar: Intellectuals and Politics in the Middle East (Spring: 3)
Periodically
Open to juniors and seniors only.

This course examines the role of intellectuals, both religious and secular, in several Middle Eastern countries in analyzing the key problems of their societies, articulating visions for change, supporting or challenging the political status quo, and at times acting directly as agents of social change. The main themes to be explored in the works of a number of prominent Middle Eastern intellectuals include: the conflict between tradition and modernity; the encounter with the West and the quest for authenticity; secularism, human rights, minority rights, and democracy; and reformist versus radical strategies for political, social, and cultural change.
Ali Banuazizi

POLI3452 Seminar: Presidents and Prime Ministers (Spring: 3)
Periodically

This course will focus its attention on the top elected political leaders of democratic states—presidents or prime ministers (or, in the case of certain countries, both). As part of the course requirements, students will develop a particular country case study (e.g., Great Britain, India, South Africa), looking at how the politics shapes what they do and how they shape their countries' politics.
Kenji Hayao

POLI3461 Seminar: State, Society, and Citizen (Fall: 3)
Periodically
Restricted to juniors and seniors.

This seminar examines the relationship between state and civil society institutions in shaping democratic practice and development. 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 government performance, social welfare, economic development, and ethnic conflict. 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

POLI3462 Grassroots Politics: Local Democratic Practice in Comparative Perspective (Spring: 3)
Periodically
Class restricted to sophomores, juniors, and seniors.

This course examines the complex relationships between citizens and the state at the most local-grassroots-level, exploring whether and how citizens makes claims on the state for essential services, and how the state, in turn, responds to local demands. With its focus on the grassroots, the course highlights a critical, but often overlooked, political arena. Drawing on cases from around the world, from both advanced industrial and developing countries, the course explores issues of participation, representation, and distribution, asking: who speaks up, who speaks for (or through) whom, and who gets what at the local level.
Gabrielle Kruks-Wisner

POLI3510 Globalization (Fall/Spring: 3)
Prerequisite: Department permission required
Cross listed with INTL3510

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

POLI3521 International Law (Fall: 3)
Cross listed with INTL3521

This course examines the role of international public law (the "law of nations") in the world today. It takes as its starting point the academic (and practical) debate about the utility of international law in world politics. From there, we consider the philosophical foundations of law, the sources of international law, and the application of international law in different arenas. In particular, the course will focus on how international law deals with a number of issues, including the connection between domestic and international law and the laws on territory, jurisdiction, human rights, and security, as well as other relevant topics.
Hiroshi Nakazato

POLI3527 Seminar: Terrorism and Political Violence (Fall/Summer: 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

POLI4392 Seminar: Democracy in America (Spring: 3)
Periodically
By instructor permission only. Graduate students should contact the Department Administrator for permission.

This seminar combines a careful reading of Alexis de Tocqueville's classic work *Democracy in America* with an investigation of contemporary

American politics using Tocqueville as our guide. Topics will include political culture and American individualism; political participation, decentralization, and self-interest; tyranny of the majority and its cures; the special role of lawyers and courts in the US; the danger and causes of administrative centralization; the effects of mores on law and law on mores; and the omnipresent problem of race.
R. Shep Melnick

POLI4437 Cops, Colonels, and Spies (Spring: 3)
Periodically
Restricted to juniors, seniors, and graduate students

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

POLI4448 The Political Development of Western Europe (Spring: 3)
Periodically

This course explores the development of modern politics in Britain, France, Germany and Italy. Readings and discussions during the first part of the semester will examine the ideas and social forces behind the English, French and Industrial revolutions. The second portion of the course will cover German and Italian national unification and democratization in France and Britain. Finally, we will consider the breakdown of democratic politics in Germany and Italy in the first half of the twentieth century and institutional legacies for the postwar period.
Jonathan Laurence

POLI4449 Domestic Politics of Post-1945 Europe (Spring: 3)
Periodically

This course examines civil society and parliamentary democracy in Western Europe since World War II. What are the distinctive features of European political systems? How have the major political cleavages developed and changed in the last sixty years? Material will cover institutions and political participation in several countries, from prime ministers and presidents to political parties and social movements. We will consider the influence of Europeanization and regional movements on domestic politics. The course will also pay particular attention to the political impact of mass labor migration, including the emergence of right wing parties and contemporary politics of cultural diversity.
Jonathan Laurence

POLI4490 The Rise, Fall and Triumph of Democracy in Western Europe (Spring: 3)
Periodically
This course is open to seniors and graduate students only.

This course is an advanced exploration of themes and topics in political development, democratic institutions, and the ideas and political and social forces that have influenced the evolution of modern European nation-states to the present day. We will consider the English Civil War and French and Industrial revolutions, the German and Italian national unification and democratization in France and Britain, and the breakdown of democratic politics in Germany and Italy in the first half of the twentieth century—as well as democracy's survival in France and Britain—and the institutional legacies of these regimes for the postwar period.
Jonathan Laurence

POLI4590 East Asian Security (Spring: 3)
Periodically
Restricted to juniors, seniors, and graduate students only. Not open to students who have previously taken PO514 East Asian Security.

This class offers an analytical perspective on the strategic conditions of post-Cold War East Asia. It examines the regional political structure, the strategic characteristics of the region's great power relationship (U.S.-China relations), and the implications for the conflicts on the Korean peninsula, in the Taiwan Strait, and in the South China Sea and the role of alliance relationships in regional diplomacy. From these different perspectives, it attempts to understand the sources of state behavior and prospects for regional stability and instability.
Robert Ross

POLI4591 Seminar: Modern Classics of International Relations (Fall: 3)
Periodically
Not open to students who have previously taken PO561. Open to graduate students; restricted to juniors, and seniors only.

This seminar will examine five major books, and related articles, published in the field of International Relations over the last sixty years. Each deals theoretically and empirically with the nature of the international system and the sources of order, stability, and war within it. Through close readings, intensive discussions and critical writing, we will explore each book and, cumulatively, the connections among them. The ultimate objective is to build conceptual and theoretical foundations for thinking about the present state and future prospects of international order while achieving, along the way, a deeper understanding of the international political systems of the past.
Timothy Crawford

POLI4592 Seminar: Foreign-Imposed Regime Change (Spring: 3)
Periodically
Restricted to juniors, seniors, and graduate students.

This course examines competing theories of foreign-imposed regime change. The modern international system is built upon the idea of state sovereignty. However, states routinely violate one another's sovereignty in order to replace the political leadership of their rivals. Why do states launch regime change operations? What are the different ways that states try to overthrow their adversaries? What are the likely consequences of these interventions? The course will introduce multiple theories regarding the causes and consequences of regime change and evaluate their merits in relation to several in-depth historical cases.
Lindsey A. O'Rourke

POLI4690 The Political Philosophy of Alfarabi (Spring: 3)
Periodically

In the Muslim world today, more than ever there is an effort to locate the key figures of Islamic civilization and to situate them in a contemporary context. Alfarabi (d. 950) founded the main tradition of philosophy in the Islamic world. Regarded by his successors such as Avicenna (Ibn Sina), Averroes (Ibn Rushd) and Maimonides as the "Second Teacher" or greatest philosophical figure following the death of Aristotle, Alfarabi was understood to have been the leading authority in

two fields of study, namely, logic and political science. This course will involve a close reading of *The Philosophy of Plato and Aristotle.* No prior acquaintance with the Arabic language or Islamic philosophy is necessary.
David M. DiPasquale

POLI4901 Reading and Research—Undergraduate (Spring/Fall: 3)
By arrangement; by permission of the instructor.

This is a one-semester readings and research course directed by a Political Science faculty member that culminates in a long paper or equivalent.
The Department

POLI4921 Advanced Independent Research (Fall/Spring: 6)
By arrangement; by instructor permission only.

Independent study in the Political Science Department under the direction of a faculty member for undergraduate students qualifying for the University's Scholar of the College Program.
The Department

POLI4931 Honors Seminar (Fall: 3)
Periodically

This seminar examines the role of religious communities and religious institutions in foreign affairs, including the practice of state-church relations and the rights of religious minorities across borders. We will focus on the international implications of domestic religious politics with particular reference to contemporary Europe and the Middle East/North Africa regions.
Jonathan Laurence

POLI4932 Honors Seminar (Spring: 3)
Periodically

In this course, we will seek to understand the relevance of inequality for politics in America, where Tocqueville long ago noted an egalitarian commitment. We will consider the nature, justice, and dimensions of inequalities in society; the contrast between the formal political equality that inheres in citizenship and the actual inequalities of political influence; and the nature and impact of public policies—for example, voting rights, educational policies, and welfare policies—that enhance or diminish equality.
Kay Schlozman

POLI4951 Senior Thesis I (Fall: 3)

Students interest in writing a senior thesis may do so over two semesters in their senior year. Students are encouraged to think about their senior thesis topic in the second semester of their junior year, and they are encourged to contact individual faculty members about their topic.
The Department

POLI4952 Senior Thesis II (Spring: 3)
By arrangement; by instructor permission.

Students interest in writing a senior thesis may do so over two semesters in their senior year.
The Department

POLI4961 Honors Thesis in Political Science I (Fall: 3)
By arrangement; by permission of the instructor.

Students in the Political Science Honors program are encouraged to write an Honors Thesis over two semesters in their senior year. Students are encourage to start thinking about their Honors Thesis topic during the second semester of their junior year, and they should start contacting individual faculty member to discuss their topic of interest.
The Department

POLI4962 Honors Thesis in Political Science II (Spring: 3)

Students in the Political Science Honors program are encouraged to write an Honors Thesis over two semesters in their senior year.
The Department

Psychology

Faculty

Hiram H. Brownell, *Professor;* B.A., Stanford University; M.A., Ph.D., Johns Hopkins University
Elizabeth A. Kensinger, *Professor;* B.A., Harvard University; Ph.D., Massachusetts Institute of Technology
James A. Russell, *Professor;* B.A., M.A., Ph.D., University of California, Los Angeles
Ellen Winner, *Professor;* Chairperson of the Department; B.A., Radcliffe College; Ph.D., Harvard University
Donnah Canavan, *Associate Professor;* A.B., Emmanuel College; Ph.D., Columbia University
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
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
Michael McDannald, *Assistant Professor;* B.A., University of Illinois at Urbana-Champaign; M.S., Ph.D. Johns Hopkins 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

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- Assistant Director, Finance and Administration: Barbara O'Brien, 617-552-4102, barbara.obrien@bc.edu
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- Programs/Faculty Support Assistant: Lisa Wang, 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 (PSYC1110) and Introduction to Psychology as a Social Science (PSYC1111) 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 (PSYC1120) (3 credits). This course should be taken in the sophomore year, when possible.
- Either Introduction to Behavioral Statistics and Research II (PSYC1121) (3 credits) or a Research Practicum (3 credits). This course should be taken in the sophomore year, when possible.
- At least three 2000-level courses, which must include at least one course each from three of the following four clusters:
  Biological (PSYC2285 or PSYC2289)
  Cognitive (PSYC2272 or PSYC2274)
  Developmental and Clinical (PSYC2234 or PSYC2260
  Social and Personality (PSYC2241 or PSYC2242)
  (3 credits each)
- Four additional courses in Psychology, at least three of which must be at the 3000-level or higher and the fourth course at the 2000-level or higher. (3 credits each)

Requirements for B.S. Majors

Students must take a minimum of **59 credits,** including the following required courses:

Thirty **(30) credits** within the Department

- Introduction to Psychology as a Natural Science (PSYC1110) and Introduction to Psychology as a Social Science (PSYC1111) 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 (PSYC1120) (3 credits). This course should be taken in the sophomore year, when possible.
- Either Introduction to Behavioral Statistics and Research II (PSYC1121) (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.
- PSYC2272 (3 credits) Cognitive Psychology: Mental Processes and their Neural Substrates
- PSYC2285 (3 credits) Behavioral Neuroscience
- Any one of the following (3 credits) courses:
  PSYC2234 Abnormal Psychology
  PSYC2241 Social Psychology
  PSYC2242 Personality Theories
  PSYC2260 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 designated laboratory course from one of these clusters. A Research Practicum may also be used to fulfill this designated laboratory requirement, but the Research Practicum will not count toward one of these three required neuroscience cluster courses.

Cognitive/Affective Neuroscience Cluster:
PSYC3329 Psychophysiology of Stress
PSYC3338 Topics in Abnormal Psychology
PSYC3341 Psychology of Morality
PSYC3371 Cognitive Neuroscience: Exploring Mind and Brain
PSYC3372 Affective Neuroscience
PSYC3373 Learning and Motivation
PSYC3375 Psychology and Neuroscience of Human Memory
PSYC3378 Vision
PSYC3391 Ethical Controversies in Psychology and Neuroscience
PSYC4437 Stress and Behavior
PSYC4473 Event-Related Potentials (laboratory course)
PSYC5540 Advanced Topics in Social Psychology
PSYC5541 Moral Emotions
PSYC5571 Controversies in Cognitive Neuroscience
PSYC5574 Neuroscience of Sensation and Perception
PSYC5575 Advanced Affective Neuroscience
PSYC5576 Methods in Human Brain Mapping (laboratory course)
Any one of the following courses in a Cognitive/Affective Neuroscience laboratory (Brownell, Kensinger, MacEvoy, Slotnick, Young). (Only one semester of a thesis or scholar's project course can be used to satisfy this requirement):
PSYC4490 Senior Thesis I (laboratory course)
PSYC4495 Senior Honors Thesis I (laboratory course)
PSYC4497 Scholars Project Research (laboratory course)

Systems Neuroscience Cluster:
PSYC3380 Neuroscience of Psychopathology
PSYC3381 Neurobiology of Social Behavior
PSYC3382 Neurobiology of Stress
PSYC3383 Neurobiological Basis of Learning and Memory
PSYC3384 Neurophysiology
PSYC3385 Neurobiology of Motivation and Emotion
PSYC3386 Psychopharmacology
PSYC3387 Developmental Neuroscience and Behavior
PSYC3388 Neurobiology of Eating and Eating Disorders
PSYC5580 Neural Systems and Stress
PSYC5581 Neurobiology of Mental Illness
PSYC5583 Molecular Basis of Learning and Memory
PSYC5585 Brain Systems: Motivation and Emotion
Any one of the following courses in a Behavioral Neuroscience laboratory (Christianson, Petrovich, Veenema). (Only one semester of a thesis or scholars project course can be used to satisfy this requirement):
PSYC4490 Senior Thesis I (laboratory course)
PSYC4495 Senior Honors Thesis I (laboratory course)
PSYC4497 Scholars Project Research (laboratory course)
Minimum of **29 credits** outside the Department

- Three Biology Courses (at least 9 credits total):
  BIOL2000 Molecules and Cells
  Any two of the following Biology courses:
  BIOL2010 Ecology and Evolution
  BIOL3030 Introduction to Physiology
  BIOL3040 Cell Biology
  BIOL3150 Introduction to Genomics
  BIOL3190 Genetics and Genomics
  BIOL4260 Human Anatomy
  BIOL4320 Developmental Biology
  BIOL4350 Biological Chemistry
  BIOL4420 Principles of Ecology
  BIOL4450 Animal Behavior
  BIOL4590 Introduction to Neuroscience
  BIOL4850 Research in Neuroscience Lab
  BIOL5270 Neurobiology of Disease
  BIOL5510 Cell Biology of the Nervous System
- Two Chemistry courses (8 credits total):
  CHEM1109 General Chemistry I with Lab (CHEM1111)
  CHEM1110 General Chemistry II with Lab (CHEM1112)
- Two Mathematics courses (at least 6 credits total):
  Two courses at the level of MATH1100 or above (ADMT1004 Finite Math is also accepted), one of which may be a Computer Science course in CSOM (CSCI1021 or CSCI1074). MATH1100 and MATH1101 (Calculus I and II) are highly recommended for those who plan to go on to a Doctoral Program in Neuroscience.
- Two of the following courses (at least 6 credits total):
  At least two additional one-semester courses from Chemistry, Physics, Biology, or from the Psychology Neurosciences courses listed above at the 3000-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 3000-level or above. Chemistry and Physics courses must be 2000-level or above. Important: Whenever an upper-level Biology, Chemistry, or Physics course that has an associated lab is taken, the student must also take the lab.
  Highly recommended for those who plan to go on to a Doctoral Program in Neuroscience are: CHEM2231 Organic Chemistry I and CHEM2232 Organic Chemistry II, or PHYS2209 Introduction to Physics I and PHYS2210 Introduction to Physics II.

Advanced Placement

For either the Psychology B.A. major or the Psychology B.S. major a score of four or five on the A.P. Psychology examination may be substituted for either PSYC1110 or PSYC1111, but students substituting an A.P. exam score for one of these introductory courses are required to take an additional upper level Psychology course to complete their major in Psychology.

The Department also accepts a score of four or five on the A.P. exam for the natural science and math courses associated with the Psychology B.S. major. Students are not required to take any additional upper-level courses to replace these natural science and math substitutions.

Senior Thesis

Students in both the Psychology B.A. and Psychology B.S. majors may choose to write a thesis during the senior year. In most cases, the thesis will involve original, empirical research, although theoretical papers will also be permitted. Students must obtain the consent of a faculty member to serve as their thesis advisor.

Those who are interested in writing a thesis are encouraged to participate in an Independent Study with a prospective thesis advisor during the junior year to develop a thesis proposal.

Seniors who are engaged in writing a thesis may enroll in PSYC4490 in the fall and/or PSYC4491 in the spring. Only one

semester may count as an elective to fulfill the psychology major requirement. Students who plan to write a thesis are advised to complete Introduction to Behavioral Statistics and Research I (PSYC1120) and either PSYC1121 or a Research Practicum before their senior year.

Students whose theses are judged to be of exceptional merit will receive a note that their "Senior thesis passed with distinction." This is kept on file in the Psychology Department but not noted on their transcripts.

Clinical Concentration

The Undergraduate Clinical Concentration is designed for Psychology majors with a particular interest in careers in clinical or counseling psychology or clinical social work. The concentration lays a solid foundation in coursework, research, and field experiences to help students decide whether they wish to apply to a graduate program and obtain licensure to practice in a clinical field.

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 PSYC4495–4496 Senior Honors Thesis I and II. In addition, students in the Honors Program are required to take one additional upper-level course (5000-level or above). One semester of the Senior Honors Thesis course (PSYC4495) may count toward the major requirements for both B.A. and B.S. Psychology majors. The second semester of the Senior Honors Thesis course (PSYC4496) and the 5000-level course are taken in addition to the courses required for the 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 chair.

Psychology majors who do not have an academic advisor (e.g., majors in their first year of study or recent transfer students) should consult with the Assistant Chairperson prior to registration.

Social Science Core Requirements

Non-majors may fulfill the Social Science Core requirement with any two Psychology courses with a number between 1010 and 1111 (e.g., PSYC1011, PSYC1021, PSYC1029, PSYC1032, PSYC1072, PSYC1110, and PSYC1111).

Students receiving a 4 or a 5 on the Psychology AP exam are considered to have fulfilled half the Social Science Core requirement and may, if they wish, take 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

- **PSYC1000–PSYC1009:** Courses that *do not* satisfy the Social Science Core requirement and do not provide credit toward completion of the Psychology major.
- **PSYC1010–PSYC 1099:** Core courses, primarily for non-majors, that satisfy the Social Science Core requirement but *do not* provide credit toward completion of the Psychology major.
- **PSYC1110–PSYC1111:** Courses that satisfy the Social Science Core requirement and also provide credit toward completion of the Psychology major.
- **PSYC1120–PSYC1999:** Introductory, statistical, and methodological courses that are required for Psychology majors.
- **PSYC2000–PSYC2999:** Introductions to primary subdisciplines of psychology, serving as prerequisites to more advanced courses.
- **PSYC3000–PSYC3999:** More advanced and/or specialized courses, requiring one or more 2000-level courses as prerequisites.
- **PSYC4000–PSYC4999:** Research practica and advanced seminars in various areas of psychology limited to Psychology majors.
- **PSYC5000–PSYC5999:** Seminars and Advanced Topics courses open to advanced undergraduates and to graduate students.
- **PSYC6000 and above:** Graduate-level courses.

Course Offerings

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

PSYC1011 Psychobiology of Mental Disorders (Fall/Spring: 3)
Satisfies Social Science Core Requirement
Does not provide credit toward completion of the Psychology major.

Abnormal behaviors characteristic of mental disorders are discussed with respect to psychological and biological origins and treatments. Topics include theoretical approaches, such as cognitive science and neuroscience; brain mechanisms that regulate behaviors associated with mental disorders such as schizophrenia and Alzheimer's disease; interactive effects of genetic predispositions and environmental stresses in the cause of mental disorders; treatment of mental disorders by the use of biological methods, such as drug therapy, and psychological techniques, such as behavior therapies; and the prevention of mental disorders by behavior modification, stress management, and lifestyle.
Joseph Tecce

PSYC1029 Mind and Brain (Fall/Spring: 3)
Satisfies Social Science 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

PSYC1032 Emotion (Fall/Spring: 3)
Satisfies Social Science Core Requirement
Does not provide credit toward completion of the Psychology major.

This course examines the scientific study of emotion for undergraduate students with no background in psychology. Topics include such questions as: What are the functions of emotion, interpersonally and intrapersonally? What are some ways that emotions can be dysfunctional? Are emotions the same across cultures? How do we know what someone else is feeling? How does emotion interact with decision-making? In addressing these questions, we will incorporate discussions of how psychological experiments are constructed, performed, and interpreted.
Andrea Heberlein

PSYC1110 Introduction to Psychology as a Natural Science (Fall/Spring: 3)
Satisfies Social Science Core Requirement

This course is one of two introductory courses required for Psychology majors, along with PSYC1111. 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

PSYC1111 Introduction to Psychology as a Social Science (Fall/Spring: 3)
Satisfies Social Science Core Requirement
PSYC1110 and PSYC1111 can be taken in any order.

This course is one of two introductory courses required for Psychology majors, along with PS1110. This course introduces students to the basic questions, perspectives, and methods that characterize the fields of developmental, social, cultural, personality, and clinical psychology.
Michael Moore

PSYC1120 Introduction to Behavioral Statistics and Research I (Fall: 3)
Corequisite: PYSC1122

This course is the first in a two-semester sequence surveying research methodologies and statistical procedures. In this first semester the emphasis is on statistics. Students will be introduced to the most common topics and procedures in descriptive and inferential statistics. PSYC1120 is a large lecture course with a smaller breakout section (corequisite PSYC1122). Students who desire a smaller format and who are looking for a more intensive/conceptual/hands-on statistics experience are encouraged to enroll in PSYC1124, which satisfies the same statistics requirement as does PSYC1120.
Hiram Brownell

PSYC1121 Introduction to Behavioral Statistics and Research II (Spring: 3)
Prerequisite: PSYC1120
Corequisite: PSYC1123

As the second course in PSYC1120–1121 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

PSYC1124 Statistics (Honors) (Fall: 3)

This course satisfies the same statistics requirement as does PSYC1120. Students will be introduced to the most common topics and procedures in descriptive and inferential statistics. PSYC1124 is seminar format and limited to a small number of students. While this section is listed as an honors section it is not limited to students in the honors program. This section is designed for students who desire a smaller format and who are looking for a more intensive/conceptual/hands-on statistics experience. Students who are planning on writing a thesis are particularly advised to sign up for this section.
Ehri Ryu

PSYC2200 Introduction to Social Work (Fall/Spring: 3)
Cross listed with SCWK6600 and SOCY5565
Available to undergraduate students

Starting with a discussion of its history and the relevance of values and ethics to its practice, the course takes up the various social work methods of dealing with individuals, groups, and communities and their problems. In addition to a discussion of the theories of human behavior that apply to social work interventions, the course examines the current policies and programs, issues, and trends of the major settings in which social work is practiced.
The Department

PSYC2234 Abnormal Psychology (Fall/Spring: 3)
Prerequisite: PSYC1111

This course provides an introduction to the field of abnormal psychology. Major topics include theoretical and empirical approaches to the study of psychopathology; assessment and diagnosis of abnormality; and psychological, behavioral, biological, and sociocultural characteristics of the major syndromes of psychopathology. Legal and ethical issues and current approaches to the treatment and prevention of psychological disorders will also be discussed.
Marilee Ogren

PSYC2241 Social Psychology (Fall/Spring: 3)
Prerequisite: PSYC1111

This course explores the scientific study of social thought and behavior. How do we understand, interact with, and influence other minds—and our own? How might we apply psychology to social problems? Topics include mind perception, emotion, persuasion, stereotyping, and moral psychology.
Andrea Heberlein

PSYC2242 Personality Theories (Fall/Spring: 3)
Prerequisite: PSYC1111

This course introduces students to a variety of theoretical approaches to the understanding of character and personality.
James Russell

PSYC2260 Developmental Psychology (Fall/Spring: 3)
Prerequisite: PSYC1111

This course is an introduction to developmental psychology. The course examines topics in personality, social, and cognitive development.
Sara Cordes
Tasha Posid

PSYC2268 Psychological Development Through the Life Span (Fall: 3)
The Department

PSYC2272 Cognitive Psychology: Mental Processes and their Neural Substrates (Fall/Spring: 3)
Prerequisite: PSYC1110

This course introduces the scientific study of mental function from an information processing perspective. The course examines how information is processed and transformed by the mind to control complex human behavior. Specific topics include the history of cognitive psychology, cognitive neuroscience, attention, perception, consciousness, short-term and long-term memory, mental imagery, language, decision-making, and problem solving. Course material will be drawn from work with clinical populations (e.g., people who have sustained brain injury) as well as from work with non-injured populations. Class sessions will be devoted to lecture, discussion, demonstrations, and (if practical) student presentations.
Hiram Brownell

PSYC2274 Sensation and Perception (Fall/Spring: 3)
Prerequisite: PSYC1110

How do our senses tell us what is really in the world around us, and can our senses be trusted? These questions have been pondered by philosophers for centuries, and more recently by psychologists and neuroscientists. This course will explore the anatomical/biological basis of sensation (how the world that we perceive is translated into the raw language of the nervous system) and the cognitive processes underlying

perception (how our brains reconstruct the physical world from these neural inputs). We will examine these questions for vision, hearing, touch, smell, and taste.
Sean MacEvoy

PSYC2281 Sports Psychology (Fall: 3)
The Department

PSYC2285 Behavioral Neuroscience (Fall/Spring: 3)
Prerequisites: PSYC1110, or BIOL1100–1102, or BIOL2200–2020

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

PSYC2289 Comparative Psychology: Study of Animal Behavior (Fall/Spring: 3)
Prerequisite: PSYC1110 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

PSYC3329 Psychophysiology of Stress (Fall/Spring: 3)
Prerequisites: PSYC1110 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

PSYC3331 Developmental Psychopathology (Fall/Spring: 3)
Prerequisite: PSYC2260

This course will provide an introduction to the field of developmental psychopathology, an area of psychology that combines the topics of developmental and abnormal psychology in order to facilitate an understanding of maladaptive behavior within a developmental framework. Course material will emphasize how aspects of development bear upon the subsequent adaptation of an individual and will generate an appreciation of normal and pathological behavior in the context of the individual, his or her developmental history, and current conditions. Examples of specific topics include the developmental impact of parent-child attachment, child maltreatment, peer relationships, and resilience in development.
Amy Tishelman

PSYC3334 Interpersonal Violence (Fall/Spring: 3)

This course will review research, assessment, treatment, and current controversies in the area of family violence, focusing on child sexual abuse, child physical abuse, and spousal abuse. The course will consist of a combination of a lecture and class discussion of the issues, including those related to memories of abuse, identification of abuse, and the legal, psychological, and social ramifications of extracting women and children from abusive homes.
Amy Tishelman

PSYC3336 Clinical Psychology (Fall/Spring: 3)
Prerequisite: PSYC2234

Issues associated with the treatment of psychological disorders will be examined. The concepts of normality and pathology will be discussed in the context of various models of intervention. Several different schools of psychotherapy will be covered, with an emphasis on the theoretical assumptions and practical applications of each perspective. Studies on the effectiveness of psychotherapy will be reviewed. The clinical training and professional practices of psychologists will be discussed.
Karen Rosen

PSYC3338 Topics in Abnormal Psychology (Fall/Spring: 3)
Prerequisite: PSYC2234

This course considers several adult neuropsychiatric disorders such as Alzheimer's disease, stroke, schizophrenia, depression, bipolar disorder, and savant syndrome. We will consider basic research as well as case studies to analyze these disorders in terms of their neurological and psychological basis, etiology, symptomology, diagnosis, treatment, and prognosis.
Marilee Ogren

PSYC3344 Psychology of Gender (Fall/Spring: 3)
Prerequisite: PSYC2241

This course involves a multi-faceted and critical look at how gender shapes identities, beliefs, and behavior. Rather than concentrating on questions of sex differences, we will explore how females and males do gender in their everyday lives. We will review competing theoretical models and scrutinize empirical findings that support and fail to support common sense ideas about gender. Topics include a number of controversial issues such as violence in intimate relationships, sexual orientation, media constructions of femininity and masculinity, ethnic/racial/cultural critiques of feminist psychology, and gender harassment.
Judy Dempewolff

PSYC3345 Social Motivation (Fall/Spring: 3)

How do other people affect our motivation to act? Psychology has given too much emphasis to extrinsic rewards and too little to the ways in which our relationships with others determine our choices, feelings, and thoughts. Many of our behaviors are motivated primarily by our relationships with others. In this course we will explore the influence of others on our behavior. Topics to be considered include kindness and cruelty, cooperation and competition, and conformity and rebellion.
Donnah Canavan

PSYC3354 Culture, Identity and Asian-American Experience (Fall: 3)
Cross listed with UNAS3354
Satisfies 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.
Ramsey Liem

PSYC3366 Social and Emotional Development (Fall/Spring: 3)
Prerequisite: PSYC2260

In this course, we will explore developmental changes in social and emotional functioning from birth through adolescence. We will study the beginning of emotion expression and the emergence of attachment relationships, the development of emotional regulation, and the socialization of children during infancy. We will then continue to examine emotional changes and social development through toddlerhood, early childhood, middle childhood, and adolescence. The influences of parents, siblings, peers, and caregivers will be examined, as will the issues of individual differences, stability and change, and coherence of development across contexts and over time.
Karen Rosen

PSYC3367 Art and Creativity (Fall/Spring: 3)

Art is a universal human activity that confronts us with many puzzling questions: How does our mind allow us to look at a flat drawing and see a three-dimensional world? How can blind people draw using linear perspective? How can a retarded autistic child draw horses like Leonardo da Vinci? What is the relationship between creativity and mental illness? What happens to drawing ability after brain damage? Why do so few art prodigies become great artists? We will examine how psychological research has investigated these questions.
Ellen Winner

PSYC3371 Cognitive Neuroscience: Exploring Mind and Brain (Fall/Spring: 3)
Prerequisites: PSYC1110–1111, and PSYC2272

What happens in your brain when you are secretly paying attention to a conversation at the next table? How is that conversation recorded into memory? Cognitive neuroscience aims to address such questions by exploring the brain mechanisms that underlie human mental processing. This course will examine the neural basis of core cognitive processes, including perception, attention, memory, action, and language (identified using techniques such as functional MRI, event-related potentials, and lesion studies). Other mind-brain topics that will be considered include hemispheric specialization, neural plasticity, frontal lobe function, and consciousness.
Scott Slotnick

PSYC3372 Affective Neuroscience (Fall/Spring: 3)
Prerequisites: PSYC2272 or PSYC2285

Affect and cognition have traditionally been studied in isolation from one another, but these processes typically interact with each other. Affect can modulate our attention, guide our decision making, bias our perception, and influence our memories. Affective neuroscience utilizes the tools typically used to study cognitive neuroscience to better understand how affect interacts with other aspects of cognition. In addition to providing an overview of the methods typically used in affective neuroscience, this course will explore how we regulate our affect, how we perceive moral behavior, and how affect interacts with cognition differently in individuals in young and later adulthood.
Brendan Murray

PSYC3373 Learning and Motivation (Fall/Spring: 3)
Prerequisite: PSYC1110 is suggested but not required

This course examines fundamentals of learning theory. We will examine principles of classical and instrumental learning in animals and will discuss the human application of these principles in the home, classroom and clinical settings. We will focus heavily on classic and recent experiments designed to assess the processes and content of associative learning. Lastly, we will consider whether animals simply acquire stimulus-response tendencies, or if they have a more cognitive representation of their world, again focusing on how we can even ask this experimentally.
Jeffrey Lamoureux

PSYC3377 Psycholinguistics (Fall: 3)
Prerequisite: Some background in linguistics or psychology recommended.
Cross listed with LING3361
Biennially

See course description in the Slavic and Eastern Languages and Literatures Department.
Margaret Thomas

PSYC3379 Disorders of Language and Communication (Fall/Spring: 3)
Hiram Brownell

PSYC3382 Neurobiology of Stress (Fall/Spring: 3)
Prerequisite: PSYC2285

The course provides an overview of the neurobiological mechanisms underlying the stress response from the cellular to the systems level. It explains the effects of stress on neuronal plasticity, learning and memory, mental health, and the immune system. Emphasis is also on the long-term consequences of early life stress on cognitive, emotional and social behaviors. Current research findings in both animals and humans will be discussed.
Alexa Veenema

PSYC3383 Neurobiological Basis of Learning (Fall/Spring: 3)
Prerequisite: PSYC2285 or an equivalent neuroscience course

This course will explore the neural mechanisms that underpin basic processes of learning and memory. We will investigate both systems-level neuroscience (e.g., What do the hippocampus, amygdala, VTA, etc. actually do?), as well a more molecular view of the role of specific intracellular processes in producing changes in synaptic connections. The molecular focus of the course will comprise a detailed investigation of long-term potentiation (LTP), and its relation to endogenous memory processes. Systems-level topics will focus on fundamental associative and non-associative learning phenomena in non-human animal models.
Jeffrey Lamoureux

PSYC3384 Neurophysiology (Spring/Fall: 3)
Prerequisite: Must have successfully completed PSYC2285

The action potential is fundamental to information processing in the brain. Neurons fire action potentials in response to a variety of inputs and action potentials exist in many different shapes, sizes and frequencies. In this course we will begin with a study of ion channels, the membrane bound biochemical switches that give the action potential its shape. Then we will explore the numerous factors that influence the nature of an individual action potential: neuronal morphology, ion channel composition, and intracellular signaling cascades. We will conclude by considering how circuits of diverse neuronal phenotypes integrate synaptic signals, which give rise to sophisticated information processing, learning and memory, and psychiatric disease. Student projects will explore how ion channel abnormalities, so-called "channelopathies," influence cognition and behavior.
John Christianson

PSYC3386 Psychopharmacology: Behavior, Performance, and Brain Function (Fall/Spring: 3)
Prerequisite: PSYC2285 or an equivalent neuroscience course

This course explores psychopharmacology, the science of drugs and behavior. We will discuss synaptic neurochemistry as associated with a number of specific mechanisms of drug action and outline brain circuits which mediate drug actions such as reward. Major classes of psychotropic drugs will be introduced, including both drugs of abuse and psychotherapeutic agents used in the treatment of mood disorders and psychosis.
Jeffrey Lamoureux

PSYC3391 Ethical Controversies in Psychology and Neuroscience (Fall/Spring: 3)
Prerequisite: A 2000-level Psychology elective or permission of the instructor

Can fMRI machines really see your thoughts? Should our brains or our free will be held responsible for our behavior? Should psychotropic drugs be used for neural enhancement, or only to treat illness? Psychology and neuroscience raise a host of ethical controversies—from claims to peer into the privacy of the mind, to applications in the courtroom, to treatment of experimental subjects. Rather than determining the right answers, this course explores the scientific, political, social, moral, and religious values these debates involve. Readings include works by scientists, philosophers, historians, theologians, and ethicists. Students enact the roles of stakeholders in in-class debates.
Nadine Weidman

PSYC3399 Advanced Independent Research (Fall/Spring: 3)
The Department

PSYC4431 Seminar in Positive Psychology (Fall/Spring: 3)
Prerequisites: PSYC1121 and either PSYC2241 or PSYC2242

This advanced undergraduate seminar reflects a new direction in psychology that focuses on topics that emphasize people's positive characteristics and processes. Characteristics that will be studied include happiness, kindness, generosity, love, and gratitude. Growth, healing, relatedness, and curiosity are among the processes that will be examined. The course will also address the antecedents and consequences of positive social situations such as peace, solidarity, and massive public responses to catastrophes like 9/11.
Donnah Canavan

PSYC4433 Addiction, Choice, and Motivation (Fall/Spring: 3)
Prerequisites: PSYC1110 and at least two 2000-level or higher courses in Psychology, Economics, or a Natural Science, or permission of instructor

This is a writing intensive course. Students write weekly prompts on course readings. The readings are drawn from the research literature on addiction and choice. The drug research includes biographical accounts, epidemiological studies, and experiments on drug effects and drug choice. The choice research includes studies with animals and humans that test simple quantitative models of rational choice and impulsiveness.
Gene Heyman

PSYC4436 Clinical Field Work in Psychology (Fall/Spring: 3)
Prerequisite: PSYC3336

This course will provide students with an opportunity to integrate theoretical and empirical work in clinical psychology with the real-life experience of working in a clinical setting. Students will select, together with the professor, a field placement (e.g., hospital, community clinic, day treatment center, shelter, emergency hot line, preschool classroom, prison). Students' work in the field will involve at least five hours per week with a minimum of biweekly, on-site supervision. Weekly class meetings will focus on the discussion of issues relevant to the direct application of mental health services to child, adolescent, and adult patients.
Karen Rosen

PSYC4437 Stress and Behavior (Fall/Spring: 3)
Prerequisites: PSYC2234, PSYC3329, or permission of the instructor

This course provides an in-depth examination of causes of stress and effects of stress on behavior. Topics include the expression of body language, detection of deception, and the formation of psychosomatic diseases. Behavioral control of stress is evaluated relative to real-life factors, such as self-destructive social relationships, family dysfunction, and unhealthy life styles. Students will be instructed in methods of stress control, including cognitive behavioral techniques and meditation.
Joseph Tecce

PSYC4441 Research Practicum in Sport and Exercise Psychology (Fall/Spring: 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.
Kristina Moore

PSYC4443 Research Practicum in Social and Cognitive Methods (Fall/Spring: 3)

This course explores how questions are asked and answered in social and cognitive psychology, focusing on discussions of articles and the conduction of a series of research projects and demonstrations. We will cover topics including research ethics, constructing experimental variables, experiment design, a few specific types of methods and their uses/constraints, and how to write an APA-style research report.
Andrea Heberlein

PSYC4444 Research Practicum in Social Psychology (Fall/Spring: 3)
Prerequisite: PSYC2241
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

PSYC4447 Individual Differences and Social Behavior (Fall/Spring: 3)
Prerequisites: PSYC1111, PSYC1120–1121, and either PSYC2241 or PSYC2242

This course will study a series of individual differences or personality variables such as narcissism, self-esteem, defensive styles, fear of success/self defeat, and the Big Five. Each of these personality variables will be studied in a framework that focuses on the context of 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

PSYC4448 Achievement Motivation (Fall/Spring: 3)
Prerequisites: PSYC1111, PSYC1120–1121, and either PSYC2241 or PSYC2242

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

PSYC4466 Current Issues in Developmental Psychology (Fall/Spring: 3)
Prerequisite: PSYC2260
Recommended for juniors and seniors

An intensive analysis of issues in developmental psychology, including infancy, motivation, and cognition. This seminar will focus on recent research findings as a source for understanding human development.
Michael Moore

PSYC4471 Research Practicum in Experimental Psychology (Fall/Spring: 3)
Prerequisites: PSYC1110, PSYC1120

This is a writing intensive course, particularly well-suited for students considering a senior thesis. Students will conduct original experiments on cognition, perception, and decision making. Students will learn how to analyze their data and learn to write up the results in scientific, journal-style format. Class readings (journal articles) will provide the conceptual background for our studies. Class discussion will focus on these readings and your ideas regarding how to analyze and describe the results.
Gene Heyman

PSYC4473 Event-Related Potentials: Laboratory Methods Course (Fall/Spring: 3)
Prerequisites: PSYC3371 or PSYC3372 or permission of instructor

When it comes to figuring out what the awake, human brain is doing, one of the most valuable tools is the use of electroencephalography (EEG) to measure the neural activity tied to particular types of events (event-related potentials, or ERPs). This course will serve as a hands-on introduction to ERPs, with equal parts discussion and hands-on application. Discussion will focus on the neurophysics of ERPs, the analysis of ERPs, and the insights that ERPs have yielded in the attention, language, and memory literatures. Hands-on activities will allow students to implement the laboratory techniques and analysis approaches discussed in class.
Elizabeth Kensinger

PSYC4474 Research Practicum in Sensory Psychology (Fall/Spring: 3)
Sean MacEvoy

PSYC4479 Research Practicum: Pleasure and Aversion (Fall/Spring: 3)
Prerequisite: Must have successfully completed PSYC1110 or PSYC1111

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.
Rachel Herz

PSYC4481 Research Practicum in Behavioral Neuroscience (Fall/Spring: 3)
Prerequisites: PSYC1120 and PSYC2285

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

PSYC4490 Senior Thesis I (Fall: 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

PSYC4491 Senior Thesis II (Spring: 3)
Registration for this course requires additional paperwork. See the Psychology website.

This is a continuation of PSYC4490. Students writing a thesis may take only a one-semester thesis course, or they may take a two-semester sequence, PSYC4490 and PSYC4491.
The Department

PSYC4495 Senior Honors Thesis I (Fall: 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

PSYC4496 Senior Honors Thesis II (Spring: 3)
Registration for this course requires an invitation and additional paperwork. See the Psychology website.

Continuation of PSYC4495.
The Department

PSYC4497 Scholars Project Research (Fall/Spring: 6)

This course is limited to Psychology majors who are conducting their Scholar of the College research.
The Department

PSYC5501 Experimental Design and Statistics (Fall/Spring: 3)
Prerequisite: An undergraduate course in statistics

This course focuses on experimental design and related statistical methods. It covers between-subject, within-subject, and mixed designs with one and two factors. Statistical topics include the relevant statistical model and model assumptions, omnibus test, test of contrasts, multiple comparison, effect size, and power calculations. One and two sample t tests will also be revisited. If time permits, advanced topics such as designs with nested factors or random factors, mixed model approach, and nonparametric approach may also be covered.
Hao Wu

PSYC5502 Multiple Regression (Fall/Spring: 3)
Prerequisite: PSYC5501

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.
Ehri Ryu

PSYC5540 Advanced Topics in Social Psychology (Fall/Spring: 3)
Prerequisite: PSYC2241 or permission of instructor

This seminar is designed to provide students with an overview of current themes and research in social psychology. Topics include social cognition, social influence, social interaction and group dynamics, close relationships, stereotype and prejudice, attitudes, prosocial behavior, the self, and free will.
Andrea Heberlein

PSYC5543 Current Topics in Moral Psychology (Fall/Spring: 3)
Liane Young

PSYC5560 Advanced Topics in Developmental Psychology (Fall/Spring: 3)
Prerequisite: PSYC2260

This seminar explores major theories and issues in cognitive developmental psychology. Students gain a historical understanding of the emergence of developmental psychology as a field, become familiar with Piagetian theory, and explore more recent theories and findings in the aftermath of Piaget. For graduate students and advanced undergraduates.
Sara Cordes

PSYC5581 Neurobiology of Mental Illness (Fall/Spring: 3)
Prerequisites: PSYC2285, PSYC3382, PSYC3385, or PSYC3386. It is assumed that all students have a basic knowledge of the nervous system.

The course will discuss current views of the pathophysiology and etiology of mental illness. We will discuss recent findings from human studies and from animal models. Emphasis will be on alterations in brain circuits and neurotransmitter systems underlying major depression, PTSD, autism, and schizophrenia. We will explore the involvement of neurotransmitters in mental illness, including serotonin and dopamine, neuropeptides such as vasopressin and oxytocin, and stress hormones and how they mediate the regulation of emotion, cognition and behavior. Finally, we will discuss how genetic background and early environment can be important risk factors for the development of mental illness.
Alexa Veenema

Romance Languages and Literatures

Faculty

Matilda Tomaryn Bruckner, *Professor Emerita;* A.B., Bryn Mawr College; Ph.D., Yale University
Rena A. Lamparska, *Professor Emerita;* LL.M., University of Wroclaw; M.A., Catholic University of America; Ph.D., Harvard University
Vera Lee, *Professor Emerita;* A.B., Russell Sage College; A.M., Yale University; Ph.D., Boston University
J. Enrique Ojeda, *Professor Emeritus;* M.A., Ph.D., Harvard University
Rebecca M. Valette, *Professor Emerita;* B.A., Mt. Holyoke College; Ph.D., University of Colorado
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Ourida Mostefai, *Professor;* Licence de lettres, Université de la Sorbonne Nouvelle, Paris; M.A., Ph.D., New York University
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Elizabeth Rhodes, *Professor;* B.A., Westhampton College, University of Richmond; M.A., Ph.D., Bryn Mawr College
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Silvana Falconi, *Assistant Professor of the Practice;* B.A, Feminine University of Sacred Heart, Lima–Peru; M.A., Ph.D., Purdue University
Esther Gimeno Ugalde, *Assistant Professor of the Practice;* B.A., Pompeu Fabra University, Barcelona; M.A., Ph.D., University of Vienna
Andrea Javel, *Senior Lecturer;* B.A., University of Dayton; M.A., Université René Descartes (Paris); M.Ed., Harvard University

Contacts

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- Romance Languages & Literatures Department office: 617-552-3820, rll@bc.edu
- www.bc.edu/rll

Undergraduate Program Description

The Department of Romance Languages and Literatures offers both majors and minors in French, Hispanic Studies, and Italian, each of which affords a wide exposure to literature and culture in the target language.

Major in French

Requirements: Ten 3-credit courses (30 credits)

- Four courses (12 credits) to be chosen from among the following:
  FREN3305 Introduction to Drama and Poetry
  FREN3306 Introduction to Narrative Forms
  FREN3307 Masterpieces of French Literature
  FREN3308 Advanced Language Studies in French
  FREN3309 Topics in French Culture and Civilization
  Note: Students may repeat a semester of FREN3307, FREN3308, or FREN3309 as an elective with the permission of the instructor and the Director of Undergraduate Studies.
- Four advanced courses (12 credits) in French language, literature, or culture at the 4400 level or above
- Two electives (6 credits) to be chosen among the following:
  FREN2210 French Composition, Conversation, and Reading II
  Additional courses at the 3300 or 4400 level
  RLRL5572 Comparative Development of the Romance Languages
  RLRL5597 Foreign Language Pedagogy
  FREN2210 French Composition, Conversation, and Reading II can be taken for elective credit as the first course in the major.
  Only one course (3 credits) may be in English.

Senior Year Requirement: All majors must take one advanced course (3 credits) each semester of their senior year.

Minor in French

Requirements: Six 3-credit courses (18 credits)

- Two foundation courses (6 credits) to be chosen from among the following:
  FREN3305 Introduction to Drama and Poetry
  FREN3306 Introduction to Narrative Forms
  FREN3307 Masterpieces of French Literature
  FREN3308 Advanced Language Studies in French
  FREN3309 Topics in French Culture and Civilization
- One advanced course (3 credits) at the 4400 or 7700 level.
- Three electives (9 credits) to be chosen among the following:
  FREN2209–FREN2210 French Composition, Conversation, and Reading I and II (as entry-level courses only)
  Additional courses at the 3300 or 4400 level

Senior Year Requirement: All minors must take one advanced course (3 credits) during a single semester of their senior year.

Major in Hispanic Studies

Requirements: Ten 3-credit courses (30 credits) that must include the following:

- SPAN3395 Contextos (3 credits)
- Four 6600-level advanced courses (12 credits) in literature and culture, which must include one course (3 credits) in each of the following categories:
  Pre-1800 Peninsular literature and culture
  Pre-1900 Latin American literature and culture
  Post-1800 Peninsular literature and culture
  Post-1900 Latin American literature and culture
- Five electives (15 credits), which can be chosen from among the following:
  SPAN2216 Spanish Conversation, Composition, and Reading II
  Any 3300 level course
  Any 6600 level course
  Related courses allowed by departmental permission
  Only one course (3 credits) may be in English.

Senior Year Requirement: All majors must take one advanced course (3 credits) each semester of their senior year.

Note the following conditions:

Students enter the major at a point appropriate to their level of linguistic proficiency. The earliest point at which a student can begin the major is SPAN2216 Spanish Conversation, Composition, and Reading II.

The prerequisite for all 6600-level courses (and above) is the linguistic proficiency level of SPAN3392 Advanced Spanish or equivalent. Once the student has completed SPAN3395, all subsequent courses must be at the 6600-level.

Only one course may be in English.

Maximum transfer credit from study abroad: Fifteen (15) credits (five courses) for one year of study; nine (9) credits (three courses) for one semester of study. If three or more courses (9 credits) for the major are transferred from study abroad, then all other courses must be taken in the Department.

Students who do not study abroad are allowed a maximum of two related courses (6 credits) outside the Department of Romance Languages and Literatures.

Minor in Hispanic Studies

Requirements: Six 3-credit courses (18 credits) that must include SPAN3395 Contextos (3 credits) and at least two courses (6 credits) at the 6600-level.

Note the following conditions:

The prerequisite for all 6600-level courses (and above) is the linguistic proficiency level of Advanced Spanish or equivalent. Once the student has completed SPAN3395, all subsequent courses must be at the 6600-level.

Minimum entry level for the minor is SPAN2216 Spanish Conversation, Composition, and Reading II.

Senior Year Requirement: All minors must take one advanced course (3 credits) during a single semester of their senior year.

Major in Italian

Requirements: Ten 3-credit courses (30 credits)

- Six advanced courses (18 credits) in Italian literature, culture, and civilization (ITAL5500 or above or the equivalent)
- Two electives (6 credits) to be chosen from 3300, 5500, or 8800 level courses
- ITAL2213 and 2214 Italian Conversation, Composition, and Reading I and II (6 credits) (or the equivalent).
- Only one course (3 credits) may be in English.

Senior Year Requirement: All majors must take one advanced course (3 credits) each semester of their senior year.

Minor in Italian

Requirements: Six 3-credit courses (18 credits)

- Two foundation courses (6 credits): ITAL2213 and ITAL2214 Italian Composition, Conversation, and Reading I and II (or the equivalent)
- Two advanced courses (6 credits) in Italian literature or culture at the ITAL5500 level or above (for undergraduates)
- Two electives (6 credits): ITAL3300 (or above) courses in culture, or approved course taken abroad.

Senior Year Requirement: All minors must take one advanced course (3 credits) during a single semester of their senior year.

For further information or to declare a major or minor, please contact the Romance Languages and Literatures Department, Lyons 304, 617-552-3820.

General Information

The major curriculum is designed to help students attain a high linguistic proficiency in at least one Romance language and broad insight into the literature and culture of other nations. Graduates with Romance Languages and Literatures degrees are currently employed in many different fields including law, interpreting, and international business. For students interested in graduate studies, the major offers solid preparation and guidance.

Students who plan to major or minor in Romance Languages and Literatures should consult the Director of Undergraduate Studies of the Department in order to be assigned an advisor, review their qualifications and placement within the program, and organize a course of study suited to their individual needs and objectives.

Romance Languages and Literatures majors are strongly encouraged to study abroad and may do so through Boston College programs or other programs approved by the Office of International Programs. Upon approval from the Department, students abroad typically take five classes per semester. They may earn credit in the major program for three courses in a single semester of study abroad and five courses in a year-long program. Minors may earn credit for two courses in a single semester and three courses in a year-long program.

All majors are required to enroll in two advanced literature courses during their senior year. Minors must enroll in one advanced course in either semester of senior year.

Information for First Year Majors and Non-Majors

Students planning to major in Romance Languages and Literatures, to study abroad during their junior year, and to apply for graduate work or Graduate Fulbright Scholarships are encouraged to place themselves in advanced-level language courses in French, Italian, and Spanish as first-year students. Students should place themselves initially in the most challenging course they can handle, and adjustments in scheduling can be made if necessary. The department carefully organizes a program to suit each student's individual needs and objectives.

Students who have not already fulfilled the language proficiency requirement through an achievement or advanced placement test should sign up for an appropriate language course. Refer to the requirements for the A&S degree programs found in the Academic Regulations section of this catalog. Placement tests in French and Spanish are available online.

The Department offers courses, some taught in the target languages and some in English, which count for University Core requirements and for credit in the major or minor. Students interested in advancing their major credits at the early stages of their careers are encouraged to consider these Core courses.

Core Offerings: Literature and Cultural Diversity

All the courses offered in the Department of Romance Languages and Literatures propose an exploration of the culture and literature in countries around the world where French, Italian, and Spanish are spoken. In addition, the department has created a number of courses for inclusion in the 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 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 located in Hovey House, 617-552-3827.

French

Course Offerings

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

FREN1009 Elementary French I (Fall: 3)

Classes are conducted primarily in French. Students with prior French experience admitted only by placement test.

This beginning course is designed for students with no prior French experience and those who have studied French before and have placed into this level. True beginners should also sign up for FREN1011, 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.

The Department

FREN1010 Elementary French II (Spring: 3)

Classes are conducted primarily in French. Students with prior French experience admitted only by placement test.

This course is a continuation of FREN1009 (Elementary French I) and is also open to students who have placed into this course without having completed FREN1009. Course goals include laying a foundation for Intermediate French, expanding vocabulary, and building oral proficiency. Elementary French II is a film-based course supplemented with web-based assignments and an online language lab.

The Department

FREN1042 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

FREN1065 Intensive Reading in French (Summer: 3)

The course objectives are (1) to develop the ability to read French readily and accurately through the study of grammatical structures and vocabulary; (2) to develop techniques for the reading of French-language material; and (3) to provide practice in the translation of French texts in general and of texts related to the students' major fields of study and research. This course may be taken for a grade, for pass/fail, or audited (as a registered auditor). Students desiring a pass/fail grade must file this grading preference with the Graduate School of Arts and Sciences.

The Department

FREN1109 Intermediate French I (Fall: 3)

Prerequisites: FREN1010, FREN1042 or admission by placement

Conducted in French

The emphasis will be on building upon prior study and developing a practical knowledge of the French language, as spoken by native speakers in contemporary France. Our goal is to help students develop oral and written proficiency in the language. The emphasis is on contemporary French culture and history, vocabulary expansion, accuracy of expression, and interactive language use. Short literary and cultural readings will provide authentic insight. Classroom work will be supplemented with web-based assignments and an online audio program.

The Department

FREN1110 Intermediate French II (Spring: 3)

Prerequisites: FREN1109 or admission by placement test

Conducted in French

Satisfies Foreign Language Proficiency core requirement

This course is a continuation of FREN1109 (Intermediate French I) and is also open to students who have placed into this course. Students

will continue to expand their vocabulary and develop their fluency, both written and oral. Emphasis is on active student participation and a broadening of historical and cultural knowledge. Francophone culture will be explored through literary excerpts by authors from France, Africa, and the Caribbean. Classroom work will be supplemented with film, web-based assignments and an online audio program.
The Department

FREN1182 Intensive Intermediate French for Proficiency (Fall: 6)
Prerequisites: FREN1010, FREN1042 or permission of the instructor
Conducted in French

The aim of this six-credit course is to provide motivated students an opportunity to study French language and culture in an intensive oral environment. The course's video-based materials are particularly suitable for students wishing to strengthen previously acquired conversational skills. Reading and writing practice will help students develop greater accuracy in self-expression. The course meets four days per week (75 minutes each class).
Jeff Flagg
Margaret Flagg

FREN1184 France: Intensive Intermediate French (Summer: 6)
The Department

FREN2203 Summer Independent Study in Paris (Summer: 3)
The Department

FREN2209 French Conversation, Composition, and Reading I (Fall: 3)
Prerequisites: FREN1110, FREN1182 or admission by placement test
Conducted in French. An elective towards the French minor when taken as first course in sequence. Satisfies Foreign Language Proficiency core requirement.

This course will focus on the further development of oral and written language skills. Films, videos, songs, selected literary and cultural readings, interviews, and internet activities will form the basis for classroom discussions and compositions. This course is especially recommended for students who intend to use French to increase their professional opportunities, to broaden the scope of their social interactions, and to enrich their travel and study experiences abroad.
The Department

FREN2210 French Conversation, Composition, and Reading II (Spring: 3)
Prerequisites: FREN1110, FREN1182 or admission by placement test
Conducted in French
Counts as an elective towards the French major or minor when taken as first course in sequence
Satisfies Foreign Language Proficiency core requirement

This course will focus on the further development of oral and written language skills. Films, videos, songs, selected literary and cultural readings, interviews, and internet activities will form the basis for classroom discussions and compositions. This course is especially recommended for students who intend to use French to increase their professional opportunities, to broaden the scope of their social interactions, and to enrich their travel and study experiences abroad.
The Department

FREN2217 French CCR Practicum I (Fall: 1)

Students preparing to study in France or another Francophone country and students desiring extra conversation, listening, reading, and writing practice are invited to register for this one-credit, 50 minute weekly supplementary practicum.
The Department

FREN3300 The French and the Peoples of America (Fall: 3)
Prerequisites: Four years of high school French or FREN2210
Conducted in French
Satisfies Cultural Diversity and Literature Core Requirements
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

FREN3301 Boston and its Francophone Connections (Spring: 3)
Conducted in French
Counts as an elective towards the French major

A crossroads where Americans and French have met since the seventeenth century, Boston has served as common ground, battlefield and laboratory. In today's Boston, street designs, works of art, and cultural and commercial institutions bear witness to the continuing relationship between Boston and the Francophone world. We will explore the development of Boston's Francophone connections through an examination of newspaper articles, diaries, letters, essays, paintings, monuments, architectural works and historic sites, and we will prepare a guidebook for Francophone visitors to Boston. Each student will contribute an article and participate in the editing of the complete text of the guide.
Jeff Flagg

FREN3305 Introduction to Drama and Poetry (Fall/Spring: 3)
Prerequisites: Four years of high school French or FREN2209–2210
Conducted in French
Fulfills one of the 3000 level requirements for the French major
Satisfies Foreign Language Proficiency core requirement

This course is open to any students interested in expanding their linguistic and cultural horizons while developing their literary skills through writing in French. Guided compositions will help students to gain precision and sophistication in their written French and in their writing in general. Selected poems and plays explore a chosen theme and allow students to learn the basics of literary analysis in each genre. Grammar review is tied to the readings. This course will prepare students for 4000-level courses in literature and culture.
Stephen Bold
Lauren Ravalico

FREN3306 Introduction to Narrative Forms (Fall/Spring: 3)
Prerequisites: Four years of high school French or FREN2209–2210
Biennially
Conducted in French
Fulfills one of the 3000-level requirements for the French major
Satisfies Foreign Language Proficiency core requirement

This course is designed to help students with a good background in French to progress to the next level. Students in this course will continue to solidify their mastery of French grammar through structural exercises tied to readings, discussion, and written analysis of selected short stories, novels, and narrative film. The stories have been chosen and presented to allow students to progress substantially both in their basic reading skills in French and in their awareness of critical aspects of storytelling such as narrative voice, point of view, and plot structure.
Joseph Breines

FREN3307 Masterpieces of French Literature (Fall/Spring: 3)
Prerequisites: Four years of high school French or FREN2209–2210
Conducted in French
Fulfills one of the 3000-level requirements for the French major
Satisfies Foreign Language Proficiency core requirement

An introduction to the history of the French literary tradition through a selection of great works on a specific theme. The selected works will be studied from a variety of literary, historical, and cultural perspectives. This course will prepare students for 4000-level courses in literature and culture. The theme for Fall 2013 will be "Love and its derivatives."
The Department

FREN3308 Advanced Language Studies (Spring: 3)
Prerequisites: Four years of high school French or FREN2209–2210
Conducted in French
Fulfills one of the 3000-level requirements for the French major
Satisfies Foreign Language Proficiency core requirement

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

FREN3309 Topics in French Culture and Civilization (Spring/Fall: 3)
Prerequisites: Four years of high school French or FREN2209–2210
Conducted in French
Satisfies Arts Core Requirement
Fulfills one of the 3000-level requirements for the French major
Satisfies Foreign Language Proficiency core requirement

This course introduces students to the study of French culture and its tradition by exploring questions related to contemporary France, its cultural history, monuments, and institutions. Discussions and students' work focus on a selection of relevant documents chosen from a variety of print and audio-visual documents. Students also continue to work on advanced topics of French grammar through structural exercises and guided written compositions. This course prepares students for 4000-level courses in culture and civilization.
The Department

FREN3360 Literature et Culture Francophones (Spring: 3)
Cross listed with AADS3466
Periodically
Conducted in French
Elective for French major or minor
Satisfies Foreign Language Proficiency core requirement

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 the following writers' works will be discussed: Tahar Ben Jelloun, Assia Djebar, Leila Sebbar, Aim Csaire, Leopold Senghor, Aminata Sow Fall, and Anne Hbert.
Regine Jean-Charles

FREN3376 Conversational Approach to Contemporary France (Spring: 3)
Conducted in French
Counts as an elective towards the French major or minor
Satisfies Foreign Language Proficiency core requirement

This course is designed to familiarize students with the political and social features of contemporary France while helping them to develop oral communication skills in French. Using authentic documents (television, videos, films, songs, newspapers, and magazines), we will discuss current events and socio-political issues. Students will develop their vocabulary, increase their knowledge of idiomatic expressions, and further their command of spoken French by engaging in structured dialogues based upon real-life situations.
The Department

FREN4406 Versailles: A Cinematic Look at French Culture of the Grand Siècle (Spring: 3)
Periodically
Conducted in French
Satisfies Foreign Language Proficiency Core Requirement

This course will focus on the cultural moment when modern France was born: the age of Louis XIV and his palace at Versailles. We will study the grandeur and the conflict that define this summit of French history through a variety of documents, including a number of recent films that reconstruct the period, and contemporary masterpieces of painting, architecture and music. We will also read a variety of literary, historical, and eyewitness texts that portray the age as it was or wanted to be.
Stephen Bold

FREN4436 Moliere (Fall: 3)
Prerequisites: Two courses from FREN3305–3309
Periodically
Conducted in French
Satisfies Foreign Language Proficiency Core Requirement

This course will offer an in-depth survey of all aspects of Moliere's work, from his farces to the "grandes comédies" and the "comédies ballets."
Stephen Bold

FREN4446 Eighteenth-Century French Novel (Spring: 3)
Periodically
Conducted in French

This course examines the development of the novel as a genre in eighteenth-century France. We will read some of the major novels of the period (by Prévost, Marivaux, Crébillon, Rousseau, Laclos and Diderot), focusing in particular on the questions of class, gender, and education.
The Department

FREN4459 Balzac (Spring: 3)
Periodically
Conducted in French

In this course we will study the work of Honoré de Balzac, one of the most important writers in modern times. We will read a selection of novellas and novels from Balzac's *Comédie humaine,* a multi-volume literary project that aimed to paint a sociological portrait of nineteenth-century France. Our goal will be to gain a profound understanding one author and also to read the Comédie as a cultural artifact of a certain place and time. The course will therefore be both a literary and a cultural study that will include analyses of paintings, excerpts from the press, and historical documents.
Lauren Ravalico

FREN4463 Realists Versus Idealists (Fall: 3)
Prerequisites: Two courses from FREN3305–3309
Periodically
Conducted in French

In this course we will discuss the aesthetic, cultural, and political stakes of two radically different ways of seeing the world in nineteenth-century France. As proponents of Romanticism, idealists probed the depths of human emotion and spiritual experience. While they entertained an obsessive fascination with death, their political views nonetheless dared to dream of a utopian future. Realists swam against the tide of idealism, turning art into a science project for their objective view of the social body and its ills. Our study will focus on the representation of women as a central question in the development of these movements.
Lauren Ravalico

FREN4465 Between Nature and Culture: Caribbean Literature and the Environment (Fall: 3)
Prerequisites: Two courses from FREN3305–3309
Periodically
Conducted in French

The flora and fauna of tropical landscapes, lushness of the mangroves, the flow of great rivers, the crashing waves of the Atlantic, the heights of mountainous lands, the shock of natural disasters—the natural world is an important site of Caribbean artistic and cultural production. Applying eco-criticism to the field of francophone Caribbean literature, the goal of this class is to examine the ways that fiction explores the relationship between literature and the environment in the Francophone Caribbean context. We will read novels by canonical authors from Haiti, Guadeloupe and Martinique in which nature plays a dominant and transformative role
Régine Michelle Jean-Charles

FREN4472 The French New Wave (Fall: 3)
Prerequisites: Two courses from FREN3305–3309
Periodically

This course will focus on the history and aesthetics of the Nouvelle Vague. We will start by familiarizing ourselves with the theoretical and artistic precursors of this movement. While focusing on the most productive decade in the history of this group (from the late 1950s through mid-60s), we will also look at the post-Nouvelle-Vague works of some of these film directors and explore their influence on the French and world cinema of the last quarter of the twentieth century. The works of the following filmmakers will be discussed: Godard, Truffaut, Rohmer, Chabrol, Marker, Resnais, Varda, Franju, Demy, among others.
The Department

FREN4477 Twentieth-Century Fiction (Fall: 3)
Prerequisites: Two courses from FREN3305–3309
Periodically
Conducted in French

This course engages in a detailed study of some exemplary literary texts written in French during the twentieth century. Questions of meaning will be addressed by way of theme as well as form. Theoretical issues such as modernism, existentialism, feminism, post-modernity, and post-colonialism will also be considered in passing. Works will be chosen from authors such as Proust, Gide, Breton, Colette, Queneau, Bataille, Sartre, Fanon, Blanchot, Camera Laye, Duras, Perec, Ben Jelloun, Djebar, Des Forêts, Modiano, among others.
Kevin Newmark

FREN7750 Reading Jacques Derrida (Spring: 3)
Cross listed with ENGL7753 and PHIL7753
Periodically

This course will examine some of the fundamental ways that the work of Jacques Derrida has contributed to altering the context in which the humanities can be understood and studied within the modern university. It will take examples from Derrida's repeated interventions in such disciplines as literature, philosophy, theology, and history. By situating Derrida's work at the margins where accepted demarcations between the disciplines begin to blur, the course will suggest new possibilities for conducting interdisciplinary work in the future.
Kevin Newmark
Kalpana Seshadri

Italian

Course Offerings

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

ITAL1003 Elementary Italian I (Fall: 3)
Conducted in Italian
This course is for those who have not studied Italian previously. Students with prior Italian experience admitted only by placement test.

The purpose of this course is to introduce the students to Italian language and culture. In the first semester students will learn the Italian sound system and the rudiments of vocabulary and grammar necessary for basic communication. While memorization and mechanical practice are required, the greater part of class time will be dedicated to practicing acquired knowledge in a conversational and contextualized atmosphere.
The Department

ITAL1004 Elementary Italian II (Spring: 3)
Conducted in Italian. Admitted by placement test, consent of instructor, or completion of ITAL1003.

This course is a continuation of ITAL1003 and further develops the goals of the first semester. Special attention is given this to the production of more complex speech, the expression of personal opinion, and a deeper knowledge of contemporary Italian culture. More formal writing exercises and reading of authentic texts aid students in reinforcing language skills. A group final project at the end of the course attempts to bring together the themes and experiences from previous study.

The Department

ITAL1043 Intensive Elementary Italian (Spring: 6)
Conducted in Italian. This course is for beginners Students with prior Italian experience admitted only by placement test. Meets five times per week.

The aim of this total immersion, six-credit course is to provide students with an opportunity to study Italian language and culture in an intensive oral environment. While reading and writing are important elements of the learning process, the main focus will be on oral expression in everyday situations. Successful completion of this course will qualify students for ITAL1113 Intermediate Italian I the following fall or participation in the Parma summer language program or the fall semester at Parma.

The Department

ITAL1113 Intermediate Italian I (Fall: 3)
Prerequisites: Admitted by placement test, consent of instructor, or completion of ITAL1004
Conducted in Italian

The prime objective of the course is to improve reading and writing skills, to continue building oral proficiency, and to provide a lively and current cultural background of contemporary Italy. A review of the elements of language will be supplemented by the reading of selected texts, oral practice, and individual research, all presented within the context of contemporary Italian society and classic Italian culture. Students will develop their ability to satisfy basic survival needs and to engage in conversation on a fairly complex level.

The Department

ITAL1114 Intermediate Italian II (Spring: 3)
Prerequisites: Admitted by placement test, consent of instructor, or completion of ITAL1113
Conducted in Italian
Elective for the Italian minor when taken as first course in language sequence
Satisfies Foreign Language Proficiency core requirement

The prime objective of the course is to improve reading and writing skills, to continue building oral proficiency, and to provide a lively and current cultural background of contemporary Italy. A review of the elements of language will be supplemented by the reading of selected texts, oral practice, and individual research, all presented within the context of contemporary Italian society and classic Italian culture. Students will develop their ability to satisfy basic survival needs and to engage in conversation on a fairly complex level.

The Department

ITAL1125 Italy: Intensive Intermediate Italian (Summer: 6)
The Department

ITAL1151 Italianissimo: Intermediate Italian II, Track 2 (Spring: 3)
Prerequisites: Admission by placement test, consent of instructor, or completion of ITAL1113.
Conducted in Italian
Elective for Italian minor when taken as first course in language sequence
Satisfies Foreign Language Proficiency core requirement

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

ITAL2213 Italian Conversation, Composition, and Reading I (Fall: 3)
Prerequisites: Admitted by placement exam, consent of instructor, or completion of ITAL1114 or ITAL1151.
Conducted in Italian. Elective for major and minor in Italian. Satisfies Foreign Language Proficiency core requirement.

The course topic, "Italian through Fiction and Films," allows development of oral and written language skills. Centered on the analysis of short stories and films related to contemporary Italian society, attention will be paid to analytical and lexical enrichment. Other sources (articles from the Italian Press, audio-visual programs, and the Internet) will provide additional avenues of interpretation.

The Department

ITAL2214 Italian Conversation, Composition, and Reading II (Spring: 3)
Prerequisites: Consent of instructor or completion of ITAL2214.
Conducted in Italian
Elective for Italian major or minor
Satisfies Foreign Language Proficiency core requirement

In this course students will continue to strengthen and expand their language skills through oral and written practice. The analysis of a contemporary novel and its cinematographic adaptation will be the basis for class discussion, written assignments, and oral presentations. Both ITAL2213 and ITAL2214 are strongly recommended for students who intend to use Italian to enrich their study experiences at home and abroad.

Mattia Acetoso

ITAL5521 Michelangelo and His World (Fall: 3)
Cross listed with HIST4232
Periodically

An interdisciplinary exploration of the life and works of Michelangelo Buonarroti, sculptor, painter, architect and poet, one of the greatest artistic geniuses of Western civilization. Against the historical backdrop of the High Renaissance in Italy, we will study his

works, both artistic and literary, examining their roots in the political, philosophical, religious, artistic, and cultural debates of his age as well as in his personal biography.
Benjamin Braude
Franco Mormando

ITAL5570 Immigrant Voices in Contemporary Italy (Fall: 3)
Periodically
Conducted in Italian
This course serves as an elective for the Italian major or minor
Satisfies Foreign Language Proficiency core requirement

The class will examine the new reality of Italy as a nation with a significant population of immigrants. Focusing on the evolving meaning cultural identity in Italy today, we will read short works by four immigrant Italian writers of Italian: Amara Lakhous, originally from Algeria; Laila Wadia, from India; Gabriella Ghermandi, from Ethiopia; and Igiaba Scego, from Madagascar. The class is also designed to improve the oral and written linguistic competency of all students.
Laurie Shepard

ITAL5583 Murder, They Wrote: Italian Detective Fiction (Spring: 3)
Periodically
Conducted in Italian

Detective novels have always nourished our imagination with compelling tales of crime and mystery. This course explores the most relevant examples of Italian contemporary detective fiction. Students will be discussing novels, short stories, as well films and graphic novels. This course will offer a unique opportunity to investigate and understand crucial aspects of Italy's history, society and culture.
Mattia Acetoso

Romance Languages and Literatures

Course Offerings

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

RLRL1023 Elementary Portuguese I (Fall: 3)
Periodically
Conducted in Portuguese

This beginning course is designed for students with little or no knowledge of the Portuguese language. It is an introduction to the language and cultures of the Portuguese-speaking world: Portugal, Brazil, Mozambique, Angola, Guinea-Bissau, Cape Verde, Sao Tome and Principe and East Timor. Students will be engaged in basic activities and conversation, read simple texts, and study basic grammar structures and vocabulary (personal and family information, daily routines, food, housing, hobbies).
The Department

RLRL1024 Elementary Portuguese II (Spring: 3)
Periodically
This course is a continuation of RLRL1023.
Conducted in Portuguese

This course is aimed at those who want to further their knowledge of Portuguese. It is expected that students can understand texts and frequently used expressions related to areas of most immediate relevance (personal and family information, shopping, local geography, health, past memories, and leisure); communicate in routine tasks requiring a simple and direct exchange of information; and describe aspects of his/her background, immediate environment, and matters in areas of immediate need.
The Department

RLRL1163 Boston's French Connection (Summer: 3)

Students will explore the following topics: early French explorers and the Acadian experience, Boston's Puritans and French Huguenots, the American and French Revolutions, French influences on Boston's Catholics and Unitarian Transcendentalists, French influences on Boston's musicians, painters, sculptors, architects politicians and writers, and contributions of the different Francophone peoples in Boston. Students will develop skill in analyzing historical and literary texts and will examine closely passages in Alexis de Tocqueville's *Democracy in America* and Simone de Beauvoir's *America Day by Day.*
Jeff Flagg

RLRL2292 Modern Middle Eastern and Arabic Literature (Spring: 3)
Cross listed with ENGL2348 and NELC2161
Periodically
All works are read in English translation.

See course description in the Slavic and Eastern Languages and Literatures Department.
Franck Salameh

RLRL3328 Islam and the Iberian Peninsula (Fall: 3)
Cross listed with ICSP3328
Periodically
Conducted in English

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 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

RLRL3328 Islam and the Iberian Peninsula (Fall: 3)
Cross listed with ICSP3328
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 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

RLRL3331–3332 Writing Tutorial I and II (Fall/Spring: 0)

Offered in conjunction with RL courses beyond the 3000-level and by arrangement only. Includes individual work with a writing tutor for students whose written French is in need of improvement.
The Department

RLRL3399 Readings and Research (Fall/Spring: 3)
By arrangement
The Department

RLRL6698 Honors Research Seminar (Fall: 3)

This semester is devoted to defining and researching the thesis. Students will work closely with their thesis director and meet regularly as a group with the program coordinator to discuss their work in progress. At the end of the semester students will present a clear statement of their thesis, accompanied by an outline, a bibliography of works consulted, and one chapter.
The Department

RLRL6699 Honors Thesis Seminar (Spring: 3)

This semester is devoted to the writing and completion of the thesis. Students will continue to work closely with their thesis director and meet as a group with the program coordinator. Upon submitting the final copy of their thesis, students will make a short oral presentation to the faculty and to other students during the annual reception honoring their achievements.
The Department

Spanish

Course Offerings

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

SPAN1005 Intensive Beginning Spanish I (Summer: 3)

This two-course sequence covers in six weeks the first and second semesters of a full-year elementary Spanish course. A practical knowledge of the Spanish language as spoken by native speakers will be developed in five areas: listening, speaking, reading, writing, and cultural competence. Specific objectives include attaining at least a novice high level of oral proficiency. Because this is an intensive course, daily homework assignments, regular attendance and class participation are essential.
Christopher Wood

SPAN1006 Intensive Beginning Spanish II (Summer: 3)

This two-course sequence covers in six weeks the first and second semesters of a full-year elementary Spanish course. A practical knowledge of the Spanish language as spoken by native speakers will be developed in five areas: listening, speaking, reading, writing, and cultural competence. This is an advanced accelerated course; students are expected to have some prior experience with the Spanish language. Specific objectives include attaining at least a novice high level of oral proficiency. Because this is an intensive course, daily homework assignments, regular attendance and class participation are essential. You will begin to narrate personal and objective experiences using past tenses and to express needs, advice, doubts and opinions through the use of the subjunctive mood.
Christopher Wood

SPAN1015 Elementary Spanish I (Fall: 3)
Conducted in Spanish
This course is for beginners. Students with prior Spanish experience are admitted only after taking the placement test.

This beginning course is designed for students with no prior Spanish experience as well as those who have had some high school Spanish and are not sufficiently prepared for intermediate level work. 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.
The Department

SPAN1016 Elementary Spanish II (Spring: 3)
Conducted primarily in Spanish. Students with prior Spanish experience admitted only by placement test.

This course is a continuation of SPAN1015. Course goals include readying students for Intermediate Spanish, expanding vocabulary, and building oral proficiency. Students will deepen their understanding of Hispanic culture through short literary and cultural readings, videos, and films. Emphasis is on building oral and written communication skills and on acquiring a greater awareness of the Spanish-speaking world.
The Department

SPAN1041 Intensive Elementary Spanish for Proficiency (Spring: 6)
Classes are conducted in Spanish. Open to students with no prior experience in Spanish. The 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

SPAN1115 Intermediate Spanish I (Fall: 3)
Prerequisites: SPAN1016, SPAN1041 or admission by placement test
Conducted in Spanish

This course builds on previously acquired language skills and helps prepare students to interact with native speakers of Spanish. Emphasis is on vocabulary expansion, accuracy of expression, and interactive language use. Short literary and cultural readings will provide authentic insight into the Hispanic world. Students will have the opportunity to work with videos, films, the internet, and other multimedia materials.
The Department

SPAN1116 Intermediate Spanish II (Spring: 3)
Prerequisites: SPAN1115 or admission by placement test
Conducted in Spanish. Satisfies Foreign Language Proficiency core requirement.

This course is a continuation of SPAN1115. Students will expand their vocabulary and develop written and oral fluency. Emphasis is on active student participation and broadening historical and cultural knowledge. Short literary and cultural readings will provide authentic insight into the Hispanic world. Students will have the opportunity to work with videos, films, the internet, and other multimedia materials.
The Department

SPAN1153 Adelante I (Fall: 3)
Prerequisites: SPAN1016, SPAN1041 or admission by placement test
Conducted in Spanish. Satisfies Foreign Language Proficiency core requirement.

Adelante I can be taken in lieu of Intermediate Spanish I. It is especially targeted toward students who have a solid preparation in Spanish and a strong motivation to further expand their knowledge of the language and its cultures. It also provides excellent preparation for study abroad. Adelante I builds on previously acquired language skills. Emphasis is on vocabulary expansion, accuracy of expression, and interactive language use. Short literary and cultural readings will

provide authentic insight into the Hispanic world. Students will have the opportunity to work with videos, films, the internet, and other multimedia materials.
The Department

SPAN1154 Adelante II (Spring: 3)
Conducted in Spanish. Satisfies Foreign Language Proficiency core requirement.

Adelante II is a continuation of SPAN1153 and can be taken in lieu of Intermediate Spanish II to fulfill the language requirement. It is targeted toward students who have a solid preparation in Spanish and a strong motivation to further expand their knowledge of the language and its cultures. It also provides excellent preparation for study abroad. Students will expand their vocabulary and develop written and oral fluency. Short literary and cultural readings will provide authentic insight into the Hispanic world. Students will have the opportunity to work with videos, films, the internet and other multimedia materials.
The Department

SPAN1181 Intensive Intermediate Spanish for Proficiency (Fall: 6)
Prerequisites: SPAN1016, SPAN1041 or admission by placement test
Conducted in Spanish. The 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

SPAN2215 Spanish Conversation, Composition, and Reading I (Fall/Spring: 3)
Prerequisites: SPAN1116 or admission by placement test or appropriate score on SAT II or AP Exam
Conducted in Spanish. Satisfies Foreign Language Proficiency core requirement.

The main objective of this course is to consolidate the students level of Spanish so that at the end of the cycle (CCR1 and CCR2) the students will have acquired a proficient level of Spanish. They will acquire discursive fluency and accuracy by working on the following skills: listening and reading comprehension, writing, speaking and oral interaction. Theory and practice will merge to improve students linguistic and functional abilities in various complex linguistic situations through the use of a variety of authentic materials such as literary texts, newspaper texts, and audiovisual materials (e.g. shorts and clips).
Esther Gimeno Ugalde

SPAN2216 Spanish Conversation, Composition, and Reading II (Fall/Spring: 3)
Prerequisites: SPAN2215 or admission by placement test or appropriate score on SAT II/AP exam
Conducted in Spanish. Since CCR2 is designed as a continuation of CCR1 we highly recommend it after successful completion of CCR1. Satisfies Foreign Language Proficiency core requirement.

The main objective of this course is to consolidate the students' level of Spanish so that at the end of the cycle (CCR1 and CCR2) the students will have acquired a proficient level of Spanish. They will acquire discursive fluency and accuracy by working on the following skills: listening and reading comprehension, writing, speaking and oral interaction. Theory and practice will merge to improve students' linguistic and functional abilities in various complex linguistic situations through the use of a variety of authentic materials such as literary texts, newspaper texts, and audiovisual materials (e.g. shorts and clips).
Esther Gimano Ugalde

SPAN3392 Advanced Spanish (Fall/Spring: 3)
Prerequisites: SPAN2216, or a score of 5 on the AP Spanish Language Exam, or proficiency equivalent to students completing SPAN2216, to be determined by the Department.
Conducted in Spanish. Elective for the Hispanic Studies major and minor. Formerly Naturalmente. Satisfies Foreign Language Proficiency core requirement.

This course will allow students to improve their command of the Spanish language at an advanced level. By activating communicative and discursive strategies, they will be able to achieve a fluent use of the oral, as well as of the written language, emphasizing linguistic correction and adequacy. Students will become capable of appropriately interpret a wide variety of complex texts and produce descriptive, narrative, expositive and argumentative texts autonomously and efficaciously in the target language. The materials provided throughout the course will incite an approximation to different cultural, political, and social aspects related to current issues of the Spanish-speaking world.
Esther Gimeno Ugalde

SPAN3395 Contextos: Introduction to Literary Analysis in Spanish (Fall/Spring: 3)
Satisfies Literature Core Requirement
Conducted in Spanish. Required for Hispanic Studies majors and minors.

Contextos introduces students to the analysis of a wide range of Hispanic texts, including genres such as poetry, narrative, drama, essay, and film. Special attention to written work and discussion allows them to become familiar with the concepts and terminology essential for original critical thinking.
The Department

SPAN6601 Texts of Reflection: Introduction to the Spanish Empire (Fall: 3)
Prerequisite: SPAN3395
Periodically
Conducted in Spanish. Fulfills pre-1800 Peninsular major requirement. For sophomores and juniors only

This course studies important texts of early modern Spain of several genres that not only enable but require a response from their readers, asking us to examine important questions: what is love, what makes a good friend, how important is money, what is honor and how important is public reputation versus private behavior and who decides these things?
Elizabeth Rhodes

SPAN6614 The Colonial Imagination: History and Identity in Spanish America (Fall: 3)
Prerequisites: Contextos or permission of instructor
Satisfies Cultural Diversity Core Requirement
Periodically
Conducted in Spanish. Fulfills Latin American pre-1900 major requirement. Satisfies Cultural Diversity Requirement

This course provides an overview of texts written from the colonial period to the nineteenth century and their connections to

contemporary works. We will focus on the representation of historical actors (conquerors, captives, others) as well as geographical spaces (city, jungle, pampa) as imaginary regions where history and identity are forged. Readings will be drawn from a variety of genres (historiography, novel, short story, essay, poetry) and will include selections by authors such as Bernal Daz, Cabeza de Vaca, El Inca Garcilaso, Rodriguez Freile, Sarmiento, Palma, Gorriti, Paz, Borges, and Garro.
Sarah H. Beckjord

SPAN6615 Contemporary Latin American Writers (Spring: 3)
Prerequisites: Contextos, concurrent enrollment in Contextos, or permission of instructor
Satisfies Cultural Diversity Core Requirement
Periodically
Conducted in Spanish. Fulfills Latin American post-1900 major requirement. Satisfies Foreign Language Proficiency core requirement.

Selected texts from various genres (short story, theater, novel, poetry and essay) are read and discussed for the key insights their authors offer into the Latin American mind and heart regarding human relationships, society, the environment, and cultural issues in general.
Harry L. Rosser

SPAN6636 Borderlines: Films of Immigration and Exile (Spring: 3)
Prerequisites: Contextos, SPAN6671 (Intro to Hispanic Film) or permission of instructor
Periodically
Conducted in Spanish

An advanced undergraduate seminar in film analysis using recent works of cinema that represent the drama of immigration into first-world countries (Spain, the United States). Students will explore the historical, economic, and cultural motivations and consequences of the immigration of people and drugs and the ways in which directors marshal specific cinematographic techniques to achieve their political and artistic objectives in each film. Emphasis will be on the Mexico/US border and the Strait of Gibraltar, the deadliest point of immigration in the world. We will begin with George Nava's *El Norte* (1983) and finish with Moiss Salama's *Melillenses* (2004).
Elizabeth Rhodes

SPAN6637 Spanish-American Short Story (Fall: 3)
Prerequisites: Contextos or permission of instructor
Satisfies Cultural Diversity Core Requirement
Periodically
Conducted in Spanish. Fulfills post-1800 requirement in Latin American literature for Hispanic Studies majors. Satisfies Foreign Language Proficiency core requirement.

Close study and discussion of major contributors to the genre in Spanish America in the twentieth century, including Daro, Quiroga, Bombal, Borges, Cortzar, Rulfo, Donoso, Garca Mrquez, Allende, and Ferr
Harry L. Rosser

SPAN6638 Building the Modern Latin American Metropolis (Fall: 3)
Prerequisites: Contextos or permission of instructor
Periodically
Conducted in Spanish. Fulfills Latin American post-1900 major requirement.

This course will explore the development of the modern Latin American city through poetry, fiction, and film. We will discuss the cultural and political implications of its evolution, from patterns of space distribution to inner city violence and ecological crisis, looking closely at social issues and their representations. We will discuss works by Allison Anders, Roberto Arlt, Washington Cucurto, Gonzlez Tun, Fernando Vallejo, and Luis Zapata, among others.
Ernesto Livon-Grosman

SPAN6640 What's Modern About Modernism (Fall: 3)
Periodically
Conducted in Spanish. Fulfills the post-1900 Latin American requirement for majors in Hispanic Studies.

Beginning with Modernismo this course will explore, through some of the most relevant writers of the period, the idea of Modernity and its impact as a major cultural force in Latin America. We will focus on the innovative cultural and textual politics of writers such as Rubn Daro, Leopoldo Lugones, Delmira Agustini and Jos Juan Tablada among others.
Ernesto Livon-Grosman

SPAN6649 Haunting Modernity: The Fantastic Short Story in Nineteenth Century Spain (Fall: 3)
Periodically
Counts as post-eighteenth century Peninsular distribution requirement.

This course examines the fantastic short fiction of canonical nineteenth-century Spanish writers as reflective of turn-of-the-century socio-historical concerns, particularly as related to the struggle for modernity. Aside from examining the stories within their historical moment, we will place these works in dialogue with fantastic narratives from other periods and literary traditions, striving for a more complete appreciation for the evolution of the literary fantastic.
Wan Tang

SPAN6652 Hispanic Nobel Prize Winners in Literature (Spring: 3)
Periodically
Conducted in Spanish. Fulfills Peninsular or Latin American post-1900 major requirement.

A wide variety of Spanish and Latin American writes have been honored by the Swedish Academy since the first literary Nobel Prize award in 1901. The literary achievements of these authors play an essential role in the development of twentieth-century Hispanic literature. Although all the Hispanic prize recipients will be taken into account, we will concentrate on eight winners spanning the twentieth century, Gabriel García Márquez and Camilo José Cela among them. By studying limited selections of their representative works, of different genres, students gain an understanding of linguistic and ideological dimensions responsible for the Nobel award to each laureate.
Irene Mizrahi

SPAN6655 Writing and Memory in the Andean World (Spring: 3)
Prerequisites: Contextos, concurrent enrollment in Contextos, or permission of instructor
Periodically
Conducted in Spanish. Elective for Hispanic Studies major or minor. Fulfills pre-1900 Latin American requirement for major.

A survey of textual reconstructions of the Andean World from the histories of colonial times to nineteenth-century fictions of nation and community and twentieth-century debates. Readings will include

works by authors such as Inca Garcilaso de la Vega, Guaman Poma de Ayala, Clorinda Matta de Turner, Manuel Gonzlez Prado, Ricardo Palma, and Jos Mara Arguedas.
Sarah H. Beckjord

SPAN6658 *Don Quijote* (Spanish) (Spring: 3)
Prerequisites: Contextos, concurrent enrollment in Contextos, or permission of instructor
Periodically
Conducted in Spanish. Fulfills the pre-1800 Peninsular requirement for Hispanic Studies majors.

Don Quijote is universally recognized as one of the most important texts of all literary history. Why? What does this funny, poignant book continue to say to ongoing generations? Students will read the entire text of Cervantes' masterpiece and consider its relationship to texts of other media and other ages (Velázquez, Cortázar, the Russian film version, and for example). Contextos extremely helpful.
Elizabeth Rhodes

SPAN6670 The Sounds of Spanish: Phonetics and Phonology (Spring: 3)
Periodically
Conducted in Spanish

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

SPAN6672 Spanish Romanticism (Fall: 3)
Periodically
Conducted in Spanish. Fulfills post-1800 Peninsular requirement.

This course provides detailed analyses of major works (prose, poetry, and theater) of nineteenth-century Spanish Romanticism. The first part is dedicated to the historical romantic drama of Martínez de la Rosa, Duque de Rivas, García Gutiérrez, Hartzenbusch, and Zorrilla. The second part concentrates on Larra's *Artículos literarios y de costumbres,* and the third focuses on the lyric poetry of Espronceda, Bécquer, Campoamor, and Rosalía de Castro.
Irene Mizrahi

SPAN6676 Navigating the Nation: Cityscapes and Countryside in Spanish Literature and Film of the Eighteenth to Twenty-First Centuries (Spring: 3)
Prerequisites: Contextos, concurrent enrolment in Contextos, or permission of instructor
Periodically
Conducted in Spanish. Fulfills post-1800 Peninsular requirement for major.

This course examines the portrayal of the Spanish city in conjunction or juxtaposed with the Spanish countryside in literature and film of the eighteenth to twenty-first centuries, particularly as relates to the idea of forging a national identity. Topics to be explored include the concept of geographic determinism, the idea of a home-grown and country-bred Spanish identity, the dynamics of center versus periphery in the Spanish state, the processes of urban renewal and the development of the Spanish capital, and the social problems engendered by urbanization.
Wan Tang

SPAN6685 Applied Linguistics and Teaching Methodology in Spanish (Spring: 3)
Prerequisites: Open to undergraduates with permission of instructor or completion of SPAN3395
Periodically
Conducted in Spanish. Elective for Hispanic Studies major or minor.

The aim of this seminar is to provide students with a solid basis in the tenets of second language acquisition (SLA) and recent developments in the field of applied linguistics, with an emphasis on teaching methodology of the Spanish language. Students will develop a reflexive attitude toward the teaching-learning process and acquire the required pedagogical tools and metalinguistic awareness to conduct successful teaching. Practical aspects such as class planning, selection and production of teaching materials, and students' assessment will be discussed throughout the semester. Among other projects, students will work on their own pedagogical materials portfolio with the professor's supervision.
Esther Gimeno Ugalde

SPAN6696 Mystery Films of Latin America (Fall: 3)
Prerequisites: Contextos or permission of instructor
Periodically
Conducted in Spanish. Fulfills post-1900 requirement in Latin American literature for Hispanic Studies majors.

This course explores Latin American mystery films in order to expose shared concerns about politics, race, and culture. Special attention will be given to the rhetorical construction of suspense as well as the acquisition of film criticism. Readings will be mostly in Spanish with some in English. This course requires that, in addition to critical readings, students watch movies twice outside of class time in preparation for class discussion.
Ernesto Livon-Grosman

Slavic and Eastern Languages and Literatures

Faculty

Maxim D. Shrayer, *Professor;* B.A., Brown University; M.A., Rutgers University; M.A., M.Phil., Ph.D., Yale University
Cynthia Simmons, *Professor;* A.B., Indiana University; A.M., Ph.D., Brown University
Margaret Thomas, *Professor;* B.A. Yale University; M.Ed., Boston University; A.M., Ph.D., Harvard University
Sing-chen Lydia Chiang, *Associate Professor;* Coordinator East Asian Languages; B.A. National Taiwan University; M.A., University of Washington; Ph.D., Stanford University
Michael J. Connolly, *Associate Professor;* Chairperson of the Department; A.B., Boston College; Ph.D., Harvard University
Franck Salameh, *Associate Professor;* Coordinator, 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
- www.bc.edu/sl

Undergraduate Program Description

The Department administers undergraduate majors in Linguistics, Russian, and Slavic Studies, as well as minors in Arabic, Chinese, Linguistics, Russian, and East European Studies. Students may also participate in an interdisciplinary minor in interdisciplinary programs in Asian Studies, International Studies, and Islamic Civilization and Societies. Departmental honors require successful completion of honors requirements. For information, contact the Department.

The Department maintains listings of related courses from other departments that satisfy various program requirements. Substitutions and exemptions from specific program requirements, as well as the application of courses from other institutions, require express permission from the Chairperson or the Undergraduate Program Director.

Students fulfilling the undergraduate Core requirements in Literatures should consider Core offerings taught by members of the Department and Cultural Diversity.

References to the number of credits required correlate with the number of full one-semester courses.

Major in Linguistics (ten 1–semester courses, 30 credits)

The focus of the Linguistics program does not lie alone in the acquisition of language skills, but rather in learning to analyze linguistic phenomena with a view toward making significant generalizations about the nature of language.

Students majoring in Linguistics build their programs around a specific area of emphasis. A program of study tailored to the individual student's interests and goals is designed in consultation with the faculty. Areas of emphasis include, but are not limited to, philology (the historical and comparative study of ancient languages), psycholinguistics, and language acquisition.

A typical program for this major requires the following:

- LING3101 General Linguistics (3 credits)
- LING3102 Syntax and Semantics (3 credits)
- LING3103 Language and Language Types (3 credits)
- Two courses (6 credits) of a philological nature on the detailed structure of a language
- Five additional Linguistics courses (15 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 six approved 1-semester courses (18 credits):

- LING3101 General Linguistics (3 credits)
- LING3102 Syntax and Semantics (3 credits)
- Two courses on philological topics (6 credits)
- Two courses on general linguistic topics (6 credits)

Major in Russian (ten 1-semester courses, 30 credits)

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:

- Three courses (9 credits) in Russian grammar, composition, and stylistics beyond the intermediate level
- Three courses (9 credits) in Russian literature, including two survey courses for classical and modern Russian literature (SLAV2162 and SLAV2173)
- One course (3 credits) in Russian linguistics (The Structure of Russian, Early Slavic Linguistics and Texts, Old Church Slavonic, or Old Russian)
- Three electives (9 credits) in Russian literature or advanced Russian linguistics (list of approved courses available)

The Department also has provisions for a Russian major with a concentration on culture and civilization.

Minor in Russian (Departmental)

The departmental minor in Russian requires a minimum of six approved courses (18 credits):

- Two courses (6 credits) in Russian at or above the intermediate level
- Two courses (6 credits) in Russian literature: one pre-twentieth century and one post-nineteenth century
- Two additional courses (6 credits) in Russian literature, culture, or linguistics

Major in Slavic Studies (ten courses)

The major in Slavic Studies provides broadly based training in scholarship about Russia and the nations of Eastern Europe and the former Soviet Union. The normal program for this major requires the following:

- Two courses (6 credits) in a Slavic language at or above the intermediate level
- One course (3 credits) in Slavic civilizations (usually SLAV2169 Slavic Civilizations)
- Two courses (6 credits) in a Slavic literature
- Two courses (6 credits) in Slavic history or social sciences
- Three electives (9 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 six approved one-semester courses (18 credits):

- Two courses (6 credits) in Modern Standard Arabic above the first semester of intermediate intensive level;
- Four courses (12 credits) in Middle Eastern languages, cultures, literatures and civilizations.

Minor in Chinese (Departmental)

The departmental minor in Chinese focuses on acquiring modern language proficiency and knowledge of aspects of Chinese culture, literature and civilization. The minor requires a minimum of six approved one-semester courses (18 credits):

- Two courses (6 credits) in modern Mandarin Chinese above the first semester of intermediate intensive level;
- Four courses (12 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, Sing-chen Lydia Chiang, chiangs@bc.edu, 617-552-0128.

Minor in East European Studies (Interdisciplinary)

The East European Studies interdisciplinary minor requires a minimum of six approved one-semester courses (18 credits), distributed as follows:

- One introductory course (3 credits) either Russian Civilization (SLAV2165) or Slavic Civilizations (SLAV2169)
- One additional course (3 credits) in Russian or East European history or politics
- Two courses (6 credits) in Russian or another East European language at or above the intermediate level
- Two approved elective courses (6 credits) from related areas such as: art history, economics, sociology, film studies, literature, linguistics or language, philosophy, or theology. One of these electives may be a directed senior research paper on an approved topic.

For more information on the minor in East European Studies, contact Professor Cynthia Simmons, Director, East European Studies minor, simmonsc@bc.edu.

Minor in Jewish Studies (Interdisciplinary)

The Boston College Jewish Studies program seeks to examine the multiple dimensions and complexities of Jewish culture throughout its broad chronological and geographical range. The interdisciplinary minor in Jewish Studies consists of a total of 6 three-credit courses (18 credits), including one foundation course, four electives, and a concluding seminar/Capstone course.

For information concerning the interdisciplinary undergraduate minor in Jewish Studies, visit the Program's webpage, at www.bc.edu/schools/cas/jewish.

Study Abroad

The Department of Slavic and Eastern Languages and Literatures requires, in general, at least two years of language study, in addition to coursework (tailored to the individual student's program of study) that would provide cultural orientation. Since the Department offers a wide-variety of majors, there is no particular limit as to how many courses taken abroad will be allowed for major credit.

Individual programs of study are arranged according to the types of instruction available, and the student's goals and background.

Students majoring in Linguistics may profit from any number of study-abroad opportunities, depending on the specific language(s) they elect to focus on. Students of East Asian languages have participated to great advantage in a variety of different study abroad opportunities in Japan, the People's Republic of China, the Republic of China, Korea, and other nations of Asia.

Junior year is the most popular time to study abroad, but seniors have done so successfully as well. All Slavic and Eastern Languages and Literatures majors must obtain department course approval before going abroad. Students should consult with the relevant faculty members, depending on their language and area of expertise.

Office of International Programs

Students taking classes in the Department of Slavic and Eastern Languages and Literatures participate in Boston College's programs and international partnerships in China, Israel, Japan, Korea, Morocco, Nepal, Philippines, Poland, Russia, and other countries.

For complete information on any of these programs and also on unofficial study abroad, visit www.bc.edu/international.

Teachers of English to Foreign Students

The Department of Slavic and Eastern Languages and Literatures offers a number of linguistics courses for training teachers of English to foreign students. The Department of English offers elective and core-level undergraduate courses of English language and literature for foreign students enrolled at Boston College.

East Asia Languages and Culture

Course Offerings

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

EALC1121 Elementary Chinese I (Fall: 3)
Corequisite: EALC1123

An introduction to the fundamentals of modern Chinese (Mandarin) grammar and vocabulary, including exercises in pronunciation and sentence structure and development of basic conversation, reading, and character writing skills. Additional practicum work required. This course continues in the second semester as EALC1122.
Fang Lu

EALC1122 Elementary Chinese II (Spring: 3)
Prerequisite: EALC1121 or equivalent
Corequisite: EALC1123

The second semester of 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 conversation practice and practicum work required.
Fang Lu

EALC1123 Elementary Chinese Practicum (Fall/Spring: 3)
Corequisites: EALC1121–1122

Required additional exercises and conversational practice to supplement Elementary Chinese I/II.
Huimin Li
Violet Richardson (Jin Xie)

EALC1221 Elementary Japanese I (Fall: 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. This course continues in the second semester as NELC1222.
Rie Kamimura
Ritsuko Sullivan

EALC1222 Elementary Japanese II (Spring: 4)
Prerequisite: EALC1221 or equivalent

The continuation of an introduction to the study of modern Japanese. The course develops the fundamental skills of reading ability, aural comprehension, and oral and written self-expression.
Rie Kamimura
Ritsuko Sullivan

EALC2121 Intermediate Chinese I (Fall: 3)
Prerequisite: EALC1122 or equivalent
Corequisite: EALC2123

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. This course continues in the second semester as EALC2122.
Sing-chen Lydia Chiang

EALC2122 Intermediate Chinese II (Spring: 3)
Prerequisite: EALC2121 or equivalent
Corequisite: EALC2123
Satisfies Foreign Language Proficiency core requirement.

The second semester of a continuation of course work in spoken and written modern Chinese (Mandarin).
Sing-chen Lydia Chiang

EALC2123 Intermediate Chinese Practicum (Fall/Spring: 3)
Corequisites: EALC2121–2122

Additional required exercises and conversation practice for Intermediate Chinese I/II.
Fang Lu
Xiaoqing Yu

EALC2162 Gods and Heroes in Chinese Literature (in translation) (Spring: 3)
Satisfies Cultural Diversity Core Requirement
Periodically
All readings in English translation.

An examination, through illustrative readings in East Asian masterworks and through an accompanying analysis, of heroic and divine dimensions in the literary traditions of the major East Asian cultures and how the Far East understands the Divine and the Human, as well as how these interact on the battlefield, in the rise and fall of governments, and in the tensions between individual and society.
Sing-chen Lydia Chiang

EALC2221 Intermediate Japanese I (Fall: 4)
Prerequisite: EALC1222 or equivalent

Continuation of coursework in spoken and written Japanese with extensive practice in listening, speaking, reading, and writing. This course continues in the second semester as EALC2222.
Jun Ono Cheung
Ritsuko Sullivan

EALC2222 Intermediate Japanese II (Spring: 4)
Prerequisite: EALC 2221 or equivalent
Satisfies Foreign Language Proficiency core requirement.

The second semester of a continuation of course work in spoken and written Japanese with extensive practice in listening, speaking, reading, and writing.
Jun Ono Cheung
Ritsuko Sullivan

EALC2311 Continuing Korean I (Fall: 3)
Prerequisite: EALC1312 or equivalent
Biennially
Conducted mostly in Korean.

Continuation of course work in reading and writing literary Korean, with coextensive conversation practice. This course continues in second semester as EALC2312.
Choong Nam Yoon

EALC2312 Continuing Korean II (Spring: 3)
Prerequisite: EALC2311 or equivalent
Biennially
Conducted mostly in Korean. Satisfies Foreign Language Proficiency core requirement.

The second semester of a continuation of course work in reading and writing literary Korean, with coextensive conversation practice.
Choong Nam Yoon

EALC3161 Business Chinese (Spring: 3)
Prerequisite: EALC2122 or equivalent
Periodically
Conducted entirely in Chinese. Satisfies Foreign Language Proficiency core requirement.

An analysis of the patterns and distinctive characteristics of business transactions and reporting in Chinese, along with numerous practical exercises. Business correspondence, report writing, the Chinese curriculum vitae and resume, questionnaires, commercial law and regulations. Specialized vocabularies for import-export, marketing, finance, and economics.
Fang Lu

EALC3221 Third-Year Japanese I (Fall: 3)
Prerequisite: EALC2222 or equivalent
Conducted in Japanese. Satisfies Foreign Language Proficiency core requirement.

The development of active skills in modern Japanese to beyond a high-intermediate level of proficiency in reading, writing, listening, and speaking, with an emphasis on grammar, phrases, and sentence patterns.
Jun Ono Cheung

EALC3222 Third-Year Japanese II (Spring: 3)
Prerequisite: EALC3221 or equivalent
Conducted in Japanese. Satisfies Foreign Language Proficiency core requirement.

Continuing the development of active skills in modern Japanese to beyond a high-intermediate level of proficiency in reading, writing, listening and speaking, with an emphasis on grammar, phrases, and sentence patterns.
Jun Ono Cheung

EALC4121 Advanced Chinese I (Fall: 3)
Prerequisite: EALC2122 or equivalent
Conducted in Chinese. Satisfies Foreign Language Proficiency core requirement.

Advanced-level work toward a thorough proficiency in all aspects of modern Mandarin Chinese, with an introduction to important aspects of culture and society.
Fang Lu

EALC4122 Advanced Chinese II (Spring: 3)
Prerequisite: EALC4121 or equivalent
Conducted in Chinese. Satisfies Foreign Language Proficiency core requirement.

A continuation of 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

EALC4151 Readings in Chinese Literature and Philosophy (Fall: 3)
Prerequisite: EALC2122 or instructor's consent
Periodically
Classes conducted in both modern Mandarin and English. Satisfies Foreign Language Proficiency core requirement.

By way of readings in Chinese literary and philosophical canons, this course introduces students to the basic diction and grammar of classical Chinese. Classical Chinese is the Latin of East Asian written traditions, the gateway to the cultural and historical legacy of East Asia, and the foundation of modern literary Chinese. We will read and translate selected passages from Chinese classics, including the *Analects* of Confucius, Mencius, the *Daodejing,* and *Zhuangzi.* Class discussion will center on major philosophical concepts and their historical contexts.
Sing-chen Lydia Chiang

EALC4190 Advanced Tutorial: Chinese (Fall/Spring: 3)
Periodically
May be repeated for credit

A course of directed study on Chinese language and style intended solely for students who have exhausted present course offerings or are doing thesis work on advanced topics. The precise subject matter is determined by arrangement and need.
Fang Lu
Sing-chen Lydia Chiang

EALC4221 Advanced Japanese I (Fall: 3)
Prerequisite: EALC3222 or equivalent
Conducted in Japanese. Satisfies Foreign Language Proficiency core requirement.

Advanced-level work toward a thorough proficiency in all aspects of modern Japanese, with an introduction to important aspects of culture and society.
Rie Kamimura

EALC4222 Advanced Japanese II (Spring: 3)
Prerequisite: EALC4221 or equivalent
Conducted in Japanese. Satisfies Foreign Language Proficiency core requirement.

Continuing advanced-level work toward a thorough proficiency in all aspects of modern Japanese, with an introduction to important aspects of culture and society.
Rie Kamimura

Linguistics

Course Offerings

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

LING2321 The Language of Liturgy (Fall: 3)
Cross listed with THEO1198 and HONR4935
Periodically

The application of structural techniques to an analysis of liturgical form both in the poetic-religious context of the language of worship and in the more broadly based systems of non-verbal symbolism (music, gesture, vestments, and appointments). Principal focus on Roman, Anglican, and Eastern Orthodox liturgies.
M.J. Connolly

LING2379 Language and Ethnicity (Spring: 3)
Cross listed with ENGL2123 and SOCY2275
Satisfies Cultural Diversity Core Requirement
Periodically

An examination of how we use language to regulate power relations among social groups and of how individuals define personal identity through speech. Case studies include: the linguistic representation of social class membership, dialect geography, Native Americans and U.S. language policy, the Ebonics controversy; and arguments for and against maintaining public language standards. Emphasis on the status of language and ethnicity in the United States, viewed in cross-cultural perspective.
Margaret Thomas

LING3101 General Linguistics (Fall: 3)
Cross listed with ENGL3527

An introduction to the history and techniques of the scientific study of language in its structures and operations, including articulatory and acoustic phonology, morphological analysis, historical reconstruction, and syntactic models. This course provides an intensive introduction to the study of what languages are and how they operate. Exercises in the analysis of fragments from various languages supplement the theoretical lectures and readings.
M.J. Connolly

LING3102 Syntax and Semantics (Spring: 3)
Cross listed with ENGL3392

An introduction to the concepts and operations of modern generative grammar and related models, as well as linguistic theories of meaning.
M.J. Connolly
Claire A. Foley
Margaret Thomas

LING3204 Sanskrit (Spring: 3)
Prerequisite: Familiarity with an inflected language highly recommended.
Cross listed with CLAS3332
Biennially

The grammar of the classical language of India, supplemented through reading selections from the classical literature and an introductory study of comparative Indo-Iranian linguistics.
M.J. Connolly

LING3208 Early Slavic Linguistics and Texts (Fall: 3)
Prerequisite: Prior study of an inflected language.
Periodically

The phonological and grammatical properties of Early Slavic, exemplified and reinforced through readings in Old Church Slavonic and Old Russian texts.
M.J. Connolly

LING3333 The Linguistic Structure of German (Spring: 3)
Cross listed with GERM3333
Periodically
Prior study of German or Linguistics not required but recommended.

An analysis of the major features of modern German with some reference to earlier versions of the language: sound system, grammar, structure and meanings of words, and properties of discourse.
M.J. Connolly

LING3356 Classics in Linguistics (Fall: 3)
Prerequisite: A course in General Linguistics and at least one additional Linguistics elective.
Students must be prepared to follow some of the readings in the original languages.

Supervised readings, reports, and discussions on formative and important works in the development of linguistic thought from the ancient world up through modern linguistic controversies. Readings are chosen with partial consideration of students' research interests.
M.J. Connolly
Margaret Thomas

LING3361 Psycholinguistics (Fall: 3)
Prerequisite: Some background in linguistics or psychology recommended.
Cross listed with PSYC3377
Biennially

An exploration, from a linguistic perspective, of some classic issues at the interface of language and mind. Topics include the production, perception, and processing of speech; the organization of language in the human brain; the psychological reality of grammatical models; animal communication; the acquisition of language by both children and by adults; and the innateness hypothesis.
Margaret Thomas

LING3377 Linguistic Analysis and Field Methods (Spring: 3)
Prerequisite: General Linguistics LING3101 and at least one additional Linguistics course
Periodically
Course restricted to upper-level Linguists majors/minors and graduate students. Seminar-style teaching method alternating with lectures.

Analysis of a little-studied language through direct interaction with a native speaker: techniques for eliciting, transcribing, and interpreting linguistic data, some going back to the beginnings of Western language science, others employing modern technology. Individually and in small groups, students analyze the sound patterns, words, syntax, and pragmatics of the target language, with some attention to cultural and ethnographic matters. The course also addresses ethical issues involved in archiving linguistic materials, and the debate about language rights. The identity of the target language varies from year to year (e.g. Austronesian, Dravidian, Vietnamese, Quechua).
Margaret Thomas

LING3388 Senior Honors Project (Fall/Spring: 3)
May be repeated for credit.

Supervised preparation of a senior paper for Honors Program students or for students working toward departmental honors.
The Department

LING4391 AB Comprehensive: Linguistics (Fall/Spring: 1)
Required for Honors candidates in Linguistics

Individually-designed independent research under faculty supervision. Taken in Fall or Spring of the senior year.
Michael Connolly
Margaret Thomas

Near Eastern Languages and Culture

Course Offerings

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

NELC1121 Elementary Arabic I (Fall: 3)
Corequisite: NELC1123

An introduction to the study of literary and formal spoken Arabic. The course is designed to develop simultaneously the fundamental skills of reading ability, aural comprehension, and oral and written self-expression. Includes exercises in pronunciation, grammar, and reading. Additional conversation practice and language laboratory work required. This course continues in the second semester as NELC1122.
Atef Ghobrial

NELC1122 Elementary Arabic II (Spring: 3)
Prerequisite: NELC1121 or equivalent
Corequisite: NELC1123

This course is a continuation of NELC1121, a first-semester course. Students who have not taken NELC1121 should not enroll in NELC1122 unless they have spoken with the instructor first.
Atef Ghobrial

NELC1123 Elementary Arabic Practicum (Fall/Spring: 3)
Corequisites: NELC1121–1122

Required exercises and conversational practice to supplement Elementary Arabic I/II.
Ikram Easton
Samira Al Recha Kuttab

NELC1251 Introduction to Biblical Hebrew I (Fall: 3)
Cross listed with THEO5582
No previous knowledge of Hebrew is assumed.

This course is a thorough introduction to Biblical Hebrew and its principal grammatical structures in preparation for translation of prose and poetic texts. Readings in the Hebrew Bible/Old Testament begin the fall semester and increase in variety throughout the year.
Jeffrey Cooley

NELC1252 Biblical Hebrew II (Spring: 3)
Cross listed with THEO5583

This course is a thorough introduction to Biblical Hebrew and its principal grammatical structures in preparation for translation of prose and poetic texts. Readings in the Hebrew Bible/Old Testament begin the fall semester and increase in variety throughout the year. No previous knowledge of Hebrew is assumed.
Jeffrey I. Cooley

NELC1252 Introduction to Biblical Hebrew II (Spring: 3)
Prerequisite: THEO5582 or instructor's permission.
Cross listed with THEO5583
Periodically
No previous knowledge of Hebrew is assumed.

This course is a thorough introduction to Biblical Hebrew and its principal grammatical structures in preparation for translation of prose and poetic texts. Readings in the Hebrew Bible/Old Testament begin the fall semester and increase in variety throughout the year.
Jeffrey Cooley

NELC1431 Turkish for Scholars I (Fall: 3)
Biennially

An intensive and rapid introduction to the phonology and grammar of Turkish followed by the reading of literary and expository texts. A thorough and highly systematic introduction to modern Turkish from a linguistic point of view, with a complete coverage of the grammar.
The Department

NELC1432 Turkish for Scholars II (Spring: 3)
Biennially

The second semester continuation of an intensive and rapid introduction to the phonology and grammar of Turkish followed by the reading of literary and expository texts. A thorough and highly systematic introduction to modern Turkish from a linguistic point of view, with a complete coverage of the grammar.
The Department

NELC2061 Language, Memory, and Identity in the Middle East (Fall: 3)
Cross listed with SOCY1148
Satisfies Cultural Diversity Core Requirement
Periodically

A broad-based overview of the role of language choice plays in the construction of national and cultural identity in the Middle East. We will examine the role of Modern Standard Arabic (or Fus-ha) in the elaboration of Arab Nationalism, and the role of local dialects in the conceptualization of competing national identities and territorial nationalisms. In particular, and in addition to Arab Nationalism and Zionism, we will examine the ideas of Greater Syria, the Egyptian Pharaonic idea, Lebanonism, Mesopotamianism, and the Canaanite movement in Israel.
Franck Salameh

NELC2121 Intermediate Arabic I (Fall: 3)
Prerequisite: NELC1122 or equivalent
Corequisite: NELC2123
Conducted mostly in Arabic.

Continuation of coursework in reading and writing literary Arabic with required coextensive conversation practice. This course continues in the second semester as NELC2122.
Franck Salameh

NELC2122 Intermediate Arabic II (Spring: 3)
Prerequisite: NELC2121 or equivalent
Corequisite: NELC2123
Conducted mostly in Arabic. Satisfies Foreign Language Proficiency core requirement.

Continuation of coursework in reading and writing literary Arabic with required coextensive conversation practice.
Franck Salameh

NELC2123 Intermediate Arabic Practicum (Fall: 3)
Corequisite: NELC2121–2122

Required exercises and conversational practice to supplement Intermediate Arabic I/II.
Mudafer Al-Ziyadi
Atef Ghobrial

NELC2161 Modern Middle Eastern and Arabic Literature (in translation) (Spring: 3)
Cross listed with RLRL2292 and ENGL2348
Satisfies Cultural Diversity Core Requirement
All works are read in English translation.

This course examines the complex, multicultural nature of the Middle East by surveying twentieth century literature of Arabic-speaking lands, Israel, and Turkey. Topics include identity, culture, religion, nationalism, conflict, and minority narratives. Of Arabic works, we will read at the writings of Adonis, Darwish, and Qabbani. Of Hebrew works, we will examine the writings of Amichai and Bialik. Of the works written in French, English, Kurdish, Syriac, Turkish, and various Middle Eastern dialects, we will survey the writings of Andree Chedid, Mario Levi, Charles Corm, Louis Awad, Said Akl, and Orhan Pamuk.
Franck Salameh

NELC2211 Continuing Modern Hebrew I (Fall: 3)
Prerequisite: NELC1212/THEO1038
Cross listed with THEO1081
Biennially

Continued work in the study of modern Israeli Hebrew and the reading and comprehension of texts of moderate difficulty. The course continues in second semester as NELC2212.
Gil Chalamish

NELC2212 Continuing Modern Hebrew II (Spring: 3)
Prerequisite: NELC2211/THEO1081 or equivalent
Cross listed with THEO1082
Biennially
Satisfies Foreign Language Proficiency core requirement.

Continued work in the study of modern Israeli Hebrew and the reading and comprehension of texts of moderate difficulty.
Gil Chalamish

NELC2331 Advanced Readings in Persian Texts (Fall/Spring: 3)
Prerequisite: NELC1332 or equivalent
Two semesters of this course satisfy the 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 Persian language. Emphasis is placed on comprehension, speaking, and writing.
Sassan Tabatabai

NELC3162 Business Arabic (Spring: 3)
Prerequisite: NELC2122 or equivalent
Periodically
Conducted mostly in Arabic
Satisfies the A&S Language Proficiency Requirement

Intended for learners who have completed at least 200 hours of Arabic study. The specialized structure and vocabulary of business Arabic by examining media sources such as newspapers, video, radio, and the web. The examination of authentic and recent business Arabic materials with a view to introducing learners to the variety of stylistic features and terminologies pertinent to business. Situational topics related to travel, social, and business interactions organized around topical issues, supported by audio and video cassettes and dialogues.
Atef Ghobrial

NELC4121 Advanced Arabic I (Fall: 3)
Prerequisite: NELC2122 or equivalent
Conducted in Arabic
Satisfies the A&S Language Proficiency Requirement

Advanced-level work toward a thorough proficiency in all aspects of modern standard Arabic, with an emphasis on composition, syntax, style, and careful translation of advanced texts.
Atef Ghobrial

NELC4122 Advanced Arabic II (Spring: 3)
Prerequisite: NELC4121 or equivalent
Conducted in Arabic
Satisfies the A&S Language Proficiency Requirement

Continuation of 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

NELC4190 Advanced Tutorial: Arabic (Fall/Spring: 3)
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

Slavic Languages

Course Offerings

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

SLAV1121 Elementary Russian I (Fall: 4)
Corequisite: SLAV1123

A course for beginners that stresses thorough training in Russian grammar accompanied by reading exercises and elementary composition. Additional conversation and language-laboratory work required. The course continues in the second semester as SLAV1122.
Elena Lapitsky

SLAV1122 Elementary Russian II (Spring: 4)
Prerequisite: SLAV1121 or equivalent.
Corequisite: SLAV1123

The second semester of a course for beginners that stresses thorough training in Russian grammar accompanied by reading exercises and elementary composition. Additional conversation and language-laboratory work required.
Elena Lapitsky

SLAV1123 Elementary Russian Practicum (Fall/Spring: 0)
Corequisite: Corequisite: SLAV1121–1122

Required additional exercises and conversational practice to supplement Elementary Russian I/II.
Elena Lapitsky

SLAV2065 Society and National Identity in the Balkans (Fall: 3)
Cross listed with SOCY2280
Satisfies Cultural Diversity Core Requirement
Periodically

An overview of ethnic, cultural, and religious diversity among peoples of the Balkans (Albanians, Bosnians, Bulgarians, Croats, Greeks, Macedonians, Romanians, Serbs, Slovenes, Jews, Turks, and gypsies [Roma]). It is a study of what constitutes the various parameters of identity: linguistic typologies, religious diversity (Catholicism, Orthodoxy, Islam, and Judaism), culture, and social class. An analysis of the origins of nationalism, the emergence of nation-states, and contemporary nationalism as a source of instability and war in the Balkans will be considered.
Mariela Dakova

SLAV2066 Conversion, Islam, and Politics in the Balkans (Spring: 3)
Cross listed with ICSP2250
Satisfies Cultural Diversity Core Requirement
Periodically

Through a study of fiction, works of scholarship, folklore, and movies, the course examines the conversion of Christians to Islam in Southeast Europe. It analyzes the most important cultural, social, and political implications of this change with the goal of identifying the various factors that promote cooperation or conflict among mixed Christian-Muslim communities.
Mariela Dakova

SLAV2067 Gender and War in Eastern Europe (Spring: 3)
Cross listed with HIST2284
Satisfies Cultural Diversity Core Requirement
Periodically
Undergraduate major elective

A study of the intersection of gender, ethnicity, and ideology in the World Wars in Eastern Europe and the recent Yugoslav wars. In World War I, women confronted their duties to the nation against the backdrop of an ongoing struggle for equality. In World War II, women in communist Eastern Europe were liberated by their nations' ideology to fight, on all fronts, against tradition. More recently, in former Yugoslavia, women, particularly Bosnian Muslim women, flouted tradition in a different way—by organizing and fighting for peace.
Cynthia Simmons

SLAV2121 Intermediate Russian I (Fall: 4)
Prerequisite: SLAV1122 or equivalent

A review of major difficulties in Russian grammar with extensive practice in reading, translation, paraphrase, and analysis of selected Russian texts. This course continues in second semester as SLAV2122.
Elena Lapitsky

SLAV2122 Intermediate Russian II (Spring: 4)
Prerequisite: SLAV 2121or equivalent
Satisfies Foreign Language Proficiency core requirement.

The second semester of a review of major difficulties in Russian grammar with extensive practice in reading, translation, paraphrase, and analysis of selected Russian texts.
Elena Lapitsky

SLAV2162 Classics of Russian Literature (in translation) (Fall: 3)
Cross listed with ENGL2227
Satisfies Literature Core Requirement
All readings and lectures in English. Undergraduate major elective. Russian Major requirement.

A survey of selected major works, authors, genres, and movements in nineteenth-century Russian literature, with emphasis on the classic works by Pushkin, Lermontov, Gogol, Turgenev, Tolstoy, Dostoevsky, and Chekhov.
Maxim D. Shrayer
Cynthia Simmons

SLAV2164 Russian Cinema (Spring: 3)
Cross listed with FILM2277
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

SLAV2169 Slavic Civilizations (Spring: 3)
Satisfies Cultural Diversity Core Requirement
Periodically
Satisfies undergraduate major

A survey of various parameters of Slavic cultural identity (religion, language, literature, and arts) from the time of Common Slavic history to the diaspora of the Slavs of Central, Eastern, and Southeastern Europe today. Through works of scholarship, literature, and film, the course studies the Slavic social and intellectual history. A selection of readings (all in English) illustrates some of the most prominent Slavic contributions to the culture of the world.
Mariela Dakova

SLAV2173 Twentieth-Century Russian Literature (in translation) (Spring: 3)
Cross listed with ENGL2228
Periodically
Readings and lectures in English. Undergraduate major elective. Russian major requirement.

Study of major landmarks of Russian literature in light of Russia's turbulent history in the twentieth century. Works by Akhmatova, Babel, Belyi, Berberova, Bunin, Venedikt Erofeev, Gladkov, Olesha, Platonov, Solzhenitsyn, Trifonov, and others.
Maxim D. Shrayer
Cynthia Simmons

SLAV2179 Tolstoy and Dostoevsky (in translation) (Spring: 3)
Cross listed with ENGL3303
Periodically
All readings in English translation. Conducted entirely in English. For a Russian-language version of this course see SLAV3163, when it is offered.

A comparative study of two giants of world literature and their opposing perceptions of reality, art, and civilization. A reading of their principal novels and short prose, with a focus on psychological, moral, and religious questions and in light of twentieth-century literary theory.
Maxim D. Shrayer
Cynthia Simmons

SLAV2811 Continuing Bulgarian I (Fall: 3)
Prerequisite: SLAV1882 or equivalent
Biennially

The course develops active language skills through intensive communication exercises and translation. It provides a review of major difficulties in Bulgarian grammar and broadens the work in translation by including a range of Bulgarian styles. The course continues in second semester as SLAV2812.
Mariela Dakova

SLAV2812 Continuing Bulgarian II (Spring: 3)
Prerequisite: SLAV2811 or equivalent
Biennially
Satisfies Foreign Language Proficiency core requirement.

Advanced discussion of the complexity of Bulgarian structure, along with intensive practice in translation and communication.
Mariela Dakova

SLAV3121–3122 Third-Year Russian I and II (Fall/Spring: 3)
Prerequisites: SLAV2122, SLAV3121, or equivalent
Conducted in Russian
Satisfies Foreign Language Proficiency core requirement

The development of active skills in contemporary standard Russian to beyond a high-intermediate level of proficiency in reading, writing, listening and speaking, with an emphasis on vocabulary building, composition, and *pereskaz*.
Aleksey Berg

SLAV3175 Avant-Garde, Silver Age, Modernism in Russia (Fall: 3)
Cross listed with HONR4950 and ENGL2259

Although what we have come to call modernism did not originate in Russia, Russian culture represents a central locus of this international movement of the late nineteenth and first third of the twentieth century that touched all the arts. While privileging literature (Blok, Tsvetaeva, Khlebnikov, Mandelshtam, and Pasternak in poetry, Chekhov, Bely, Nabokov, and Sologub in prose) we will also discuss painting (Kandinsky, Malevich, Tatlin, Chagall) and music (Stravinsky, Scriabin and Shostakovich). Attention will also be paid to the social and philosophical foreground (via Solovyov, Shestov, Trotsky, Berdyaev, Blok and Zamyatin) as well as the international context, especially via asides on French painting, German music, and American literature.
Thomas Epstein

SLAV4121 Advanced Russian I (Fall: 3)
Prerequisite: SLAV3122 or equivalent
Conducted in Russian. Satisfies Foreign Language Proficiency core requirement.

Advanced-level work toward a thorough proficiency in all aspects of contemporary standard Russian, with an emphasis on original composition, syntax, and style, and through careful translation of advanced texts.
Aleksey Berg

SLAV4122 Advanced Russian II (Spring: 3)
Prerequisite: SLAV4121 or equivalent
Conducted in Russian. Satisfies Foreign Language Proficiency core requirement.

Continuation of 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

SLAV6060 Holocaust Literature: History, Memory, Legacy (Spring: 3)
Cross listed with HIST4294 and ENGL6601
Periodically

An overview of the history and legacy of the Shoah (Holocaust) followed by an examination of the variety of literary responses by literary witnesses and survivors, as well as by writers removed from the wartime horrors by distance, time, country, and language. Questions of

metaphysics, ideology, ethics, aesthetics, memory, and cultural theory as formulated and debated in poetry, fiction, nonfiction, and discursive writings. The readings include works originally written in Russian, Yiddish, Polish, German, Italian, French, and English by Ilya Selvinsky, Vasily Grossman, Ilya Ehrenburg, Avrom Sutzkever, Tadeusz Borowski, Paul Celan, Primo Levi, Theodor Adorno, Elie Wiesel, Vladimir Nabokov, Hannah Arendt, Arthur Miller, W. G. Sebald and others. All the required readings will be in English translation.
Maxim D. Shrayer

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 Garroutte, *Associate Professor;* B.A., Houghton College; M.A., SUNY, Buffalo; M.A., Ph.D., Princeton University
Paul S. Gray, *Associate Professor;* A.B., Princeton 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
Kimberly Hoang, *Assistant Professor;* B.A., University of California, Santa Barbara; M.A., Stanford University; Ph.D., University of California Berkeley
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 Córoba, Argentina; Ph.D., University of Buenos Aires, Buenos Aires, Argentina
Kyoung-yim Kim, *Visiting Assistant Professor;* B.A., Korea National Sport University; M.A., Korea National Sport University; M.A., University of Ottawa; Ph.D., University of Toronto

Contacts

- 617-552-4130
- www.bc.edu/sociology
- sociology@bc.edu

Undergraduate Program Description

The undergraduate program in Sociology is designed to satisfy the intellectual, career, and civic interests of students who are concerned about what is happening in their society and in their daily personal interactions. The 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 SOCY1001 through SOCY1099 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 SOCY1001 through SOCY1099 provide Social Science Core credit. Sociology Cultural Diversity courses numbered above SOCY1099 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:

- Either SOCY1001 Introductory Sociology (preferably SOCY1001.01, the section designed for Sociology majors), or SOCY1002 Intro to Sociology for Healthcare Professionals.
- Statistics (SOCY2200), Social Theory (SOCY2215), and Research Methods (SOCY2210) are also required.
- Six electives, at least three of which must be upper level courses (SOCY3000 or higher).

Minor Requirements

Sociology minors are required to take a minimum of 18 credits (generally six courses). These courses must include the following:

- Either SOCY1001 Introductory Sociology (preferably SOCY1001.01, the section designed for Sociology majors), or SOCY1002 Intro to Sociology for Healthcare Professionals.
- Statistics (SOCY2200), Social Theory (SOCY2215), and Research Methods (SOCY2210) are also required.
- Two electives, at least one of which must be numbered SOCY3000 or above.

Honors Program

Membership in undergraduate Honors Program in Sociology is by invitation and is designed to give eligible Sociology majors (3.50 GPA, 3.50 in Sociology) the experience of doing original sociological research that leads to a Senior Honors Thesis. The program includes a three-course Honors sequence that allows students to work closely with their faculty and other students in the Program. The sequence begins in the second term of the junior year when students read some of the most engaging classics of sociological research. In the first semester of the senior year, students design an original project and in the last semester of the senior year, they gather and analyze the data and write the thesis. For details, consult Professor Paul Gray.

Information for Majors and Non-Majors

Sociology majors are required to take a minimum of 30 credits (generally ten courses, including the four required courses listed above).

For majors and non-majors, courses from SOCY1001 through SOCY1099 provide Social Science Core credit. Sociology Cultural Diversity courses numbered above SOCY1099 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

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 admission is highly competitive. Normally, a student must have an overall GPA, after five semesters, of at least 3.50 with at least a 3.50 GPA in Sociology courses. For details, consult Professor Natasha Sarkisian.

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.

Course Offerings

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

SOCY1001 Introductory Sociology (Fall/Spring: 3)
Satisfies Social Science 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

SOCY1002 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.

The Department

SOCY1021 The Question of Consumer Society: Shop 'Til You Drop (Fall: 3)
Corequisite: SOCY1026
Satisfies Social Science Core Requirement

Consumer culture has become a central focus of US, and global society. After a debt-driven consumption boom, economic collapse has caused consumers to pull back on spending. In this course we look at the history, present and future of consumer culture, addressing questions such as: why and how did consumer culture emerge? How does it reflect and reproduce social inequalities of race, class and gender? What is the role of advertising and marketing? How is consumption affecting climate change, bio-diversity and ecological systems? Readings include Veblen, Bourdieu, Holt, Friedan, McKibben, and Frank.
Juliet B. Schor

SOCY1027 Eco-Challenges and Sustainable Solutions (Summer: 3)
Cross listed with HIST2701
Periodically

Climate crisis and ecological overshoot have become humanity's most pressing challenges. Despite the contemporary nature of these problems, human disruption of the natural environment is not new. Environmental historians have identified major human alterations in ecosystems over the last 500 years. This course combines historical and contemporary perspectives to explore both the familiar and the novel as we study forests, climate, agriculture, water, and toxic pollution. We devote substantial attention to solutions and what will be necessary to achieve a sustainable future.
Prasannan Parthasarathi
Juliet Schor

SOCY1030 Deviance and Social Control (Fall/Spring: 3)
Satisfies Social Science Core Requirement
Fulfills Social Science Core Requirement, as well as a requirement in the Women's Studies Program and the Pre-Law Program.

This course explores the social construction of boundaries between the "normal" and the so-called "deviant." It examines the struggle between powerful forms of social control and what these exclude, silence, or marginalize. Of particular concern is the relationship between dominant forms of religious, legal, and medical social control and gendered, racialized and global economic structures of power. The course provides an in-depth historical analysis of theoretical perspectives used to explain, study and control deviance, as well as ethical-political inquiry into such matters as religious excess, crime, madness, corporate and governmental wrong-doing, and sexual subcultures that resist dominant social norms.
Stephen J. Pfohl
Jared Del Rosso

SOCY1036 Introduction to Latin American Societies (Fall: 3)
Satisfies Social Science Core Requirement
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.-LA relations and the fact of Latino people living in the United States.
Gustavo Morello

SOCY1038 Race, Class, and Gender (Fall: 3)
Cross listed with AADS1138
Satisfies Cultural Diversity and Social Science Core Requirements
Periodically

Viewing race, class, gender, sexuality, and other identities as inseparable from discussions of inequality and power, this course will begin by discussing the social construction of these categories and how they are connected. We will then look at how these social identities shape and are also shaped by four general subject areas: (1) wealth and poverty, (2) education, (3) family, and (4) crime, law, and social policy. Although this course is separated into subject areas, we shall see that these areas greatly overlap and are mutually influenced by one other.
Shawn McGuffey

SOCY1039 African World Perspectives (Spring: 3)
Cross listed with AADS1139
Satisfies Cultural Diversity and Social Science Core Requirements
Periodically

The aim of this course is to provide a broad overview of how Africa has impacted the world and how the world has impacted upon Africa. The course is divided into six basic topic of "units." Each unit deals with a major area of debate in the field of African studies.
Zine Magubane

SOCY1043 Introduction to African-American Society (Fall/Spring: 3)
Cross listed with AADS1155
Satisfies Cultural Diversity and Social Science Core Requirements
Periodically
To get Sociology credit for the major or minor (or social science core credit), you must register for SOCY1043 rather than cross-listed course.

In 1896, distinguished scholar W.E.B. DuBois became convinced that the experience of Africans in the Americas was so distinctive that it was imperative to study Black people in order to understand power dynamics at all levels of society. This course will study those power dynamics. While paying particular attention to the many ways that racial power dynamics have impacted all people of African descent in the United States, this course does not assume a uniform Black experience. We shall see that gender, class, and sexuality greatly shape the differing experiences of African-Americans.
C. Shawn McGuffey

SOCY1045 Introduction to African Diaspora Studies (Fall: 3)
Cross listed with HIST2161 and AADS1110
Satisfies Cultural Diversity Core Requirement

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

SOCY1049 Social Problems (Fall/Spring: 3)
Satisfies Social Science Core Requirement
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

SOCY1059 Religion, Faith, and Social Change (Fall: 3)
Periodically

How does religion relate to social change? This course analyzes the role of religious organizations, movements, and ideals in social reforms, movements, and revolutions. We begin broadly by contrasting classic and recent sociological theories of religion, and then examine the social roots of prophetic religion, the globalization of religious concern, and the modern context of secularism. With this background we examine the religious dimensions of recent social change regarding homosexuality, immigration, and economic inequality. We also consider how social change shapes contemporary religion, especially the growth of new spiritual practices and the reform of religious boundaries.
Gary John Adler

SOCY1067 Sociology of Education (Fall/Spring: 3)
Periodically
Satisfies Social Science Core Requirement

This course will examine the relationship between education and society through the lens of sociology. Students will develop competency around sociological theories and methods that will allow them to deconstruct some of the perennial questions in education, such as: What is the function of schooling in modern society? Can education be relied upon to facilitate social mobility, or does it create social reproduction? How have changing definitions of childhood and family coexisted alongside education in U.S. society? Should everyone go to college? How will digital media and technological change influence institutional change in education?
Lindsey Carfagna

SOCY1072 Inequality in America (Fall/Spring: 3)
Satisfies Social Science Core Requirement
May be taken as part of the Women's Studies minor.

This course examines class inequity in American society. It not only describes how the rich, the poor, and the middle classes live, but also how they relate to one another. Topics include the strategies used by the rich for maintaining the status quo, the hopes cherished by the middle class for improving their position, and the obstacles that keep the poor in their place. Students can choose between readings that emphasize the dynamics of inequality as they are enacted by men or women, and by people of color or Caucasians.
Eva Garroutte
Eve Spangler

SOCY1073 States, Markets, and Bodies (Fall: 3)
Periodically
Satisfies Social Science Core Requirement

An introduction to the Political Economy this course will introduce students to theories, concepts and tools for studying relations between states and markets that affects the structure of power relationships. Taking a global approach we will examine the different forms of state repression, the consequences of a neoliberal and decentralized global market, and its affects on individual people/workers. This course is motivated by three inter-related questions: (1) What is the appropriate role of the government in the economy? (2) How should states govern its citizens? (3) What is the role of individuals who make up civil society?
Kimberly Hoang

SOCY1078 Sociology of Health and Illness (Fall: 3)
Satisfies Social Science 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.
The Department

SOCY1089 Women and the Body (Fall: 3)
Satisfies Social Science Core Requirement
Periodically

This course covers Western cultural pressures on women be superslender. 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 womens 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

SOCY1092 Peace or War (Fall/Spring: 3)
Satisfies Social Science Core Requirement
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

SOCY1093 Comparative Social Change (Fall: 3)
Satisfies Cultural Diversity and Social Science Core Requirements
Periodically

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

SOCY1094 Social Conflict (Fall/Spring: 3)
Periodically

The end of the Cold War has not put an end to either war or violent conflicts within society. Not only do problems of large scale, violent conflicts remain central in the modern world, but the probability of nuclear proliferation and the possible use of chemical weapons make such conflicts even scarier. The purpose of this course is to increase your understanding of the conditions under which social conflicts tend to become violent and on how they can be resolved non-violently. A highlight around which much of the course is built will be "SIMSOC" a game simulation of a society.
Michelle Gawerc

SOCY1096 Aging and Society (Fall: 3)
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

SOCY1097 Death and Dying (Fall/Spring: 3)
Satisfies Social Science Core Requirement

The course presents an overview of the major issues, themes, and controversies in the death and dying literature. Historical, cultural, political, economic, and psychological aspects are considered, but the emphasis is on sociological dimensions and perspectives. Among the issues to be considered are the following: historical trends in attitudes toward death, cross-cultural and historical perspectives on death, the development of children's understanding of death, health care for the dying, hospice, patient-caregiver relationship, the social role of the dying patient, funeral practices, bereavement, truth-telling and the terminal patient, suicide, suicide bombers, genocide, homicide, the death penalty, near-death experiences, and social immortality.
John B. Williamson

SOCY1148 Language, Memory, and Identity in the Middle East (Fall: 3)
Cross listed with NELC2061
Satisfies Cultural Diversity Core Requirement
Periodically

See course description in the Slavic and Eastern Languages and Literatures Department.
Franck Salameh

SOCY2200 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.
The Department

SOCY2210 Research Methods (Fall/Spring: 3)
Required for the Sociology major

This course acquaints students with the range of research methods used in sociological work. We cover the philosophical assumptions which underlie a scientific approach to the study of social life, and consider the interplay of data method and theory. In addition to presentation of specific techniques, we will also consider questions surrounding the politics and ethics of research in the social sciences.
The Department

SOCY2215 Social Theory (Fall/Spring: 3)
Required for the Sociology major

This course reviews the major lines of classical to contemporary sociological theory. The classical writers emphasized are Marx, Weber, and Durkheim. Twentieth-century authors highlighted include Mills, Dahrendorf, and Parsons. More contemporary figures, including Collins, Bourdieu, Foucault, and Giddens, are presented in the context of their intellectual forebears.
The Department

SOCY2225 Introduction to Feminisms (Fall/Spring: 3)
Cross listed with HIST2502 and ENGL2125
Fulfills Women Writer's requirement for ENGL/LSOE majors.

See course description in the English Department.
Emily McWilliams

SOCY2250 Perspectives on War, Aggression, and Conflict Resolution I (Fall: 3)
Cross listed with PHIL2259 and THEO2327
The Faith, Peace, and Justice Program at Boston College sponsors this course as an introduction to the field of Peace Studies.

This course develops an interdisciplinary approach to the study of war and conflict and investigates alternatives to their resolution in contemporary global society. The course is organized along multidisciplinary lines, with faculty members from various academic departments responsible for each topic of discussion. This interdisciplinary approach demonstrates the varied and complex perspectives on the causes of war and conflict and attempts to develop, out of the resources of these respective disciplines, intelligent insights into the resolution of conflicts, and the development of alternatives to war.
Matthew Mullane

SOCY2254 Community Service Research Seminar (Fall/Spring: 3)
Cross listed with AADS2248 and UNAS2254
Students should contact the Office of AHANA Student Programs to obtain permission to register.

See course description in the Capstone section of the University Courses in this catalog.
Deborah Piatelli

SOCY2255 Advanced Community Service Research Seminar II (Spring: 1)
Prerequisite: SOCY2254
Periodically

See course description in the Capstone section of the University Courses in this catalog.
Deborah Piatelli

SOCY2275 Language and Ethnicity (Spring: 3)
Periodically
To get sociology credit for the major or minor, you must register for SOCY2275.

See course description in the Slavic and Eastern Languages and Literatures Department.
Margaret Thomas

SOCY2275 Language and Ethnicity (Spring: 3)
Cross listed with ENGL2123 and LING2379
Satisfies Cultural Diversity Core Requirement
Periodically

An examination of how we use language to regulate power relations among social groups and of how individuals define personal identity through speech. Case studies include: the linguistic representation of social class membership, dialect geography, Native Americans and US language policy, the Ebonics controversy; and arguments for and against maintaining public language standards. Emphasis on the status of language and ethnicity in the United States, viewed in cross-cultural perspective.
Margaret Thomas

SOCY2280 Society and National Identity in the Balkans (Fall: 3)
Cross listed with SLAV2065
Satisfies Cultural Diversity Core Requirement
Periodically

See course description in the Slavic and Eastern Languages and Literatures Department.
Mariela Dakova

SOCY3303 Social Construction of Whiteness (Spring: 3)

This course explores the social construction of race through the lens of whiteness. By examining whiteness as both a race and historical system of privilege, students will gain a deeper understanding of the persistence of racism. We will examine the distribution of privilege within American society at both the interpersonal and institutional levels; as well as consider how whiteness operates within the social constructs of class and gender. Through writing and in-class group discussion, students will examine their own identities and consider how consciously or unconsciously they are affected by these processes, as well as consider strategies for challenging racism.
Deborah Piatelli

SOCY3305 Capstone: Doing Well and Doing Good (Fall: 3)
Cross listed with UNCP5539
You can take a Capstone class only as a senior or second-semester junior. Capstone classes may not be taken Pass/Fail. You may take only one Capstone class before graduation.

See course description in the Capstone section of the University Courses in this catalog.
Eve Spangler

SOCY3310 Studies in Crime and Social Justice (Fall/Spring: 3)
Cross listed with AADS3311
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

SOCY3317 Social Media and Social Research (Fall/Spring: 3)
Prerequisites: SOCY2200, SOCY2210
Periodically

Social media sites such as Facebook and Twitter, and search engines like Google, have become indispensable in our daily lives. Much of what we do on these sites generates large amounts of data: what we search for, what we "like," whom we "follow." Marketers, journalists, and researchers analyze these data for many different purposes and interests. In this course, we will use a sociological perspective to examine what these new forms of data are, how they are produced through our actions online, and how these data are then used, sometimes in questionable ways.
Margaret Willis

SOCY3342 Faith and Conflict: Religion and Social Change in Latin American Societies (Fall: 3)
Cross listed with TMST7099
Periodically

Liberalism was a major political influence in most of the new Latin American republics during the nineteenth century. During most of the 20th 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

SOCY3349 Environmental Studies: Selected Topics (Spring: 3)
Periodically

This course explores how ecology, technology, politics, economics, and culture intersect. By analyzing key contemporary environmental debates, students develop skills necessary for investigating

any sophisticated social issue. Topics we cover: the environmental movement (is it effective?); the sustainable development debate (the tension between environmental protection and the plight of developing nations); capitalism and technology (friends or foes of the environment?); global warming (where science, economics, and politics collide). We employ a range of materials, including participant accounts, media coverage, movies, and sociological analyses. This course can build on but does not require prior coursework in environmental studies or environmental sociology.
Brian Gareau

SOCY3350 Black and Green: Race and Urban Ecology (Fall: 3)
Cross listed with AADS3381
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

SOCY3359 Sports in American Society (Spring: 3)
Periodically
Sociology Majors Only

This course provides a critical entry point into the sociology of sport in American society that examines the sociological role of sport in the making of American society and culture, as well as the reverse. The purpose of the course is to better understand sport as a social institution, and to analyze the dynamic interplay of economic, political, social and other forces within which forms of sport and physical activity have been developed, implemented and contested in America.
Kyoung-yim Kim
Michael Malec

SOCY3360 Animals and Society (Spring: 3)
Periodically

This course considers the social implications of the roles of animals in human societies. We will examine human-animal interactions in historical context and also contemporary social constructions of animals and the human/animal boundary. We will consider several human-animal interactions, such as the use of animals in commerce, scientific research, and pet-keeping, and the implications of such practices on human society. We will also examine links between animal cruelty and human-on-human violence, and how the abuse of animals may reflect or even contribute to systems of oppression and inequality. Finally, this course will explore shifting attitudes, norms, and practices toward animals.
The Department

SOCY3367 Social Justice in Israel/Palestine (Fall: 3)
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

SOCY3370 Gender, Health and Inequality (Fall: 3)
Periodically

This course explores interactions between gender, health and inequality. Viewing gender (and race, class, sexuality and other identities as inseparable) and as inextricably linked to discussions of health and inequality, this course will discuss social constructions of these categories and how they are connected. For example, what does health even mean and who decides? Are unequal health outcomes due to life chances or life choices? How do we understand nature/nurture debates? While emphasis will be given to sociological approaches, health will be explored holistically and theories will be integrative (e.g. including psychology, biology and epigenetics). Applied topics range from mental and physical paradigms of health, alongside environmental and contested illnesses in a "post-natural" world.
Emily Barko

SOCY3375 American Economic Crisis and Social Change (Spring: 3)
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

SOCY3397 Social Determinants of Health Across Life Course (Fall: 3)
Periodically

In 2008, the World Health Organization declared that "Social injustice is killing people on a grand scale." Their report continued: "Avoidable health inequalities arise because of the circumstances in which people grow, live, work, and age [because of] the systems put in place to deal with illness. The conditions in which people live and die are, in turn, shaped by political, social, and economic forces." This course examines the effects of a wide range of social forces such as gender roles, cultural beliefs, and poverty in creating and sustaining health inequalities across childhood, adolescence, adulthood, and old age.
Sara Moorman

SOCY4901 Reading and Research (Fall/Spring: 3)
Prerequisite: Permission of instructor
This is not a classroom course. No more than two Readings and Research courses can be taken to fulfill the course requirements for the Sociology major.

Independent research on a topic mutually agreed upon by the student and professor. Professor's written consent must be obtained prior to registration.
The Department

SOCY4931 Important Readings in Sociology (Spring: 3)
Prerequisite: Permission of the Department
This course is designed as the first in the sequence of courses required of students who have been admitted into the Sociology Department's Undergraduate Honors Program.

Ordinarily, students will take this course during the spring of their junior year. The purpose of this seminar will be to read and discuss a series of books that are generally thought to be important contributions to the field. The books chosen will reflect a range of substantive issues, methodological approaches, and theoretical perspectives. The abiding question throughout this seminar class will be the following: What are the characteristics of powerful and compelling sociological work?
Paul Gray

SOCY4941 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 of the seminar are: (1) to help students think through the intellectual, ethical and personal meaning of their sociology studies, and (2) to solidify their sociological knowledge. This course is open to all Senior majors in sociology, but is most appropriate for students who are not completing Honors theses and have not enrolled in another BC capstone course.
Gustavo Morello

SOCY4961 Senior Honors Seminar (Fall: 3)
Prerequisite: Permission of the Department
Only students who have been accepted into the Sociology Honors Program should enroll.

This course is required of participants in the Sociology Department Honors Program. Students develop a research prospectus that is to be the basis of the Senior Thesis. This is an interactive seminar stressing hands-on experience. Skills in topic selection, research design, and theory construction are emphasized.
Paul Gray

SOCY4962 Advanced Independent Research (Fall/Spring: 6)
Prerequisite: Permission of instructor

Enrollment limited to candidates for Scholar of The College. This is not a classroom course.
The Department

SOCY4963 Senior Honors Thesis (Spring: 3)
Prerequisite: Permission of the Department

After having completed their research proposal in SOCY4961, students in the Undergraduate Sociology Honors Program then complete the data collection, the analysis, and the writing of their senior thesis during the spring of the senior year. In SOCY4963 students complete their thesis research under the direction of their faculty advisor. Although SOCY4963 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

SOCY5516 Survey Methodology (Spring: 3)
Periodically

This applied course is designed for undergraduate students with a prior background in statistics at the level of SOCY2200 (Statistics) and for graduate students with a prior background in statistics at the level of SOCY7702 (Introduction to Statistics and Data Analysis). The course will lead students through the design, collection, and analysis of their own surveys. Major topics will include research ethics, sampling, item selection, modes of response, interviewer effects, nonresponse, and data management and analysis. Qualtrics and SPSS will be used to design internet surveys and analyze the resulting data, respectively.
Sara Moorman

SOCY5519 Applied Policy Research (Fall/Spring: 3)
Prerequisite: SOCY7702, SOCY2200 or equivalent statistics coursework.
Periodically

This course introduces students to techniques for carrying out public policy research in an applied setting. The course covers a range of qualitative and quantitative approaches to public policy research, providing an overview of experimental design, econometric techniques, and ethnographic practices, and examines how various methodological approaches lend themselves to specific research questions. The course is structured around lectures and case discussions. Student will receive training and practice in the skills of applied policy analysis using practical, real-world examples of public policy research.
Nick Redel

SOCY5532 Images and Power (Spring: 3)
May be taken as part of the Women's Studies Minor.

This seminar involves an historical sociological exploration of social technologies of image-making in art, science, religion, advertising, politics and everyday life. Of particular concern is the cognitive, moral and bodily power of images in relation to the cultural politics of class, race, sex and gender. Course participants are expected to engage with a wide range of critical literatures pertaining to the material and imaginary power of images and to engage in ethnographic fieldwork, resulting in a mixed-media study of the power of imagery in a particular social scene or institution.
Stephen J. Pfohl

SOCY5540 Internship in Sociology I (Fall/Spring: 3)
Prerequisite: Permission of instructor

This internship program is designed for students who wish to acquire practical work experience in a human service, political, social research, or social policy agency—private or governmental, profit or nonprofit. Students have the primary responsibility of locating their own placement setting; however, both the instructor and the BC Internship Program Office in the Career Center can be of help. Students must meet with the instructor before registering to receive permission to register for the course, make sure that they will be available at the time the seminar will meet, and receive the details about the course and placements.
John B. Williamson

SOCY5541 Internship in Sociology II (Fall/Spring: 3)
Prerequisite: Permission of instructor

This internship program is designed for students who wish to acquire practical work experience in a human service, political, social research, or social policy agency—private or governmental, profit or nonprofit. Students have the primary responsibility of locating their own placement setting; however, both the instructor and the BC Internship Program Office in the Career Center can be of help. Students must meet with the instructor before registering to receive permission to register for the course, make sure that they will be available at the time the seminar will meet, and receive the details about the course and placements.
John B. Williamson

SOCY5559 Economic Sociology (Fall: 3)
Please contact the professor about permission to register.

What are markets and how do they work? Whereas economists tend to assume that markets are anonymous, and more or less universal, economic sociologists study how markets are shaped by other social structures, such as law, culture, and social networks. This advanced mixed graduate-undergraduate seminar examines these issues in readings from sociology, economics, anthropology, and history. Some specific themes covered include corporations, social networks, globalization, economic development, the role of race and gender in labor markets, how culture shapes consumption, and how markets and human emotions intersect and collide.
Sarah Babb

SOCY5565 Introduction to Social Work (Fall/Spring: 3)
Cross listed with PSYC2200 and SCWK6600
Available to undergraduate students

Starting with a discussion of its history and the relevance of values and ethics to its practice, the course takes up the various social work methods of dealing with individuals, groups, and communities and their problems. In addition to a discussion of the theories of human behavior that apply to social work interventions, the course examines the current policies and programs, issues, and trends of the major settings in which social work is practiced.
The Department

SOCY5568 Sociology of Education (Fall: 3)
Cross listed with ELHE6349
Periodically
To get Sociology credit for the major or minor, you must register for SOCY5568 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

SOCY5570 Political Sociology (Fall: 3)
Periodically

An intensive examination of foundational texts representing pluralist, elite, and class theories of the state in industrialized capitalist democracies. The course includes lecture and seminar-style discussion of the historical dimensions of political sociology as well as its application to current areas of inquiry. After revealing its foundations, the course will explore how political sociology is used in studies on governmentality, globalization and state crises, and environmental history.
Brian Gareau

SOCY5593 Advanced Topics in Transnational Feminism (Spring: 3)
Periodically

This course is an advanced seminar restricted to second-semester senior Women's & Gender Studies minors. Enrollment is by permission only.
Sharlene Hesse-Biber

SOCY5597 Contemporary Race Theory (Fall/Spring: 3)
Cross listed with AADS5597
Periodically
To get sociology credit for the major or minor, you must register for SOCY5597 rather than cross-listed course.

This class will explore how various contemporary writers engage with the question of race, both in the United States and transnationally. We will look at social constructionist theories of race, postmodernism, feminist theory, critical legal studies, and the intersection between contemporary race theory and queer theory.
Zine Magubane

SOCY6670 Technology and Culture (Fall: 3)
Cross listed with PHIL6670

This interdisciplinary course will first investigate the social, political, psychological, ethical and spiritual aspects of the Western cultural development with a special emphasis on scientific and technological metaphors and narratives from the Greeks to the present. We will then focus on the contemporary world, examining the impact of our various technological creations on cultural directions, democratic process, quality of the lifeworld and on the emergent meanings for the terms "citizen" and "ethics" in our so-called post-modern society.
William Griffith

Theatre

Faculty

Scott T. Cummings, *Associate Professor;* B.A., University of Michigan; M.F.A., Carnegie Mellon University; M.F.A., D.F.A., Yale University
Stuart J. Hecht, *Associate Professor;* B.A., University of Michigan; M.A., Ph.D., Northwestern University
John H. Houchin, *Associate Professor;* B.A., Houston Baptist University; M.F.A., Ph.D., New York University
Crystal Tiala, *Associate Professor;* Chairperson of the Department; B.A., University of Mississippi; M.F.A., University of Connecticut
Luke Jorgensen, *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
Jacqueline Dalley, *Adjunct Assistant Professor;* B.A., University of California at Davis; M.F.A., Carnegie-Mellon University

Patricia Riggin, *Adjunct Assistant Professor;* B.A. Cornell University; M.F.A., Brandeis University

Contacts

- Undergraduate Program Information: Crystal Tiala, 617-552-4334, tiala@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:

- THTR1172 Dramatic Structure and Theatrical Process (fall only). Students unable to register for this class may substitute THTR1170 Introduction to Theatre (fall and spring)
- THTR1103 Acting I: Fundamentals of Performance (fall and spring)
- THTR1130 Elements of Theatre Production I (spring only)
- THTR1140 Elements of Theatre Production II (fall only; prerequisite THTR1130)
- THTR2275 History of Theatre I (fall only)
- THTR2285 History of Theatre II (spring only)

Students must also complete six 3-credit courses that provide focused training and advanced study. Theatre majors will choose these courses as follows: (1) two upper-level Performance/Production courses (numbered from THTR3300 to THTR3369 or from THTR4400 to THTR4469); (2) two upper-level Dramatic Literature, Criticism, and Theatre History courses (numbered from THTR3370 to THTR3389 and and from THTR4470 to THTR4489); and (3) two General Theatre Electives chosen from the Theatre Department curriculum according to individual interest. Students may bundle three 1-credit mini-courses together to make one General Theatre Elective.

In addition, theatre majors must complete a total of six Production Labs. These are experiential learning courses that involve practical work backstage or in the shops (one credit) or as a designer or stage manager (two credits) on Theatre Department productions. Students register for Labs at the beginning of each semester.

Minor Requirements

The Theatre Minor is intended for students with a serious interest in theatre who for one reason or another are not able to commit to fulfilling the requirements for the Theatre Major. Based on the same principles and structure as the Theatre Major, it aims to provide students with a broad-based theatre education that balances courses in theatre studies and theatre practice.

A Theatre Minor will complete the following courses and requirements:

- THTR1172 Dramatic Structure and Theatrical Process (fall only) OR, in special cases, THTR1170 Introduction to Theatre (fall and spring)
- THTR1103 Acting 1: Fundamentals of Performance (fall and spring)
- THTR1130 Elements of Theatre Production I (spring only)
- THTR2275 History of Theatre I (fall only) OR THTR2285 History of Theatre II (spring only)
- One upper-level Literature, Criticism, History course (see above)
- One upper-level Production/Performance course (see above)
- Three one-credit Production Labs (including at least one Prep Lab)

Students who wish to declare a Theatre Minor should contact Crystal Tiala (tiala@bc.edu), Chair of the Theatre Department, with an email indicating their interest and providing their Eagle ID number.

For students in the Lynch School of Education with an interest in the teaching and practice of theatre in school and institutional settings, the Theatre Department offers a Minor in Educational Theatre. An LSOE Educational Theatre Minor will complete the following courses and requirements:

- THTR1172 Dramatic Structure and Theatrical Process (fall only) OR, in special cases, THTR1170 Introduction to Theatre (fall and spring)
- THTR1103 Acting I: Fundamentals of Performance (fall and spring) OR THTR1130 Elements of Theatre Production I (spring only)
- THTR2258 Creative Dramatics (fall only)
- THTR2268 Theatre for Youth (spring only) or THTR3366 Directing I (fall only) or THTR4469 Composition and Performance Workshop (intermittent)
- One upper-level Literature, Criticism, History course (see above) OR THTR2275 History of Theatre I (fall only) OR THTR2285 History of Theatre II (spring only)
- One upper-level Production/Performance course (see above) OR THTR1140 Elements of Production II (fall only)
- Two one-credit Production Labs (including at least one Prep Lab)

LSOE students who wish to declare an Educational Theatre Minor should contact Crystal Tiala (tiala@bc.edu), Chair of the Theatre Department and Professor Luke Jorgensen (luke.jorgensen@bc.edu) with an email indicating their interest and providing their Eagle ID number. Contact should also be made with Assistant Dean Audrey Friedman in the Lynch School of Education (audrey.friedman@bc.edu).

All courses for the College of Arts and Sciences Minor in Theatre and the Lynch School of Education Minor in Educational Theatre need to be chosen from the Theatre Department curriculum. Courses taken abroad, courses taken at other institutions, and Readings and Research/independent study courses will only count towards a Theatre Minor in rare and exceptional circumstances.

Mentoring and Advisement

The Theatre Department faculty places great emphasis on academic advisement and professional mentoring. We are committed to helping students design an academic program that stimulates their curiosity, supports their interests, and advances their abilities. In this interest, we encourage students to pursue professional internships and/or summer training programs that provide practical experience and help to clarify long-range goals. When arranged in advance, internships can earn academic credit and often lead to job offers after graduation. Junior and senior Theatre majors are guided and coached as they prepare for graduate study, advanced training, a full-time professional internship, or early-career job experience.

The Theatre Department Production Program

The Theatre Department maintains an ambitious co-curricular production program that includes four faculty-or-guest directed Mainstage productions and two student-directed, student-designed Workshop productions per academic year. Casting is open to all students and based mainly on audition. The Theatre Department actively encourages students of color to audition for all productions and is firmly committed to a policy of non-traditional (or "color blind") casting, which means that race and ethnicity are not a factor when casting decisions are made. Opportunities abound for students who are interested in design, technical production, and stage management.

Information Regarding Study Abroad

The Theatre Department has no formal affiliation with international programs that focus on theatre training or theatre study. Students who are considering study abroad are advised to meet with their advisor a full year in advance of their departure in order to plan their academic progress and discuss the advantages and disadvantages of being off campus for a semester or more as an upperclassman. In general, students can receive credit towards the Theatre major (as appropriate) for no more than one course taken abroad. For more information, please contact the Department Chair.

Course Offerings

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

THTR1011 Theatre Production Lab I: Scenery Run (Spring/Fall: 1)
The Department

THTR1012 Theatre Production Lab I: Wardrobe Run (Fall/Spring: 1)
The Department

THTR1014 Theatre Production Lab II: Electrics Run (Spring/Fall: 1)
The Department

THTR1015 Theater Production Lab I: Sound Run (Spring/Fall: 1)
The Department

THTR1016 Theatre Production Lab I: Special Topics Run (Spring/Fall: 1)
The Department

THTR1021 Theatre Production Lab II: Scenery Prep (Spring/Fall: 1)
The Department

THTR1022 Theatre Production Lab II: Costumes Prep (Spring/Fall: 1)
The Department

THTR1023 Theatre Production Lab II: Props/Paint Prep (Spring/Fall: 1)
The Department

THTR1024 Theatre Production Lab II: Electrics Prep (Spring/Fall: 1)
The Department

THTR1025 Theatre Production Lab II: Sound Prep (Fall/Spring: 1)
The Department

THTR1026 Theatre Production Lab II: Special Topics Prep (Fall/Spring: 1)
The Department

THTR1031 Theatre Production Lab III: Assistant Scenic Designer (Fall: 1)
Prerequisite: Department permission
The Department

THTR1039 Theatre Production Lab III: Assistant Stage Manager (Fall: 1)
Prerequisite: Department permission
The Department

THTR1041 Advanced Production Lab: Scenic Design (Fall: 2)
Prerequisite: Department permission
The Department

THTR1042 Advanced Project Lab: Costume Design (Fall: 2)
The Department

THTR1044 Advanced Project Lab: Light Design (Fall: 2)
Prerequisite: Department permission
The Department

THTR1045 Advanced Production Lab: Sound Design (Fall: 2)
Prerequisite: Department permission
The Department

THTR1049 Advanced Production Lab: Stage Manager (Fall: 2)
Prerequisite: Department permission
The Department

THTR1051 Advanced Production Lab: Technical Director (Fall: 2)
Prerequisite: Department permission
The Department

THTR1103 Acting I: Fundamentals of Performace (Fall/Spring: 3)

In Acting I students train to acquire the essential skills of an actor. Vocal and physical exercises are taught to free the body and voice, and a personal warm-up is developed by each student by the end of the term. Improvisations and ensemble exercises to release emotional spontaneity, to encourage creativity, and to free one's imagination are also major components of this class. The final project is the crafting and performance of scenes from the modern theatre repertoire.
The Department

THTR1120 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

THTR1125 Beginning Ballet I (Fall: 3)
Biennially

This course is designed to challenge both the experienced and beginner dancer. Individual attention will be given with the goal of perceiving the technical and artistic aspects of dance as a performing art. Each class will incorporate barre and center work with phrases appropriate to the individuals in the class. Students will become familiar with the vocabulary and the historical background of ballet. Work in anatomy, kinesiology, costume design, and music will be introduced. Dress code will be leotard and tights or unitard, and ballet shoes. A pianist will accompany each class.
Margot Parsons

THTR1130 Elements of Theatre Production I (Spring: 3)
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

THTR1140 Elements of Theatre Production II (Fall: 3)
Prerequisite: THTR1130

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

THTR1170 Introduction to Theatre (Fall/Spring: 3)
Satisfies Arts Core Requirement

This is a survey course for primarily non-majors. Its aim is to impart an appreciation of the theatre as an artistic and humanizing experience. There will be discussion of the various elements that contribute to the development of theatre as a specialized art form including historical and cultural influences, staging styles and techniques, and the multiple genres of dramatic writing. Several plays illustrating the above will be read and attendance at selected performances is required.
The Department

THTR1172 Dramatic Structure and Theatrical Process (Fall: 3)
Satisfies Arts Core Requirement
Required for all Theatre majors

This foundational course provides a thorough introduction to theatre and drama study. It is geared towards, though not limited to, Theatre majors (or prospective majors) in their first year. Dramatic texts are studied as blueprints for performed events. Students will read a wide range of plays in order to develop play analysis skills and to gain an awareness of how structure shapes meaning. Fundamental aspects of theatrical process and production are also taken into consideration.
Scott T. Cummings

THTR2203 Acting II: Voice/Body/Text (Fall/Spring: 3)
Prerequisite: THTR1103

Voice, speech, gesture, and movement are essential tools for effective communication—for actors and for anyone who addresses an audience. The goal of this team-taught course is for the actor/speaker to achieve a greater range of expressiveness and agility and a stronger, healthier voice and body in performance. Kristin Linklater's voice technique, somatic-based body exercises, and rigorous physical training will be used to build awareness, sharpen focus, promote articulation, release tension, and create dynamic presentations of prepared texts. This course is a prerequisite course for THTR3303 Acting III: Meisner Technique.
Sun Ho Kim
Patricia Riggin

THTR2210 Improvisation for the Stage (Spring: 1)

A theater elective intended for a wide range of students. It will be a workshop in using improvisation and theater games as a technique for actor training, character development, and ensemble building.
Karen MacDonald

THTR2221 Modern Dance I (Fall: 3)

This course introduces modern dance, in theory and in practice. Through training in various dance techniques, movement analysis, composition exercises, work on the floor and at the barre, study of modern dance history, and viewing of dance videos, students will learn the vocabulary and aesthetics of modern dance and begin to express themselves creatively in those terms. Appropriate dance attire is required.
Sun Ho Kim

THTR2223 Dance for Musicals I (Fall: 3)
Biennially

This class is designed for the beginner to experienced dancer. Each student will study jazz, tap, modern/contemporary dance, ballroom, world dance and more. Emphasis is placed on the individual student's development in dance technique, physical conditioning and artistic expression. Students will begin the study of the most influential choreographers of past and present, including DeMille, Bennett, Fosse, Robbins and others. Each class will consist of a body warm-up, strength and flexibility training and choreographed combinations. Both a written and performance final will be given. Specific dress and footwear will be required.
Kirsten McKinney

THTR2225 Intermediate Ballet I (Fall: 3)
Prerequisite: THTR1125 or THTR1126 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

THTR2239 Stage Management Basics (Spring: 2)
Periodically

This course is a lecture/laboratory course with the major emphasis on the practice and application of the art and science of stage management. Course work will include a thorough investigation of the theory and principles of human resource management, as well as technical production. Special emphasis will be placed on the application of theory to actual stage management situations.
Howard Enoch

THTR2247 Makeup Design for the Stage (Spring: 3)

This course introduces students to basic makeup techniques for the stage. Students will study makeup design principles and develop a mastery of applied techniques. Using the theories of highlight and shadow, and an examination of facial anatomy and how it changes with age, the student will learn to change the look of the face to suit different characters. Emphasis will be placed on character analysis and research, and translating that into a makeup design. Time will also be given to study various styles of makeup (e.g., fantasy, cartoon, period makeup, etc.) and special-effect makeup.
Jacqueline Dalley

THTR2258 Creative Dramatics (Fall: 3)

This class investigates the power of drama to educate, inspire and empower the individual. The course focuses on drama pioneers whose work crosses over borders between the fields of education, theater, drama therapy and social justice. This is a hands-on investigation of theories and techniques and will include working with local middle school students to observe and apply ways of making drama with adolescents. Creative Dramatics is essential for teachers in obtaining additional certification to teach drama. Subjects include improvisation, Viola Spolin, Augusto Boal, Winifred Ward, and children's theatre.
Luke Jorgensen

THTR2268 Theatre for Youth (Spring: 3)
Prerequisite: Permission of instructor

This class builds upon the knowledge acquired in Creative Dramatics. During this semester, students create an original piece of children's theatre that tours local schools.
Luke Jorgensen

THTR2275 History of Theatre I (Fall: 3)

This course follows the simultaneous development of the actor, playwright, architect, and director from the Egyptian theatre through to the Elizabethan and Jacobean theatre. The course will also study the development of dramatic structure and form over time. In a larger sense, it will examine the role and function of theatre in each successive society, determining how the stage reflects the social, political, and cultural concerns of each age.
John Houchin

THTR2285 History of Theatre II (Spring: 3)

Continuation of History of Theatre I. It begins in 1642 in England and tracks the simultaneous development of the actor, playwright, architect and director. However, it studies this evolution within the larger cultural and political contexts that implicated every decision from the content of dramas to the seating arrangements within auditoriums. Among the epochs and influences that will be considered are art and decadence in English Restoration comedy, the role of the playhouse in the rise American proletarian culture, the impact of sentimentalism and Victorian morality on playwriting, and the advent of psychology and its effect on acting.
John Houchin

THTR3303 Acting III: Spontaneity and Imagination (Fall/Spring: 3)
Prerequisites: THTR1103 and THTR2203

THTR3303 Advanced Meisner Technique builds on the skills developed in Acting III (previously Acting Techniques I): the ability to work moment-by-moment, to do truthfully, to release the spontaneous self, and to emotionally prepare. The student actor will progress by applying these skills to advanced scene work, working with plays written prior to and from the early twentieth century. The course will also cover approaches to character work, cold readings, and auditions.
Patricia Riggin

THTR3321 Modern Dance II (Spring: 3)
Prerequisite: THTR2221 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

THTR3323 Dance for Musicals II (Spring: 3)
Prerequisite: THTR2223 or permission of instructor
Specific dress and footwear will be required.

Students will expand on their knowledge of jazz, tap, modern/contemporary dance, ballroom, world dance and others. Influential choreographers' styles and characteristics of past and present will be analyzed and learned through the study of their repertoire. Such repertoire might include pieces from and among others. Continued emphasis will be placed on the individual students' exploration of dance technique, physical conditioning, and artistic expression. Audition techniques will be emphasized. Each class will consist of a body warm-up, strength and flexibility training and choreographed combinations.
Kirsten McKinney

THTR3344 Stage Design I (Spring: 3)
Cross listed with ARTS3352

This course will concentrate on contemporary professional design practices and theories for the stage. Students will study the evolution of theater design and will investigate the development of imagistic design forms, produce effective spatial environments and create ideas through rigorous research of imagery. Processes will include script analysis and the study of imagery as well as techniques in drafting and model building.
Crystal Tiala

THTR3347 Costume Design (Fall: 3)
Cross listed with ARTS3357
Students are not required to have advanced drawing skills to take this class. There are several class sessions devoted to learning and practicing drawing and painting techniques.

The art of costume design integrates artistic imagination with the practical concerns of theatrical production. The course is designed to

help students develop the fundamental skills used by costume designers, focusing particular attention on character analysis, period research, and visual communication. The course will include a series of exercises and projects to develop skills in figure drawing, rendering in various media, fabric selection and color. Students will learn how to communicate character, mood and style through costume following two learning tracks: (1) developing the concept and theory of the design and (2) communicating the design through figure drawing and rendering.
Jacqueline Dalley

THTR3362 Playwriting I (Fall: 3)
Cross listed with ENGL2241

This writing-intensive course offers a practical introduction to the art and craft of writing for performance. Students will engage in numerous writing exercises that highlight the special demands and opportunities of writing for the stage. Emphasis is placed on finding ways to contact and release the theatrical imagination and on mastering the basics of writing a solid dramatic scene. Exemplary plays by established playwrights will be studied as appropriate, but the overwhelming emphasis is on student writing.
Scott T. Cummings

THTR3366 Directing I (Fall: 4)
Prerequisite: Permission of instructor

This is a course in the fundamentals of script analysis, staging, and interpretation. Students learn through both lecture and practical application the basic skills that constitute the stage director's craft. Previous acting or other stage experience, along with background in dramatic literature, is strongly recommended.
Stuart J. Hecht

THTR3372 Contemporary Theatre and Drama in London (Summer: 3)
Prerequisite: Permission of instructor
Cross listed with ENGL3312
The Department

THTR3376 American Musical Theatre (Fall: 3)

This course examines the development and workings of the American musical, from the multiple roots of its inception through to the present. As we trace the evolution of this diverse theatrical form, we will study its leading creative artists and productions, its use of music, lyrics and book, its ties to American culture and shifting tastes. Through lecture, text and recordings, we explore the musical's value and function beyond issues of entertainment. The course will cover the work of George M. Cohan, Irving Berlin, the Gershwins, Cole Porter, Rodgers with Hart and with Hammerstein, Leonard Bernstein, Stephen Sondheim and more.
Stuart J. Hecht

THTR3377 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 décor 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

THTR3381 Asian Theatre and Drama (Spring: 3)
Satisfies Cultural Diversity requirement

This is an upper-level theatre studies course in dramatic literature/criticism that will examine classic and contemporary performance traditions in Japan, China, India, and the Middle East.
Sunil Swaroop

THTR3387 Modern Theatre and Drama (Spring: 3)
Cross listed with ENGL2240
Biennially

This upper-level theater studies course traces the development of modern European drama from Ibsen to Beckett, or roughly speaking, from 1875 to 1975. Other major dramatists to be studied include Strindberg, Chekhov, Shaw, Pirandello, Brecht, Genet and Ionesco. The various movements within modernism—naturalism, symbolism, expressionism, futurism and surrealism—are also examined.
Scott T. Cummings

THTR4406 Shakespeare Acting (Fall: 3)
Prerequisite: THTR1103 and THTR2203 or permission of instructor
Periodically
The Department

THTR4450 Teaching Assistantship (Spring: 2)
Prerequisite: Department permission
This lab class may not be used toward the six lab credits required to majors.

This two-credit laboratory course is intended to provide undergraduate Theatre majors with teaching experience. Students assist a professor in planning and implementing various aspects of a course. This course is limited to senior Theatre majors who have already taken the course for which they wish to serve as an assistant.
The Department

THTR4466 Directing II (Spring: 4)
Prerequisite: THTR3366 or permission of instructor
Biennially

This course is built upon the foundation of skills and knowledge developed in Directing I. The students will further refine skills acquired in the first course and will also gain an understanding of the theoretical aspects of the director's craft.
Stuart J. Hecht

THTR4901 Readings and Research in Theatre (Fall/Spring: 3)
Prerequisite: Department permission

Students are not encouraged to employ this course for anything but a very specific research program, which must be approved in advance by a Theatre faculty member.
The Department

THTR4961 Honors Project in Theatre (Fall/Spring: 3)
Prerequisite: Department permission

A year-long project open only to senior Theatre majors. An advanced independent study in the area of readings and research, though it may include a performance or production aspect. This will result in a written thesis at year's end.
Stuart J. Hecht

THTR5010 Theatre Internship (Fall: 1)
Prerequisite: Department permission
The Department

THTR5540 Theatre Practicum in Design (Fall/Spring: 3)
Prerequisite: Permission of instructor
Consideration for enrollment will be given to those students who have successfully completed the design sequence THTR1130–1140; the relevant upper level design course in scenic, lighting or costume design; and a student workshop design.

This is a senior project involving the design of sets, lights, costumes and/or sound for a departmental mainstage production. Candidates are selected in the second semester of their junior year and will discuss the scope of the project with the faculty. Consultation with the faculty will determine whether the student enrolls in the Practicum in the fall or the spring semester of their senior year.
Jacqueline Dalley
Crystal Tiala

THTR5546 Theatre Practicum in Performance (Fall: 3)
Prerequisite: Department permission
The Department

THTR5548 Theatre Practicum in Directing (Fall/Spring: 3)
Prerequisite: Department permission

This is a senior project in which a limited number of students direct a departmental workshop production, contingent upon the acceptance of a written proposal submitted to the faculty. An independent study for those students interested in advanced study in directing, done under close faculty supervision. Only those students who have successfully completed both directing classes may be considered to direct a workshop production.
Stuart J. Hecht

Theology

Faculty

Robert Daly, S.J., *Professor Emeritus;* A.B., A.M., Boston College; A.M., Catholic University; Dr. Theol., University of Wurzburg
Harvey D. Egan, S.J., *Professor Emeritus;* B.S., Worcester Polytechnic Institute; A.M., Boston College; Th.M., Woodstock College; Dr. Theol., University of Munster (Germany)
Philip King, *Professor Emeritus;* A.B., M.A., St. John Seminary College; S.T.L., Catholic University of America; S.S.L., Pontifical Biblical Institute; S.T.D., Pontifical Lateran University
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
Liam Bergin, *Associate Professor;* B.Sc., National University of Ireland; S.T.D., Pontifical Gregorian University, Rome; H.D.E., National University of Ireland
Boyd Taylor Coolman, *Associate Professor;* B.A., Wheaton College; M.Div., Princeton Theological Seminary; Ph.D., University of Notre Dame
John A. Darr, *Associate Professor;* A.B., A.M., Wheaton College (Illinois); A.M., Ph.D., Vanderbilt University
Yonder Gillihan, *Associate Professor;* B.A., M.A., Ball State University; Ph.D., University of Chicago
Kenneth R. Himes, O.F.M., *Associate Professor;* B.A., Siena College; M.A., Washington Theological Union; Ph.D., Duke University
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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

David Mozina, *Assistant Professor;* A.B., Columbia University; M.T.S., Harvard Divinity School; Th.D., Harvard Divinity School
Andrew L. Prevot, *Assistant Professor;* B.A., The Colorado College; M.T.S., University of Notre Dame; Ph.D., University of Notre Dame
Erik C. Owens, *Adjunct Assistant Professor;* B.A., Duke University; M.T.S., Harvard University; Ph.D., University of Chicago
Matthew Petillo, *Adjunct Assistant 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

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Undergraduate Program Description

The undergraduate program in Theology is designed to provide students with the knowledge and skills necessary for a reasoned reflection on their own values, faith, and tradition, as well as on the religious forces that shape our society and world. As a broad liberal arts discipline, theology encourages and guides inquiries into life's most meaningful issues from such diverse perspectives as ethics, Biblical studies, history, psychology, social studies, philosophy, and comparative religion. There is a strong, although not exclusive, emphasis on Christianity, especially as manifested in the Roman Catholic tradition.

The major in Theology has proven to be excellent preparation for vocations requiring careful reasoning, close reading, clarity in written expression, the ability to make ethical decisions, and a broad understanding of cultures. It provides a solid background for graduate study in the humanities and for such professional schools as medicine, business, and law. For those wishing to pursue a career in ministry or religious education, of course, Theology is still a prerequisite. Long gone, however, is the time when Theology was considered the exclusive domain of seminarians and the religious. Many students now elect Theology as a second major to balance and to broaden their education and to provide perspective on such first majors as biology, political science, or English literature.

Students who elect to major or minor in Theology are encouraged to meet with the Department's Director of Undergraduate Studies to review their opportunities as well as pertinent departmental policies.

The Theology Department boasts a large, internationally known faculty with expertise in areas as diverse as systematic theology, ethics, biblical studies, church history, liturgy, psychology of religion, and the dialog between Christianity and major religious traditions. A prestigious graduate program leads to the Ph.D. degree in several specialties. Nevertheless, the Department as a whole remains fully committed to the teaching of undergraduates and to the education of Theology majors.

Course Offerings

The Department distinguishes five levels of course offerings:

- (l) Core—introductory, designed for the fulfillment of the University's basic Theology requirement
- (2) Level One—introductory, but not fulfilling the Core requirement
- (3) Level Two—advanced undergraduate, more specifically aimed at minors and majors
- (4) Level Three—addressed to advanced undergraduates (usually majors) and graduate students who are more theologically proficient
- (5) Graduate—offered exclusively for professionally academic theological formation

Core Options

The Theology Core requirement is a two-semester sequence (six credit hours). Students must first take Part I, then Part II of the same Core course (preferably with the same instructor and in the same academic year) to fulfill the requirement and receive Core credit. Students shall select one 2-course sequence from the following:

- THEO1001–1002 Biblical Heritage I and II
- THEO1016–1017 Introduction to Christian Theology I and II
- THEO1023–1024 Exploring Catholicism: Tradition and Transformation
- THEO1161–1162 The Religious Quest I and II

Twelve-credit courses. Students may take these courses to fulfill the Theology requirement. There are two of these Philosophy/Theology courses: PHIL/THEO1090-1091 Perspectives on Western Culture (**for freshmen only**) and PHIL/THEO1088-1089 Person and Social Responsibility (for PULSE Program students only).

Major Requirements

The major curriculum in Theology incorporates both structure and flexibility, intensive focus and breadth of scope. Majors take a combination of essential, required courses and electives from within and outside the Department of Theology. Programs are designed in consultation with the Director of Undergraduate Studies. Theology majors must choose one of the following two curricular tracks:

I. The **Standard Theology Major (30 hours)** is relatively unstructured and flexible, easily tailored to various motivations and goals for theological study and adaptable to the diverse paths and timetables by which students come to the major. It offers a theological enrichment and complement to a student's BC education, through the following requirements:

- *Theology Core* (2 courses; 6 credits)
- *Majors Course:* "Conciliar Traditions" (1 course; 3 credits)
- *Majors Seminar:* "Key Theologians and Texts" (1 course; 3 credits)
- *Electives* (6 courses; 18 credits)*/**

II. The **Honors Theology Major (36 hours)** is designed for Theology as a first major, especially for students with an interest in further study of theology or related fields. Both rigorous and comprehensive, it provides an integrated introduction to the discipline and a broad foundation for further study. With its comprehensive distribution requirements across all areas it exposes students to the entire breadth of the theological discipline. With increased credit hours and an optional thesis, it is capacious enough for students to focus on a particular subdiscipline in which to pursue and demonstrate theological excellence. As an Honors Program it would also allow students to be recognized for their achievement, both within and outside the university, thus facilitating admission to the next level of study. Students are expected to maintain a 3.5 GPA. Requirements:

- *Theology Core* (12 credits)

a. *Biblical Heritage* (2 courses; 6 credits)
and
b. Either *Introduction to Christian Theology* **or** *Exploring Catholicism* **or** *Religious Quest* **or** *Perspectives/Pulse* (6 credits)

- *Majors Course:* "Conciliar Traditions" (1 course; 3 credits)
- *Majors Seminar:* "Key Theologians and Texts" (1 course; 3 credits)
- *Honors Distributions* (3 courses; 9 credits): 1 upper-level course (Level 3 or above) in each of the sub-disciplines *not already covered* by the Theology Core.
- *Honors Electives* (4 courses; 12 credits), including an *optional* Honors Thesis (6 or 12credits)

*Only one Level 1 course may count toward the Theology Major (Standard or Honors) requirements.

**2 courses/6 credits from another discipline (including the first major) may also count toward the Standard Theology Major, provided that they have sufficient theological relevance as determined by the Director of Undergraduate Studies.

The Department's membership in the Boston Theological Institute (BTI) allows advanced Theology majors to cross-register into some 7000 courses taught by 150 faculty members at eight other BTI schools. Students thus have access to the resources of one of the world's great centers of theological study.

Minor Requirements (21 hours)

The theology minor consists of the theology core requirement (1 two-course core sequence) plus 5 three-credit courses (only one of which can be Level 1).

Information for First Year Majors and Non-Majors

Theology is the academic discipline concerned with the realities that are the center of religious faith and with the traditions of belief and worship that inform the life of communities of faith. Historical, biblical, psychological, ethical, pastoral, comparative, philosophical, and doctrinal studies are all included within the scope of Theology at Boston College, which introduces the undergraduate to a mature, critical approach to religious knowledge and experience. There is a strong, but by no means exclusive, emphasis on Christianity, and more specifically, on the Roman Catholic tradition.

The courses offered are grouped in four categories: (1) Biblical, (2) historical, (3) ethical and social-scientific, and (4) comparative and systematic or doctrinal. All courses, particularly those taught at the Core level, aim at fulfilling certain goals:

- A liberal arts goal of fostering awareness of the religious roots and background of our culture—for example, by giving students a coherent view of religion and its development, a groundwork for moral decision, and an awareness of their own existence as religious persons
- A specifically theological goal of introducing the materials and methods of one or more approaches to the academic study of religious faith and tradition
- A religious or confessional goal, explicit in some—though not all—courses, of exploring a particular tradition from the inside, healing negative encounters with religion, inviting commitment and belief, and the like.

Information for Study Abroad

There are no formal requirements stated by the Theology Department, but it is presumed that students will have completed at least one Core course [**or three credits of the Core**] before going abroad. The Department will allow six credits or two courses taken abroad to count toward major credit. A maximum of one Core course (three credits) may be taken abroad.

The international programs at the University of Durham and Oxford University are both recommended by the Theology Department. All Theology majors should contact the Director of Undergraduate Studies while planning their study abroad program.

Fifth Year B.A./M.A. Program

Undergraduate Theology majors may opt to enter a 5-year B.A./M.A. program. Application to the program must take place during junior year. The deadline for applications is **February 1st.** 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. Students admitted to the program will follow the curriculum for regular Theology majors, except that all of their electives must be upper level courses (level three or above). Furthermore, these upper-level electives must be chosen in consultation with the Director of Undergraduate Studies, who will evaluate their appropriateness for graduate education. Two (**2**) of these courses will count towards the M.A. as well as the B.A. The remainder of the M.A. may thus be completed by taking eight (**8**) additional *graduate* courses (BTI included) and fulfilling the comprehensive and research language requirements.

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.

Course Offerings

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

THEO1001 Biblical Heritage I (Fall: 3)
Satisfies Theology Core Requirement
You must take both sections of Biblical Heritage (THEO1001 and THEO1002) to receive Core credit. There are no exceptions.

The Bible has been an influential and often fundamental source for many modern, Western views of God, nature, human beings, a just society, and the origin and destiny of humanity and the world. An intelligent, serious reading of the Bible raises most of the perennial questions that have traditionally stood at the center of philosophical and theological debate. Thus, a thorough analysis of Biblical texts in terms of the central concerns of the Core curriculum will be the primary goal of the Biblical Heritage.

The Department

THEO1002 Biblical Heritage II (Spring: 3)
Prerequisite: THEO1001
Satisfies Theology Core Requirement
You must take both sections of Biblical Heritage (THEO1001 and THEO1002) to receive Core credit. There are no exceptions.

The Bible has been an influential and often fundamental source for many modern, Western views of God, nature, human beings, a just society, and the origin and destiny of humanity and the world. An intelligent, serious reading of the Bible raises most of the perennial questions that have traditionally stood at the center of philosophical and theological debate. Thus, a thorough analysis of Biblical texts in terms of the central concerns of the Core curriculum will be the primary goal of the Biblical Heritage course.
The Department

THEO1016 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 (THEO1016 and THEO1017) first Part I, then Part II to receive Core credit. There are no exceptions.

This is a two-semester course that fulfills the Theology core requirement. This sequence of courses considers significant questions in conversation with some of the most important writings in the tradition of Western Christian thought. Its purpose is to encourage students by drawing systematically on primary sources of historical significance to uncover the roots of the Christian faith and life and to delineate the values for which this tradition of faith stands. Students considering a minor course of study in the Faith, Peace, and Justice Program will find this course of special interest.
The Department

THEO1017 Introduction to Christian Theology II (Spring: 3)
Prerequisite: THEO1016
Satisfies Theology Core Requirement
This is Part II of a year long course where you must take both sections of Introduction to Christian Theology (THEO1016 and THEO1017) first Part I, then Part II to receive Core credit. There are no exceptions.

This is a two-semester course that fulfills the Theology core requirement. This sequence of courses considers significant questions in conversation with some of the most important writings in the tradition of Western Christian thought. Its purpose is to encourage students by drawing systematically on primary sources of historical significance to uncover the roots of the Christian faith and life and to delineate the values for which this tradition of faith stands. Students considering a minor course of study in the Faith, Peace, and Justice Program will find this course of special interest.
The Department

THEO1023 Exploring Catholicism: Tradition and Transformation (Fall: 3)
Satisfies Theology Core Requirement
This is a year long course where you must take both sections of Exploring Catholicism (THEO1023–1024) first Part I, then Part II to receive Core credit. There are no exceptions.

This course is a two-semester exploration of the vision, beliefs, practices, and challenge of Catholicism. The first semester explores human existence as lived in the light of the Mystery of God and the gift of Jesus Christ. The second semester considers the Church as the people of God, gathered and sent forth in the Spirit; the sacraments as catalysts of ongoing transformation in Christ; and the challenge of the spiritual life today. Close analysis of passages from the Bible will be supplemented by readings from contemporary theologians, literary figures, and social commentators.
The Department

THEO1024 Exploring Catholicism: Tradition and Transformation II (Spring: 3)
Prerequisite: THEO1023
Satisfies Theology Core Requirement
This is Part II of a year long course where you must take both sections of Exploring Catholicism: Tradition and Transformation I and II (THEO1023–THEO1024) first Part I, then Part II to receive Core credit. There are no exceptions.

A two-semester exploration of the vision, beliefs, practices, and challenge of Catholicism. The first semester explores human existence lived in the light of the Mystery of God and the gift of Jesus Christ. The second semester considers the Church as the people of God, gathered and sent forth in the Spirit, the sacraments as catalysts of ongoing transformation in Christ, and the challenge of the spiritual life today. Close analysis of passages from the Bible will be supplemented by readings from contemporary theologians, literary figures, and social commentators.
The Department

THEO1081 Continuing Modern Hebrew I (Fall: 3)
Prerequisite: NELC1212/THEO1038
Cross listed with NELC2211
Biennially

Continued work in the study of modern Israeli Hebrew and the reading and comprehension of texts of moderate difficulty. The course continues in second semester as NELC2212.
Gil Chalamish

THEO1082 Continuing Modern Hebrew II (Spring: 3)
Prerequisite: NELC2211/THEO1081
Cross listed with NELC2212
Biennially
Satisfies Foreign Language Proficiency core requirement.

Continued work in the study of modern Israeli Hebrew and the reading and comprehension of texts of moderate difficulty.
Gil Chalamish

THEO1088 Person and Social Responsibility I (Fall: 3)
Corequisite: THEO1088
Cross listed with PHIL1088
Satisfies Philosophy and Theology Core Requirements
Enrollment limited to freshmen, sophomores, and juniors

The course requirements include ten to twelve hours per week of community service. In light of classic philosophical and theological texts, students in this course address the relationship of self and society, the nature of community, the mystery of suffering and the practical difficulties of developing a just society. PULSE students are challenged to investigate the insights offered by their readings in relationship to their service work. Places in the course are very limited.
The Department

THEO1089 Person and Social Responsibility II (Spring: 3)
Corequisite: THEO1089
Cross listed with PHIL1089
Satisfies Philosophy and Theology Core Requirements
See description under PHIL1088.
The Department

THEO1090 Perspectives on Western Culture I/Perspectives I (Fall: 3)
Corequisite: THEO1090
Cross listed with PHIL1090
Satisfies Philosophy and Theology Core Requirements
Freshmen only.

The course introduces students to the Judeo-Christian Biblical texts and to the writings of such foundational thinkers as Plato, Aristotle, Augustine, Aquinas, Luther, Bacon, Descartes, Hobbes, Locke, Kant, Hegel, and Kierkegaard. The first semester considers the birth of the self-critical Greek philosophic spirit, the story of the people of Israel, the emergence of Christianity and Islam, and concludes with a consideration of medieval explorations of the relationship between faith and reason. Attention will also be paid to non-Western philosophical and theological sources.
The Department

THEO1091 Perspectives on Western Culture II/Perspectives II (Spring: 3)
Corequisite: THEO1091
Cross listed with PHIL1091
Satisfies Philosophy and Theology Core Requirements
See description under PHIL1090.
The Department

THEO1107 Religion in Africa (Fall: 3)
Cross listed with AADS1120
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

THEO1108 Christianity in Africa (Spring: 3)
Cross listed with AADS1121
Satisfies Cultural Diversity and Theology Core Requirements
Periodically

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

THEO1161 The Religious Quest: Comparative Perspectives I (Fall: 3)
Satisfies Cultural Diversity and Theology Core Requirements
Religious Quest courses present Christianity and at least one other world religious tradition. Students are strongly encouraged to take both semesters of the same Religious Quest class. If circumstances require switching sections, students need permission of the instructor of the spring term course and may be asked to do additional background reading and writing for the religious tradition(s) not covered in their first semester of the course. You must take both sections of the Religious Quest I and II (THEO1161–1162) first Part I, then Part II to receive Theology Core credit. There are no exceptions.

The Religious Quest explores the individual and communal search for wisdom about human nature, the world, ultimate realities and God, secrets of love and death, enduring values to live by, and paths to spiritual maturity. Although each section is different, likely themes include symbols, myths, doctrines, rituals, holy texts, saints, comparisons and contrasts among traditions, relevance of classical religious traditions to issues in today's world, interreligious dialogue today, and religious diversity in the Boston area. Each section brings the Biblical and Christian tradition into conversation with at least one other religious tradition.
Carey-Islam
DeLongBas-Islam
Langer-Judaism
Makransky-Buddhism
McDargh-Buddhism
Morris-Islam and Judaism
Sonsino-Judaism
Willis-Buddhism

THEO1162 The Religious Quest: Comparative Perspectives II (Spring: 3)
Satisfies Cultural Diversity and Theology Core Requirements
Religious Quest courses present Christianity and at least one other world religious tradition. Students are strongly encouraged to take both semesters of the same Religious Quest class. If circumstances require switching sections, students need permission of the instructor of the spring term course and may be asked to do additional background reading and writing for the religious tradition(s) not covered in their first semester of the course. You must take both sections of the Religious Quest I and II (THEO1161–THEO1162) first Part I, then Part II to receive Theology Core credit. There are no exceptions. Please see specific instructor's section for additional information.

The Religious Quest explores the individual and communal search for wisdom about human nature, the world, ultimate realities and God, and secrets of love and death, as well as 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 between 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.
Carey-Islam
DeLongBas-Islam
Langer-Judaism
Makransky-Buddhism
McDargh-Buddhism
Morris-Islam and Judaism
Sonsino-Judaism

THEO1198 The Language of Liturgy (Fall: 3)
Cross listed with LING2321 and HONR4935
Periodically

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

THEO1206 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

THEO1223 Saints and Sinners (Summer: 3)
Periodically
Boyd Taylor Coolman

THEO1341 Peaceful Conflict Resolution Methods (Fall: 3)
Cross listed with UNAS1162

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

THEO1342 Peaceful Ethics: Social Action Leadership Methods (Spring: 3)
Cross listed with UNAS1163

The course focuses on methods we can use individually and together in addressing ethics issues and in helping to build and maintain ethical communities and organizations within different types of political-economic environments and realities. Methods considered include: ethics reasoning, dialogue, and persuasion methods; win-win negotiating and incentive methods; win-lose, nonviolent forcing and compliance methods; internal due process and governance methods; and alternative institution building and social movement methods.
Richard Nielsen

THEO1361 Praying Our Stories (Fall: 3)

Significant experiences of God's presence are often thought of as extraordinary. They are moments we might expect while on retreat, during community worship, or while sitting under the stars. We might assume that to find God we must transcend our mundane life and get to another place. This course will explore how God is in fact more likely, and thankfully, discovered in the ordinary. Ignatian spirituality does not distinguish between secular and sacred, work and prayer, or God and "real life." Instead, it is about finding God in our lived experience and cooperating with God to transform that experience.
Daniel Ponsetto

THEO2160 The Challenge of Justice (Fall/Spring: 3)
Prerequisite: Department permission required. Please contact professor.
Cross listed with PHIL1160
Satisfies Philosophy Core Requirement
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

THEO2231 The Bible and Ecology (Spring: 3)

In this course we will: (1) identify and analyze a variety of biblical understandings of how humans relate to nature, from the Genesis creation accounts to St. Paul's notion of a liberated creation; (2) evaluate the influences of these Biblical ideas on current trends in theology, ethics, and ecology; and (3) explore ways in which religious world views hinder and/or enhance efforts to protect and preserve the environment.
John Darr

THEO2290 The Problem of Belief in Modernity (Fall: 3)

The various critiques of religion that have emerged since the Enlightenment have raised issues which call into question the possibility of Christian faith. This course will explore several of those issues (especially regarding the doctrines of God, creation, incarnation, and grace) in order to appreciate the truth and relevance of the critiques. It will then consider how responsible persons today can express the Christian faith in such a way as to take account of the critiques.
Michael Himes

THEO2309 Liberation Theology (Fall: 3)
Periodically

This course will examine the Latin American liberation theology movement, its historical development and principal theological themes, and implications for North American Christianity. Topics to be addressed include, among others, the preferential option for the poor, the influence of Catholic social teaching on liberation theology, the role of the social sciences in theological method, spirituality of liberation, and critiques of liberation theology.
Roberto Goizueta

THEO2327 Perspectives on War, Aggression, and Conflict Resolution I (Fall: 3)
Cross listed with PHIL2259 and SOCY2250
The Faith, Peace, and Justice Program at Boston College sponsors this course as an introduction to the field of Peace Studies.

This course develops an interdisciplinary approach to the study of war and conflict and investigates alternatives to their resolution in

contemporary global society. The course is organized along multidisciplinary lines, with faculty members from various academic departments responsible for each topic of discussion. This interdisciplinary approach demonstrates the varied and complex perspectives on the causes of war and conflict and attempts to develop, out of the resources of these respective disciplines, intelligent insights into the resolution of conflicts, and the development of alternatives to war.

Matthew Mullane

THEO2406 Literary and Religious Traditions of India (Spring: 3)
Cross listed with ENGL4406
Periodically

India is home to some of the oldest and most vibrant religious and spiritual traditions in the world, including Hinduism, Islam, Christianity, Buddhism, Jainism, Sikhism, and Zoroastrianism. This religious plurality has generated a highly syncretic society, hosting a variety of discourses on the most basic questions of humanity articulated through ritual, mythology, art, and festivals. In this course we will read a variety of texts: mythology, folklore, modern fiction, as well as accounts by western travellers on the place of the sacred in India in order to understand how religious belief impacts social and political life in India today.

Kalpana Seshadri

THEO3001 Hinduism: Past and Present (Spring: 3)
Periodically

One of the oldest, and one of the more complex religions, Hinduism continues to take on new and diverse expressions in the contemporary world. This course will focus on modern developments within Hinduism in light of its ancient history. It will deal with questions of the status of women, caste, mega-gurus, nationalism, and internationalization in relation to the traditional texts, teachings and practices of Hinduism.

Catherine Cornille

THEO3003 Israel in Jewish Theology (Spring: 3)
Cross listed with TMST7136
Periodically

Israel, both the people and the land, are central to Jewish theology as concrete manifestations of God's covenants. This course will explore the evolving meanings of these concepts from the Bible to today, looking at themes like peoplehood, life in the land, exile from it, and (messianic) return. The second part of the course will focus specifically on the theologies of a range of modern Jewish thinkers, with the goal of helping students to understand aspects of contemporary Israel and its meaning to world Jewry.

Ruth Langer

THEO3004 Aquinas: His Theology and His Influence (Spring: 3)
Periodically

This course offers an introduction to the theology of Thomas Aquinas through an extensive reading of his *Summa Theologiae.* It investigates the development and content of Aquinas' doctrines of God, the Trinity, creation, sin, grace, the virtues, Christology, redemption, and the Sacraments, with particular attention given to the biblical, patristic, and philosophical sources of his thought and the contemporary theological significance of his contributions.

The Department

THEO3222 Bioethics and Social Justice (Spring: 3)

Prerequisite: Completion of theology core.

Will primarily stress Catholic and Protestant theological approaches to death and dying, infertility therapies, abortion, genetics, health care reform, and AIDS in a social justice context. Feminist and intercultural perspectives will be included.

Lisa Sowle Cahill

THEO3330 Theology Majors' Seminar (Fall/Spring: 3)

Prerequisite: Completion of Theology core.

Theology majors only.

B Robinette Fall Majors Seminar Title: Thomas Merton: Mystic, Prophet, Theologian.

Description: Explores the integration of theology and spirituality in the work of Thomas Merton.

The Majors' Seminar is designed to help majors extend their understanding of the meaning and methods of theology and religious studies. It provides students with an opportunity to synthesize aspects of their course work and identify key themes, questions, and areas in need of further study. This is done primarily through the research and writing of a seminar paper. This course is offered each fall and spring and may be taken senior or junior year. Sufficiently advanced students are urged to take the seminar in junior year.

The Department

THEO3360 Living Truthfully: Way to Personal Peace and Social Change (Fall: 3)

Prerequisite: Completion of Theology core

The primary purpose of this course is to examine the proposition that it is better to tell the truth than tell the lie. Too often, we are tempted to live out an illusion. The personal and social costs of keeping an illusion pumped are steep. Personal peace and courage are born when we settle in on the truth of our identity and dare to live it. In short, this course proposes that the larger life is possible when we come home to the smaller life that defines us as individual women and men.

Rev. Anthony Penna

THEO3505 Buddhist Philosophy and Spirituality (Fall: 3)

Prerequisite: At least one prior course in philosophy or theology, and a B+ or higher average in prior humanities (non-science) courses.

Cross listed with PHIL3503 and TMST7124
Periodically

Focusing on early and Mahayana Buddhist philosophies of India with connections between concepts and spiritual practices. Buddhist versions of theological anthropology, ontology, epistemology, ethics, and soteriology are related to practices of meditation, ritual, phenomenological investigation, and philosophical analysis. Readings from classical and contemporary Buddhist writings.

John J. Makransky

THEO3527 Meditation, Interfaith Learning, and Social Service (Spring: 3)

Prerequisite: Professor's permission required. Email professor with reasons you wish to take the course.

Cross listed with TMCE7113
Periodically

Tibetan Buddhist understandings of the nature of mind with its capacities for wisdom and compassionate responsiveness are explored through contemporary writing and guided meditations adapted for students of all faiths and backgrounds. Buddhist thought and practice

is then brought into conversation with Thomas Merton, Martin Luther King, Gandhi, Dorothy Day, Henri Nouwen and other faith-based activists—for learning across religious boundaries (comparative theology) and to shed light on students' own spiritualities as bases for service and action.
John Makransky

THEO3556 Mystery of God (Spring: 3)
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

THEO3598 Law, Medicine, and Ethics (Fall: 3)
Cross listed with PHIL5598

This course examines legal and ethical issues in medicine. It is designed so that students take an ethical position on difficult or emerging issues in medicine, such as appropriate care of seriously ill newborns, new forms of reproduction, and proposals for health care reform. The student is expected to provide a principled rationale for the position. The goal is to have the students think, be prepared to recognize inadequacies or difficulties in their position, modify it if necessary, and ultimately arrive at a thought-through and principled position. A Socratic method is used to achieve that goal.
John J. Paris, S.J.

THEO4446 David: The Hebrew Bible and History (Spring: 3)
Periodically

The complex Biblical account of King David's royal accomplishments and private failings have increasingly aroused skepticism among biblical scholars. In what sense may the Biblical account be considered reliable? How do theological interests and narrative artistry affect historiography? The course will focus on David and Solomon (1 Samuel 1-1 Kings 11), contemporary non-biblical records, archaeological evidence, and the image of David provided in other biblical texts. Modern methods of biblical scholarship will guide the inquiry, but attention will also be given to the philosophy of history.
David Vanderhooft

THEO4464 Liberation Christology (Spring: 3)

This course will examine the person of Jesus Christ as the foundation of Latin American liberation theology. Beginning with an analysis of the roots, methodology, and key themes of liberation theology, course readings and discussions will explore how a "preferential option for the poor" influences the understanding of the life, death and resurrection of Jesus Christ. Topics to be addressed, among others are the relationship between Christian faith and the social order, the 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

THEO4472 Buddhist Ethics in Theory and Practice (Spring: 3)
Prerequisite: At least one prior course in philosophy or theology, and a B+ or higher average in prior humanities (non-science) courses.
Cross listed with PHIL4472 and TMCE4472
Periodically

Topics include connections between Buddhist ethical principles and diverse practices of Indian, Southeast Asian and Tibetan Buddhism, contemporary Buddhist ethical reflections and modes of practice, and recent Buddhist analyses of war and peace, economics, ecology, and justice. Daily mindfulness practice, based on class instruction, is required.
John Makransky

THEO4496 The Moral Dimension of the Christian Life (Spring: 3)
Prerequisite: Completion of the Theology core
Periodically

This course provides a systematic overview of the basic components of Catholic moral theology. In manner of presentation the course is primarily oriented to lecture and readings. The content of the course is an exposition and analysis of topics traditionally treated under the heading of fundamental moral theology: moral character, moral freedom and its limits, the relationship of spirituality and morality, sin and conversion, conscience, the use of scripture in moral reasoning, natural law, the teaching authority of the church in moral matters, the development of moral norms, discernment, and moral decision-making.
Kenneth Himes, OFM

THEO5351 Faith Elements in Conflicts: The Role of Theological Positions in the Fomenting or Resolution of Conflict (Spring: 3)
Cross listed with TMST3351

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.

THEO5352 Israelis and Palestinians: Two Peoples, Three Faiths (Fall: 3)
Cross listed with TMST3352
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.

THEO5372 New Testament Greek (Fall: 3)
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

THEO5378 Jesus in Story and History (Spring: 3)
Prerequisite: Biblical Heritage II or equivalent New Testament introductory course.

An extensive literary-critical analysis of diverse portrayals of Jesus in the canonical Gospels, followed by an examination of modern historical-critical attempts to reconstruct the historical Jesus within and behind the various early Christian depictions of him.
John Darr

THEO5387 Mahayana Buddhism in East Asia (Spring: 3)
Cross listed with PHIL5387 and TMST7097
Periodically

The bodhisattva—a wise and compassionate being dedicated to the salvation of all sentient beings—is arguably the model for and model of Buddhist practice in China, Japan, Korea, Vietnam, and, more recently, North America and Europe. This course will explore the cultic dimensions of Buddhism in East Asia—the modes of self-cultivation and worship that have revolved around the figure of the bodhisattva. Close readings of texts and images will challenge Western assumptions about what Mahayana Buddhism has been all about, and by extension, how we imagine the general categories "theology" and "religion."
David Mozina

THEO5425 Patristic Seminar: Intermediate Greek and English (Fall: 3)
Prerequisite: Introduction to Ancient Greek
Periodically

Readings in intermediate Greek and English of John Chrysostom's *Treatise on Providence.*
Margaret Schatkin

THEO5426 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

THEO5438 Career and Calling (Spring: 3)
Cross listed with TMPS7105
Periodically

How can people combine their sense of calling with their pursuit of work and career? Both corporations and spiritual writers have converged on the topic of "workplace spirituality." The Academy of Management, a leading forum for business schools, now includes a section on management and spirituality. Catholic and Protestant thinkers—including Jesuit experts on spiritual discernment—also seek to integrate career development and Christian spiritual practices. This multi-disciplinary seminar will read psychologists, theologians, sociologists, and developmental theorists to guide case studies of individuals' careers. Course includes personal discernment exercises. Suitable for ministry students and undergraduates.
James Weiss

THEO5441 Ibn Arabi and Islamic Humanities: Islamic Philosophy and Theology (Spring: 3)
Periodically

The spread of Islam as a world religion after the thirteenth century involved an explosion of spiritual, social, and cultural creativity in vernacular languages and cultures across all regions of Asia and South Eastern Europe. Everywhere this transformation reflected the manifold influences of Ibn 'Arabi (d. 1240/638) and the "Akbari" tradition of his philosophic, theological, artistic and poetic interpreters. This course moves from an introductory overview of his key writings to representative interpreters in Iran, Central Asia, India, China, and the Ottoman world, with an overview of his global contemporary influences in psychology, literature, philosophy, and religious thought.
James Morris

THEO5449 Jewish Liturgy: History and Theology (Fall: 3)
Cross listed with TMST8532
Periodically

Embedded in rabbinic prayer is a concise statement of Jewish theology. After an examination of the precursors of rabbinic prayer and of the development of the synagogue as an institution, this course will examine the structures and ideas of the prayers themselves as they have been received from the medieval world. This will create a context for a deeper discussion of some key Jewish theological concepts as well as a comparison of Jewish and Christian liturgical traditions.
Ruth Langer

THEO5471 Bread Broken for a New World (Spring: 3)
Periodically

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, in the table fellowship of Jesus and in his death on the Cross.
Liam Bergin

THEO5498 HIV/AIDS and Ethics (Fall: 3)

This course looks at how we can understand a bit better the ethics of public health through the lens of HIV/AIDS. There besides studying the virus itself, we examine the varied related ethical issues regarding stigma, prevention, research, gender inequity, economic disparities, local culture, religion, funding, and access.
James Keenan, S.J.

THEO5500 Women and Gender in Islam (Spring: 3)
Cross listed with ICSP3310
Periodically

This course explores women and gender roles in Islamic history, civilization, and societies, beginning with the pre-Islamic period and continuing through the present. The goal is to present women and womens issues as central to the main narrative of Islamic history, rather than as a side story. This course explores questions related to both historical and contemporary religious interpretation and practice, Sunni,

Shia and Sufi, as well as the impact of religion and gender constructs on womens access to the public sphere, positions of leadership, and legal status.
Natana DeLong-Bas

THEO5501 Politics, Religion and Power in Antiquity (Fall: 3)
Prerequisites: Biblical Heritage I–II
Periodically
Gillihan

THEO5519 The Crisis of Confidence in the Catholic Church (Spring: 3)
Cross listed with TMST7114
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.

THEO5544 Prophetic Tradition and Inspiration: Exploring the Hadith (Fall: 3)
Cross listed with TMST5554
Supplemental Arabic reading session available.

Using English translations, this seminar surveys the ways the corpus of Prophetic hadith has inspired every area of Islamic life, including spiritual devotions and practices; theology, cosmology, and eschatology; family, social, and economic life; models of proper behavior; the interpretation of the Qur'an and sacred history; and later disciplines of Arabic learning. Seminar focuses on acquiring familiarity with the structure, contents, and uses of major Sunni hadith collections (but including representative Shiite sources) as well as later influential short collections (Nawawi, Ibn Arabi).
James Morris

THEO5545 New Testament Sacraments and Rituals (Spring: 3)
Prerequisite: Completion of Theology core
Periodically

This course studies the New Testament evidence for sacraments and rituals in early Christianity. Students are introduced to ritual theory and the rituals of religious associations in the ancient world which provided the templates for early Christian rites: baptism, eucharist, and anointing. The major New Testament texts on baptism and eucharist will be studied in detail. The final section of the course introduces other important witnesses to early Christian rituals: Didache, Justin Martyr, 1st Apology, and the alternative sacramental theology constructed by second century Valentinian gnostics (Gospel of Philip).
Pheme Perkins

THEO5563 Ethics, Religion, and International Politics (Fall/Spring: 3)
Prerequisite: Department permission required
Corequisites: INTL660500–660502
Cross listed with PHIL5563 and INTL5563
See International Studies or the Theology Department for registration approval. Preference to Theology and International Studies majors and minors.

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.
Aspen Brinton
David Hollenbach
Erik Owens

THEO5564 Studies in Luke—Acts (Fall: 3)
Prerequisite: Biblical Heritage II or similar Introductory New Testament course
Periodically

A short introduction to Luke as historian and theologian will be followed by detailed studies of characterization, plot, thematic structure, point of view, closure, and rhetorical patterns in this most literary of all New Testament narratives.
John Darr

THEO5565 Root, Rite and Reason: Understanding the Sacraments of the Church (Fall: 3)
Cross listed with TMST7035

Following an introductory section on the catholic principle of sacramentality, this course considers, in turn, each of the seven sacraments in an attempt to appreciate the role that these Spirit-filled actions play in the Church's saving mission to witness to Jesus Christ and to proclaim the Kingdom of his God and Father until he comes again. Participants in the course will be introduced to the texts of significant authors on sacramental theology, particularly from the period following the Second Vatican Council.
Liam Bergin

THEO5572 Intermediate Biblical Hebrew I (Fall: 3)
Prerequisites: Introductory Biblical Hebrew I and II
Periodically

The course begins 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 Vanderhooft

THEO5582–5583 Introduction to Biblical Hebrew I and II (Fall/Spring: 3)
Cross listed with NELC1251–1252
No previous knowledge of Hebrew is assumed.

This course is a thorough introduction to Biblical Hebrew and its principal grammatical structures in preparation for translation of prose and poetic texts. Readings in the Hebrew Bible/Old Testament begin the fall semester and increase in variety throughout the year.
Jeffrey Cooley

THEO5585 Introduction to the Dead Sea Scrolls (Spring: 3)

The discovery of nearly 800 manuscripts stashed in 11 caves near the Dead Sea and a ruined settlement and large cemetery nearby is one of the greatest archaeological finds of the twentieth century. This course will explore the relation between the texts, settlement, and cemetery, and introduce students to the basic problems in interpreting these artifacts. Our primary focus, however, will be on the texts, many of which are contemporaneous with those of early Christian literature and shed light upon ideas in the New Testament about the Messiah, law, and God's actions in history on behalf of the righteous.
Yonder Gillihan

THEO5592 Conflict Resolution Film (Fall: 3)
Cross listed with FILM3386
The films will be screened during the course, and discussed as documentary cinema and as illustration of peace-making methods and as instruments of peace.

The two professors have over the years brought together their experiences, Michalczyk in making documentary films, Helmick in mediation in several major conflicts, cooperating to produce a series of films on the making of peace, in Northern Ireland, in the Balkan countries, in South Africa, in the Middle East, in Mafia-ridden Sicily, in post-Soviet Russia. These have since been used in those and other conflict areas as tools of peace-making and of understanding the processes of reconciliation.
Raymond Helmick

THEO6578 Daosim (Spring: 3)
Periodically
Formerly offered as TH578 Visions and Visualizations: Daoist Religious Traditions

Daoism (sometimes spelled Taoism) has been imagined in the West as an Eastern philosophy of blithe individuality and environmental consciousness. But what have Daoist thought and practice meant to Chinese practitioners? The answer might surprise. This course will examine major moments of thought and practice from the early, medieval, and modern periods of China's most successful indigenous religious tradition. Close readings of texts and images will challenge Western assumptions about what this religious tradition has been all about, and by extension, how we imagine the general categories "theology" and "religion."
David Mozina

THEO6662 Grace, from Lombard to Luther (Fall: 3)
Periodically

This course studies the primary texts (in English) of authors who stood in the background of Luther's treatment of grace. His sources begin with Lombard, who, for Luther, identified grace with the presence of the Holy Spirit in the soul. Luther criticizes later scholastic authors who consider sanctifying grace as a created quality existing in the soul. This criticism begins with Thomas Aquinas and moves to John Duns Scotus, Peter Aureoli, and Gregory of Rimini, who all deal with sanctifying grace but within different views of God's acceptance of man's graced acts as meritorious of the blessed life of heaven.
Stephen F. Brown

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 (UNCP5500–UNCP5599 only) directly address the hopes and anxieties that seniors face but seldom find treated in traditional courses. They invite seniors to discover the patterns underlying their choices up to now. They also relate the life and learning of the past four years to the life and learning ahead. In this way, Capstone Seminars take seriously the struggle to integrate four crucial areas of life: work, relationships, society, and spirituality.

Ask some inevitable questions now, not later.

How did my education prepare me to live? With everything I want to do, what will I have to compromise? How can I balance my career and my family? Can I find work with a higher meaning than my income? How do I wish to live responsibly and affect society?

Special features of the course:

- Faculty from various departments
- Each section limited to 15–20
- Innovative teaching methods
- Interdisciplinary reading
- Guest speakers from professional life

Capstone Seminars satisfy major requirements in certain departments.

To register for a Capstone Seminar:

You must be a senior or a second-semester junior to take the course.

Students may take only one Capstone Seminar during their time at Boston College. Capstone Seminars may not be taken Pass/Fail.

Different Capstone Seminars will be offered each semester. All Seminars are interdisciplinary. You may register for any one of the seminars as a University (UN) course.

In addition, several Capstone seminars are cross-listed, both as University courses with a UNCP number and also as courses in the department of the professor offering the course. If you find a particular Seminar closed, try to register under the cross-listed number (e.g., if UNCP5523 is closed, try to register for the class as THEO2523, and vice versa). A Capstone Seminar can count as an elective for students in all colleges (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.

University Courses

Course Offerings

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

UNAS1005 Applications of Learning Theory (Fall: 3)
The Department

UNAS1010 Perspectives on Management (Spring: 3)

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

UNAS1104 Modernism and the Arts I/Perspectives II (Fall: 3)
Corequisite: UNAS1105
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

UNAS1105 Modernism and the Arts I/Perspectives II (Fall: 3)
Corequisite: UNAS1104
Satisfies Arts Core Requirement
A two-semester sequence (UNAS1104–1105 and UNAS1106–1107).
Total of 6 credits each term
See course description under UNAS1104.
The Department

UNAS1106 Modernism and the Arts II/Perspectives II (Spring: 3)
Corequisite: UNAS1107
Satisfies Arts Core Requirement
A two-semester sequence (UNAS1104–1105 and UNAS1106–1107).
Total of 6 credits each term
See course description under UNAS1104.
The Department

UNAS1107 Modernism and the Arts II/Perspectives II (Spring: 3)
Corequisite: UNAS1106
Satisfies Arts Core Requirement
A two-semester sequence (UNAS1104–1105 and UNAS1106–1107).
Total of 6 credits each term
See course description under UNAS1104.
The Department

UNAS1109 Horizons of the New Social Sciences I/Perspectives III (Fall: 3)
Corequisite: UNAS1110
Satisfies Mathematics Core Requirement
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

UNAS1110 Horizons of the New Social Sciences I/Perspectives III (Fall: 3)
Corequisite: UNAS1109
Satisfies Mathematics Core Requirement
A two-semester sequence (UNAS1109–1110 and UNAS1111–1112).
Total of 6 credits each term
See course description under UNAS1109.
The Department

UNAS1111 Horizons of the New Social Sciences II/Perspectives III (Spring: 3)
Corequisite: UNAS1112
Satisfies Mathematics Core Requirement
A two-semester sequence (UNAS1109–1110 and UNAS1111–1112).
Total of 6 credits each term
See course description under UNAS1109.
The Department

UNAS1112 Horizons of the New Social Sciences II/Perspectives III (Spring: 3)
Corequisite: UNAS1111
Satisfies Mathematics Core Requirement
A two-semester sequence (UNAS1109–1110 and UNAS1111–1112).
Total of 6 credits each term
See course description under UNAS1109.
The Department

UNAS1119 New Scientific Visions I/Perspectives IV (Fall: 3)
Corequisite: UNAS1120
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

UNAS1120 New Scientific Visions I/Perspectives IV (Fall: 3)
Corequisite: UNAS1119
Satisfies Mathematics Core Requirement
A two-semester sequence (UNAS1119–1120 and UNAS1121–1122).
Total of 6 credits each term

See course description under UNAS1119.
The Department

UNAS1121 New Scientific Visions II/Perspectives IV (Spring: 3)
Corequisite: UNAS1122
Satisfies Mathematics Core Requirement
A two-semester sequence (UNAS1119–1120 and UNAS1121–1122).
Total of 6 credits each term

See course description under UNAS1119.
The Department

UNAS1122 New Scientific Visions II/Perspectives IV (Spring: 3)
Corequisite: UNAS1121
Satisfies Mathematics Core Requirement
A two-semester sequence (UNAS1119–1120 and UNAS1121–1122).
Total of 6 credits each term

See course description under UNAS1119.
The Department

UNAS1162 Peaceful Conflict Resolution Methods (Fall: 3)
Cross listed with THEO1341

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

UNAS1163 Peaceful Ethics: Social Action Leadership Methods (Spring: 3)
Cross listed with THEO1342

The course focuses on methods we can use individually and together in addressing ethics issues and in helping to build and maintain ethical communities and organizations within different types of political-economic environments and realities. Methods considered include: ethics reasoning, dialogue, and persuasion methods; win-win negotiating and incentive methods; win-lose, nonviolent forcing and compliance methods; internal due process and governance methods; and alternative institution building and social movement methods.
Richard Nielsen

UNAS1167 Global Service and Justice:Senior Seminar (Fall: 3)
The Department

UNAS1199 Gateway to the Sciences Seminar I (Fall: 1)
The Department

UNAS2240 Public Relations (Fall/Spring: 3)

This course focuses on the complex relationship between an organization or individual and the public. Through commercial, corporate and nonprofit case examples, students will explore reputation positioning and management, audience and influencer research, messaging in support of specific objectives, and the importance of ethics and transparency across proactive and reactive communication. Students will develop targeted written materials and a comprehensive campaign proposal, using both traditional and social channels.
The Department

UNAS2241 Advanced Public Relations (Fall/Spring: 3)
Prerequisite: UNAS2240 Public Relations with Prof. Delaney is preferred but not required.

Public Relations is a field that demands of its practitioners excellent oral and written communications skills as well as effective problem-solving abilities. Advanced Public Relations will provide students with the skills needed to succeed in the field through extensive writing, media relations, problem solving, public speaking and institutional advocacy/defense tactics and strategies.
The Department

UNAS2251 Mock Trial Practicum (Fall: 1)
John J. Burns
Robert C. Moran
Mark C. O'Connor

UNAS2252 Mcnair Program Internship (Fall: 1)
The Department

UNAS2254 Community Service Research Seminar (Fall/Spring: 3)
Cross listed with AADS2248 and SOCY2254
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

UNAS2256 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. The course is team-taught under the supervision of BC Law Professor Zygmunt Plater.

The course introduces students to the structure, doctrines, and logic of environmental law and of the American legal system. Includes environmental protection issues of air and water pollution, toxics, parks, wildlife, energy, natural resources, historic preservation, environmental justice, and other timely issues. Covers virtually all elements of the legal system, including basic common law lawsuits, constitutional litigation, complex agency regulations, creation and enforcement of international legal norms, and ethics and policy issues.
Zygmunt Plater

UNAS2263 Journey Racial Justice Advocacy (Spring: 3)

This one-credit seminar will explore the social construction of race through the lens of whiteness and pathways for engaging in racial justice advocacy. By building a cognitive understanding of racism and critically reflecting upon ones life experiences in the context of privilege, this seminar will facilitate the development of a critical racial consciousness. Students will come prepared to discuss scheduled topics, but each session will provide opportunity for free-form discussion. In order to move from dialogue to action, each student will be asked to participate in an action of their choice and present their experiences engaging in racial justice advocacy.

Deborah Piatelli

UNAS3330 Cross Currents Seminar:Thinking About Race (Fall: 1)

The Department

UNAS3335 Cross Currents Seminar:Thinking About Leadership (Fall: 3)

The Department

UNAS3341 Cross Currents Seminar:Thinking About Gender (Fall: 1)

The Department

UNAS3354 Culture,Identity and Asian-American Experience (Fall: 3)

Cross listed with PSYC3354

Satisfies 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.

Ramsey Liem

UNAS3360 Globalization, Culture and Identity: Res/Global Context (Fall: 3)

The Department

UNAS4942 Faith, Peace, and Justice Senior Project Seminar (Spring: 3)

Prerequisite: Completion of FPJ requirements.

Open only to senior students in the FPJ Program.

This course provides the finishing touch for students in the program for the Study of Faith, Peace, and Justice. Students enrolled in the seminar work closely with a faculty project advisor from the department of their major and present the preliminary results of their project study in the seminar. Students and faculty responses to the presentation will help shape the presenter's project into a finished form. The seminar provides a unique opportunity for the individual student to integrate several years of study in the Program while at the same time learning about an interesting range of issues from fellow students.

The Department

UNAS7461 Human Rights Interdisciplinary Seminar (Spring: 3)

Cross-listed with APSY7461, LAWS7461, THEO7461.

Satisfies ABA Writing Requirement for Law Students. Applications are invited from students enrolled in graduate or professional degrees in any of Boston College's divisions. Apply by submitting a brief statement explaining the student's interest (250 words maximum) to CHRIJ (humanrights@bc.edu) before November 6, 2014.

This seminar explores an interdisciplinary understanding of-and responses to-various compelling human rights challenges by focusing on the ethical, politico-legal, and psychosocial issues confronting those whose human rights are affected by torture, drones, sexual violence, forced movement, deportation and migration. The differential effects of rights violations due to power based on gender, `race', ethnicity and economic resources will be critically examined. We will also explore refugee movement and migration and the contours of asylum and other forms of protection, especially in the context of humanitarian crisis, war, and grave forms of economic injustice. Evaluation is based on participation and final paper.

Daniel Kanstroom

M. Brinton Lykes

UNAS7461 Human Rights Interdisciplinary Seminar (Fall/Summer: 3)

Cross listed with APSY7461, EDUC7461, THEO7461 and LAWS7461

The seminar will be taught and organized by Directors of the Center for Human Rights and International Justice (see http://www.bc.edu/humanrights). It will develop an interdisciplinary understanding of and responses to the compelling human rights challenges of our times. In the spring of 2012, the seminar's focus will be on the ethical, political, legal, and psychosocial issues confronting those whose human rights are affected by forced movements and migration, violations of human rights due to gender, racial, and ethnic injustices.

The Department

UNAS7461 Human Rights Interdisciplinary Seminar (Spring: 3)

Prerequisite: Admission by instructor permission only.

Cross listed with THEO7461 and LAWS7461

This interdisciplinary seminar is sponsored by the Center for Human Rights and International Justice (CHRIJ). The course examines some of the most compelling human rights challenges of our times, including torture, genocide, human trafficking, gender issues, and refugee law. We will explore: the philosophical and historical origins of the general Western idea of human rights and how that idea differs both from non-Western conceptions; international law that creates and protects human rights; the institutions that monitor and enforce human rights law; the relationship between human rights law and humanitarian law of war, the prosecution of international war crimes, and U.S. law with particular focus on drones, and Guantanamo. Students will write a research paper (20 pages) or, possibly, a memorandum in conjunction with a human rights organization. Students must attend at least two CHRIJ sponsored events.

The Department

Capstone

Course Offerings

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

UNCP5505 Capstone: Life and Career Planning (Fall/Spring: 3)
Prerequisite: Seniors only.
Capstone classes may not be taken Pass/Fail. You 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

UNCP5528 Capstone: Holistic Living (Fall: 3)
You can take a Capstone class only as a senior or second-semester junior. Capstone classes may not be taken Pass/Fail. You may take only one Capstone class before graduation.

This seminar will examine spirituality, community, personal and family relationships, and education through the lenses of cross-cultural holistic health and healing practices. Selected readings, films, and field visits will assist you to visualize the relationships of health to the holistic aspects of your life and that of the multicultural communities in which you will live and work. Through this study, the course will provide insight into the nature of health, the comparisons of health and healing practices cross culturally, and the consequences of health-related choices.
Rachel E. Spector

UNCP5532 Capstone: Boston College/Your Life (Spring: 3)
Cross listed with HIST4601
You can take a Capstone class only as a senior or second-semester junior. Capstone classes may not be taken Pass/Fail. You may take only one Capstone class before graduation.

This 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

UNCP5533 Capstone: Desire and Discernment (Fall/Spring: 3)
You can take a Capstone class only as a senior or second-semester junior. Capstone classes may not be taken Pass/Fail. You may take only one Capstone class before graduation.

This course 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 Muldooon

UNCP5539 Capstone: Doing Well and Doing Good (Fall: 3)
Cross listed with SOCY3305
You can take a Capstone class only as a senior or second-semester junior. Capstone classes may not be taken Pass/Fail. You may take only one Capstone class before graduation.

This 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

UNCP5542 Capstone: Journey to Self-Discovery (Spring: 3)
Cross listed with PHIL5538
You can take a Capstone class only as a senior or second-semester junior. Capstone classes may not be taken Pass/Fail. You may take only one Capstone class before graduation.

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

UNCP5544 Capstone: Vision Quest: A Multicultural Approach (Fall: 3)
Cross listed with ENGL4637
Satisfies Cultural Diversity Core Requirement
You can take a Capstone class only as a senior or second-semester junior. Capstone classes may not be taken Pass/Fail. You may take only one Capstone class before graduation.

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

UNCP5550 Capstone: Building A Life (Fall: 3)
Cross listed with PHIL5550
You can take a Capstone class only as a senior or second-semester junior. Capstone classes may not be taken Pass/Fail. You may take only one Capstone class before graduation.

This course 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

UNCP5553 Capstone: Poets, Philosophers, and Mapmakers (Spring: 3)
Prerequisites: Completion of Philosophy and Theology core and instructor permission required
Cross listed with PHIL5553 and PHIL5533
You can take a Capstone class only as a senior or second-semester junior. Capstone classes may not be taken Pass/Fail. You may take only one Capstone class before graduation.

We go through life with mental maps of reality in various degrees, implicit or explicit. A liberal arts education presupposes such a map of the intelligible world. Is it accurate? What does your map of reality look like? How has it changed since freshman year? The goal of the seminar is to help you see what kind of map you implicitly have now and to begin to ask what you want the map to look like ten years after graduation. How do you develop an open rather than closed map?
Paul McNellis, S.J.

UNCP5555 Capstone: Multicultural Narratives (Spring: 3)
Cross listed with AADS2229
You can take a Capstone class only as a senior or second-semester junior. Capstone classes may not be taken Pass/Fail. You may take only one Capstone class before graduation.

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

UNCP5557 Capstone: Life, A Tightrope: Attaining Balance (Spring: 3)
You can take a Capstone class only as a senior or second-semester junior. Capstone classes may not be taken Pass/Fail. You may take only one Capstone class before graduation.

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 Kirschner

UNCP5560 Capstone: Seeing, Loving, Serving (Spring: 3)
Cross listed with PHIL5560
You can take a Capstone class only as a senior or second-semester junior. Capstone classes may not be taken Pass/Fail. You may take only one Capstone class before graduation.

The capacities to love and to know are linked with the ability to see, and these capacities lie at the heart of a Jesuit education. The critic John Berger states that we only see what we look at, looking is an act of choice. This course will examine the link between seeing oneself and others properly and becoming men and women for others. Drawing on texts in philosophy, theology, and literature, students will examine the forces that have shaped their vision and reflect on how they can take the perspectives gained at Boston College into future relationships and careers.
Mary Troxell

UNCP5561 Capstone: Creativity and Human Development (Fall: 3)
You can take a Capstone class only as a senior or second-semester junior. You can take only one Capstone class before graduation. You cannot take any Capstone class Pass/Fail.

By the time most people have reached the age of 20, they have formed a solid set of beliefs, self-perceptions, and values. Often these are antithetical to their ability to think creatively. Powerful authorities tend to encourage conformity. To reverse this trend, such adverse qualities must be identified and countermanded. The best path to becoming a more creative thinker is to become aware of how creativity works. This course will help you understand how creative people think. You will look at your life retrospectively and prospectively with an emphasis on what role your creativity has played or will play.
John Dacey

UNCP5562 Capstone: Finding and Following Life's Calling (Fall: 3)
Prerequisite: Seniors only
Capstone classes may not be taken Pass/Fail. You may take only one Capstone class before graduation.

We live in changing times. Major social trends are impacting us as individuals, employees, family members, and citizens. These changes call on us to play a much more pro-active role in managing our lives (where possible) and to respond to the unexpected "callings" we hear. Doing this effectively requires an in-depth self-understanding coupled with a heartfelt desire to live a life of meaning. This course will help students develop a clearer sense of identity through a rigorous self-assessment process. It will help each answer the questions: Who am I? How can I make a difference in the world?
J. Bradley Harrington

UNCP5563 Capstone: Beyond Study Abroad (Fall: 3)
You can take a Capstone class only as a senior or second-semester junior. You can take only one Capstone class before graduation. You cannot take any Capstone class Pass/Fail.

Through the eyes of twentieth century literary writers such as John Dos Passos, Ernest Hemingway, Carlos Fuentes and Julia Alvarez, students will explore literature and how external events interact with personal choices to affect relationships and life-commitments, often

with serious moral consequences. More specifically, the course will examine how the experience of cultural displacement itself impacts the challenge and process of vocational discernment. While focusing on Spain and Latin America, the course will appeal to any student who has studied abroad. All readings and movies will be in English.
Elizabeth Goizueta

UNCP5565 Capstone: Moral of Story (Spring: 3)
Capstone classes may not be taken Pass/Fail. You may take only one Capstone class before graduation.

Hanging in Boston's Museum of Fine Arts is the magna opus of Paul Gauguin, "Where Do We Come From? What Are We? Where Are We Going?" Gauguin left family, friends, and a career in banking to flee to Tahiti, in search of life's meaning. "Where Do We Come From? What Are We? Where Are We Going?" is his ultimate representation of these philosophical questions. We will move through a different artistic medium—that of the short story—as we ask those same questions. We will examine complex plots and characters in the hopes of exploring our own stories.
Ethan Sullivan

UNCP5566 Capstone: Pilgrim's Progress—The Discerned Life on Pilgrimage (Spring: 3)
Seniors only
Capstone classes may not be taken Pass/Fail. You may take only one Capstone class before graduation.

This Capstone course will provide seminar members with the opportunity to pause in order to consider how the image of pilgrimage might assist in the interpretation of life as an act of faithful trust. The intention is that this might be accomplished through particular focus upon life experiences occurring before, during, and after matriculation at Boston College—especially regarding one's engagement with relationships, society, work, and spirituality. We will attempt this through the careful pondering of the pilgrim way of life to elicit greater desires for the future journey, specifically through works of fiction, autobiography, business practice, and prayer.
Fr. Casey Beaumier, S.J.

UNCP5567 Capstone: Five Heroic Americans (Spring: 3)
Prerequisite: Seniors only
Cross listed with ENGL4628
Capstone classes may not be taken Pass/Fail. You may take only one Capstone class before graduation.

This course will examine the writings of two American women and three American men whose intellectual and spiritual gifts have enriched our heritage. We will read: Thoreau's journals; poems by Emily Dickinson and Robert Frost; essays by Emerson; and selections from Mary Rowlandson's account of her capture by the Quabog Indians. Students will discuss their observations in light of the Capstone program: relationships; work; civic responsibility; and spirituality. Each class will begin with a quiz on the week's readings.
Fr. Robert Farrell, S.J.

UNCP5568 Capstone: Mindfulness and Storytelling (Spring: 3)
Prerequisite: Seniors only
Cross listed with ENGL4631
Capstone classes may not be taken Pass/Fail. You may take only one Capstone class before graduation.

This course will invite students to reflect on their humanity by exploring storytelling and naming through various methods. Via reading short stories and essays, we will engage how others name the world in an effort to change it. By interviewing an elder, we will learn awareness and skills of listening to inform our own views of life. And via a focus on mindfulness—nonjudgmental awareness of the present moment while observing one's thoughts, emotions, and reactions—we will engage our own internal storytelling to reflect on ways our inner rhetoric can help us or hold us back.
Paula Mathieu

Cornerstone

Course Offerings

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

UNCS2201 The Courage to Know: Exploring the Intellectual, Social, and Spiritual Landscapes of the College Experience (Fall: 3)
This will be an interactive three-credit seminar of fifteen students, serving as one of students' university electives and one of the five courses in the first semester. Your instructor will serve as your academic advisor during the first year.

This course offers an introduction to college life. The readings and discussions will investigate personal and social development in the college years. Topics will include the nature of learning, diversity, social justice, human sexuality, intimacy, addiction, and other topics. The class materials and strategies are designed to be provocative and practical as well as intellectually stimulating.
The Department

UNCS2245 Freshman Topic Seminars (Fall: 1)

The Freshman Topic Seminars give freshmen an opportunity to meet with their faculty advisor once a week to enjoy small group discussions on a topic of research and intellectual interest to the instructor. The Freshman Topic Seminars are limited to 14 students per section, meet once a week for 75 minutes, end before the Thanksgiving break, earn one credit, and are graded pass/fail. The short readings in the Topic Seminars focus on specific topics unique to each section and are designed to allow students to explore new academic areas. A list of current topics can be found at http://www.bc.edu/offices/fye/cornerstone/freshman/
The Department

Journalism

Course Offerings

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

JOUR2224 The Literature of Fact (Fall: 3)

This course examines the landscape where journalism and literature meet. By reading the finest examples of literary journalism across a spectrum of genres, including complex features, profiles, travel writing, topical sketches and reported essays, students will use those writings as templates for their own writing projects. We will explore in-depth reporting, interview technique, detail in service to theme, elasticity of time, story structure, and narrative arc. A balance of reading and writing assignments will introduce students to advanced reportorial skills, provide an opportunity to practice immersion journalism, and expose students to challenging and satisfying forms of fact-based writing.
Ted Gup

JOUR2225 Journalism and New Media (Fall: 3)

The rise of the internet as a news delivery system has changed the face of the news business, for better or worse, in the 21st century. This

one semester seminar will trace the history of new media's relationship with journalism while preparing students for the leaner online world. Students will learn about practical matters (storytelling for the web, condensing complex narratives into 140-character missives) while grappling with larger concerns affecting the industry and readers (traffic-based journalism, slippery sourcing) as they report and write on the world around them.
The Department

JOUR2226 Writing About Popular Music (Spring: 3)

Reporting on popular music is a keenly effective way to take a snapshot of culture as it's happening. In this discussion-intensive class, students will get hands-on tips on how to write about music effectively, hone their critical thinking skills, and examine the ways that the business struggles experienced by both music and publishing have affected the way pop writing is disseminated and consumed. Guest speakers from the music writing world will provide further insights on their career paths, their views on where music is now, and the artists and songs that stoke their passion.
The Department

JOUR2227 Broadcast Writing (Fall/Spring: 3)

This course introduces the student to a broad sampling of broadcast writing styles. Areas of focus will include news, sports, documentaries, commercials and public service announcements, educational television, and writing for specialized audiences.
Christine Caswell McCarron

JOUR2228 Journalism as an Agent of Change (Spring: 3)

This course focuses on the writings of American journalists whose work has had a significant national, regional or community impact. It traces the evolution of such journalism over the past 150 years, focusing on its role in advancing an array of causes, including civil rights, public safety, government integrity, the needs of the poor and disenfranchised. The arc of the course stretches from the scandal surrounding swill milk, to the current reporting on climate change, political corruption and government incursions into privacy. Each student undertakes his/her own reporting project that is intended to illuminate some aspect of public service journalism.
Ted Gup

JOUR2229 Introduction to Magazine Writing (Fall: 3)

What does it take to make a magazine? This course will introduce students to the creative process of magazine publishing. Students will learn what distinguishes lifestyle magazines from news, and how to pitch a story. They'll write and edit short front-of-book features, develop elements in themed issue packages, and work on story development for features, profiles, and food and culture reviews. The class will provide instruction on blogging, and the rigors of research and fact-checking. Upon conclusion, students will be well prepared for an internship or entry-level position at a magazine.
Janelle Nanos

JOUR2230 News Writing (Fall/Spring: 3)

An introduction to reporting for the media, this course examines (1) techniques of interviewing and observation, (2) the news value of events, and (3) the organizational forms and writing styles used by newspapers. Students will be expected to read a newspaper daily.
Kimberly Blanton
Jimmy Golen

JOUR2231 Feature Writing (Fall/Spring: 3)

This is a course on contemporary feature writing—literary nonfiction journalistic writing based on solid reporting. The emphasis is on writing stories editors will want to print and readers will want to read. The course will include reading and analyzing well-written newspaper and magazine articles. Students will learn to apply the techniques of drama and fiction to writing objective, factual stories that entertain as well as inform. The course focuses on newspaper features and magazine articles, but the techniques are also applicable to writing nonfiction books.
Donald Aucoin
Jon P Marcus

JOUR2232 Investigative Journalism (Fall: 3)

Investigative reporting holds the powerful accountable in government, business and large institutions. This course will provide you with an opportunity to both learn about investigative journalism and do in-depth investigative reporting that has the potential to make a difference. Students will learn a variety of reporting techniques while working on semester-long investigative projects that could end up in several major newspapers across Massachusetts. Story subjects will focus on holding government agencies and powerful institutions accountable for a wide-range of problems and systemic failures.
Joseph Bergantino

JOUR2233 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

JOUR2234 News Ethics (Spring: 3)

This course will focus on the ethical dilemmas that challenge journalists working in print, broadcast, and online media. Topics will include deception, privacy, conflicts of interest, anonymous sources, plagiarism, hidden cameras, undercover reporting, and linking on the web, among others. The method for teaching will be primarily case studies. Students will be expected to do extensive background reading in the general area of each case and be prepared to help lead a class discussion.
Joseph Bergantino

JOUR2235 Sports Writing (Fall: 3)

Why is the sports section so often the best-written part of the newspaper? You will find out why in this course that examines the art of sports writing, from game and beat coverage to in-depth interviews and other long features. Discussions will cover current events in sports journalism and review some of the classic works of sports non-fiction.
Jimmy Golen

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 and other education-related fields and areas that require strong liberal arts, subject matter, and pedagogical preparation and the ability to collaborate with others.

The major in Applied Psychology and Human Development prepares students for work in human, social, and community services and/or for graduate study in counseling, human development, educational psychology, organizational studies, higher education, and related fields. Coursework in this major curriculum offers a theoretical base in developmental and counseling psychology with a focus on understanding psychological processes in a variety of contexts.

Students in Applied Psychology and Human Development obtain employment in educational, human service, and business settings. A practicum experience is strongly recommended and provides students with an opportunity to develop important professional skills and explore career opportunities. The 10-course major provides a strong background in the area of developmental psychology and an introduction to the field of counseling. Students choose to concentrate their upper level courses in one of three focus areas: human services, organizational studies, or community advocacy and social policy. The major is specifically designed for students who wish to work in a range of human service and community settings.

Students in the Applied Psychology and Human Development program are required to complete a minor of six courses in one discipline outside of the Lynch School, an interdisciplinary minor or major in the College of Arts and Sciences or the Carroll School of Management, or a second major or interdisciplinary major in the Lynch School. Graduates receive a Bachelor of Arts or a Bachelor of Science depending on the degree requirements of the second major.

In addition, there is a number of Fifth Year Programs available for academically superior students through which the bachelor's and the master's degrees can be earned in five years. Please refer to the section following the descriptions of majors in the Lynch School of Education for more information about these programs.

Satisfactory Academic Progress

Lynch School of Education students who are Elementary or Secondary Education majors must successfully complete 120 credits which must include the Core curriculum, the education major, and an appropriate second major. Students who are majoring in Applied Psychology and Human Development must also successfully complete 120 credits, which ***must*** include the Core curriculum, the Applied Psychology and Human Development major, and at least one minor in an Arts and Sciences discipline or an Interdisciplinary Minor in the Lynch School or the Carroll School of Management.

To continue enrollment in a full-time program of study, a student must maintain a cumulative grade point average of at least 1.667 as the minimum standard of scholarship and must not fall more than six credits behind the total number of credits a student of their status is expected to have completed (Elementary and Secondary Education majors usually carry 15–17 credits each semester during the first three years and 30 credits during the senior year). For example, a first semester sophomore student must have completed at least 30-32 credits during the freshman year. Any student who is permitted by the Dean to continue enrollment in a full-time undergraduate program is considered to be in good standing.

Failure to maintain good standing either through a low cumulative grade point average or by incurring excessive deficiencies including failures, withdrawals, or unapproved underloads will result in placement on academic probation, possible withdrawal or dismissal, as determined by the Academic Standards Committee or the Dean.

A student on probation may return to good standing by approved methods, e.g., make-up of credits via approved summer school work, raising GPA to acceptable standards, etc. (Students may make up no more than nine credits in summer study.) A student who incurs

additional failures or withdrawals, or carries an unapproved underload while on probation, may be required to withdraw from the institution at the time of the next review.

Information for First Year Students

Although students may satisfy Core requirements (42 credits) during any of their four undergraduate years, they are advised to complete most or, if possible, all Core requirements within the first two years. The remaining 78 credits (minimum) are to be fulfilled by courses required in the major(s), minor(s), and elective choices.

All first semester, first year students should select ENGL1010 First Year Writing Seminar or a Core Literature course, APSY1030, First Year ERA, and the course(s) designated by your major department. (Students who advance place out of Core courses will take different courses selected in collaboration with an advisor.) Major requirements are listed in the sections that follow. If you have not declared a major and are listed as undeclared, follow the course requirements for the Applied Psychology and Human Development major.

The First Year Experience, Reflection, and Action Seminar (First Year ERA), a three-credit course (1 credit first semester and 2 credits second semester), is also a requirement for all Lynch School students and is taken as a sixth course during first and second semesters, freshman year.

The Bachelor of Arts in Applied Psychology and Human Development degree requires the completion of at least 120 credits, which includes the University Core. Students must achieve at least a cumulative grade point average of 1.667. Furthermore, students majoring in Applied Psychology and Human Development must also complete an approved minor (18 credits).

Students majoring in Elementary Education or Secondary Education must also complete 120 credits, which includes the University Core and which are normally distributed over eight semesters of four academic years. Both Elementary and Secondary Education students must also fulfill a second major. Elementary Education majors may fulfill the second major in either a subject in 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). Please consult the Office of Practicum Experiences and Teacher Induction for more information.

The Assistant Dean or the Associate Director of Undergraduate Student Services must approve a program of study in the declared major in the Lynch School before the end of sophomore year. Students majoring in Applied Psychology and Human Development or a teacher licensure program must be accepted officially into the major by the Lynch School.

Students seeking a major leading to teacher licensure must complete and submit a Declaration of Major form and an application for Admission to a Teacher Education Program to the Associate Director (Campion 104). This office reviews applications and accepts qualified applicants prior the end of the sophomore year. Early application to the program is encouraged. Applied Psychology and Human Development majors need to complete a Declaration of Major form.

The remaining courses required for graduation include additional major courses, minor courses, and electives.

Practicum Experiences Leading to Teacher Licensure

Endorsement for license is a collaborative effort between the Lynch School Director of Practicum Experiences, the student teacher supervisor, and the cooperating teacher. The Office of Practicum Experiences and Teacher Induction, Campion 103, approves and arranges placements for pre-practica and full-practica leading to licensure only for eligible students enrolled in programs in the Lynch School. Placement also requires prospective teacher candidates to complete a successful interview with the Principal/Headmaster and/or potential cooperating teacher from the school in which they plan to fulfill this requirement. The Director of Practicum Experiences and Teacher Induction, for appropriate reasons, may choose not to approve a student for the practicum. All students seeking licensure in Massachusetts must pass the appropriate Massachusetts Tests for Educator Licensure (MTEL) regardless of in which states students wish to teach upon graduation.

Pre-practica and full practica are essential components and experiences of the teacher preparation curriculum in the Lynch School. Students must complete three semesters of pre-practicum placements (1 day/week/10 days) before they enter a full time student teaching placement in Elementary and Secondary Education classrooms. A full description of student teaching policies may be found at: www.bc.edu/content/bc/schools/lsoe/academics/practicum/policies.html.

A full practicum (student teaching) is a full-time, five-days, per week experience that occurs for a minimum of 14 weeks during the senior year. In the Lynch School, a full practicum must meet the teaching standards required by the Massachusetts Department of Education. Student teachers must demonstrate competence in the following standards: plans curriculum and instruction, delivers effective instruction, manages classroom climate and operation, promotes equity, meets professional responsibilities, and teaches and acts for social justice.

The semester prior to completing a field placement, students must formally apply and participate in an interview in the Office of Practicum Experiences and Teacher Induction before securing a field assignment.

Subject to eligibility, students submit an online application for pre-practicum and practicum experiences. Online applications are available at: www.bc.edu/content/bc/schools/lsoe/academics/practicum/Pre_Prac_.html.

All students seeking teacher licensure must complete the full practicum. A cumulative grade point average of 2.5 and successful completion of all major courses are required prior to student teaching for all students in the Elementary program. Students in Secondary Education must complete all major courses in Secondary Education and 4/5 of Arts and Sciences courses prior to student teaching. No incomplete grades may be outstanding and a minimum of 87 credits must have been completed before placement is approved. Additional information on full practicum student teaching is available at: www.bc.edu/content/bc/schools/lsoe/academics/practicum.html. All students will be screened for eligibility and any who fail to meet the standards (academic, health, professional) will be counseled into courses that will complete an appropriate degree program from Boston College. These students will not be recommended for endorsement for teacher licensure and will not receive the B.C. Endorsement. The State of Massachusetts issues teacher licenses not the endorsing university. Therefore, students who earn the B.C. Endorsement (a recommendation for licensure) submit all licensing documentation directly to the Massachusetts Department

of Elementary and Secondary Education. Students will not be allowed to overload courses while student teaching. If, for any reason, a student is unable to complete the full practicum, an extended practicum (additional time in the field) will be required by arrangement of the Director of Practicum Experiences and Teacher Induction.

Application deadlines for all pre-practica are May 1 for fall placements and December 1 for spring placements. Application deadlines for all full-practica are March 15 for fall placements and October 15 for spring placements. The Office of Practicum Experiences and Teacher Induction will not be able to arrange assignments for late applicants. Application are submitted online at: www.bc.edu/content/bc/schools/lsoe/academics/practicum/Pre_Prac_.html.

The school sites utilized for pre-practica and full-practica are located in Boston and neighboring communities. Students are responsible for their own transportation to and from these facilities.

Applied Psychology Field Practica

Applied Psychology and Human Development students should visit www.bc.edu/schools/lsoe/academics/undergrad/human_dev/APHD.html for information on practicum experiences for this major and register for APSY2152 or APSY4245 in the semester during which they will complete their field practicum experience.

International and Special Practicum Placement Program for Undergraduate Studies

Lynch School students may participate in the International Programs described in the University Policies and Procedures section of this catalog.

The Lynch School's International and Special Practicum Placement Program offer opportunities for undergraduate coursework in a variety of foreign countries for pre- and full-practicum placements. International settings include classrooms in such countries as Switzerland, Ireland, England, France, Italy, Germany, Spain, and Mexico. Out-of-state opportunities are restricted to student teaching in San Juan Puerto Rico. For information regarding programs and requirements, contact the Director, International and Special Practicum Placement Program, Office of Practicum Experiences and Teacher Induction, Lynch School, Boston College, 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 Leadership in Higher Education and Community Settings. The Massachusetts Department of Elementary and Secondary Education is mandating that all teacher candidates complete a specific bilingual course. Please consult the Chair of Teacher Education, Special Education, and Curriculum and Instruction or the Assistant Dean of Undergraduates at LSOE for the most current information.

The 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 Management and Leadership is open only to Lynch School majors in Applied Psychology and Human Development. 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.

The Applied Psychology and Human Development major requires five specified courses and five additional courses selected from one of the following concentrations: Human Services, Organization Studies, and Community, Advocacy and Social Policy. Each concentration includes 2-3 specified courses and/or 2-3 electives.

The Applied Psychology and Human Development major does not provide for state licensure as a classroom teacher.

Students who are pursuing Applied Psychology and Human Development as their primary major within the Lynch School, regardless of class year, are required to complete coursework in one of the following:

- a minor of six courses in a single subject discipline in Arts and Sciences, in Management and Leadership in the Carroll School of Management, in Leadership in Higher Education and Community Settings in the Lynch School, or in Medical Humanities, Health and Culture in the College of Arts and Sciences. Please note: the minor in Management and Leadership is limited to 15 students per class and requires a specific grade point average, rationale, and application.
- a major or an interdisciplinary minor (e.g., African and African Diaspora Studies, Women's Studies) in 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 (which does not satisfy the required minor for students in Applied Psychology and Human Development), however, requires only 12 credits. This is an excellent option as a second minor for Applied Psychology and Human Development majors interested in special needs settings. The minor in Management and Leadership, offered in collaboration with the Carroll School of Management, is another excellent option for students planning to work in business or industry. The Lynch School also offers an interdisciplinary minor in Leadership in Higher Education and Community Settings. Students who have a second major automatically fulfill the minor requirement. Approved areas of study for both majors and minors are listed under the College of Arts and Sciences, with acceptable interdisciplinary majors listed above.

Additional detailed information for Applied Psychology and Human Development majors is available on the Lynch School website, www.bc.edu/schools/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.

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 Management and Leadership. 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 Management and Leadership

The minor in Management and Leadership, offered by the Carroll School of Management is **only** open to Lynch School Applied Psychology and Human Development majors in the Class of 2016 and beyond. This minor is especially applicable to Applied Psychology and Human Development majors who are interested in pursuing a career in personnel work or organizational studies. Students must apply and be accepted into this minor and may submit applications during their sophomore year. The minor is limited to fifteen students.

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) Certification

Although the Lynch School currently offers a certificate in Teaching English Language Learners, this course of study is under modification due to changing education licensure requirements. Candidates should hold or be working toward a licensure in an education field (early childhood, elementary, secondary, reading, and others). This program is designed to prepare teachers to work with bilingual learners/English Language Learners in their mainstream classroom settings. The certificate requires two courses. In addition, candidates need to complete a field experience in a classroom that includes bilingual learners.

Minor in the Carroll School of Management for Lynch School of Education Students

The Department of Management and Organization offers a minor in Management and Leadership to a limited number of Lynch School Applied Psychology and Human Development majors who are interested in pursuing a career in human resources or organization studies. The minor consists of six courses in the Carroll School of Management: two required courses (MGMT1021 or MGMT1031 and MGMT1127) and four electives, chosen from among all CSOM course offerings. Applications for the CSOM minor are available in the Office for Undergraduate Student Services, Campion 104 and 106D.

Minors for College of Arts and Sciences Majors

Some Arts and Sciences majors are eligible to minor in Secondary Education (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 is below.

Minors for Connell School of Nursing, College of Arts and Sciences, and Carroll School of Management Majors

Minor in General Education

All undergraduate students in 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.

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

Minor in Leadership in Higher Education and Community Settings

The minor in Leadership in Higher Education and Community Settings is offered by the Lynch School of Education and is open to students in the Lynch School of Education, the College of Arts and Sciences, the Connell School of Nursing, and the Carroll School of Management. Beginning with the Class of 2016, this minor serves students who are interested in college student development and in the applications of psychology to work settings in institutions of higher education, in local and international Non-government Organizations (NGOs) and/or in community-based programs. Interested students may inquire and submit applications, by October 15, in Campion Hall 104.

Fifth Year and Early Admit Programs

For Boston College Juniors

The Fifth Year and Early Admit Programs offer academically outstanding Boston College juniors a unique opportunity to begin graduate study during their undergraduate senior year, allowing them to graduate with a bachelor's and master's degree in a shortened amount of time.

None of the 120 credits required for the bachelor's degree may be counted toward a Fifth Year Program. In consultation with an advisor, a graduate level course may be added each semester, on to the student's senior-year schedule.

All undergraduate juniors in the Lynch School of Education, College of Arts and Sciences, Connell School of Nursing, and Carroll School of Management are eligible to apply for these programs. (*See additional Early Admit requirements below)

Fifth Year Programs are available in:

- Early Childhood, Elementary, or Secondary Teaching
- Curriculum & Instruction
- Moderate Special Needs (mild/moderate learning disabilities, developmental disabilities, and behavior disorders)
- Severe Special Needs (including visually impaired, deaf/blindness, and multiple disabilities)
- Higher Education
- Educational Research, Measurement, and Evaluation
- Applied Developmental and Educational Psychology

There may be limited federal financial assistance for some graduate programs in Severe Special Needs and Secondary Science Teaching.

Early Admit Programs are available in Mental Health Counseling and School Counseling. Given the number of credits required for licensing in Mental Health and School Counseling, both Early Admit Program and students admitted directly into the M.A. programs typically need six years to complete their B.A. and license-eligible M.A. Mental Health degree (60 credits) or School Counseling (48 credits). The main advantages of the Early Admit Program are (1) BC juniors receive early provisional admittance into these M.A. programs, and (2) complete two master's-level courses during senior year.

Students interested in a Fifth Year or Early Admit Program should consult with the Lynch School Office for Graduate Student Services, Campion 135, during the fall semester of their junior year. Without proper advisement and early acceptance into a master's degree program, students will be unable to complete the program in five years.

A special master's degree program in Social Work program is also available for a limited number of students pursuing a B.A. in Applied Psychology and Human Development. Students should consult the Graduate School of Social Work for information on requirements, prerequisites, and application at the beginning of their sophomore year. Students interested in this 3/2 program in Applied Psychology and Human Development/Social Work should apply to the Graduate School of Social Work before the end of their sophomore year. Please contact the Office of Admissions, Graduate School of Social Work, Boston College, McGuinn Hall, Chestnut Hill, Massachusetts 02467, 617-552-4024.

*Students who have completed some psychology-related coursework, have at least a 3.5 GPA, and have completed some type of 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 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., S.T.L., Weston School of Theology; M.Ed., Ed.D., Harvard University
Diana C. Pullin, *Professor;* B.A., Grinnell College; M.A., J.D., Ph.D., University of Iowa
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
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Susan Bruce, *Associate Professor;* A.A., B.A., M.A, Ph.D., Michigan State University
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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
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David Scanlon, *Associate Professor;* B.A., M.O.E., University of New Hampshire; Ph.D., University of Arizona
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Lisa Patel Stevens, *Associate Professor;* B.J., University of Nebraska-Lincoln; M.Ed., University of San Diego; Ph.D., University of Nevada, Las Vegas
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Ted I.K. Youn, *Associate Professor;* B.A., Denison University; M.A., M.Phil., Ph.D., Yale University
Kristen Bottema-Beutel, *Assistant Professor;* B.S., University of Michigan; M.A., San Francisco University; Ph.D., University of California, Berkeley
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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
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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

Contacts

- Dean's Office, Campion 101, 617-552-4200
- www.bc.edu/lsoe

Counseling, Developmental, and Educational Psychology

Course Offerings

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

APSY1030 Child Growth and Development (Fall: 3)
Satisfies Social Science Core Requirement

First part of a two-course sequence (APSY1030–APSY1031) designed to introduce students to the multiple dimensions of child development, and the place of education in promoting healthy development for all children. This course acquaints students with multiple processes of child development, including physical, social, cognitive, linguistic, and emotional development from birth through adolescence. Both typical and atypical patterns of development will be examined. Students discuss and analyze classic theories, contemporary issues, and key research in child development in view of their application to educational and other applied settings.
The Department

APSY1031 Family, School, and Society (Spring: 3)
Prerequisite: APSY1030
Satisfies Cultural Diversity and Social Science Core Requirements

Second part of a two-course sequence (APSY1030–APSY1031) that introduces students to the multiple dimensions of child development, and the place of education in promoting healthy development for all children. This course considers the social and cultural contexts that shape developmental and educational processes. Focuses on understanding the nature of contemporary social problems including racism, sexism, ethnic prejudice, poverty, and violence, as they affect children, families, and schooling. Emphasizes special role of education in linking community resources for an integrated approach to serving children and families.
The Department

APSY2032 Psychology of Learning (Fall/Spring: 3)

Discusses classic and contemporary theories of learning and of cognitive development and theories of the relation between learning and cognitive development. Also looks at major studies with children. Compares and contrasts theories along key dimensions on which they vary. Addresses issues and questions that include the following: Is the environment or our biological endowment and innate knowledge responsible for our learning; are babies born with a lot of knowledge or must all cognition develop from scratch; does development precede learning (readiness to learn). Also looks at role of motivational factors, and discusses practical applications of theory and research.
The Department

APSY2041 Adolescent Psychology (Fall/Spring: 3)

Introduces the psychology and problems of the adolescent years. Discusses biological changes, cultural influences, the identity crisis, educational needs, and adult and peer relationships. Consideration will be given to the impact that rapid cultural change has on youth. Also discusses adolescence in other cultures to provide a better perspective on American youth.
Jackie Lerner
Belle Liang

APSY2152 Human Development Practicum (Fall/Spring: 3)

Provides an introduction to the applications of psychological theory within various human and community service contexts. Readings and discussion contribute to critical analyses of how social issues and social problems are situated differently due to gender, race, social class and diversities of language, ability, sexuality, etc. Students volunteer for 8–10 hours per week at a site selected with the assistance of the instructor and meet in a weekly seminar, keep a journal of their field experience, and complete reading and written assignments that integrate theory and practice.
The Department

APSY2216 Research Methods and Analyses (Fall/Spring: 3)

Prepares professionals in the fields of human development and education to understand, design, and conduct preliminary analyses of research investigations related to applied topics. Provides students with necessary strategies and techniques to read and evaluate research studies. Students will learn fundamental concepts of research design and basic statistical procedures for analyzing data. Emphasizes understanding the basic concepts underlying different approaches to research design and analysis. Highlights research examples from the fields of human development, human services, and education.
Laura O'Dwyer
Michael Russell

APSY2240 Personality Theories: Behavior in Context (Fall/Spring: 3)
Prerequisites: APSY1030/APSY1031

Introduces major theories of personality as developed by Western psychologists. Examines selected critiques of these theories with particular attention to culture, gender, and social context as key variables in understanding character and personality.
Robert Romano

APSY2241 Abnormal Psychology (Fall/Spring: 3)
Prerequisite: APSY2240

Provides overview of theoretical models and phenomenology currently defining the field of abnormal psychology, focusing particularly

on socio-cultural contributions to conceptualizations of mental illness and distress. First half of course reviews and critiques current constructions of the nature of mental illness, as well as classification, assessment, and treatment of mental illness. Second half highlights specific forms of mental illness, with attention to the causes and subjective experience of psychopathology.
The Department

APSY2242 Interpersonal Relations (Fall/Spring: 3)
Prerequisite: APSY1030

Provides an opportunity to learn a developmental and systems perspective on the nature of family and interpersonal relations. Examines both the nature of interpersonal relations and some of the conditions in contemporary life that are shaping the quality of these relationships. Gives particular emphasis to understanding the self, family life, emotions, and conflicts in field research. Views the concept of interpersonal relations from historical, multicultural, gender, and developmental perspectives.
The Department

APSY2295 Spirituality, Religion and College Student Experience (Fall: 3)
The Department

APSY3243 Counseling Theories (Fall/Spring: 3)
Prerequisite: APSY2241
Open to majors in Human Development only

The purpose of this course is to learn about the major counseling theories including basic concepts, advantages and limitations, techniques, and the counseling process. There is also a focus on personal exploration aimed at helping students adopt their own personal theory of counseling. Issues of multiculturalism and client diversity will be integrated into all course content.
Pratyusha Tummala-Narra

APSY3244 Adult Psychology (Fall/Spring: 3)
Prerequisite: APSY1030 and APSY1031 or permission of instructor

Explores theories and research on development across early, middle, and late adulthood and offers numerous opportunities for reflection on one's own development as an adult. Also provides insights into application of adult psychology to real life situations and is especially helpful to those who wish to work with adult populations.
The Department

APSY3248 Gender Roles (Spring: 3)

This course examines biological, social, and psychological factors that interact in contributing to men's and women's gender roles. Within the social domain, particular attention will be given to how culture affects the social construction of gender, and how factors such as racism and homophobia interact with societally prescribed norms for men and women. The second half of the class will focus on the effects of gender roles on mental and physical health, social problems like aggression, and issues in education, work, and relationships including family life.
James Mahalik

APSY3310 Contemporary Issues in Applied Psychology and Human Development (Fall/Spring: 3)

Immigrant Children and the Children of Immigrants: Growing up in a New America. This course focuses on theory and research on the development of children and adolescents whose families have recently migrated to the United States. Attention is given to: (1) individual differences within and across groups (e.g., variations across generations, documentation statuses), (2) complex implications of strengths and risks, and (3) consequences of state and federal policy (e.g., deportation practices). The course also highlights promising practices and policies for improving the life chances of immigrant youth, and the connection between their lives and the future of the United States.
Eric Dearing

APSY3375 Moral Development and Character (Fall: 3)

Topics will include the following: theories of moral growth and moral education, moral education and sex education curricula, the influence of stories on character formation, the relation of morality to religion, and the debate over values versus virtue.
William Kilpatrick

APSY4199 Independent Study/Internship Experience (Fall/Spring: 3)
Cross listed with EDUC4911

Provides a student independent research opportunities under the guidance of an instructor. Research project must be approved one month before the beginning of the course by the instructor, department chair, and associate dean.
The Department

APSY4245 Advanced Practicum: Human Development (Fall/Spring: 3)
Open only to students who are juniors or seniors or have taken APSY2512.

Students meet once a week to discuss their required field work (8–10 hours per week) and to relate their field work to psychological theories, research, and applications. Readings and discussion contribute to critical analyses of how social issues and social problems are situated differently due to gender, race, social class, and diversities of language, ability, sexuality, etc. Participants will explore strategies for translating this knowledge and experience into resources that enable them to identify future career options.
The Department

APSY4901 Readings and Research (Fall/Spring: 3)
Cross listed with EDUC4901

Provides a student the opportunity to do guided readings under the supervision of a professor. Research project must be approved one month before the beginning of the course by the instructor, department chair, and associate dean.
The Department

APSY6348 Culture, Community and Change (Fall/Spring: 3)

This course seeks to help students understand how culture and community influence the lives of children, families and institutions through society's systemic policies and practices. The focus is upon human development within a multicultural society in a global world. It particularly guides understanding of inequities created by society for populations in a minority, powerless, poor and underserved status as well as, in contrast, the role privilege plays in setting societal standards and the role of human service professionals. A major orientation of the class is learning how multi-systemic factors, impact the individual, family, and community across the life span.
A.J. Franklin

APSY6397 Social Issues and Social Policy (Spring: 3)
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

Teacher Education and Curriculum and Instruction

Course Offerings

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

EDUC1044 Working with Special Needs Students (Fall/Spring: 3)

Introduces pre-service teachers to a variety of issues surrounding special education, including its historical development, concepts of disability, the terminology commonly used in the field, and recent trends and practices. Examines legislation pertaining to special education, particularly the Individuals With Disabilities Education Act (IDEA). Assists future educators to understand the process of designing and implementing an Individualized Educational Program (IEP).
Richard Jackson
David Scanlon

EDUC1100 First Year Experience, Reflection, and Action (Fall: 1)
Corequisite: EDUC1111

First Year Experience, Reflection, and Action is a seminar designed to help first year students negotiate the rigors and dilemmas of college life and become more critical citizens. Readings, discussions, and panel presentations will address moral-cognitive decision-making, vocational discernment in the context of Ignatian Pedagogy, local, state, and national trends in Applied Psychology and Human Development and Teacher Education and expose students to LSOE and university faculty and student research. Participants will read and critique current research about college student issues and learn to self-reflect critically in order to make more informed choices and decisions.
Audrey Friedman

EDUC1111 Freshmen Era/Group Section (Fall: 0)
Corequisite: EDUC1100

Students break up into small groups to further discuss the main topics they have read about and heard during the large group lectures. Group facilitators and Peer Advisors lead discussions and all students must participate and submit assignments and research. The goals of the experience are the same ad EDUC1100.
The Department

EDUC1112 Professional Development Seminar for Freshmen II (Spring: 2)
Continued from Fall

Designed as a continuation of orientation; mandatory for all freshmen. Both faculty advisors and peer advisors address specific topics relative to college requirements, available programs, and career possibilities, as well as college life and social issues. Both group and individual sessions are scheduled.
The Department

EDUC2039 Learning and Curriculum in the Elementary School (Fall/Spring: 3)
Corequisite: EDUC2104
Students must be registered for EDUC2151 and arrange their schedules to be on-site in a school Tuesday or Thursday.

Introduces students to profession of education and roles of teachers. Provides understanding of contexts in which education is delivered in multicultural settings and opportunity to gain knowledge and experience about interpersonal, observational, and organization skills that underlie teaching. Faculty and students work together throughout course to examine students' commitment to and readiness for career as a teacher. Introduces essentials of curriculum, teaching, and managing classrooms at elementary (K–6) level and links them to major learning theories for children. Views curriculum, instruction, management, and learning theory from perspectives of current school reform movement and social/cultural changes affecting elementary classrooms and schools.
The Department

EDUC2101 Teaching Language Arts (Fall/Spring: 3)
Corequisite: EDUC2108

Focuses on the teaching and learning of language arts in the elementary grades. Students will be exposed to theoretical approaches to both oral and written language development in addition to a wide variety of teaching methods. Students will have the opportunity to apply their learning through practical lesson development, and encouraged to reflect on their experiences via the theoretical perspectives highlighted in the course. Student diversity and its implications for teaching language arts will be an integral theme. Students will draw on their experiences in their prepractica to apply and reflect on learning as they mediate theory and practice.
Curt Dudley-Marling

EDUC2104 Teaching Reading (Fall/Spring: 3)
Corequisite: EDUC2039

This course is designed to offer preservice teachers theoretical and practical knowledge and experience into teaching literacy to elementary age students. Emphasis will be placed on the social, political, and cultural context of reading instruction. Students will gain understanding of major theoretical perspectives on literacy development and the myriad strategies for teaching reading in a variety of contexts. Students will also be expected to spend time in a context where they can gain experiences in providing reading instruction in a relevant and productive way.
Curt Dudley-Marling
Lisa Patel Stevens

EDUC2105 Teaching the Social Sciences and the Arts (Fall/Spring: 3)
Corequisite: EDUC2109

Provides prospective elementary teachers with opportunities to develop social studies and arts curricula for elementary age students and consider a variety of instructional approaches appropriate for this age group. Students will learn how to develop the skills of an historian and select and integrate knowledge appropriate for diverse learners. Curricular topics include evaluating context-appropriate materials, developing critical thinking, using and critiquing primary sources in the classroom, and developing varied learning activities through the use of multiple media.
Patrick McQuillan

EDUC2108 Teaching Mathematics and Technology (Fall/Spring: 3)
Corequisite: EDUC2101

This course presents methods and materials useful in teaching mathematics to elementary school children. It analyzes mathematics content and pedagogy from both conceptual and practical perspectives. Emphasis is placed on the interconnections among theory, procedures, and applications that form the framework on which specific mathematics lessons are constructed. It examines the elementary mathematics curriculum through technology resources, addressing the different ways in which technology can be used. Activities include laboratory experiences with concrete models and technology as well as inquiry into the role of the teacher in the school community in the epoch of teaching for social justice.
Lillie R. Albert

EDUC2109 Teaching About the Natural World (Fall/Spring: 3)
Corequisite: EDUC2105

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

EDUC2131 Undergraduate Inquiry Seminar: I (Fall/Spring: 1)
Corequisite: EDUC2151
Graded as Pass/Fail

The purpose of this seminar is to introduce and develop classroom-based inquiry skills in teacher candidates. Teachers develop a self-awareness about their personal beliefs and biases about teaching, learning, and pupils; explore, understand, and learn to navigate the various aspects of school culture; and learn to use their classroom as a research site by posing critical questions about pupil learning, consulting related research, gathering and analyzing data about their pupils and classrooms, attempting interventions, evaluating results, and documenting pupil learning.
Fran Loftus
Melita Malley

EDUC2151 Pre-Practicum I (Fall/Spring: 1)
Corequisite: EDUC2131
For Lynch School undergraduate students only. Graded as Pass/Fail.

A one-day-a-week practicum for Lynch School sophomores and juniors majoring in elementary and secondary education. Placements are made in selected schools in the greater Boston area. Apply to the Office of Practicum Experiences and Teacher Induction during the semester preceding the placement by May 1 for fall placements and December 1 for spring placements.
Fran Loftus
Melita Malley

EDUC2208 Educational Strategies: Children with Special Needs (Spring: 3)
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

EDUC2211 Secondary Curriculum and Instruction (Fall/Spring: 3)
Corequisite: EDUC2151
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

EDUC3132 Undergraduate Inquiry Seminar: II (Fall/Spring: 1)
Corequisite: EDUC3152
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

EDUC3133 Undergraduate Inquiry Seminar: III (Fall/Spring: 1)
Corequisite: EDUC3153
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

EDUC3134 Undergraduate International Inquiry Seminar IV (Fall/Spring: 1)
Corequisite: EDUC3154
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

EDUC3152 Pre-Practicum II (Fall/Spring: 1)
Corequisite: EDUC3132
For Lynch School undergraduate students only. Graded as Pass/Fail.

A one-day-a-week practicum for Lynch School sophomores and juniors majoring in elementary and secondary education. Placements are made in selected schools in the Greater Boston area. Apply to the Office of Practicum Experiences and Teacher Induction during the semester preceding the placement by April 15 for fall placements and December 1 for spring placements.
Fran Loftus
Melita Malley

EDUC3153 Pre-Practicum III (Fall/Spring: 1)
Corequisite: EDUC3133
For Lynch School undergraduate students only. Graded as Pass/Fail.

A one-day-a-week practicum for Lynch School sophomores and juniors majoring in elementary and secondary education. Placements are made in selected schools in the Greater Boston area. Apply to the Office of Practicum Experiences and Teacher Induction during the semester preceding the placement by April 15 for fall placements and December 1 for spring placements.
Fran Loftus
Melita Malley

EDUC3154 International Pre-Practicum for LSOE Students (Fall/Spring: 1)
Corequisite: EDUC3134
Department permission required. For Lynch School undergraduate students only. Graded as Pass/Fail.

A one-day-a-week practicum for Lynch School juniors who study abroad for one semester majoring in early childhood, elementary, and secondary education. Placements are made in selected school and teaching-related sites. Apply to the Office of Practicum Experiences and Teacher Induction during the semester preceding the placement by May 1 for fall placements and December 1 for spring placements.
Fran Loftus
Melita Malley

EDUC3308 Bilingualism in Schools and Communities (Fall: 3)
Successful completion of the courses EDUC3308 and EDUC3346 entitles students to receive a certificate indicating that you have completed categories 1, 2, and 4 to be considered qualified to teach ELLs as noted in the Massachusetts Commissioner of Education's Memorandum of June 15, 2004.

The goal of this course is to prepare students to participate in increasingly multilingual and multicultural environments in order to better serve bilingual students, families, and communities. Building on theory, research, and practice from the fields of bilingualism, second language acquisition, and education, students will learn about the process of language and literacy development in children and adolescents who are exposed to more than one language, and the social and cultural contexts in which this development occurs. Through the use of case studies and school profiles, students will deepen their understanding of issues in bilingualism and bilingual education.
Mariela Paez

EDUC3323 Reading and Special Needs Instruction for Secondary and Middle School Students (Spring: 3)

Develops knowledge of the reading process and how to "teach reading the content areas." Students will develop curriculum and instruction that integrates reading instruction in the content areas, addressing diverse learners. Involves understanding relationship among assessment, evaluation, and curriculum; learning what and how to teach based on student assessments; developing and providing scaffolded instruction that addresses reading comprehension and critical thinking; and integrating reading, writing, speaking, listening, and thinking into content curriculum. Also addresses how to help students comprehend non-printed text.
Audrey Friedman

EDUC3386 Introduction to Sign Language and Deafness (Spring: 3)

A course in the techniques of manual communication with an exploration of the use of body language and natural postures, fingerspelling, and American Sign Language. Theoretical foundations of total communication will be investigated. Issues related to deafness are also presented.
Edward Mulligan

EDUC4231 Senior Inquiry Seminar (Fall/Spring: 3)
Corequisite: EDUC4250

This capstone 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

EDUC4250 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: EDUC4231
For Lynch School undergraduate students only

Semester-long practicum experience (300+ clock hours), five full days per week, for Lynch School seniors majoring in education.

Placements are made in selected schools in the Greater Boston area. Apply to the Office of Practicum Experiences and Teacher Induction during the semester preceding the placement by March 15 for fall placements and by October 15 for spring placements.
Fran Loftus
Melita Malley

EDUC4255 Seminar: International/Out-of-State Program (Fall/Spring: 3)
Department permission required

For students who have completed a semester of student teaching abroad or in certain U.S. locations. Students lead seminars on the culture of overseas, Native American reservation, and other sites with students selected to participate in the International/Out-of-State program for the following year.
Fran Loftus
Melita Malley

EDUC4269 Extended Practicum (Spring: 3)
For students who have advance approval to continue practica. Apply to the Office of Practicum Experiences and Teacher Induction.

This is an extended practicum for students who have already completed their full time student teaching. This placement provides additional field experience and opportunities for them to further hone their abilities to mediate theory and practice. The course is by arrangement only with the Practicum Director.
Fran Loftus
Melita Malley

EDUC4360 Inclusive Education Field Observation (Fall/Spring: 0)

Open to undergraduate majors in the School of Arts & 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

EDUC4901 Readings and Research (Fall/Spring: 3)
Cross listed with APSY4901

Provides a student the opportunity to do guided readings under the supervision of a professor. Research project must be approved one month before the beginning of the course by the instructor, department chair, and associate dean.
The Department

EDUC4911 Independent Study/Internship Experience (Fall/Spring: 3)
Cross listed with APSY4199

Provides a student independent research opportunities under the guidance of an instructor. Research project must be approved one month before the beginning of the course by the instructor, department chair, and associate dean.
The Department

EDUC4921 Independent Study: Fifth Year Program (Fall/Spring: 3)

This course is open to students in the Fifth Year Program only.
The Department

EDUC4961 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

EDUC4962 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

EDUC6300 Secondary/Middle School Science Methods (Fall: 3)

Provides an active, instructional environment for science learning that enables each student to construct knowledge (skill, affective, and cognitive) that, in turn, allows them to be prepared to construct instructional environments meeting the needs of tomorrow's secondary and middle school students. Activities reflect on current research: reform movements of AAAS, NRC, NSTA, inclusive practices, interactions with experienced teachers, firsthand experience with instructional technology, and review and development of curriculum and related instructional materials.
G. Michael Barnett

EDUC6301 Secondary and Middle School History Methods (Fall: 3)

Demonstrates methods for organizing instruction, using original sources, developing critical thinking, facilitating inquiry learning, integrating social studies, and evaluation. Students will design lessons and units, drawing on material from the Massachusetts state history standards and other sources.
Patrick McQuillan

EDUC6302 Secondary and Middle School English Methods (Fall: 3)

Develops knowledge, skills, and dispositions essential for competent understanding, development, and delivery of effective English Language Arts instruction in a diverse classroom. Addresses educational and literary theory, pedagogy, assessment, evaluation, content, curriculum, media literacy, and sensitivity to and respect for adolescents who come from a variety of cultures, abilities, interests, and needs. Provides knowledge of local, state, and national standards and strategies to help students reach those standards. Encourages risk-taking, experimentation, flexibility, application of theory, and innovation. Good teaching demands open-mindedness, critical reading, writing, and thinking, honest reflection, high expectations, ongoing revision, and commitment to social justice.
Audrey Friedman

EDUC6304 Secondary and Middle School Mathematics Methods (Fall: 3)

Provides prospective teachers with a repertoire of pedagogical methods, approaches, and strategies for teaching mathematics to middle school and high school students. Considers the teaching of mathematics and the use of technology from both the theoretical and

practical perspectives. Includes topics regarding performance-based assessment and culturally relevant practices for teaching mathematics in academically diverse classrooms.
Lillie Albert

EDUC6316 Teaching Process and Content in Early Education (Spring: 3)

This course focuses on the development and implementation of curriculum in early education. The Massachusetts Guidelines for Preschool Learning Experiences and the national standards for developmentally appropriate practices will be utilized throughout the semester. This course will highlight each of the curriculum domains (language/literacy, mathematics, science and technology, social studies, health, and the arts) while demonstrating how to build an integrated curriculum in an early childhood classroom. The importance and value of play in the early years will be emphasized, and strategies will be shared to help teacher candidates document student learning.
Mariela Paez

EDUC6346 Teaching Bilingual Students (Fall/Spring/Summer: 3)
Summer course: Section .01 for Elementary Education majors; Section .02 for Secondary 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

EDUC6347 Teaching Bilingual Students in Secondary Education (Fall: 3)
The Department

EDUC6363 Survey of Children's Literature (Fall/Spring: 3)

This course explores the influences, appeal, and impact of children's literature. Students will be expected to develop and apply criteria to evaluate the value of using children's literature in different contexts. Critical questions will be explored in relation to children's literature.
The Department

EDUC6373 Classroom Management (Spring: 3)

Focuses on observation and description of learning behaviors, with emphasis on examining the relationship of teacher behavior and student motivation. Prepares teachers to analyze behavior in the context of a regular classroom setting that serves moderate special needs students and to select, organize, plan, and promote developmentally appropriate behavior management strategies that support positive learning. Also considers theoretical models of discipline and classroom management strategies, and requires students to propose and develop a rationale for selection of specific techniques for specific classroom behaviors.
The Department

EDUC6374 Management of the Behavior of Students with Special Needs (Fall/Summer: 3)

Focuses discussion, reading and research on the diagnosis and functional analysis of social behaviors, places substantial emphasis on the practical application of applied behavior analysis techniques. Also discusses alternative management strategies for use in classrooms.
Alec Peck

EDUC6384 Teaching Strategies for Students with Low Incidence Multiple Disabilities (Spring: 3)
Pre-practicum required (25 hours)

This course is designed to assist the special educator in acquiring and developing both the background knowledge and practical skills involved in teaching individuals who have severe or multiple disabilities. The areas of systematic instruction, communication, gross motor, fine motor, community and school functioning, collaboration, functional and age-appropriate programming are emphasized. The role of the educator as developer of curriculum, instructor, and in the transdisciplinary team are included. The students should be prepared to participate in a one-day-per-week field placement.
Susan Bruce

EDUC6389 Assessment of Students with Low Incidence and Multiple Disabilities (Fall: 3)
Pre-practicum required (25 hours)

This course addresses formal and informal assessment of students with intensive needs. Students will become familiar with assessments driven by both the developmental and functional paradigms. All assessment activities will be founded on the principle that appropriate assessment goes beyond the student to include consideration of the student's multiple contexts. This course also addresses the IEP, the legal mandates behind the process, and the collaborative role of the teacher, as part of the educational team, during the assessment and report writing processes.
Susan Bruce

EDUC6398 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

EDUC6493 Language Acquisition Module (Fall: 1)
Corequisite: EDUC6593

See course description for EDUC6593.
The Department

EDUC6495 Human Development and Disabilities (Fall/Summer: 3)

This course addresses the reciprocal relationship between human development and disability. Prenatal, perinatal, and postnatal causes of disability will be presented. Students will learn about theoretical perspectives, research, and current disagreements related to causes,

identification, and treatment of disabilities. Prevention and intervention strategies will be presented for each disability. The application of assistive technology will be covered across disabilities.
Susan Bruce

EDUC6540 Ed Implications/Sensory, Motor and Health Impairments (Spring: 3)

This course addresses the impact of physical disabilities on learning. Emphasis is placed on the educational needs of children with cerebral palsy, visual impairment, or hearing loss in combination with intellectual disability. Basic anatomy of the eye and ear are covered along with the common causes of vision and hearing loss. This course prepares teachers to perform functional vision and hearing evaluations and to translate those findings into appropriate classroom accommodations and adaptations. Many children with disabilities have unmet sensory integration needs that influence their behavior and subsequent readiness to learn.
Thomas Miller

EDUC6588 Teaching and Learning Strategies (Spring: 3)
Prerequisite: EDUC7579
Not open to non-degree students. ED 587.01 is intended for general educators and ED 587.02 is required for special educators.

Designed primarily for secondary education teacher candidates and practicing secondary educators, this course helps prospective teachers and other educators develop an initial repertoire of skills for teaching students with educational disabilities. The primary emphasis of this course is on the education of students with mild disabilities in secondary inclusive classrooms. Participants will formulate a comprehensive instructional plan for a student with an educational disability, utilized an IEP to guide instruction, develop accommodations and modifications appropriate to the student and the curriculum, design individual, small, and large group instruction, and evaluate various service delivery options for education students with special needs.
David Scanlon

EDUC6592 Foundations of Language and Literacy Development (Spring: 3)

Provides students with a comprehensive overview of major theories and research in language and literacy including theories of instruction. Emphasis is placed on major reports on literacy instruction as well as critiques of those reports. Topics covered include: language acquisition, the role of language in literacy learning, emergent literacy, the role of phonics in early literacy learning, reading fluency, reading comprehension and critical literacy, discourse theory, multi-modal literacy, and adolescent literacy.
Curt Dudley-Marling

EDUC6593 Introduction to Speech and Language Disorders (Fall: 3)
Corequisite: EDUC6493

On the basis of the development of normal children, this course will explore dysfunctions of speech and language that interfere with normal communication and learning processes. The evaluation of language performance and the remediation of language deficits will also be stressed.
The Department

EDUC6595 Assessment and Instruction for Students with Reading Difficulty (Fall/Summer: 3)
Prerequisite: EDUC7542 or equivalent

Examines the methods and materials related to formal and informal assessment, analysis, and interpretation of the results of assessment and instructional techniques for students with a range of reading difficulties (K–12). Focus is on the needs of students from varied populations.
The Department

EDUC6674 Teaching Mathematical Problem Solving in Grades 4–12 (Spring: 3)
Biennially

Examines complex issues, trends, and research regarding alternative approaches for teaching mathematical problem solving. Topics include the nature of mathematical inquiry; models for collaborative grouping; methods and materials for cultivating problem solving, reasoning, and communication processes; methods of assessing mathematical problem solving; and the impact of Vygotskian Psychology on the teaching and learning of mathematical problem solving.
Lillie R. Albert

EDUC6675 Consultation and Collaboration in Special Education (Spring: 3)

Designed for educators who enter into supportive or consultative relationships with each other, with other professionals, and with parents. Presents conceptual and pragmatic guidelines for functioning effectively with colleagues and other adults. Also covers advocacy strategies and environmental accessibility issues.
Alec Peck

EDUC6686 Augmentative Communication for Individuals with Disabilities (Spring: 3)

This course focuses upon the communication problems of persons who are developmentally disabled, physically challenged, hearing impaired, and deaf-blind. Students learn strategies for enhancing communication and learn how to develop and implement a variety of augmentative communication systems.
Susan Bruce

Educational Leadership and Higher Education

Course Offerings

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

ELHE2295 Spirituality, Religion and College Student Experience (Spring: 3)

Faith, religion and spirituality have become topics of increasing interest for scholars and practitioners in higher education and student personnel development. This semester-long, upper-level, undergraduate course explores the historic, developmental, sociological, and philosophical dimensions of the college student experience at the intersection of faith life, spirituality and academic culture. This course approaches themes and readings from an ecumenical and interreligious set of perspectives. Students will engage several major texts as well as articles from scholarly journals and narratives from institutional models that attempt to integrate faith life and spirituality into the prevailing academic and student development culture.
Michael James

ELHE3375 Educational Leadership in Higher Education (Spring: 3)

This course will be designed to provide undergraduate students with an overview of numerous leadership concepts and theories in

order to impart an understanding of how leadership is expressed within organizational contexts, specifically higher educational settings. Furthermore, students will also develop an in-depth understanding of their own personal leadership aptitudes and preferences, providing them with the knowledge and tools to further their leadership abilities as they pursue their careers within specific educational and community settings.
Michele Kerrigan

ELHE4449 Human Resources Administration (Spring: 3)
Biennially

Addresses fundamental school personnel functions such as hiring, retention, socialization, rewards and sanctions, and performance appraisal. These functions, however, are situated in a broader approach to the human and professional development of school personnel in a learning organization. Situates human resource development within the larger agenda of increased quality of student learning and teacher development.
The Department

ELHE6349 Sociology of Education (Fall: 3)
Cross listed with SOCY5568

This course presents a variety of sociological perspectives of schooling by reviewing contemporary debates in the sociology of education. Schooling reproduces cultural values and transmits cultural norms over generations. Such actions may be examined by analyzing the occupational culture of teaching, the social organization of schools, the linguistic codes, and the reproductive process of social class.
Ted Youn

Educational Research, Measurement, and Evaluation

Course Offerings

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

ERME1060 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

Carroll School of Management

Founded as the College of Business Administration at Boston College in 1938, and later named the Carroll School of Management, in honor of a distinguished alumnus, the school identifies its mission in these terms:

The Carroll School of Management educates undergraduates preparing for careers in management, graduate students aspiring to greater responsibilities in a complex global economy, and practitioners and executives seeking renewed vision and new skills for that economy. Vigorous teaching, learning, and research that advance business theory and enhance management practice are crucial means to these ends. Our current efforts are a partnership of students, faculty, staff, the business community, and the broader academic community. We seek and value the support and counsel of our alumni and the wider business community. We aspire to be an effective and caring organization for our immediate community, and we strive to orchestrate all our efforts for the service of the many communities—local, national, and global—that sustain us.

The undergraduate curriculum, which combines a broad liberal arts background with specialized training in a management discipline, prepares students for leadership roles in business and society. The Carroll School of Management provides future managers with a knowledge of the methods and processes of professional management and an understanding of the complex and evolving social system within which they will apply this knowledge.

Philosophy of Undergraduate Education

Managers bear great professional responsibilities. A pervasive concern with the ethical and moral dimension of decision-making informs the undergraduate management curriculum. In outline, the program seeks to:

- instill a humane managerial perspective characterized by high personal and ethical standards
- prepare students with the necessary skills in analytical reasoning, problem solving, decision making, and communication to make them effective contributing leaders and managers in society
- develop a multicultural and global perspective on the interactions within and between organizations and their members
- convey a thorough appreciation of the functional interrelationships among management disciplines
- communicate a clear understanding of the reciprocity of business organizations to the societies in which they operate
- empower students to initiate, structure, and implement learning that leads to self-generated insights and discoveries
- prepare students to use advanced information and control technologies relevant to the management of organizations

We believe that the combination of liberal study and core and specialized business disciplines creates baccalaureate candidates who possess unusual breadth and depth of understanding of management and who will be thoughtful contributors to civic life.

Information for First Year Students

In most ways, the first year in the Carroll School of Management resembles the first year in the College of Arts and Sciences. Carroll School of Management freshmen are expected to focus their study on aspects of the University's Core curriculum (described in the University Policies and Procedures section); the study of courses required in the Management Core, with the exceptions noted below, usually begins in earnest in sophomore year.

All Carroll School freshmen will enroll in PRTO1000 Portico, a 3-credit course, offered in the fall semester, which combines an introduction to business with ethics and attention to globalization.

During freshman year, CSOM students should also complete the Writing Seminar and the Literature requirement as well as one semester of Calculus (MATH1100 or higher) and one semester of Business Statistics (OPER1135). These five courses, or their equivalent via Advanced Placement, along with ISYS1021 Computers in Management, are indispensable in the first year. Note that there is no necessary sequence for the above mentioned courses; they may be taken in any order, either semester, during the first year.

What other courses should a freshman pursue? If a student has yet to fulfill the language requirement (see elsewhere in this section for the variety of ways in which it can be satisfied), language study is in order. Note that students contemplating study abroad, and cognizant of the increasingly global nature of business, are well advised to hone existing language skills and consider beginning study of another language. Proficiency in several languages constitutes a significant advantage for aspiring business people. Boston College's international programs include a number of programs—from Scandinavia to the Pacific Rim—which are especially attractive for Carroll School students.

Freshmen should also consider enrolling in one of the University's hallmark programs, PULSE and Perspectives, which fulfill both the Philosophy and the Theology Core requirements. Perspectives, with the exception of one sophomore section, is restricted to freshmen; PULSE may be taken at any time except senior year.

Other possibilities for freshman year include the Modern History sequence, the two-semester Principles of Economics sequence, and a pair of science courses.

While the preceding remarks capture a range of possibilities, even greater possibilities await a student possessed of advanced placement, transfer, or international baccalaureate credit. Such students should consult carefully with the Associate Dean and their faculty orientation advisor in crafting a plan of study for first year.

The Management Core Courses

Note: All courses 3 credits

- PRTO1000 Portico (freshman, fall)
- OPER1135 Business Statistics (freshman year)
- ECON1131 Principles of Economics I–Micro (freshman or sophomore)
- ECON1132 Principles of Economics II–Macro (freshman or sophomore)
- ISYS1021 Computers in Management (freshman or sophomore)
- ACCT1021 Financial Accounting (sophomore or spring, freshman year)
- ACCT1022 Managerial Accounting (sophomore)
- OPER2235 Mathematics for Management (sophomore)
- BSLW1021 Introduction to Law (sophomore or junior)
- MGMT1021 Organizational Behavior (sophomore or junior)
- OPER1021 Operations Management (junior)
- MFIN1021 Basic Finance (junior)
- MKTG1021 Principles of Marketing (junior)

- MGMT3099 Strategic Management (senior)
- 4–6 CSOM concentration courses (junior, senior)
- A&S Electives

  At least 9 credits for the class of 2015

  At least 12 credits for the class of 2016 and beyond

With the exception of MGMT3099 Strategic Management, all Management Core courses usually are completed by the end of the junior year. Students who have transferred, who have done a semester or a year abroad, or who have had deficiencies may have to modify their schedules somewhat.

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 class of 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: MHON1126 Business and Professional Speaking, OPER3384 Predictive Analytics, and MHON1199 Senior Honors Thesis.

Pre-Professional Studies for Law

Pre-Law students need clear reasoning power, a facility for accurate expression, a mature balance of judgment, and the ability to appreciate the moral, social, and economic problems related to the administration of justice in modern society. The Carroll School of Management offers an ideal opportunity to develop these qualities both through the Liberal Arts Core and specialized management courses, notably those case style courses which place a premium on analytical powers and a capacity in both oral and written expression.

Carroll School students interested in law should contact Dom DeLeo, Director of Alumni, Career Services, in the Career Center, and the University's prelaw advisor.

The Ethics Initiative

In addition to PRTO1000 Portico, many regular Carroll School of Management courses integrate ethical issues in business and management. Elective courses in accounting, marketing, law, and operations are focused on ethical issues specific to those disciplines.

The Winston Center for Leadership and Ethics offers annual lecture, seminar, and workshop programs on ethics and leadership for undergraduate students.

Summer Management Catalyst Program

The Carroll School of Management Summer Management Catalyst Program is designed exclusively for non-management students at Boston College. The Catalyst Program is an intensive, full-time, 10-week program designed to develop a solid and broad foundation in the functional areas of management.

Participants take three full courses and four micro courses that cover a wide range of business management topics, including management, accounting, finance, marketing, operations, ethics, and strategy.

Program Benefits

- Learn how organizations operate and develop management skills to contribute to complex, not-for-profit, business and government entities.
- Complete the core management courses in one summer—ideal for students who find it difficult to fit management courses into their schedule.
- Qualify to take higher-level management courses upon completion of the summer program.
- Develop career strategies in building your personal brand through sessions on skills assessment, writing resumes and business letters, interviewing skills, effective networking, and employer panels.
- Stand out in the competitive job market for internships or full-time positions with enhanced credentials from the summer program.

CSOM Dean's Office Courses

PRTO1000 Portico (Fall: 3)

This course is required for all Carroll School students and must be taken in the fall semester of their first year at BC. Portico fulfills the Carroll School ethics requirement.

This is the introductory course for Carroll School of Management's first year students. Topics will include ethics, leadership, globalization, economic development, capitalism, innovation, entrepreneurship, vocational discernment, and the functional areas of business. This will be an interactive three-credit seminar, serving as one of the five courses in the fall semester and fulfilling the ethics requirement for the Carroll School. The instructor will serve as academic advisor during the student's first year.

The Department

BCOM5588 Business Writing and Communication (Fall/Spring: 3)

Prerequisite: ACCT1021 or ACCT1031

Cross listed with ACCT5588

The course focuses on the types of communication done on the job, especially in corporations. Business assignments are used to illustrate appropriate writing and communication strategies, protocols, styles, and formats. Students work alone and in collaboration with others around a variety of assignments and tools including traditional paper reports, electronic discussion boards, emails, wikis, live chats, social media, and oral presentations. By the end of the semester, students will be proficient in producing business letters, instructions, reports, proposals, resumes and presentation materials.

Timothy Gray
Rita Owens

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 Melon University

Mark Bradshaw, *Associate Professor;* B.B.A., M.Acc., University of Georgia; Ph.D., University of Michigan; C.P.A.

Mary Ellen Carter, *Associate Professor;* B.S., Babson College; M.B.A., Boston College; Ph.D., Massachusetts Institute of Technology; C.P.A.

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 Łódz, Poland; M.S., University of Illinois; Ph.D., Northwestern University

Elizabeth Bagnani, *Clinical 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 career in accounting or a related field. This curriculum is broadly based in its scope and coverage so as to be relevant and useful for a career in public accounting, industry, financial institutions, government, information systems, law, or not-for-profit organizations.

There are three majors housed in the Accounting Department: Accounting, 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. Students intending to acquire a Certified Public Accountant (CPA) designation should choose this concentration to best satisfy its requirements.

Required 12 credits hours in:

- ACCT3301 Financial Accounting Standards and Theory I
- ACCT3302 Financial Accounting Standards and Theory II
- ACCT3307 Managerial Cost and Strategic Analysis
- ACCT4405 Federal Taxation

And at least three credits from one of the following four courses:

- ACCT3309 Audit and Other Assurance Services*
- ACCT3351 Financial Statement Analysis
- ACCT6601 Financial Accounting Standards and Theory III
- ACCT6618 Accounting Information Systems**

***Auditing** is a requirement to sit for the CPA exam in all states, and a requirement for admission to the Boston College M.S. in Accounting program.

****AIS** is a requirement for the CPA exam in many states (including Massachusetts).

Most states require from eight to eleven accounting classes (24 to 33 accounting credits) in order to be qualified as a Certified Public Accountant (CPA). Because the accounting concentration requires only seven accounting classes (21 credits), a student must take additional accounting classes. **The department offers a number of accounting electives that students can take to satisfy their CPA requirements. These electives are listed below.**

- ACCT3397 Directed Readings
- ACCT3398 Directed Research
- ACCT4409 Advanced Auditing
- ACCT6601 Financial Accounting Standards and Theory III
- ACCT6602 Theory and Contemporary Issues in Accounting
- ACCT6610 International Financial Reporting Standards
- ACCT6615 Advanced Federal Taxation
- ACCT6616 Personal Wealth Planning
- ACCT6634 Ethics & Professionalism in Accounting
- ACCT6635 Forensic Accounting
- ACCT6641 Information Systems Security Management/ Forensic Accounting
- ACCT6688 Business Writing & Communication
- ACCT6690 International Management Experience

Concentration in Corporate Reporting and Analysis

Students who wish to enter the field of finance and would like to develop a deeper and better understanding of the financial statements that underlie most financial decisions are encouraged to pursue the Corporate Reporting & Analysis concentration. Taken together with a Finance concentration, the Corporate Reporting & Analysis concentration provides the course work for finance majors to understand the assumptions and procedures behind the preparation of financial statements and the skill set to better understand and evaluate financial statements.

Unlike the traditional accounting concentrations, the Corporate Reporting & Analysis concentration focuses solely on financial accounting and provides a valuable complement to a finance concentration. Most students who concentrate in Corporate Reporting & Analysis end up working for investment and commercial banks, mutual funds, and consulting and private equity firms.

Required nine credit hours in:

- ACCT3301 Financial Accounting Standards and Theory I
- ACCT3302 Financial Accounting Standards and Theory II
- ACCT3351 Financial Statement Analysis

And at least three credit hours in one of the following:

- ACCT6601 Financial Accounting Standards and Theory III
- ACCT6602 Theory and Contemporary Issues in Accounting
- ACCT6610 International Financial Reporting Standards

And at least three credit hours in one of the following:

- OPER3384 Applied Statistics
- OPER6606 Forecasting Techniques
- ECON2228 Econometric Methods
- ECON2229 Economic and Business Forecasting

Concentration in Information Systems and Accounting

Employers continually emphasize the value of graduates who understand both business and the information system (IS) that supports it. While IS professionals develop competence in the design and implementation of business information systems, accountants have a broad understanding of the business process and controls, and how the systems are used to generate information for decision making. Having the two skill sets is invaluable.

Students fulfilling this concentration will satisfy all of the requirements for the IS concentration and also obtain a background in Accounting. The curriculum entails six courses (five required and one Accounting elective), and is designed for students interested in careers either with the consulting divisions of professional service firms, such as major accounting firms and IS departments of companies, or as IS auditors. Students are advised to see a faculty advisor in selecting an appropriate Accounting elective.

This concentration is administered jointly by the Accounting Department and the Information Systems Department.

Required 15 credit hours in:

- ACCT3301 Financial Accounting Standards and Theory I
- ACCT6618/ISYS6618 Accounting Information Systems
- ISYS2157 Introduction to Programming for Management (or CSCI1157)
- ISYS3257 Database Systems and Applications
- ISYS4258 Systems Analysis and Design

And at least three credit hours from one of the following:

- ACCT3302 Financial Accounting Standards and Theory II
- ACCT3307 Managerial Cost & Strategic Analysis
- ACCT3309 Audit & Other Assurance Services
- ACCT3351 Financial Statement Analysis

Information for Study Abroad

Given the international scope of the profession, Accounting concentrators are encouraged to study abroad. The Accounting Department will recognize certain Core and elective courses for

transfer to BC (primarily Managerial Cost Analysis and Accounting Information Systems). Prior approval is required in every case. All Accounting concentrators should meet with the department assistant chair, chair, or secretary to plan their study abroad programs and to obtain definitive course approvals.

C.P.A. Recommendations

The Department recommends that students who intend to practice as Certified Public Accountants (CPAs) check the board of accountancy of the state in which they plan to practice for its specific educational requirements (www.nasba.org). In almost all states, students are now required to complete 150 semester hours of course work to qualify for CPA licensure. In addition, a minimum number of accounting courses with specific topical coverage may be necessary. For more information please refer to the BC Guide to Meeting CPA Requirements available online or in the department office.

Because Boston College students typically graduate with only 120 credit hours (ignoring AP credits and overloads), students may require an extra year of course work in order to meet the 150 credit hours. Boston College offers a Master of Science in Accounting (M.S.) program to meet these additional requirements. For more details on the program, refer to the Boston College M.S. website: www.bc.edu/msa. Students who enter BC with Advanced Placement credits may be able to satisfy the 150-hour requirement in less time. Please contact the Accounting Department in Fulton 520 or via email at csom.accounting@bc.edu if you have any additional questions.

Course Offerings

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

ACCT1021 Financial Accounting (Fall/Spring: 3)

This course develops an understanding of the basic elements of financial accounting and the role of accounting in society. Students are introduced to financial statements and to the fundamental accounting concepts, procedures, and terminology employed in contemporary financial reporting. The skills necessary to analyze business transactions, to prepare and comprehend financial statements, and to examine a firm's profitability and financial condition are developed. Students are required to use the Internet to conduct a financial statement analysis project.

The Department

ACCT1022 Managerial Accounting (Fall/Spring: 3)

Prerequisite: ACCT1021 or ACCT1031

This course explains the usefulness of accounting information for managerial decision-making in the areas of analysis, planning, and control. The fundamentals of managerial accounting, including product costing, cost-volume-profit relationships, cash budgeting and profit planning, and performance evaluation are included. Ethical and international issues of importance to accountants are discussed.

The Department

ACCT1031 Financial Accounting—Honors (Fall: 3)

Honors section of ACCT1021.

Billy Soo
Edward Taylor
Peter Wilson

ACCT1032 Managerial Accounting—Honors (Spring: 3)

Honors section of ACCT1022.

Sugata Roychowdhury
Billy Soo
Edward Taylor

ACCT3301 Financial Accounting Standards and Theory I (Fall/Spring: 3)

Prerequisite: ACCT1021 or ACCT1031

This course addresses, in a comprehensive manner, financial accounting and reporting standards. Emphasis is given to the application of accounting theory in the development of general purpose financial statements. The issues of asset valuation and income measurement are explored.

Elizabeth Bagnani
Mary Ellen Carter

ACCT3302 Financial Accounting Standards and Theory II (Fall/Spring: 3)

Prerequisite: ACCT3301

This course extends the study of the relationship between accounting theory and practice as it applies to the measurement and reporting of liabilities and stockholders' equity, as well as inter-corporate investments. A thorough analysis of cash flow reporting is also included.

Gil Manzon
Billy Soo

ACCT3307 Managerial Cost and Strategic Analysis (Fall/Spring: 3)

Prerequisite: ACCT1022 or ACCT1032

This course examines the strategic tools used in managerial planning and control systems, with an emphasis on decision usefulness and the impact of accounting information on the organization. Attention is directed to the limitations of traditional accounting systems with respect to global competition. Comparisons with control systems in other countries and cultures are made. Ethical dimensions of managerial decision making are also discussed.

Jeffrey Cohen
Elizabeth Quinn

ACCT3309 Audit and Other Assurance Services (Fall/Spring: 3)

Prerequisite: ACCT3301

This course examines contemporary auditing theory and practice. The topics include the environment of the auditing profession, audit planning and analytical review, internal control, audit evidence, and auditor communications.

Jeffrey Cohen
Elizabeth Quinn

ACCT3351 Financial Statement Analysis (Fall/Spring: 3)

Prerequisite: ACCT1021 or ACCT1031, and MFIN1021

This course covers current techniques and applications of financial statement analysis. Exposes students to the contemporary financial reporting environment and current reporting practices of U.S. companies. Students will analyze real-life cases to foster an understanding of the economic and strategic information conveyed in financial reports.

Mark Bradshaw
Amy Hutton

ACCT3399 Directed Readings (Fall/Spring/Summer: 3)
Prerequisite: Permission of department chairperson

Research is conducted under the supervision of faculty members of the Accounting Department. The objectives of the course are to help the student develop an area of expertise in the field of accounting and to foster the development of independent research skills.
Billy Soo

ACCT4405 Federal Taxation (Fall/Spring: 3)
Prerequisite: ACCT3301

This course introduces the student to the various elements of taxation and emphasizes interpretation and application of tax laws. Students are challenged to consider the tax implications of various economic events and to think critically about the broad implications of tax policy. The skills to prepare reasonably complex tax returns and do basic tax research are also developed.
Edward Taylor

ACCT4409 Advanced Auditing (Spring: 3)
Prerequisite: ACCT3309

This course builds on the assurance services knowledge and skills that developed in the introductory audit class. The principal objectives are to develop a solid understanding of the audit process, associated professional standards, and the application of standards to actual auditing situations.
Frederick Husk

ACCT5588 Business Writing and Communication (Fall/Spring: 3)
Prerequisite: ACCT1021 or ACCT1031
Cross listed with BCOM5588

The course focuses on the types of communication done on the job, especially in corporations. Business assignments are used to illustrate appropriate writing and communication strategies, protocols, styles, and formats. Students work alone and in collaboration with others around a variety of assignments and tools including traditional paper reports, electronic discussion boards, emails, wikis, live chats, social media, and oral presentations. By the end of the semester, students will be proficient in producing business letters, instructions, reports, proposals, resumes and presentation materials.
Timothy Gray
Rita Owens

ACCT6601 Financial Accounting Standards and Theory III (Fall/Spring/Summer: 3)
Prerequisite: ACCT3302 (undergraduate) or ACCT8814 (graduate)

This course extends the study of the relationship between accounting theory and practice as it applies to business combinations, and the accounting for government entities and not-for-profit organizations.
Mark Crowley

ACCT6610 International Financial Reporting Standards (Spring: 3)
Prerequisite: ACCT3302 (undergraduate) or ACCT8814 (graduate)

The goals of the IFRS course are to help students learn the differences between US GAAP and IFRS for events and circumstances where these differences and their financial statement consequences are particularly pronounced and to help students learn how to make informed judgments while preparing, auditing, or using IFRS financial statements. To this end, the course emphasizes researching, analyzing, and discussing standards, conceptual frameworks, and global financial statements related to revenue recognition, property plant and equipment, intangibles, provisions, leasing, taxes, and employee benefits.
Peter Wilson

ACCT6615 Advanced Federal Taxation (Fall/Spring/Summer: 3)
Prerequisite: ACCT4405 or ACCT8816

The course aims to cover federal income tax law as applied to planning for and executing business transactions and decisions. The focus is on the corporate entity, but some time will be spent on partnerships, "S" corporations, trusts, estates, and exempt organizations. Practical application of tax rules rather than technical analysis will be emphasized.
Edward Taylor

ACCT6616 Personal Wealth Planning (Summer: 3)
Prerequisite: ACCT4405 or ACCT8816

This course is designed to help students develop a robust decision-making framework that they can use throughout their lifetimes to make thoughtful and analytically sound decisions affecting their financial and personal wealth and that of others. Important in developing this decision framework will be systematically building an understanding of the common features that enter many lives. Central to the analytical focus will be identifying personal goals and objectives, alternatives to meet them, trade-offs involved given limited resources, and tools to evaluate alternatives. Theory and empirical evidence that undergirds these decisions will be explored.
Gil Manzon

ACCT6618 Accounting Information Systems (Fall/Spring/Summer: 3)
Prerequisite: ACCT1021 or ACCT1031 and CSCI1021 or CSCI1031 or ISYS1021 or ISYS1031
Cross listed with ISYS6618

This course will review the strategies, goals, and methodologies for designing, implementing, and evaluating appropriate internal controls and audit trails in integrated accounting systems. This course also examines the effect the Internet has had on business and its financial implications with regard to accounting information systems.
The Department

ACCT6634 Ethics and Professionalism in Accounting (Fall/Spring/Summer: 3)
Prerequisite: ACCT3309 or ACCT8815

The professional role of the Certified Public Accountant is to protect the investing public, yet the CPA's profit is dependent on controlling costs and managing a portfolio of satisfied corporate clients. These realities lead to a conflict of interest that is at the heart of this course. This course will focus on the nature of professions and professionalism. Specific attention will be paid to the AICPA's code of ethics, economic and regulatory factors affecting the public accounting profession, and various aspects of the current accounting environment.
David Lemoine
Vincent O'Reilly
Gregory Trompeter

ACCT6635 Forensic Accounting (Fall/Spring/Summer: 3)
Prerequisite: ACCT3301 (undergrad), or ACCT7701, or ACCT7713, or ACCT8813 (graduate)

Forensic Accounting is a growing area of practice in which the knowledge, skills and abilities of accounting are combined with investigative expertise and applied to legal problems. Forensic accountants

are often asked to provide litigation support where they are called on to give expert testimony about financial data and accounting activities. In other more proactive engagements, they probe situations using special investigative accounting skills and techniques. Some even see forensic accounting as practiced by skilled accounting specialists becoming part and parcel of most financial audits—an extra quality control step in the auditing process that will help reduce financial statement fraud.
Vincent O'Reilly
Timothy Pearson

Business Law

Faculty

Frank J. Parker, S.J., *Professor;* B.S., College of the Holy Cross; J.D., Fordham University Law School
Christine N. O'Brien, *Professor;* B.A., J.D., Boston College
David P. Twomey, *Professor;* B.S., J.D., Boston College; M.B.A., University of Massachusetts, Amherst
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 Kyratzoglou, 617-552-0410, kathleen.kyratzoglou.1@bc.edu

Undergraduate Program Description

The Department of Business Law in the Carroll School of Management does not offer a major or concentration. The courses taught by the Department of Business Law are designed to give students a basic understanding of legal procedures and the legal environment of business. Undergraduate students in the Carroll School of Management are required to take Law I: Introduction to Law and Legal Process. This course covers the legal system, the sources of law, business ethics, the regulatory environment of business including antitrust and employment law, securities regulation and corporate governance, the international trade environment, and contract law. Elective courses are offered in a variety of topics that may interest students interested in starting their own business, considering law school, or preparing for the Certified Public Accounting examination. A Core course and other electives that relate to concentrations are offered at the graduate level.

Course Offerings

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

BSLW1021 Law I—Introduction to Law and Legal Process (Fall/Spring: 3)
This course is part of the required core for the CSOM students and an elective for other students.

This course introduces students to the legal system and the social, legal, and regulatory environment of business. In addition to learning how the legal system works, students study substantive areas of business law including antitrust law, securities regulation, environmental law, employment law, international business and intellectual property rights. The course includes an examination of the law of contracts from formation requirements to remedies for breach.
The Department

BSLW1022 Law II—Business Law (Fall: 3)
Recommended for Accounting and Marketing students and for Prelaw students who are interested in a comprehensive overview of the law. Required for those taking the CPA Examination in New York and numerous other states.

The course complements BSLW1021, providing broad coverage of topics related to law in business. The content includes many subjects tested on the Business Law portion of the CPA examination including the Uniform Commercial Code law of contracts and sales, negotiable instruments, and secured transactions. The law of agency, various forms of business organizations including general and limited partnerships, corporations, and LLCs, as well as bankruptcy, real property, insurance, wills, trusts and estates, and accountants' liability are discussed.
Richard Powers

BSLW1031 Introduction to Law—Honors (Fall: 3)

This course is a more rigorous version of BSLW1021 designed for students in the Honors Program.
David P. Twomey

BSLW1102 Law and Ethics (Fall: 3)

This course examines the legal and ethical challenges faced by business people in today's global society, focusing on the interplay of legal and ethical obligations in the business environment, the extent to which they overlap, and the application of moral principles in the absence of legal requirements. While laws provide some guidance on the right course of action, individuals are not strictly constrained by legal principles. The emphasis throughout this course is on assisting students to develop the decision-making skills necessary for their future roles as responsible managers and leaders.
Richard Powers

BSLW1147 Constitutional Law (Fall: 3)

This course covers, in-depth, the following subjects: the nature and scope of judicial review, national legislative powers, the distribution of federal powers, state power to regulate, state power to tax, substantive protection of economic interests, protection of individual rights, freedom of religion, equal protection, congressional enforcement of civil rights, limitations on judicial power and review, and current issues in constitutional law.
Angela Lowell

BSLW1152 Labor and Employment Law (Fall/Spring: 3)

Considerations pertaining to organized labor in society are examined including the process of establishing collective bargaining, representation, and bargaining status under the Railway Labor Act and the National Labor Relations Act. Discussion of leading cases relevant to the legal controls that are applicable to intra-union relationships and the legal limitations on employer and union economic pressures. The law of arbitration, public sector collective bargaining, and employee safety and health law are studied. Topics including laws prohibiting discrimination based on race, color, religion, gender, national origin, age, and disability are examined, as well as the developing law of employee privacy.
Christine O'Brien

BSLW1156 Real Estate (Fall/Spring: 3)

The course examines the sources of property law, the legal nature and forms of real estate interests, inter-vivos transfers of real property rights, brokerage operations, principles of real estate, tax aspects,

land development, management of real estate properties, government involvement in constitutional and public policy considerations of land use, and transfers of real estate at death (wills and intestacy).
Richard J. Monahan
Frank J. Parker, S.J.

BSLW1181 Topics: Urban Real Estate (Fall: 3)
The only prerequisite is an interest in any facet of real estate and urban action. Given the multidisciplinary tasks required to create viable communities, students from all schools at Boston College are welcomed to participate.

The course explores both the art and science of neighborhood transformation. What social, cultural, political, real estate development, market, design, financing, property management, and supportive service factors are most critical to successfully transforming neighborhoods? The course examines both local and national formerly distressed public housing projects that have been successfully transformed into successful mixed-income and mixed-use communities.
Joseph Corcoran

BSLW1182 Law of Marketing (Fall: 3)

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. While a course in introduction to business law is helpful, it is not required.
The Department

BSLW1185 Topics: Law and Economics (Fall: 3)

Can we be optimistic about our future as phrases such as "new normal" and "austerity measures" take hold of our national psyche? Is there reason for hope after the Great Recession has substantially altered the global economic landscape? Through this course, students will utilize an interdisciplinary approach to understanding important legal, business, and economic issues they will soon be called to address as leaders, policymakers, businesspersons, and citizens. Over the course of the semester, students will work to create politically and economically viable solutions to many of the most critical legal, economic, and policy issues facing our nation and world.
The Department

BSLW2298 Independent Study (Fall: 3)
The Department

BSLW6603 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

BSLW6647 The Environment and Sustainability (Spring: 3)

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.

BSLW6651 Nonprofits and Their Real Estate (Spring: 3)

This course will examine nonprofit corporations and governmental entities: federal, state, and local throughout the American economy. Among nonprofit and governmental subject areas to be studied are structures, goals, taxation, compensation, and interaction with the private sector. 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 BSLW 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.

BSLW6674 Sports Law (Spring: 3)

This course studies the law as it applies to professional and amateur sport organizations. The course will focus on how to identify, analyze, and understand legal issues in general and the ramification of those issues on the sports industry specifically, with special attention given to professional teams and leagues. Among the subjects to be discussed will be antitrust law, tort law including the liability for conduct occurring in competition, contract law, constitutional law, labor law, collective bargaining, gender discrimination and Title IX, and agency law.
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, ECON1131–ECON1132, are surveys of economic problems, policies, and theory, and the required courses in micro theory and macro theory, ECON2201–ECON2202, give a deeper analytical foundation. Electives permit further study in a wide range of fields, including money and banking, international trade and finance, public sector economics, economic development, capital theory, labor economics, industrial organization, environmental economics, law and economics, and econometrics.

Students from the Carroll School of Management may choose Economics as an area of concentration. The concentration consists of seven courses, for a minimum of 21 credits. The courses are:

- Principles of Economics (ECON1131–ECON1132)
- Microeconomic Theory (ECON2201 or ECON2203)
- Macroeconomic Theory (ECON2202 or ECON2204)
- Business Statistics (OPER1135 or OPER1145)

- And two electives, at least one of which must be an upper level course

At least one of the Theory courses must be completed by the end of junior year (exceptions to this requirement may be granted at the discretion of the Director of Undergraduate Studies).

Students with a serious interest in economics, however, are urged to take eleven 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 (ECON1131–ECON1132) and Business Statistics (OPER1135 or OPER1145).

The major in Economics provides a general background that is useful to those planning careers in law, government service, or business, as well as those planning careers as professional economists. Professional economists work as college teachers, as researchers for government agencies, businesses and consulting firms, and as administrators and managers in a wide range of fields.

Finance

Faculty

Pierluigi Balduzzi, *Professor;* B.A., Universita L. Bocconi; Ph.D., University of California

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 Tehranian, *Professor and Griffith Family Millennium Chair in Finance;* Chairperson of the Department; B.S., Iranian Institute of Advanced Accounting; M.B.A., Ph.D., University of Alabama

David Chapman, *Associate Professor;* B.S., Swarthmore College; M.S., Ph.D., University of Rochester

Edith Hotchkiss, *Associate Professor;* B.A., Dartmouth College; Ph.D., New York University

Darren Kisgen, *Associate Professor;* B.A., Washington University, St. Louis; Ph.D., University of Washington

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: Kasey Preskenis, 617-552-4647, kathryn.preskenis@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:

- ACCT1021 Financial Accounting (*Prerequisite* for Basic Finance)
- MFIN1021 Basic Finance* (*Prerequisite:* ACCT1021)
- MFIN1151 Investments* (*Prerequisite:* MFIN1021)
- MFIN1127 Corporate Finance* (*Prerequisite:* MFIN1021)
- MFIN2225 Financial Policy* (*Prerequisites:* MFIN1127, *Co-requisite or must have previously taken:* MFIN1151)

*Required courses

At least one elective from a sampling of the courses listed below:

- MFIN2202 Derivatives and Risk Management (*Department Permission Required*)
- MFIN2235 Investment Banking (*Prerequisite:* MFIN1127)
- MFIN2250 Fixed Income Analysis (*Prerequisite:* MFIN1151)
- MFIN2226 Equity Securities Valuation (*Major restricted*)
- MFIN2299 Individual Directed Study (*Senior Status/Department Permission Required*)
- MFIN6602 Venture Capital (*Department Permission Required*)
- MFIN6604 Money and Capital Markets (*Department Permission Required*)
- MFIN6606 Economic and Financial Forecasting (*Department Permission Required*)
- MFIN6612 Mutual Fund Industry (*Department Permission Required*)
- MFIN6617 Hedge Funds (*Department Permission Required*)
- MFIN6619 MSF Seminar: Economic Crises (*Department Permission Required*)
- MFIN6622 Mergers and Acquisitions (*Department Permission Required*)
- MFIN6631 International Finance (*Department Permission Required*)
- MFIN6665 Fundamental Analysis (*Department Permission Required*)

Information for Study Abroad

The Department recommends that Basic Finance (MFIN1021) be taken at Boston College in the spring semester of sophomore year, which requires that the student will have taken ACCT1021 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.

All students wishing to study abroad must first meet with Richard Keeley, Associate Dean (Fulton 360). Students should then contact either the Department Chairperson, Hassan Tehranian (Fulton 550B), or Elliott Smith (Fulton 437) for course approvals.

All approvals should be sought either by email or in person, with all supporting documentation (course description, detailed syllabus, etc.).

All approvals should be obtained prior to going abroad.

However, in the rare circumstance where course selection is only available upon arrival at the university, you must email the course syllabus to either the Department Chairman, Hassan Tehranian, or Elliott Smith before enrolling in the course in order to obtain approval. If the course is deemed a suitable finance elective, the Finance Department will send a confirming email to you approving the course for credit.

No approvals will be granted after the course has been completed.

Course Offerings

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

MFIN1021 Basic Finance (Fall/Spring: 3)
Prerequisite: ACCT1021

This is a course designed to survey the areas of corporate financial management, money and capital markets, and financial institutions. Corporate finance topics include the time value of money, the cost of capital, capital budgeting, financial analysis, and working capital management. Financial markets and institutions cover the role of financial intermediaries and instruments as they function in a complex economic system.

The Department

MFIN1031 Basic Finance—Honors (Fall/Spring: 3)
Prerequisites: ACCT1021, CSOM Honors program

This course is a more rigorous version designed for honor students. The same material will be covered, but additional work in the form of a project, case assignments, and a presentation will be assigned.
The Department

MFIN1127 Corporate Finance (Fall/Spring: 3)
Prerequisite: MFIN1021

This course is designed to teach the techniques of financial analysis and the management of a firm's sources and uses of funds. Topics treated intensively include financial statement analysis, techniques of financial forecasting, operating and financial leverage, working capital management, capital budgeting, leasing, and long term finance. The teaching method will be a combination of lectures, problems, and cases.
The Department

MFIN1151 Investments (Fall/Spring: 3)
Prerequisite: MFIN1021

The course introduces the student to the process of investing in financial securities. The functioning of financial markets and the analysis of various investment media are examined. Major topics include valuation models for stocks, bonds, and options.
The Department

MFIN2202 Derivatives and Risk Management (Fall/Spring: 3)
Prerequisites: MFIN1127 and MFIN1151

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

MFIN2225 Financial Policy (Fall/Spring: 3)
Prerequisites: MFIN1127, MFIN1151

Topics treated intensively include the valuation of the firm, risk analysis in capital budgeting, capital structure theory and policy, and dividends. The second phase will deal almost exclusively with cases designed to provide an opportunity to (1) apply the principles covered during the first segment; (2) integrate the firm's financial decisions; (3) demonstrate the relationship between corporate finance and other subfields of finance; (4) introduce the notion of financial strategy; and (5) show the relationship between finance and other management functions.
The Department

MFIN2226 Equities Securities Analysis (Fall: 3)

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.

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.
Louis Salemy, MTS Capital and Principal

MFIN2235 Investment Banking (Fall: 3)
Prerequisite: MFIN1021

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 & acquisitions (M&A), leveraged buyouts (LBO), and corporate restructuring.
Viney Sawhney

MFIN2240 International Banking (Fall: 3)
The Department

MFIN2250 Fixed Income Analysis (Fall/Spring: 3)
Prerequisite: MFIN1151
Periodically

This course presents the fundamental theoretical concepts of financial economics. Topics include measuring and managing interest rate risk, the theory of portfolio choice, and introduction to asset such as capital assets pricing models, arbitrage pricing theory, option pricing models and state-preference theory.
The Department

MFIN2299 Individual Directed Study (Fall/Spring: 3)
Prerequisites: MFIN1021, senior status, CSOM, and permission of faculty member and Department chairperson

This is an opportunity for students interested in independent study to engage in a one-to-one relationship with a faculty member of the Finance Department. This course is only available to students who have demonstrated (1) an extremely strong interest in a particular area of finance, and (2) a strong self-motivation and self-discipline in previous studies. Students are required to present their research results to a departmental faculty group towards the end of the semester. The permission of the department chairperson is to be obtained when the individual faculty member has agreed to direct the student's research project.
The Department

MFIN6602 Venture Capital and Investment Banking (Fall/Spring: 3)
Prerequisite: MFIN1127 (undergraduate), MFIN7704 or higher (graduate)
Undergraduate students seeking enrollment in a 6000-level course require department permission.

This course looks at the nature of the VC firm, its fundraising, and compensation. It further explores the strategies, valuation, and corporate management issues. Of importance are the VC's exit strategies, term sheet negotiations, and syndicating.
The Department

MFIN6604 Money and Capital Markets (Fall/Spring: 3)
Prerequisite: MFIN1127 (undergraduate), MFIN7704 or higher (graduate)
Undergraduate students seeking enrollment in a 6000-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

MFIN6606 Economic and Financial Forecasting (Fall: 3)
Prerequisite: ECON1151 or ECON1155 (undergraduate), OPER7725 (statistics/graduate)
Cross listed with OPER6606 and ECON2229
Undergraduate students seeking enrollment in a 6000-level course require department permission.

The theory and practice of applied time series analysis will be explored. First the different segments (trend, seasonality, cyclical and irregular) of a time series will be analyzed by examining the Autocorrelation functions (ACF) and Partial Autocorrelation functions (PACF). The specifics model to model the various types of time series include linear regression, panel regression, seasonal decomposition, exponential smoothing, ARIMA modeling as well as combining models.
Richard McGowan, S.J.

MFIN6616 Investment Banking (Fall/Spring/Summer: 3)
Prerequisites: MFIN1021, MFIN1127, and MFIN1151 (undergraduate), MFIN8801(graduate)
Undergraduate students seeking enrollment in a 6000-level course require department permission.

This course provides an overview of investment banking. We will study the investment banking industry with a specific focus on the role of investment bankers in capital markets and recent regulatory changes. Provide both an institutional perspective on the investment banking industry and an opportunity to apply financial theories and models. Some of the specific topics that we will cover are stock underwriting and valuation, fixed-income securities underwriting, including junk bonds, asset securitization, merchant banking and private equity firms, money management and mutual funds, structuring deals, including mergers, acquisitions, and divestitures, global financial markets, securities regulations, and ethics.
The Department

MFIN6617 Hedge Funds (Spring: 3)
Prerequisite: MFIN1127, MFIN1151 (undergraduate), MFIN8801 (graduate)
Undergraduate students seeking enrollment in a 6000-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

MFIN6619 M.S. in Finance Seminar: Economic Crises (Fall/Spring: 3)
Prerequisite: MFIN1127 (undergraduate), MFIN7704 or higher (graduate)
Undergraduate students seeking enrollment in a 6000-level course require department permission.

This course examines the current financial and economic situation in light of previous financial panics and regulatory responses.
Richard Syron

MFIN6622 Mergers and Acquisitions (Spring: 3)
Prerequisite: MFIN1127, MFIN1151 (undergraduate), MFIN7704 (graduate)
Undergraduate students seeking enrollment in a 6000-level course require department permission.

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

MFIN6665 Fundamental Analysis (Fall: 3)
Prerequisite: MFIN1127 (undergraduate), MFIN7704 or higher (graduate)
Undergraduate students seeking enrollment in a 6000-level course require department permission.

The objective of the course is to provide hands-on experience in financial statement analysis in a real-world setting. Students will be exposed to general tools of financial analysis, theoretical concepts, and practical valuation issues. By the end of the course, students should develop a framework for evaluating an investment opportunity by using a firm's financial statements to draw an understanding of their performance and provide a basis for making reasonable valuation estimates, as well as have an understanding of the challenges investor face in determining the earnings power of a company.
Arvind Navaratnam

General Management

Undergraduate Program Description

Students choose to concentrate in this area for many reasons, but it is especially attractive to those students who are preparing for the management of a family business or for those who want a broad management background as preparation for law school.

The Undergraduate Associate Dean coordinates the General Management concentration.

Concentration in General Management

Choose two areas and meet the criteria specified by the departments. Usually, this involves one required course and a choice of an elective.

Note: Students who have elected another concentration within the Carroll School of Management as well as the General Management concentration must select areas different from their other CSOM concentration as they pursue General Management.

Accounting

Required Course:

- ACCT3301 Financial Accounting Standards and Theory I

Electives (choose one from the following):

- ACCT3302 Financial Accounting Standards and Theory II
- ACCT3307 Managerial Cost and Strategic Analysis
- ACCT3320 Accounting Information Systems
- ACCT3351 Financial Statement Analysis

Information Systems

Required Course:

- ISYS2157 Introduction to Programming in Management

Electives:

- ISYS3257 Database Systems and Applications
- ISYS4258 Systems Analysis and Design

Finance

Required Courses:

- MFIN1127 Corporate Finance
- MFIN1151 Investments

Electives:

- None

Marketing

Required Course:

- MKTG2153 Marketing Research or MKTG4256 Applied Marketing Management

Electives:

- MKTG3148 Services Marketing
- MKTG2152 Consumer Behavior
- MKTG3153 Retail and Wholesale Distribution
- MKTG3154 Communication and Promotion
- MKTG3157 Professional Selling and Sales Management
- MKTG3158 Product Planning and Strategy
- MKTG3161 Customer Relationship Management
- MKTG3168 International Marketing
- MKTG3170 Entrepreneurship
- MKTG3172 Marketing Ethics
- MKTG2153 Marketing Research
- MKTG4256 Applied Marketing Management

Management and Organization

Required Course:

- MGMT2127 Leadership

Electives:

- Choose one additional MGMT course other than MGMT1021, MGMT1031, MGMT3099, MGMT3100, or MGMT2127

Operations Management

Required Course:

- OPER3375 Operations Strategy and Consulting

Electives:

- 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: MHON1126 Business and Professional Speaking, OPER3384 Predictive Analytics, and MHON1199 Senior Honors Thesis.

Course Offerings

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

MHON1021 Introduction to Management (Summer: 3)

Emphasis is placed on understanding how marketing, information technology, operations, and general management are applied in business. The marketing module will explore basic concepts and activities, including positioning, segmentation, consumer behavior, branding, market research, new product development, pricing, distribution, advertising, and promotion. The general management module focuses on the skills and knowledge needed to manage and lead others, including:emotions and moods, motivation, communication, negotiating, groups and teams, power, leadership, organizational culture and structure, cross cultural management, and human resource policies and practices. In the information technology module, students use technology for problem solving by developing increasingly sophisticated models in Excel. In the operations module, students learn how to manage human, physical and technical resources in their transformation into goods and services.

The Department

MHON1126 Business and Professional Speaking (Fall/Spring: 3)
This course is restricted to students in the CSOM Honors Program.

This course is designed to be an introduction to the theory, composition, delivery, and criticism of speeches. Individual as well as group speaking assignments will be used to help the student become more comfortable and confident in speaking situations. The following areas will be developed: the uses of evidence, the development of clear organizational structure, and the development of a dynamic presentational style. The student will also examine speaking from the audience perspective, and learning ways to analyze and evaluate the oral presentations of others.

The Department

MHON1199 Senior Honors Thesis (Fall/Spring: 3)

Prerequisite: The Senior Honors Thesis is a requirement of all Carroll School of Management Honors Program seniors, or by permission of the dean and director.

The honors thesis consists of a project always done under the direction of a faculty member on any subject of strong interest to the student. The topic and format of the project are mutually agreed upon

by the student, advisor, and the Director of the Honors Program. The most important criteria of this work is that it be of high academic excellence and that it be of importance and interest to the student.
The Department

MHON2250 Business and Society (Fall: 3)
Cross listed with PHIL2251
The Department

MHON2250 Business and Society (Summer: 3)
Cross listed with PHIL2251
Periodically

The first half of the course will begin with a consideration of broad themes such as globalization and innovation, and end with a narrower focus on industries, entrepreneurship, and corporations. In the second half of the course, students will explore and reflect upon the nature of leadership and the components of different ethical frameworks, the latter of which could serve as candidate ways of making day-to-day decisions. Readings, assignments, and excursions are designed to reinforce and make more concrete the material covered in the classroom.
Joseph Cioni

MHON3398 Thesis Research Seminar (Fall: 3)
The Department

MHON5500 International Management Experience (Fall: 3)
The Department

Information Systems

Faculty

Mary Cronin, *Professor;* B.A., Emmanuel College; M.L.S., Simmons College; M.A., Ph.D., Brown University
Robert G. Fichman, *Professor;* Chairperson of the Department; B.S.E., M.S.E., University of Michigan; Ph.D., Massachusetts Institute of Technology
James Gips, *Professor, John R. and Pamela Egan Chair;* S.B., Massachusetts Institute of Technology; M.S., Ph.D., Stanford University
John Gallaugher, *Associate Professor;* B.A., M.B.A., Boston College; Ph.D., Syracuse University
Gerald Kane, *Associate Professor;* M.Div., Emory University; M.B.A., Georgia State University; Ph.D., Emory University
Sam Ransbotham, *Associate Professor;* B.Ch.E., M.S.M., M.B.A., Ph.D., Georgia Institute of Technology
Burcu Bulgurcu, *Assistant Professor;* B.Sc., M.Sc., Middle East Technical University; M.Sc., Ph.D., University of British Columbia
George Wyner, *Adjunct Associate Professor;* A.B., Harvard University; Ph.D., Massachusetts Institute of Technology

Contacts

- Department Secretary: Cate Jones, 617-552-2331, cate.jones@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

- ISYS2157 Introduction to Programming for Management (or CSCI1157)
- ISYS3257 Database Systems and Applications
- ISYS4258 Systems Analysis and Design
- One additional ISYS course of level 1000 or above.

Concentration in Information Systems and Accounting

Accountants increasingly spend considerable time working with technology. Modern accounting is enabled by information systems, and complex audits in forensic accounting can often involve tracking and interpreting information flows across various systems and technologies. As such, a program of study integrating information systems and accounting helps students develop a high-demand skill set.

Students fulfilling this concentration will satisfy all of the requirements for the IS concentration and also obtain a background in accounting. The curriculum entails six (6) courses (five [5] required and one [1] Accounting elective) and is designed for students interested in careers either with the consulting divisions of professional services firms (e.g., major accounting firms), IS departments of companies, or as IS auditors. Students are advised to see a faculty advisor in selecting an appropriate Accounting elective.

This concentration is administered jointly by the Accounting Department and the Information Systems Department.

Courses Required for the Information Systems and Accounting Concentration

- ACCT3301 Financial Accounting Standards and Theory I
- ISYS2157 Introduction to Programming for Management (or CSCI1157)
- ISYS3257 Database Systems and Applications
- ISYS4258 Systems Analysis and Design
- ACCT3320/ ISYS3320 Accounting Information Systems

Elective—Choose one of the following:

- ACCT3302 Financial Accounting Standards and Theory II
- ACCT3307 Managerial Cost & Strategic Analysis
- ACCT3309 Audit and Other Assurance Services
- ACCT3351 Financial Statement Analysis

Information for Study Abroad

Information Systems students are encouraged to study abroad. Although there are no particular prerequisites needed in order to qualify for study abroad, the usual course prerequisites still apply. Courses taken abroad can be allowed for concentration or elective credit if the courses are judged equivalent and if the proposed courses constitute a reasonable selection.

All students wishing to study abroad must first meet with Richard Keeley, Associate Dean. Students should then meet with Robert Fichman, Department Chairperson, for course approvals. All course approvals should be sought in person, with all supporting documentation (course description, detailed syllabus, etc.) in hand. All approvals should be obtained prior to going abroad.

Course Offerings

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

ISYS1021 Computers in Management (Fall/Spring: 3)
Cross listed with CSCI1021
This course is required for all CSOM students and should be taken in their first year at BC. A&S students should sign up for the course under CSCI1021.

Information systems play a vital and varying role in management. In this course we approach the subject in two ways. In one module students learn to use technology as a tool for problem solving by developing increasingly sophisticated models in Excel. The other module provides an introduction to management viewed through the lens of technology. Students examine the role of technology in promoting innovation and organizational competitiveness across a variety of functional areas of the firm (e.g., marketing, finance, operations).

The Department

ISYS1031 Computers in Management—Honors (Fall: 3)
Cross listed with CSCI1031
CSOM Honors Program version of ISYS1021.

Information systems play a vital and varying role in management. In this course we approach the subject in two ways. In one module students learn to use technology as a tool for problem solving by developing increasingly sophisticated models in Excel. The other module provides an introduction to management viewed through the lens of technology. Students examine the role of technology in organizational competitiveness and across a variety of functional areas of the firm (e.g., marketing, finance, operations).

James Gips

ISYS2157 Introduction to Programming in Management (Fall/Spring: 3)
Prerequisite: ISYS1021/CSCI1021
Cross listed with CSCI1157
This course is required for Information Systems concentrators.

An introductory programming course for students interested in (1) learning how to think about problem solving in an orderly, thorough, organized and analytical way, (2) the process of designing software applications, and (3) creating a custom application program. Students who have taken CSCI1101 may not take this course. A&S students should register for the course under CSCI1157.

James Gips
George Wyner

ISYS2255 Managing Projects (Spring: 3)
Cross listed with OPER2255

This course takes a holistic approach to planning, organizing, and controlling projects. It looks at how projects are uniquely suited to support an organization's strategy in a fast-paced business environment. Topics include project life cycle, algorithms and statistical concepts underlying network planning models, managing risk and resource allocation. Microsoft Project will be used as to support the planning and

monitoring phases of project management. The conceptual part of this course is framed with an eye to the behavioral realities a manager faces and the psychology of managing project teams.
The Department

ISYS3161 Customer Relationship Management (Spring: 3)
Prerequisites: MKTG1021 or MKTG1031, and MKTG2153 or Strong Statistical Coursework with permission of instructor
Cross listed with MKTG3161 and OPER3161

See course description in the Marketing Department.
Katherine Lemon

ISYS3205 TechTrek West—Undergraduate (Spring: 3)
Prerequisite: Permission of instructor
Cross listed with MKTG3205
Enrollment is limited. Admission is competitive, and participation requires the additional cost of travel. Interested students should contact the instructor for application details.

TechTrek West is a 3-credit, field-study course combining class work the weeks prior to and one week after spring break with a week-long field-study to Silicon Valley. During spring break, students will travel to Silicon Valley to meet with senior executives, entrepreneurs, and venture capitalists in technology industry firms. While focusing on the tech industry, TechTrek is designed to appeal to all majors. Course work and visits will have a managerial focus, highlighting executive, marketing, finance, operations, and R&D functions.
John Gallaugher

ISYS3215 Special Topics: Technology and Economic Development (Spring: 3)
Satisfies Cultural Diversity Core Requirement

Sometimes referred to as TechTrek Ghana, this is a competitively admitted, interdisciplinary course that combines classroom learning examining trends in technology in emerging markets with a week-long filed study to Accra, Ghana. The class will study how technology is fostering growth and entrepreneurship in the developing world, as well as the challenges for those wishing to harness the promise of these advances. The classroom component will include lecture, seminar-style learning, and lectures from visiting experts, and is held the second half of the spring semester. The field study is planned for the third week in May, following spring exams. The course is open as an elective to all Boston College undergraduate students, and should have broad appeal to students studying technology, as well as those students interested in international business, economics, and global development.
Elizabeth Bagnani
John Gallaugher

ISYS3253 E-Commerce (Fall: 3)
Cross listed with MKTG3253 and OPER3253

Electronic commerce lies at the forefront of modern marketing and strategic management, altering the competitive landscape for large and small corporations alike. The internet and new media are reshaping industries, creating new opportunities, and challenging existing commercial models and relationships. Managers will need to understand the underpinnings of electronic commerce in order to make informed decisions about the future their firms and industries. Using a managerial perspective, this course focuses on key issues related to e-commerce industry, including strategy development, competitive advantage, current and emerging technologies, pricing, distribution channels, promotion, and advertising.
Mary Cronin

ISYS3257 Database Systems and Applications (Fall/Spring: 3)
Prerequisite: ISYS2157/CSCI1157 or CSCI1101
Cross listed with CSCI2257
This course is required for Information Systems concentrators.

This course provides in-depth coverage of database systems and their uses. Topics include database architecture, design strategies, SQL queries, security, performance, and using database tools and scripting languages to create sophisticated forms and applications, including web applications. The goal of the course is to give students the knowledge and skills to use databases effectively in any business situation.
John Spang

ISYS3315 Special Topics: Management of Innovation (Fall: 3)

This course explores the strategic role of technology and innovation in the survival and success of firms. The object of the course is to introduce students to tools and concepts they will need to: (1) assess the prospects and managerial implications of emerging technologies; (2) identify and evaluate opportunities to gain competitive advantage through innovation; (3) develop a strategy for deploying new technologies; (4) understand how to appropriate the value of the technologies being deployed; (5) nurture the innovative capabilities of the firm. The course has a strong emphasis on high technology industries in the selection of case examples.
John Fox

ISYS3340 Analytics and Business Intelligence (Fall: 3)
Cross listed with OPER3340 and MKTG3340

Modern information systems now generate massive volumes of data. Organizations everywhere are struggling to aggregate, analyze, and monetize the growing deluge of data. Business Analytics capitalizes on this data by combining statistical and quantitative analysis, explanatory and predictive modeling, and fact-based management. Managers can explore patterns, predict future trends and develop proactive, knowledge-driven decisions that affect all parts of modern organizations. This course provides students with a familiarity with the capabilities and limitations of emerging analytics techniques, an introduction to the R statistical computing software, an overview of methods and tools, and a core understanding required to be an intelligent manager, designer and consumer of analytics models.
Sam Ransbotham

ISYS4258 Systems Analysis and Design (Fall/Spring: 3)
Prerequisites: ISYS1021/CSCI1021, ISYS2157/CSCI1157 and ISYS3257/CSCI2257 (may be taken concurrently). CSCI1101 may substitute for ISYS2157/CSCI1157.
Cross listed with CSCI2258
This course is required for Information Systems concentrators.

The course studies information systems (IS) development including requirements, analysis, design and implementation phases and workflows. We investigate the roles of systems analysts; serving as intermediaries between users, managers, and implementers; and helping each to understand the needs and problems of others. The student will learn about major methods and tools used in the systems development process.
George Wyner

ISYS4901 Readings and Research (Fall/Spring: 3)
Extensive reading under the direction of a faculty member.
The Department

ISYS4911 Independent Study (Fall/Spring: 3)
Prerequisite: Permission of department chairperson
By arrangement.
The student works under the direction of an individual professor.
The Department

ISYS4921 Advanced Independent Research (Fall/Spring: 3)
Prerequisite: Permission of department chairperson
Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.
The Department

ISYS6618 Accounting Information Systems (Fall/Spring/Summer: 3)
Prerequisite: (ACCT1021 or ACCT1031) and (CSCI1021 or CSCI1031 or ISYS1021 or ISYS1031)
Cross listed with ACCT6618
This course will review the strategies, goals, and methodologies for designing, implementing, and evaluating appropriate internal controls and audit trails in integrated accounting systems. This course also examines the effect the Internet has had on business and its financial implications with regard to accounting information systems.
The Department

ISYS6620 Marketing Information Analytics (Spring: 3)
Prerequisites: MKTG1021, MKTG1031, MKTG7700, or MKTG7720, and MKTG2153 or MKTG8001
Cross listed with MKTG6620
Firms rely increasingly on vast amounts of data to inform marketing decisions. Coming from many sources, the data offer a myriad of opportunities for analysis, insight, experimentation, intervention and innovation. In this course, students will develop key skill sets at the intersection of Marketing and IT that will equip them for positions such as marketing analyst, database marketer, market analytics specialist, ecommerce strategist, social media specialist or media planner. Students will engage in hands-on statistical analysis of real company and customer data, and use the insights to develop marketing strategies and to measure the success of marketing strategies.
Michael Berry

ISYS6621 Social Media and Web 2.0 for Managers (Fall/Spring: 3)
Cross listed with MKTG6621
The past few years have witnessed the rapid rise of a new type of information technology, commonly known as Web 2.0 or social media and typified by such sites as Facebook, Wikipedia, and Twitter. These new tools both present immense opportunities and pose considerable threats for businesses of all kinds companies. This course explores the major social media tools in-depth and the characteristics that are associated with their effective use. We will also explore how social media is affecting the social landscape and potential business strategies that are enabled and necessitated by these tools.
Gerald Kane

ISYS6635 New Media Industries (Spring: 3)
Cross listed with MKTG6635
This course is designed to introduce the changing business models of new media (video game, music, movies, print, advertising, and television) industries. This is achieved by examining in detail the technology enablers and disruptive forces in both the U.S. and worldwide, consumer behaviors and attitudes, and legal and regulatory concerns. A special emphasis will also be placed on media companies whose business models have been heavily influenced or altered by digital distribution.
Paul-Jon McNealy

Marketing

Faculty

Katherine N. Lemon, *Professor and Accenture Professorship;* 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
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
Alexander Bleier, *Assistant Professor;* B.A., University of Paderborn, Germany; M.S., Goethe University, Germany; Ph.D., University of Cologne, Germany
Hristina Dzhogleva, *Assistant Professor;* B.S., Ramapo College, New Jersey; Ph.D., University of Pittsburgh
Nailya Ordabayeva, *Assistant Professor;* B.S., Bilkent University, Turkey; M.S., Ph.D., INSEAD, France
Bradford T. Hudson, *Senior Lecturer;* Assistant Chairperson; B.A., University of Pennsylvania; M.P.S., Cornell University; Ph.D., Boston University
Bridget Akinc, *Lecturer;* B.A., Princeton University; M.B.A., MIT Sloan School
Audrey Azoulay, *Visiting Assistant Professor;* B.A., M.A., Sorbonne; Ph.D., HEC Paris

Contacts

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Undergraduate Program Description

Marketing is the business function that is responsible for setting market strategy and giving strategic direction to other business functions in the firm. It centers around understanding the wants and needs of a firm's customers, be they consumers or other businesses, and is essential for properly positioning the company within the firm's target markets.

Consumers are increasingly armed with more and better information, making them more demanding, less gullible, and less loyal to companies that don't pay close attention to their needs. Competition is increasingly global and markets are maturing faster; first mover

and market leader advantages can evaporate in a heartbeat. Advances in production and service delivery make it very difficult to compete on quality and production or distribution advantages are difficult to sustain long-term.

This means that the successful company is the one that can respond to changing market demand faster than its competitors. Marketing is one of the key tools in keeping a company responsive and nimble; it specializes not only in understanding customer needs and motivations, it also delivers the message to consumers that the company can meet those needs and motivations. This focus on the customer has caused marketing and the marketing concept to become increasingly central in management decisions and marketing is fully integrated with other functional areas in successful leading companies.

Regardless of your specific interests within marketing, Boston College will help you understand the marketing functions and its financial, social, and ethical responsibilities. The marketing program at BC teaches critical thinking, creative problem-solving, and a mix of theory- and skill-based approaches to marketing management and decision making. Marketing represents a unique mixture of quantitative statistics and analysis with a more lateral-thinking and behavioral approaches to management. Recent advances in technology, from social media to supply-chain integration, have revolutionized the way marketing is conducted. As a marketing major, you will develop skills in market analysis and decision making by working on varied marketing projects and programs such as new product launches, pricing and distribution strategies, service innovations, sales force management, and internet marketing campaigns.

Marketing offers a number of varied and interesting career paths, from sales, advertising and product development, to marketing research, retailing, and brand management. A marketing degree is a valuable asset in many business sectors, for large or small companies, for profit or non-profit firms, for products or services, and for consumer or business-to-business environments.

Undergraduate Concentration in Marketing

Marketing Principles is a prerequisite for all other Marketing courses. Beyond the required core course (MKTG1021 Marketing Principles) students must take four courses for the Marketing concentration. Of these four courses, the two required are as follows:

- MKTG2153 Marketing Research
- MKTG4256 Applied Marketing Management

Marketing Research should be taken in the junior year. Applied Marketing Management should be taken in the senior year.

The two additional courses may be taken from any of the following electives:

- MKTG3153 Retailing
- MKTG3154 Communication and Promotion
- MKTG3156 Digital Marketing
- MKTG3157 Professional Selling and Sales Management
- MKTG3158 Product Planning and Strategy
- MKTG3161 Customer Relationship Management (cross listed with ISYS3161)
- MKTG3165 Strategic Brand Management
- MKTG3168 International Marketing
- MKTG3170 Entrepreneurial Marketing in a Digital World
- MKTG3174 Social Change Marketing
- MKTG3176 Marketing Planning
- MKTG3253 E-Commerce (cross listed with ISYS3253)
- MKTG3258 Advanced Marketing Analysis
- MKTG6610 Sports Marketing
- MKTG6620 Marketing Information Analytics
- MKTG6621 Social Media and Web 2.0 Management (cross listed with ISYS6621)
- MKTG6635 New Media Industries (cross listed with ISYS6635)

Students interested in a career in marketing often take more than the minimum four courses in order to enhance career preparation.

Students are cautioned, however, against becoming too narrowly specialized.

MKTG2299 (Individual Study, 3 credits) and MKTG3175 (Marketing Practicum, 2 credits) provide creative learning opportunities and are offered for enrichment purposes only. They do not count toward the Marketing concentration. Marketing Practicum enables a student to earn credits with an unpaid internship overseen by a marketing professor. Individual Study enables a student to focus on a topic of his/her own choice working with a marketing professor.

Information for Study Abroad

Prior to going abroad, Marketing majors must have taken the Core marketing course (MKTG1021). Only one course from the international university can be considered for major credit. Only major electives can be taken abroad. Students must get such courses approved by the Assistant Chairperson in the Marketing Department prior to going abroad. All course approvals should be sought in person, with all supporting documentation (course description, detailed syllabus, etc.) in hand.

Course Offerings

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

MKTG1021 Marketing Principles (Fall/Spring: 3)

This course is a prerequisite for all other marketing courses.

Marketing is dynamic, changing, creative, challenging and plays a leading role in a firm's strategy and destiny. Intended for those planning a career in Marketing, or will do career activities requiring marketing—doing a business startup, designing new services, online/social media, retail. Marketing owns the customer relationship and defines market-driven strategy. You will learn three skill sets: target marketing (segmentation and targeting within markets); strategic marketing (positioning vis-à-vis competitors); and market management (managing the design of products/services, pricing, message and media, distribution channels, and online search/social media.

The Department

MKTG1031 Marketing Principles—Honors (Fall: 3)

See course description under MKTG1021.

Gergana Nenkov

MKTG2152 Consumer Behavior (Fall: 3)

Prerequisite: MKTG1021 or MKTG1031

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

MKTG2153 Marketing Research (Fall/Spring: 3)
Prerequisite: MKTG1021 or MKTG1031

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

MKTG3153 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

MKTG3154 Communication and Promotion (Fall/Spring: 3)
Prerequisite: MKTG1021 or MKTG1031

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

MKTG3156 Special Topics: Digital Marketing (Spring: 3)
Prerequisite: MKTG1021 or MKTG1031

Today's most successful companies interest and engage customers like never before by orchestrating a symphony of innovative digital marketing instruments in conjunction with their traditional tactics. The transformation of the marketplace has forced businesses to adapt quickly and frequently to a changing environment. In this course you'll learn how the best companies leverage new tools and strategies like crowd-sourcing, paid/owned/earned media, social channels, email, and search to build world-class brands, delight their consumers, and leave the competition asking what just happened?
Englebardt

MKTG3157 Professional Selling and Sales Management (Fall: 3)
Prerequisite: MKTG1021 or MKTG1031

Two fundamentals of business: someone must get the goods and services out the door, and someone must get the cash to come in the door. Sales is the function that does the latter. IT, and its management, will be covered in this course. We will study the art of persuasion, modern day Rhetoric in actual practice. The discipline will be addressed biologically. We will dissect real industry practitioners when they visit class, and actual sales calls in the field as a research paper. Upon course completion, students will have a complete understanding of both the selling and sales management process.
Jack Falvey

MKTG3158 Product Planning and Strategy (Fall: 3)
Prerequisite: MKTG1021 or MKTG1031

With the growing concern over the success rate of new products, an intense effort is being employed by marketers to establish more effective new product development and management strategies. Using lectures and case studies, this course will focus on the process of conceiving new products, developing an effective organization, and designing and implementing effective marketing strategies and policies over the course of the product life cycle. Class material will provide the student with insight into new product development across a wide variety of industries.
Robert Ristagno

MKTG3161 Customer Relationship Management (Spring: 3)
Prerequisite: MKTG1021 or MKTG1031, and MKTG2153 or strong statistical coursework with permission of instructor
Cross listed with ISYS3161 and OPER3161

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

MKTG3165 Strategic Brand Management (Spring: 3)
Prerequisite: MKTG1021 or MKTG1031

This course teaches students fundamental and leading-edge concepts in brand management. Students learn to develop and articulate brand strategy, how to give strategic brand direction, and how to measure strategic brand progress. They learn how to manage key relationships and functions that surround the brand, e.g., advertising, promotion, public relations, licensing, and product and package design agencies. A capable brand manager has exceptional strategic, quantitative, interpersonal, and presentation skills and must be comfortable with decision-making and leadership. The course will focus on the development and application of these skills in brand management via in-class learning, case discussion, and project work.
Audrey Azoulay-Sadka

MKTG3170 Entrepreneurial Marketing in a Digital World (Spring: 3)
Prerequisites: MKTG1021 or MKTG1031, and MFIN1021, and ACCT1021, and ACCT1022

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

MKTG3174 Special Topics: Social Change Marketing (Spring: 3)
Prerequisite: MKTG1021 or MKTG1031

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

MKTG3175 Special Topics: Marketing Practicum (Fall/Spring: 2)
Prerequisite: MKTG1021 or MKTG1031
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. Permission of instructor required prior to registration.
Maria Sannella

MKTG3176 Special Topics: Marketing Planning (Fall/Spring: 3)
Prerequisites: MKTG1021 or MKTG1031, and MKTG2153
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

MKTG3177 Special Topics: Craft Publishable Behavioral Science (Fall: 3)

This course includes a hands-on exercise in writing a paper for publication on a behavioral science, management, or marketing-related topic. Hands-on is the guiding principle in the course. You will learn how to formulate a publishable issue, state a relevant theory, search and find relevant literature to read and cite, gather appropriate data, analyze data, visualize findings, write concisely, edit/revise your paper, submit your paper to a journal/book editor, and revise your paper as requested by the editor. You will gain hands-on experience as well as actually submitting a paper for publication by week twelve of the course.
Arch Woodside

MKTG3253 Electronic Commerce (Fall: 3)

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

MKTG3253 E-Commerce (Fall: 3)
Cross listed with ISYS3253 and OPER3253

Electronic commerce lies at the forefront of modern marketing and strategic management, altering the competitive landscape for large and small corporations alike. The internet and new media are reshaping industries, creating new opportunities, and challenging existing commercial models and relationships. Managers will need to understand the underpinnings of electronic commerce in order to make informed decisions about the future their firms and industries. Using a managerial perspective, this course focuses on key issues related to e-commerce industry, including strategy development, competitive advantage, current and emerging technologies, pricing, distribution channels, promotion, and advertising.
Mary Cronin

MKTG3258 Advanced Market Analysis (Spring: 3)
Prerequisite: ECON1151, SOCY2000

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

MKTG3340 Analytics and Business Intelligence (Fall: 3)
Cross listed with OPER3340 and ISYS3340

Modern information systems now generate massive volumes of data. Organizations everywhere are struggling to aggregate, analyze, and monetize the growing deluge of data. Business Analytics capitalizes on this data by combining statistical and quantitative analysis, explanatory and predictive modeling, and fact-based management. Managers can explore patterns, predict future trends and develop proactive, knowledge-driven decisions that affect all parts of modern organizations. This course provides students with a familiarity with the capabilities and limitations of emerging analytics techniques, an introduction

to the R statistical computing software, an overview of methods and tools, and a core understanding required to be an intelligent manager, designer and consumer of analytics models.
Sam Ransbotham

MKTG4256 Applied Marketing Management (Fall/Spring: 3)
Prerequisites: MKTG1021 or MKTG1031, and MKTG2153

This integrating course emphasizes the importance of strategy formulation as the basis for sound marketing management and decision making. The course stresses the application of marketing concepts and principles through case analysis and class discussion of cases, problems, and current marketing readings. Attention is placed on identifying and evaluating marketing strategies and problems and developing explicit recommendations for action.
Victoria Crittenden
Kathleen Seiders

MKTG4911 Independent Study (Fall/Spring: 3)

Investigation of a topic under the direction of a faculty member.
The Department

MKTG4921 Advanced Independent Research (Fall/Spring: 3)

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential.
The Department

MKTG6610 Special Topics: Sports Marketing (Fall: 3)
Prerequisite: MKTG1021, MKTG1031, MKTG7700 or MKTG7720

The goal of this course is to provide an understanding of the business practices of the sports industry. Taking a practical approach, students will be asked to create business solutions for sports organizations. The attributes and failures of real examples will be discussed. Students will be expected to take the experience and apply it to creating specific campaigns, programs, and overall marketing plans for a specific sports application. Relationship architecture principles will be discussed at length and expected to be incorporated into the final project.
Lou Imbriano

MKTG6620 Marketing Information Analytics (Spring: 3)
Prerequisites: MKTG1021, MKTG1031, MKTG7700, or MKTG7720, and MKTG2153 or MKTG8001
Cross listed with ISYS6620

Firms rely increasingly on vast amounts of data to inform marketing decisions. Coming from many sources, the data offer a myriad of opportunities for analysis, insight, experimentation, intervention and innovation. In this course, students will develop key skill sets at the intersection of Marketing and IT that will equip them for positions such as marketing analyst, database marketer, market analytics specialist, ecommerce strategist, social media specialist or media planner. Students will engage in hands-on statistical analysis of real company and customer data, and use the insights to develop marketing strategies and to measure the success of marketing strategies.
Michael Berry

MKTG6621 Social Media and Web 2.0 for Managers (Fall/Spring: 3)
Cross listed with ISYS6621

See course description in the Information Systems Department.
Gerald Kane

MKTG6635 New Media Industries (Spring: 3)
Cross listed with ISYS6635

See course description in the Information Systems Department.
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;* 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
Deishin Lee, *Assistant Professor;* B.S., M.S., Massachusetts Institute of Technology; Ph.D., Stanford University
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;* Assistant Chairperson; 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
John Neale, *Adjunct Assistant Professor;* B.S., Stanford University; M.S.E., Ph.D., University of Michigan
Pieter Vanderwerf, *Adjunct Assistant Professor;* B.A., Dartmouth College; Ph.D., Massachusetts Institute of Technology

Contacts

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- 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 Management and Leadership.

Objectives of the Undergraduate Concentration in Operations Management

The objectives of the undergraduate concentration are to develop managers who:

- possess a broad and deep understanding of theories and concepts in Operations Management
- are capable of applying skills and knowledge to address management problems
- understand and utilize quantitative and qualitative analysis in decision making
- appreciate the role of operations in an organization and the interrelationships among functional areas

Careers in Operations Management

Operations managers manage both processes and people, with a highly integrative career path tying together analytical decision making with strategic perspectives and the needs of employees and other stakeholders. Our graduates have successfully attained positions in process management and analysis in major companies such as Accenture, Boston Beer, Deloitte, Ernst & Young, Fidelity, General Electric, Goldman Sachs, IBM, JPMorgan Chase, and UBS. Students with this concentration may pursue careers in consulting, financial services, healthcare services, retail, transportation, technology, government, manufacturing, and not-for-profit organizations. Students with an operations management concentration are typically hired into positions such as Operations Analyst, Project Team Member, Supply Chain Analyst, Consultant, Process Designer, and Management Trainee, as well as positions on the corporate planning staff.

The demand for managers with these skills is strong and will increase as firms continue to recognize that they compete not only with new products, good marketing, and skillful finance, but also with a high degree of competence in managing their operations. Salaries for majors in Operations are and will likely remain competitive with all other concentrations in management.

Operations Management Concentration Requirements

The following two courses are required for the concentration:

- OPER3375 Operations Strategy and Consulting (fall)
- OPER2255 Managing Projects (spring)

also take two of the following:

- OPER3304 Quality Management (spring)
- OPER3332 Supply Chain Management (fall)
- OPER3384 Predictive Analytics (spring)
- OPER6604 Management Science (spring)
- OPER6605 Risk Analysis & Simulation Methods (fall)
- OPER6606 Forecasting Techniques (fall/spring)
- OPER6610 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.

Course Offerings

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

OPER1021 Operations Management (Fall/Spring: 3)
Prerequisites: OPER1135, ISYS1021

This course is an introduction to operations management. Operations, like accounting, finance, marketing, and human resources, is one of the primary functions of every organization. Operations managers transform human, physical, and technical resources into goods and services. Hence, it is vital that every organization manage this resource conversion effectively and efficiently. How effectively this is accomplished depends upon the linkages between operating decisions and top management (strategic) decisions. The focus of the course is decision-making at the operating level of the firm. A strong emphasis will be placed on the development and use of quantitative models to assist decision making.
The Department

OPER1031 Operations Management—Honors (Fall: 3)
Prerequisites: OPER1135, OPER2235, ISYS1021
Core course for the CSOM Honors Program

Operations, like accounting, finance and marketing is one of the primary functions of every organization. Operations managers transform human, physical and technical resources into goods and services. Hence, it is vital that every organization manage this resource conversion effectively and efficiently. How effectively this is accomplished depends upon the linkages between operating decisions and strategic decisions. The focus of the course is decision-making at the operating level of the firm. A strong emphasis will be placed on the development and use of quantitative models to assist decision-making. The course is taught in an interactive setting and requires class participation.
The Department

OPER1135 Business Statistics (Fall/Spring: 3)
This course is not open to students who have completed BIOL2300.

This course focuses on the analytical tools of statistics that are applicable to management practice and decision making. Topics include descriptive statistics, probability, random variables, sampling distributions, estimation of parameters, hypothesis testing, and regression.
The Department

OPER1145 Business Statistics—Honors (Spring: 3)

This course focuses on developing an in-depth understanding of the analytical tools of statistics that are applicable to management practice and decision making. Topics include descriptive statistics, probability, random variables, sampling distributions, estimation of parameters, hypothesis testing, and both simple and multiple regression.
Richard McGowan, S.J.

OPER2235 Mathematics for Management Science (Fall/Spring: 3)
Prerequisites: MATH100 or equivalent, ISYS1021, and OPER1135 which may be taken concurrently.

Topics include linear and integer programming, decision analysis, non-linear optimization, and computer solutions using Excel.
The Department

OPER2255 Managing Projects (Spring: 3)
Cross listed with ISYS2255

This course takes a holistic approach to planning, organizing, and controlling projects. It looks at how projects are uniquely suited to support an organization's strategy in a fast-paced business environment. Topics include project life cycle, algorithms and statistical concepts underlying network planning models, managing risk and resource allocation. Microsoft Project will be used as to support the planning and monitoring phases of project management. The conceptual part of this course is framed with an eye to the behavioral realities a manager faces and the psychology of managing project teams.
The Department

OPER3304 Quality Management (Spring: 3)
Prerequisites: OPER1021, OPER1135

This course focuses on quality management as a critical operations management capability. Students will explore a variety of quality programs and tools with an emphasis on quality analysis, process improvement, and Six Sigma in both services and goods producing operations.
Joy Field

OPER3332 Supply Chain Management (Fall: 3)
Prerequisite: OPER1021

This course will dive deeply into the design and management of supply chains. Students will develop an understanding of the complexity associated with the supply, distribution, and sourcing decisions related to supply chains in domestic and global markets for both services and good producing operations.
John Neale

OPER3375 Operations Strategy and Consulting (Fall: 3)
Required for the Operations and Technology Management concentration.

This course examines concepts, principles, and techniques for formulating, implementing, and evaluating operations strategy. It links strategic and tactical operational decisions to creation of a competitive advantage. Topics include operations strategy content and process, service operations, capacity and facilities strategy, supply chain management, process design and technology choice, and quality and productivity improvement. Case studies are used to illustrate concepts covered in the course. In collaboration with a consulting firm, students also learn how to develop and deliver a consulting presentation. These skills are applied to a mock consulting project.
Joy Field

OPER3384 Predictive Analytics (Spring: 3)
Prerequisite: ISYS1021, OPER1135 or other appropriate statistics course

This 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.
Pieter VanderWerf

OPER4921 Advanced Independent Study (Fall/Spring: 3)
By arrangement.

Investigation of a topic under the direction of a faculty member. Student develops a paper with publication potential
The Department

OPER6604 Management Science (Spring: 3)
Prerequisites: OPER1021, OPER2235, OPER7700/OPER7720
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

OPER6605 Risk Analysis and Simulation Methods (Fall: 3)
Prerequisite: A degree of mathematical literacy including statistics
Periodically

This class will use cases and readings to learn to evaluate operational risk, develop risk controls, monitor risk, and develop operational resilience in response to disasters. Readings and discussions focusing on industries as diverse as health care, manufacturing, banking, and insurance will serve as background and motivation for learning analytical and data analysis tools essential for modern managers such as Monte Carlo simulation, discrete event simulation, and flexible supply chain development. Competence in Excel and basic statistics will be valuable in this course.
Stephanie Jernigan

OPER6606 Economic and Financial Forecasting (Fall: 3)
Prerequisite: ECON1151 or ECON1155 (undergraduate), OPER7725 (statistics/graduate)
Cross listed with MFIN6606 and ECON2229

The theory and practice of applied time series analysis will be explored. First the different segments (trend, seasonality, cyclical and irregular) of a time series will be analyzed by examining the Autocorrelation functions (ACF) and Partial Autocorrelation functions (PACF). The 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.

OPER6609 The Business of Sports (Fall: 3)

The sports industry is a multi-billion dollars business and has become a pervasive element in our economy and society. This course will profile many aspects of the sporting landscape to highlight the diverse nature of the decisions, and their consequences, that confront managers relative to various financial and strategic issues in this global industry.
Warren Zola

OPER6610 Sports Analytics (Fall: 3)

Prerequisite: Students taking this course should possess a passion for sports and numbers, working knowledge of basic probability and statistics, strong Excel skills.

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.
The Department

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;* 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 Tripsas, *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

The Management and Leadership concentration will help develop and enhance your ability to lead and manage people and organizations. These skills are highly desired by virtually all potential employers, making the Management and Leadership concentration beneficial to all Carroll School undergraduates.

Upon completing the concentration, students will (1) demonstrate an appreciation for the fundamentals and complexity of successful leadership; (2) identify exemplary leadership in themselves and others; and (3) demonstrate skills of effective leadership.

In addition to taking MGMT1021 Organizational Behavior or MGMT1031 Organizational Behavior—Honors, the concentration requires MGMT2127 Leadership and three electives.

Required of all concentrators:

- MGMT1021 Organizational Behavior or MGMT1031 Organizational Behavior—Honors
- MGMT2127 Leadership

Electives:

- MGMT2110 Human Resources Management
- MGMT2111 Ethical Leadership Skills
- MGMT2119 Communication and Personal Branding
- MGMT2123 Negotiation
- MGMT2130 Leading Change in Organizations
- MGMT2131 Special Topics: Crisis Leadership
- MGMT2133 Leading High Performance Teams
- MGMT2135 Managing Your Career
- MGMT2137 Managing Diversity
- MGMT2139 Social Innovation and Entrepreneurship
- MGMT2140 International Management
- MGMT2145 Environmental Management
- MGMT2150 Special Topics: Transitions: Learning How to Learn in the World of Business
- MGMT2170 Entrepreneurial Management
- MGMT2265 Globalization, Culture, and Ethics
- MGMT2270 Ethics and Public Policy
- MGMT4901 Independent Study (by permission of instructor)
- UNAS5548 Leadership and Mindfulness

Minor in Management and Leadership for Arts and Sciences Undergraduates

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 MGMT electives.

Required courses:

- MGMT1021 Organizational Behavior or MGMT1031 Organizational Behavior—Honors
- MGMT2127 Leadership

Four Electives Chosen from the Following:

- MGMT2110 Human Resources Management
- MGMT2111 Ethical Leadership Skills
- MGMT2119 Communication and Personal Branding
- MGMT2123 Negotiation
- MGMT2130 Leading Change in Organizations
- MGMT2131 Special Topics: Crisis Leadership
- MGMT2133 Leading High Performance Teams
- MGMT2135 Managing Your Career
- MGMT2137 Managing Diversity
- MGMT2139 Social Innovation and Entrepreneurship
- MGMT2140 International Management
- MGMT2145 Environmental Management
- MGMT2150 Transitions: Learning How to Learn in the World of Business
- MGMT2170 Special Topics: Entrepreneurial Management
- MGMT2265 Globalization, Culture, and Ethics
- MGMT2270 Ethics and Public Policy
- MGMT4901 Independent Study (by permission of instructor)

The Management and Leadership minor prepares students for managerial roles in corporations, non-profit organizations, and government agencies. The common thread is managing people. In addition, the concentration provides excellent preparation for a career in management consulting, which focuses on diagnosing and solving management problems in client organizations. Sophomores and juniors who wish to minor in Management and Leadership must complete an application, available either in the Office of the Dean of Arts and Sciences, the Office of the Dean of the Lynch School of Education, or the Management and Organization Department. A completed application should be submitted to the Management and Organization Department by October 15 for the following year. Students are expected to have a 3.5 or higher GPA. Students will be notified shortly thereafter if they have been accepted into the minor.

Information for Study Abroad

Students may take one or two electives abroad to count toward either the Management and Organization concentration or minor. In addition, it is sometimes possible to take the equivalent of MGMT1021 abroad. However, this must be approved prior to finishing the course by the Chairperson of the Management and Organization Department, who will need a detailed copy of the course syllabus, assignments, and readings.

Course Offerings

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

MGMT1021 Organizational Behavior (Fall/Spring: 3)

As an introduction to the study of human behavior in organizations, this course aims at increasing an awareness and understanding of individual, interpersonal, group, and organizational events, as well as increasing a student's ability to explain and influence such events. The course deals with concepts that are applicable to institutions of any type; a central thrust of these concepts concerns the way institutions can become more adaptive and effective. The course is designed to help the student understand and influence the groups and organizations to which he/she currently belongs and with which he/she will become involved in a later career.

The Department

MGMT1031 Organizational Behavior—Honors (Spring: 3)

Satisfies the Carroll School of Management Core requirement in Organizational Behavior. Counts as an intensive course in the Carroll School of Management Honors Program.

This course focuses on the study of individual, group, and organizational behavior. It emphasizes a diagnostic approach and ethical problem solving in varied organizational settings. The course differs from MGMT1021 in including an independent field project relating to an actual organization as well as assignments that encourage more extensive reflection on and evaluation of contemporary organizational practice.

Mindy Payne

MGMT2110 Human Resources Management (Fall/Spring: 3)

Prerequisite: MGMT1021, MGMT1031, or permission of instructor

This course surveys the functions, processes, and techniques of human resource management. It examines human resource management from the perspective of human resources systems implemented by managers and human resources professionals. The development of programs to reduce turnover, forecast personnel needs, and create career tracks is critical to the success of companies competing in the international arena. Just as it would be unthinkable for a modern manager to be computer illiterate, it is extremely difficult for a manager to succeed without a solid background in human resources management.

Judith Gordon

Richard Nielsen

MGMT2111 Ethical Leadership Skills (Spring: 3)

Prerequisite: MGMT1021, MGMT1031, or permission of instructor

This course focuses on ethics leadership and engagement methods in different types of pre-modern, modern, and postmodern organizational and political-economic contexts. What are our visions of ethical leadership, relationships and organization? What were we doing when we were at our best in leading meaningful and effective change and problem resolution in our relationships with family and friends and in our work and citizenship lives? What have been the individual, organizational, and environmental obstacles that made it difficult for us to lead meaningfully and effectively? What are different types of methods in trying to intervene and lead ethical change?

Richard Nielsen

MGMT2119 Communication and Personal Branding (Fall: 3)

An innovative, interactive course for juniors and seniors who want to effectively manage how they communicate individually and in a group in their everyday work life and as they develop their careers in all types of organizations. Self-branding is how people both hear you and perceive you and makes you a powerful job candidate and improves your performance on the job. This course helps you understand what is unique about you and how to practice skills that make you a powerful communicator in both written and verbal formats.

Philip Fragasso

MGMT2123 Negotiation (Fall: 3)

Prerequisite: MGMT1021, MGMT1031, or permission of instructor

Negotiating is a key process in leadership, conflict resolution, and change management at every level of internal and external management. The purpose of the course is to improve students' abilities to analyze, prepare for, and practice win-lose, win-win, dialogic, and third party negotiating methods as appropriate. Emphasis is on practical application and personal development. Teaching methods used are role playing, discussion of readings, discussion with practitioners, original student projects, and discussion of current events. Students are invited to reflect upon how negotiating and conflict resolution practices help them developmentally change themselves, their organizations, and the world.

Richard Nielsen

MGMT2127 Leadership (Fall/Spring: 3)

Prerequisite: MGMT1021, MGMT1031, or permission of instructor

In today's world, there are many challenges that call for effective leadership. Corporate ethics scandals, an increasingly global and diverse work force, and the need for employees to experience renewed meaning and connection to their work are just a few examples. How we respond to these challenges can profoundly change the world in which we live and work. In this course, we learn about the challenges and opportunities of effective leadership and how leaders, including ourselves, can respond to them.

Judith Clair
Michael Pratt

MGMT2131 Crisis Leadership (Spring: 3)
Periodically

In crisis situations leaders need to shift priorities quickly and communicate in the face of uncertainty. Examples include a serious product defect that harms customers, unethical behavior by an employee, a natural disaster, an epidemic, an industrial accident causing environmental damage, or a major breakdown in IT security. A crisis can actually be an opportunity for a leader. In this course students will practice their own capability to respond under time pressure using online and in class simulations, and we'll examine a range of crisis scenarios both in the United States and internationally.

Laura Foote

MGMT2133 Leading High Performance Teams (Spring: 3)

This course examines the dynamics of groups—such as teams—within organizations. One of the key questions we will investigate is what makes some teams more effective than others. Students will learn and practice high performance team fundamentals, intervening to problem solve and understand the consequences of interpersonal conflicts. The course emphasizes a diagnostic and reflection approach within varied team settings and includes an independent field analysis project relating to an actual team within an organization.

Mindy Payne

MGMT2137 Managing Diversity (Fall: 3)

Prerequisite: MGMT1021, MGMT1031, or permission of instructor
Cross listed with AADS1137
Satisfies Cultural Diversity Core Requirement

Students in this course will learn about contemporary empirical and theoretical research on the dynamics of international culture, gender, race, and other special differences in the workplace. They can also increase skills in diagnosing and solving diversity-related conflicts and dilemmas, and develop a capacity to distinguish a monolithic organization from one that treats diversity as a competitive advantage.

Judith Clair

MGMT2139 Special Topics: Social Innovation and Entrepreneurship (Fall: 3)

Social 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 crowdsourcing, and designing appropriate performance metrics. Students will develop pitches and business plans for their own social enterprise ideas.

Laura Foote

MGMT2140 Special Topics: International Management (Fall: 3)
Periodically

This course provides students with an in-depth survey of the issues related to behavioral aspects in organizations in a non-domestic environment. A focus of the course is the examination of culture and ways in which it influences organizational behavior. This course will give students a solid understanding of effective human resource management practices in an international context and prepare them to lead in a global environment.

Catherine Hall

MGMT2145 Environmental Management (Spring: 3)
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

MGMT2150 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

MGMT2170 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 set of conceptual frameworks and tools that help students to identify, evaluate, launch, and grow innovative ventures that revolutionize markets. We will discuss cases set in a range of industry contexts including: folding bicycles, online Indian art auctions, aviation (air taxis), electronic publishing, fashion, digital imaging, education, and clean energy.
Mary Tripsas

MGMT2265 Globalization, Culture, and Ethics (Fall: 3)
Satisfies Cultural Diversity Core Requirement

This course helps students learn how to manage responsibly across different countries and cultures. The spread of capitalism and expansion of markets around the globe provoke challenging questions about socially responsible management. Managers must decide whether strategies and ethical principles that make sense in one culture can be applied to others. Central to the course will be the difficult choice between adapting to prevailing cultural norms or initiating a cultural/moral transformation. The course considers a number of cases set in different cultural contexts. There are selected readings about the beliefs, ideals, and values at the core of these different cultures.
Rick Spinello

MGMT2270 Ethics of Risk (Fall: 3)
Cross listed with MHON2270
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.

MGMT3099 Strategic Management (Fall/Spring: 3)
Prerequisite: Successful completion of the CSOM core requirements
This is the senior integrative capstone course of the CSOM core

This course provides future leaders and strategists with an understanding of strategic management that will enable them to function effectively in a complex, global economy. Successful strategists need to define goals, analyze the organization and its environment, make choices, and take concerted actions to effect positive change in their organization and society. Using the conceptual tools and analytic frameworks of strategic management, this course provides a perspective that is integrative, yet analytical. This perspective helps students make sense of the global business and societal environments, understand the ambiguities and dilemmas of management, and learn how to take effective action.
The Department

MGMT3100 Strategic Management—Honors (Fall: 3)
Prerequisite: MGMT3100 substitutes for MGMT3099 in the CSOM Core requirements, hence, it has the same prerequisites as MGMT3099.
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.

MGMT4901 Independent Study (Fall/Spring: 3)
Prerequisite: Permission of the instructor

The student works under the direction of an individual professor, with whom he or she has made specific advance arrangements.
The Department

Connell School of Nursing

Founded in 1947, the Boston College Connell School of Nursing offers a four-year program of study leading to a Bachelor of Science degree with a major in Nursing. At the completion of the program, graduates are eligible to take the national examination for licensure as 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 Boston College William F. Connell School of Nursing is to prepare compassionate, professionally competent nurses whose practice and scholarship are scientifically based and grounded in humanizing the experience of health and illness. In keeping with the Jesuit, Catholic ideals, we focus on formation of the whole person and promotion of social justice. The Connell School of Nursing educates students as reflective life-long learners who use knowledge in service to others. The graduate of the baccalaureate program is prepared as a generalist who promotes, maintains and restores the health of individuals, families and communities/populations across the lifespan.

Nursing courses are designed to include more complex concepts and content at each level. Consequently, students must take courses in a specific sequence and pass each course before proceeding to the next level. To be eligible for graduation, students must successfully complete the courses that comprise the curriculum, nursing requirements, and electives.

The study of nursing is based on a common intellectual heritage transmitted by a liberal education and the art and science of nursing. (See Core Curriculum under the University Policies section of this catalog.) Students are encouraged to complete their history, philosophy, theology, and English Core courses in the first and second years.

Nursing students use the clinical reasoning process to assess, plan, implement and evaluate care. Judgments made by the nurse result in selection of interventions and outcomes in concert with the client's choices. Most nursing courses have a theory and a clinical component and the curriculum includes content on the care of children, childbearing families, and adults of all ages across the continuum of wellness to illness. Faculty members guide student learning in campus laboratories and in a variety of healthcare agencies in the Greater Boston area.

Students should consult the curriculum plan and see their advisors as they plan for registration.

Typical Plan of Study

Freshman Year

Semester I

- BIOL1300, BIOL1310 Anatomy and Physiology I
- CHEM1161, CHEM1163 Life Science Chemistry
- NURS1010 Professional Development Seminar
- Core or elective
- Core or elective

Semester II

- BIOL1320, BIOL1330 Anatomy and Physiology II
- MATH1180 Principles of Statistics for the Health Sciences
- NURS2070 Introduction to Professional Nursing
- Core or elective
- Core or elective

Sophomore Year

Semester I

- BIOL2200, BIOL2210 Microbiology for Health Professionals
- Core or elective
- Core or elective
- Core or elective
- Core or elective

Semester II

- NURS2080 Pathophysiology
- NURS2120 Nursing Health Assessment Across the Life Span
- NURS2121 Nursing Health Assessment Across the Life Span Clinical Laboratory
- Core or elective
- Core or elective

Junior Year

Semester I

- NURS3170 Principles of Evidence-based Nursing
- NURS2204 Pharmacology and Nutrition Therapies
- NURS2230 Adult Health Nursing Theory I
- NURS2231 Adult Health Nursing I Clinical Laboratory
- Core or elective

Semester II

- NURS3242 Adult Health Nursing Theory II
- NURS3243 Adult Health Nursing II Clinical Laboratory
- NURS3244 Childbearing Nursing Theory
- NURS3245 Childbearing Nursing Clinical Laboratory
- Core or elective

Senior Year

Semester I

- NURS4250 Child Health Nursing Theory
- NURS4251 Child Health Nursing Clinical Laboratory
- NURS4252 Psychiatric-Mental Health Nursing Theory
- NURS4253 Psychiatric-Mental Health Nursing Clinical Laboratory

Semester II

- NURS4260 Population Health Nursing Theory
- NURS4261 Population Health Practice in the Community
- NURS4263 Nursing Synthesis Clinical Laboratory
- NURS4270 Transition to Professional Nursing
- Core or elective

The Connell School of Nursing reserves the right to alter any program or policy outlined.

Satisfactory Academic Progress

The CSON Academic Standards Advisory Committee meets at the end of each semester to review the records of students with course failures, course deficiencies, low GPAs, or other academic concerns. Decisions about progression in the program are made by this committee in accordance with the policies outlined in the CSON Baccalaureate Program Handbook (on the CSON website) and other relevant university policies.

Credit and Graduation Requirements

Students registered for at least twelve credit hours per semester are considered full-time students. Usually fifteen credits are carried each semester and a minimum of 117 credits are required for graduation.

Information for First Year Students

During the first year students typically complete two semesters of Anatomy and Physiology with laboratories, Life Science Chemistry with Laboratory, English Writing and Literature, Statistics, Modern History I and II, Introduction to Professional Nursing, and Nursing Professional Development Seminar. Electives may be substituted in certain situations (e.g., the student has Advanced Placement credits for Core courses or wishes to continue foreign language study). During orientation, students will meet with faculty members who will assist them with registration for the fall. In September, students will be assigned advisors who will guide them through the Nursing program.

Special Opportunities

Study Abroad

Students in the William F. Connell School of Nursing are encouraged to 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 (NURS4911)

Junior or senior nursing students develop a proposal for independent study in an area of nursing in which they wish to obtain further knowledge and/or experience. Guidelines are available on the CSON undergraduate website. Students should consult an academic advisor and/or the Associate Dean of the undergraduate program about their proposal.

Undergraduate Research Fellows Program

Students in excellent academic standing may apply to assist faculty in a faculty-directed research project and gain valuable experience in nursing research.

Minors in the Connell School of Nursing

Nursing students may minor in any Arts and Sciences discipline or General Education by fulfilling the requirements of those departments. In addition, nursing students may minor in Hispanic Studies by completing 18 credits in Spanish/Hispanic Studies that are approved by the Associate Dean. CSON students who wish to declare a CSON Hispanic studies minor should meet with the Associate Dean.

Minor in Psychology

The minor would be awarded to CSON students who complete 18 credits in psychology. Courses should include PSYC1110 Introduction to Psychology as a Natural Science and PSYC1111 Introduction to Psychology as a Social Science. Students who received AP credit for PSYC1110 and PSYC1111 may select alternate courses. Courses that may be applied to the minor include the following (or others approved by the undergraduate Associate Dean):

- PSYC1011 Psychobiology of Mental Disorders
- PSYC1032 Emotion
- PSYC1029 Mind & Brain
- PSYC2241 Social Psychology
- PSYC2260 Developmental Psychology
- PSYC2272 Cognitive Psychology
- PSYC2274 Sensation and Perception
- PSYC2285 Behavioral Neuroscience
- APSY1030 Child Growth and Development
- APSY1032 Psychology of Learning
- APSY2041 Adolescent Psychology
- APSY2241 Abnormal Psychology
- APSY2240 Personality Theories: Behavior in Context
- APSY3243 Counseling Theories
- APSY3244 Adult Psychology
- FORS5315 Victimology
- FORS5317 Forensic Mental Health
- FORS5318 Forensic Science I

B.S./M.S. Program

This program enables students to graduate with bachelor's and master's degrees in five years (full time) or six years (part time). Students take graduate courses in their senior year and during the summer after graduation with the B.S. In order to qualify for this program, students must maintain an academic average of 3.4 with a grade of B or above in all nursing courses. Qualified undergraduate students may take approved graduate courses as part of their elective requirement. These credits would count toward the master's degree at Boston College Connell School of Nursing if the student is accepted into the master's program prior to graduating with the B.S. degree.

Academic Honors

The University Honors Program

The Honors Program offers selected students a more integrated and comprehensive liberal arts curriculum as an alternative to the regular undergraduate Core. Students are invited to join the program before they enter Boston College. In order to remain in the program, students are required to maintain a minimum GPA of 3.33.

Students in the Honors Program complete all requirements of the nursing major. In addition, they must satisfy the following requirements of the Honors Program:

Western Cultural Tradition I–VIII: In the first two years, students are required to take this intensive course for six credits each semester (a total of 24 credits). It substitutes for the usual Core requirements in literature, writing, philosophy, theology, and social science. For additional information see the section in this catalog under the Arts and Sciences Honors Program.

In the junior and senior years, students follow the nursing course sequence and, under the direction of the School of Nursing honors advisor, plan and carry out a research project. These honor students will be afforded special learning activities designed to challenge their interests and capitalize on their intellectual ability.

Special Requirements for 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 NURS2231 (sophomore or junior year), and must keep this certification current. Nursing students must also undergo the expanded multistate criminal offense background checks that are required by affiliating health care institutions.

General Information

Cooperating Hospitals and Health Agencies

Students in the baccalaureate nursing program have planned learning experiences in teaching hospitals and community agencies in the Boston metropolitan area. The facilities used for these experiences are located in Boston and the surrounding area. Students are responsible for providing their own transportation to and from those facilities, 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 $990.00 (Payable for certain clinical nursing courses)
- Costs for transportation to clinical sites, additional health requirements, and CPR certification

College Credit for Transfer Students

Candidates possessing a bachelor's degree in another field and candidates possessing college credit in either nursing or non-nursing programs apply to the Office of Transfer Admissions, located in Devlin Hall. A maximum of sixty (60) credits will be accepted in transfer. Nursing courses taken at another institution will be evaluated on an individual basis. Students applying for transfer will be asked to submit course syllabi to the School of Nursing for use in evaluating prior course work. Additional information on transfer credits may be found in the Baccalaureate Program Handbook on the BC website.

Career Opportunities

The field of nursing offers a wide variety of career options, including positions in hospitals, long-term care facilities, community health agencies, clinics, and day care centers for children and the elderly. Nurses are establishing private practices and group practices with other health professionals. Business, industry, and occupational health settings employ nurses. 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

June Andrews Horowitz, *Professor Emerita;* B.S., Boston College; M.S., Rutgers State University of New Jersey; Ph.D., New York University

Miriam Gayle Wardle, *Professor Emerita;* B.S., University of Pittsburgh; M.S., Boston University; Ph.D., North Carolina State University

Loretta P. Higgins, *Associate Professor Emerita;* B.S., M.S., Ed.D., Boston College

Margaret A. Murphy, *Associate Professor Emerita;* B.S., St. Joseph College; M.A., New York University; Ph.D., Boston College

Jean A. O'Neil, *Associate Professor Emerita;* B.S., M.S., Boston College; Ed.D., Boston University

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Susan Gennaro, *Professor and Dean;* B.A., Le Moyne College; M.S., Pace University; Ph.D., University of Alabama at Birmingham

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Susan Kelly-Weeder, *Associate Professor;* B.S., Simmons College; M.S., Ph.D., University of Massachusetts Lowell

Ellen K. Mahoney, *Associate Professor;* B.S.N., Georgetown University; M.S.N., University of Pennsylvania; Ph.D., University of California, San Francisco

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Lichuan Ye, *Assistant Professor;* B.S., M.S., Sichuan University; Ph.D., University of Pennsylvania
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Laura White, *Clinical Assistant Professor;* B.S., Boston College, M.S., Columbia University, Ph.D., Boston College
Ellen Bishop, *Clinical Instructor;* B.A., George Washington University; B.S., Regis College; M.S., Regis College
Rosemary Frances Byrne, *Clinical Instructor;* B.S., M.S., F.N.P.-B.C., Boston College
Maureen Connolly, *Clinical Instructor;* A.D., Laboure College; B.A., Worcester 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., S.T.L., Boston College
Jacqueline Sly, *Clinical Instructor;* B.S.N., Boston College, M.S.N., Regis 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

Contacts

- Undergraduate Program Office, Cushing Hall, 617-552-4250
- www.bc.edu/cson

Forensics

Course Offerings

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

FORS5315 Victimology (Fall: 3)

This course examines the wide range of victimization experiences from the perspective of the victim, their families and society. Crimes to be studied include robbery, burglary, carjacking, assault and battery, rape, domestic violence, stalking, homicide, arson, child sexual abuse and exploitation, child pornography crimes, federal crimes, identity theft, terrorism, and Internet crimes. Emphasis will be given to exploring the etiology of trauma, motivational issues of offending, response patterns to victimization, secondary trauma effects of victimization, and community and media response. Class format will utilize cases from the forensic practice of the lecturers.

The Department

FORS5316 Violent Crimes: Forensics and Victimology (Summer: 3)

Periodically

This course is designed for students who are interested in studying about victims of crime-related trauma; for students whose practice and careers require knowledge of forensics and issues facing crime victims, their families and the community; and for students who

wish to broaden their understanding of crime and justice. This course examines the forensics of a crime and the wide range of victimization experiences from the perspective of the victim, their families and society. Crimes to be studied include robbery, abduction, assault and battery, rape, domestic violence, stalking, homicide, child sexual abuse and exploitation, elder crimes, terrorism and Internet crimes. Emphasis will be given to exploring the forensics of crime, etiology of trauma, motivational issues of offending, response patterns to victimization, and community and media response.
The Department

FORS5317 Forensic Mental Health (Spring: 3)

The course examines the components of human behavior that bring people into a criminal justice setting and analyzes the legal question involved. Content will cover homicide, rape, abduction, cyber crimes, stalking, domestic violence, child abuse, and criminal parenthood from the offender's perspective. Content covered includes forensic and behavioral interviewing, interrogation, role of forensic mental health examiners, case formulation, DSM IV-R diagnosis, criminal investigations and charges, state of mind, duty to warn, memory and recall, malingering, and secondary gain. Forensic cases will form the basis for discussion of each class topic.
The Department

FORS5318 Forensic Science I (Fall: 3)

This course draws on forensic science principles in cases where there has been injury or a death, including suicide, accidental, and criminal, and cases where there is a survivor and where there is a legal and/or ethical component. Specifically, the course applies a case method format to forensic science issues including crime scene photographing, fingerprinting, blood spatter, DNA, trace evidence, pattern evidence, biological evidence, forensic pathology, clinical forensics, and digital forensics.
The Department

FORS5319 Forensic Science Lab (Fall: 3)

Students will learn and use equipment and techniques from the field of forensics to process and evaluate evidence from mock crime scenes. Students will employ various diagnostic tests and methods from the sciences of serology, pathology, ballistics, molecular biology, physics, and biochemistry to solve a contrived criminal case. The laboratory experience will invite students to utilize an array of scientific techniques and to confront and deliberate the ethical and legal implications surrounding the application of forensic science in a court of law.
The Department

Nursing

Course Offerings

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

NURS1010 Professional Development Seminar (Fall: 1)

This seminar will introduce freshmen nursing students to the college culture and to the profession of nursing. Small group sessions led by upper-class nursing students and faculty/staff volunteers will provide opportunities for networking and information sharing about relevant personal, professional, and social topics.
The Department

NURS1210 Public Health in a Global Society (Fall: 3)
Satisfies Social Science Core Requirement

This 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.
Melissa Sutherland

NURS1215 Policy and Politics in U.S. Health Care (Spring: 3)

The purpose of this interdisciplinary course is to provide students with a working knowledge of the U.S. health care system, including its organization, financing, regulation, and service delivery, from both private and public perspectives. Emerging workforce and care delivery trends and their philosophical, financial, and political underpinnings will be explored. This course is designed for individuals seeking a career in health care delivery or management and who will interface with clinical care and/or the managed care and health insurance industries or related industries in a professional capacity.
Joyce Edmonds
Judith Vessey

NURS2070 Introduction to Professional Nursing (Spring: 2)

This course provides an introduction to professional nursing, exploring nursing's history and the development of nursing knowledge grounded in theory and evidenced-based practice. The course places the study of socially just nursing practice within the tradition of liberal arts education. Engaging in critical self-reflection, students apply new value-based self-awareness to culturally congruent nursing care. Ethical reasoning processes are applied, utilizing clinical and population-based case studies. Therapeutic communication with individuals across the lifespan is introduced. Nursing education, practice, and professional careers as well as the influence of current health care environmental factors on health and evidenced-based nursing practice are discussed.
The Department

NURS2080 Pathophysiology (Fall/Spring: 3)
Prerequisites: BIOL1300, BIOL1310, BIOL1320, BIOL1330, CHEM1161, CHEM1163
Corequisite: BIOL2200, BIOL2210 may be taken concurrently

Pathophysiology offers an integrated approach to human disease. The course builds on the underlying concepts of normal function as they apply to the basic processes of pathogenesis. Biological variations of age, gender, and cultural differences are integrated into the course content where applicable. Common acute and chronic health problems are introduced to explore the interrelatedness of a variety of stressors that affect physiological function. Successful completion of Pathophysiology facilitates the student's transition into clinical nursing practice.
The Department

NURS2120 Nursing Health Assessment Across the Life Span (Fall/Spring: 4)
Prerequisites: BIOL1300, BIOL1310, BIOL1320, BIOL1330, or concurrently; CHEM1161, CHEM1163, BIOL2200, BIOL2210; NURS2080, NURS2121, or concurrently

This course introduces the concepts of health, health promotion, and growth and development across the lifespan. The interactions of underlying mechanisms such as environment, culture, ethnicity, family, genetics, and gender that are foundational to development and individual health will be explored. Theories and principles that address physical, cognitive, and psychosocial growth and development will guide understanding of the complex healthy human, from birth to geriatrics and death. Principles and theories of health promotion will be analyzed and applied from a nursing perspective to support the individual's desire to increase personal and/or family health potential and well-being.
The Department

NURS2121 Nursing Health Assessment Across the Lifespan Clinical Laboratory (Fall/Spring: 3)
Prerequisites: See NURS2120

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

NURS2204 Pharmacology and Nutrition Therapies (Fall/Spring: 3)
Prerequisites: NURS2080, NURS2120–2121
Corequisites: NURS2230–2231

This course focuses on the study of pharmacodynamic and nutritional principles and therapies used in professional nursing. Using case studies as well as lecture, an integrated approach to patient problems is emphasized. Nutriceuticals, over-the-counter, social, and folk drugs affecting the patient are also considered.
The Department

NURS2230 Adult Health Nursing Theory I (Fall/Spring: 3)
Prerequisites: NURS2070, NURS2080, NURS2120–2121
Corequisite: NURS2231

This course focuses on the theoretical basis of the nursing care of adults across the lifespan with altered states of health. Emphasis is placed on beginning application of the clinical reasoning process with a focus on frequently occurring nursing diagnoses, interventions and outcomes for adults, in particular older adults. Evidence-based practice and standards of care are integrated throughout the course. The role and responsibilities of the nurse in the acute care setting including those related to quality, safety, ethics and legal issues are emphasized. Cultural awareness is incorporated throughout the course.
The Department

NURS2231 Adult Health Nursing I Clinical Laboratory (Fall/Spring: 3)
Prerequisites: NURS2070, NURS2080, NURS2120–2121
Corequisite: NURS2230

The weekly hospital clinical focuses on fostering skill in the planning and implementation of care of adults, including older adult, with an altered heath 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

NURS3170 Principles of Evidence-Based Nursing (Fall/Spring: 2)
Prerequisite: NURS2070

This course seeks to develop an applied understanding of evidence-based practice as it relates to the science of nursing. Through exploring components of the research process, an appreciation of the various types of evidence used by nurses and an understanding of the importance of evidenced-based research to improve clinical practice will be fostered. The ethical considerations related to evidence-based practice will be discussed. At the conclusion of the course, students are prepared to be to be critical consumers of research used in evidence-based practice.
The Department

NURS3242 Adult Health Nursing Theory II (Fall/Spring: 3)
Prerequisites: NURS2204, NURS2230–2231
Corequisite: NURS3243

This course builds on the concepts learned in previous courses including adult health and pharmacology and expands the knowledge base for planning and implementing care of adults with acute health problems and acute exacerbations of chronic health problems. Clinical case studies of acute care emergencies are used to discuss clinical judgment. Emphasis is placed on the selection of evidence-based interventions, evaluation of interventions, and use of evaluative data in refining a plan of care for the adult patient. Discussions focus on the role of the primary nurse in the acute care setting including collaboration, discharge planning and health teaching.
The Department

NURS3243 Adult Health Nursing II Clinical Laboratory (Fall/Spring: 3)
Prerequisites: NURS2204, NURS2230–2231
Corequisite: NURS3242

This course provides clinical experiences with adults who have acute health problems and acute exacerbations of chronic health problems. Students perform the role of the primary nurse with emphasis on the implementation of evidence-based interventions, documentation of patient outcomes, collaboration and communication. This course builds on knowledge from previous courses and expands the students' understanding of the professional role with a focus on nursing standards of care, safety, quality improvement and transitional care planning.
The Department

NURS3244 Childbearing Nursing Theory (Fall/Spring: 3)
Prerequisites: NURS2204, NURS2230–2231
Corequisite: NURS3245

The course focuses on concepts associated with the unique responses of families during the childbearing cycle, normal and high

risk pregnancies, and normal and abnormal events in women's health. Current multidisciplinary research in women's health with a focus on the childbearing cycle, including genetics and cultural competence, is presented. Evidenced based nursing practice for the childbearing family is discussed. The nursing implications of attending to both the physiologic and the psychosocial needs of the childbearing family are reviewed. Emphasis will be placed on AWHONN and ACOG standards of care.
The Department

NURS3245 Clinical Laboratory of Childbearing Theory (Fall/Spring: 3)
Prerequisites: NURS2204, NURS2230–2231
Corequisite: NURS3244

Application of childbearing theory to the diagnoses, interventions, and outcomes for the care of families in structured clinical settings. Focus is on prenatal, perinatal, and post-natal activities. Students work collaboratively with the multidisciplinary team in applying evidenced-based practice derived from current multidisciplinary research to the childbearing family. Supervised by nursing faculty, the students are mentored to extend their skills in critical thinking and clinical judgment to meet the physical, psychosocial, cultural and spiritual needs of their clients and families. Emphasis will be placed on QSEN, AACN Essentials for Baccalaureate education, AWHONN and ACOG standards of care.
The Department

NURS4250 Child Health Nursing Theory (Fall/Spring: 3)
Prerequisites: NURS3242–3245
Corequisite: NURS4251

This course builds on the published to discuss the unique responses of children and their families to acute and chronic illness. Emphasis is placed on the child's growth and development in relation to wellness and illness. A family-centered approach is used to address the health teaching, promotion, restoration, and maintenance needs of children and their families. Theoretical principles are presented, and creative, evidence-based nursing intervention strategies to meet the needs of children and their families across the health care continuum are discussed.
The Department

NURS4251 Child Health Nursing Clinical Laboratory (Fall/Spring: 3)
Prerequisites: NURS3242–3245
Corequisite: NURS4250

Based on the published Scope and Standards of Practice, this course provides a variety of clinical settings plus simulation experiences for implementing the nursing role in the care of children and families. Emphasis on clinical reasoning and evidenced-based practice in planning interventions to meet the physical, psychosocial, emotional, and spiritual needs of children and families coping with acute and chronic health problems. Students will care for patients from diverse cultural, ethnic and social backgrounds, interact collaboratively with family members and the interdisciplinary health team, and take a leadership role in advocating for patients.
The Department

NURS4252 Psychiatric Mental Health Nursing Theory (Fall/Spring: 3)
Prerequisites: NURS3242–3243
Corequisite: NURS4253

This course builds upon the standards of practice from APNA-ISPN, AACN and QSEN to discuss the legal, ethical and therapeutic role of the psychiatric mental health nurse in caring for individuals with psychiatric disorders across the life span. Current interdisciplinary research on the genetic, neurobiological and psychosocial theories of depression, psychosis, substance abuse, bipolar illness, eating, anxiety, personality and cognitive disorders is analyzed. Evidence-based nursing practice, including psychopharmacology and psychosocial treatment modalities such as cognitive-behavioral, interpersonal, group and milieu therapy is applied from a multicultural perspective. Nursing interventions for families and communities experiencing crisis, grief and trauma are identified.
The Department

NURS4253 Psychiatric Mental Health Nursing Clinical Laboratory (Fall/Spring: 3)
Prerequisites: NURS3242–3243
Corequisite: NURS4252

Therapeutic communication skills provide a foundation for implementing the nursing role based on the American Psychiatric Nurses Association standards of practice with psychiatric patients/clients in a variety of psychiatric treatment settings. In the clinical experience, students work collaboratively with multidisciplinary teams in applying evidenced-based practice based on current interdisciplinary research to the nursing process. In weekly supervision with clinical faculty, students are mentored to extend their skills in clinical reasoning to meet the psychological, social, cultural, biological, and spiritual needs of persons from varied backgrounds (economic, racial, ethnic, age and gender) who are in treatment for mental illness.
The Department

NURS4260 Population Health Nursing Theory (Fall/Spring: 3)
Prerequisites: NURS4250–4253
Corequisite: NURS4261

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

NURS4261 Population Health Nursing Practice in the Community (Fall/Spring: 3)
Prerequisites: NURS4250–4253
Corequisite: NURS4260

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

NURS4263 Nursing Synthesis Clinical Laboratory (Fall/Spring: 3)
Prerequisites: NURS4250–4253
Corequisites: NURS4260–4261

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

NURS4270 Transition to Professional Nursing (Fall/Spring: 2)

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

NURS4911 Directed Independent Study (Fall/Spring: 3)
Prerequisite: Senior nursing student with GPA of 3.0 or above in nursing courses.
Students planning to enroll in Directed Independent Study should obtain guidelines from the Office of the Undergraduate Associate Dean. Proposals must be submitted at least three weeks before the end of the semester prior to that in which the study will begin.

This course provides an opportunity to engage in learning activities that are of interest beyond the required nursing curriculum. Examples of learning activities are research, clinical practice, and study of a nursing theory.
The Department

NURS4961 Honors Project (Fall/Spring: 3)

This course applies the knowledge of the research process through conducting a research project under the guidance of a faculty member.
The Department

NURS5345 Ecuador: Global Health Perspectives (Summer: 3)

This course will involve the study of global health from the perspective of the various stakeholders: Populations, governments, Non-Government Organizations (NGOs), health care providers and health educators. Social, political, economic, legal and ethical perspectives will be addressed. This course will be offered in Quito, Ecuador and will include field trips to health care facilities and discussions with local health professionals on current health issues and challenges for the future. Using a case-based approach, students will analyze and develop potential solutions and options for addressing global health care issues and create strategies for improving the health of specific populations.
The Department

NURS5350 Global Healthcare: Meeting Challenges and Making Connections (Summer: 3)

This course brings together students and faculty from around the world to discuss and synthesize perspectives on global health, specifically the challenges and common connections experienced across patient centered care, health education, healthcare systems and policy development. The participants will develop a deeper understanding of the particular needs of diverse and underserved populations. Emphasis will be placed on social justice and health of individuals, families, and populations. Through the lens of public health, this course explores assessment of healthcare needs, assurance of a quality healthcare infrastructure, and development of healthcare policy.
M. Colleen Simonelli

NURS6400 Nursing Practice and Public Health in Community (Fall: 2)
Corequisites: NURS6402–6403

This course introduces students to the conceptual and scientific frameworks of population-centered nursing through didactic and clinical experiences focused on community focused care. The course will examine social and economic influences on health care delivery and vulnerability of individuals, families, and populations in community settings. Issues of emerging infectious diseases and disaster preparedness will be addressed. Emphasis is placed on the variety of roles/functions nurses have in population-centered care including that of public health and primary care. Clinical experiences will focus on the role of the nurse with emphasis on current evidence, clinical expertise, health outcomes, and collaboration.
Donna Cullinan
Melissa Sutherland

NURS6402 Nursing Science I (Fall: 6)
Corequisites: NURS2204, NURS6403, NURS6408

Concepts of health- and age- specific methods for nursing assessment of health within the context of human growth and development, culture, and the environment are emphasized. The course focuses on evaluation and promotion of optimal function of individuals across the lifespan. Content for each developmental level includes communication, nutrition, and physical examination as tools for assessment and principles of teaching and learning for anticipatory guidance. This course will also focus on the theoretical basis of the nursing care of clients with altered states of health. Emphasis is placed on beginning application of the clinical reasoning process.
The Department

NURS6403 Clinical Practice in Nursing I (Fall: 4)
Corequisites: NURS2204, NURS6403, NURS6408

Provides campus and community laboratory experiences in applying theoretical concepts explored in Nursing Science I. Focuses on systematic assessment of individual health status associated with maturational changes and influences by culture and environment. Clinical reasoning framework and communication theory direct the development of nursing assessment skills. Also focuses on fostering skill in the planning and implementation of care for adults with an altered health status. College laboratory sessions complement the clinical practica,

which take place in a variety of practice settings. Clinical experiences focus on documentation, developing skills to facilitate the helping relationship, and basic psychomotor skills associated with care.
The Department

NURS6406 Nursing Science II (Spring: 6)
Prerequisites: NURS6402–6403
Corequisites: NURS2204, NURS6408, NURS7420

This course builds on the concepts learned in Nursing Science I and examines more complex health problems across the life span. Emphasis is on independent judgment and collaborative practice. The course will focus on nursing concepts associated with the unique responses of families during the childbearing/child rearing cycle and to the events associated with acute and chronic illness of children. Principles of psychiatric nursing involved in the care of clients experiencing the stresses of mental illness will also be included. The course will also focus on individuals, families, and groups in the community.
The Department

NURS6407 Clinical Practice in Nursing II (Spring: 6)
Prerequisites: NURS2204, NURS6402–6403, NURS 6408
Corequisites: NURS6406, NURS7420

This course uses a variety of clinical settings to focus on the application of the clinical reasoning process, nursing diagnoses, nursing interventions, and outcomes as they relate to the care of individuals and families across the life span. Settings will include in-patient and community agencies.
The Department

NURS6408 Pathophysiology (Fall: 3)

This course offers an integrated approach to human disease. The content builds on underlying concepts of normal function as they apply to the basic processes of pathogenesis. Common health problems are introduced to explore the interrelatedness of a variety of stressors affecting physiological function.
The Department

NURS6411 Nursing Synthesis Practicum (Summer: 3)
Prerequisites: NURS6406–6407

This course provides nontraditional nursing students with an opportunity to synthesize, expand, and to refine nursing concepts and clinical reasoning competencies. Through an intensive clinical experience based in institutional and/or community settings, students will be able to focus on health care needs of specific client populations, study in-depth the interventions used to restore and/or optimize health, and utilize nursing research in practice.
The Department

Woods College of Advancing Studies

The James A. Woods, S.J. College of Advancing Studies offers both full and part-time study to undergraduate and graduate students from widely differing backgrounds and preparations who wish to maximize their experiences and master the skills necessary to advance their future.

Boston College fosters in its students rigorous intellectual development coupled with religious, ethical, and personal formation in order to prepare them for citizenship, service, and leadership in a global society.

Within the context of the Boston College environment, James A. Woods, S.J. College of Advancing Studies promotes the care and attention to the human person that is the hallmark of Jesuit education while faculty and students engage in scholarship that enriches the culture and addresses important societal needs.

Undergraduate Programs

The James A. Woods, S.J. College of Advancing Studies offers the atmosphere of a small college within the environment of a large university. The professional staff at the James A. Woods, S.J. College of Advancing Studies has experience helping students arrange a realistic program of study, one that combines work responsibilities with educational goals. Students receive personal attention while enjoying access to the many resources of Boston College. A flexible admission process coupled with academic advising allows a student to select the most appropriate program based on individual needs. Courses are ordinarily scheduled between the hours of 6:00 and 10:00 pm.

Bachelor of Arts Program

The Bachelor of Arts program prepares students to address and master the challenges of a rapidly changing and increasingly complex world. A flexible, broad-based liberal arts curriculum which includes core requirements permits registrants to choose courses and programs of study reflecting individual interests and varied career objectives. The curriculum offers intensive work and a degree of disciplined mastery in a major area.

Degree Requirements

A distinguishing characteristic of liberal arts education is a required core curriculum. The Bachelor of Arts programs require the following core courses:

- 3 English
- 3 Philosophy course comprised of Logic, Ethics, and a Philosophy elective
- 3 Theology courses comprised of two sequential Theology courses and one Theology elective
- 2 Social Science courses
- 2 History courses
- 1 Mathematics course
- 1 Natural Science course
- 1 Computer course
- 1 Fine Arts course
- 1 Public Speaking course

Degree candidates must fulfil all program requirements in addition to earning a minimum of 120 credits. Students are required to achieve a minimum cumulative GPA of 1.67 to be eligible to graduate.

Admission as a transfer student is also available. A minimum of sixty credits must be completed at Boston College to satisfy residency. A maximum of sixty credits may be transferred into a student's program from regionally accredited institutions. Courses with an earned grade of C will be accepted in transfer; however, courses transferred from schools within Boston College may be accepted with grades of C-. A minimum of three semester hours is required for a transferred course to satisfy a program requirement.

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 better, in the previous semester.

Undergraduate Admission

The Bachelor of Arts program prepares students to address and master the challenges of a rapidly changing and increasingly complex world. A flexible, broad-based curriculum offers adult and post-traditional learners a liberal arts degree with disciplined mastery in a major area.

Applications for admission may be submitted at any time and are reviewed on a rolling basis during the academic year. The following documentation is required:

- Completed application form;
- Two essays (requirements are found on the application);
- Optional SAT, PSAT, or similar standardized test results if graduation from high school has been less than four years;
- Academic placement testing in English and Math for students for whom graduation from high school is greater than four years, those who have never taken standardized tests, or those who do not wish to submit standardized testing results;
- Two letters of recommendation (if four years or less from high school, request one from a guidance counselor or, for students whose high school graduation is greater than four years, request one from a teacher, employer, or other personal reference); and
- Demonstrated English Language Proficiency

Non-degree Students

Non-degree 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 http:www.bc.edu/content/bc/schools/advstudies/visitingstudents.html.

Professional Studies Certificate

The Professional Studies Certificate is an end in itself for some students. For others, it may be applied toward completion of a bachelor's degree. Whatever one's ultimate goal, whether to qualify for promotion, initiate a career change, or earn an undergraduate degree, a Professional Studies Certificate can help 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 apply to a certificate program must be made to the James A. Woods, S.J. College of Advancing Studies. So, too, a request must be made to receive a formal certificate upon completion.
- A Professional Studies Certificate may be obtained in Accounting, Communication, Criminal and Social Justice, Finance, Human Resources, Information Technology, Management, and Marketing.

Contact Information and Office Location

Course Catalog and program information can be found at www.bc.edu/advancingstudies.

Office of the Dean
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 under load, 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 of their home school within Boston College prior to registration. Boston College undergraduates should follow the process for Summer Session registration outlined at www.bc.edu/content/bc/offices/stserv/academic/registration.html.

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.

Accounting

Course Offerings

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

ADAC1081 Financial Accounting (Fall: 4)

The basic accounting course. Financial statements, fundamental accounting concepts, procedures, terminology and contemporary financial reporting are introduced using state-of-the-art business software.
The Department

ADAC2082 Managerial Accounting (Summer: 3)

Prerequisite: Financial Accounting or equivalent

Managerial accounting introduces the decision-making process of firm management. Topics include activity-based costing, cost-volume-profit relationships, segmented reporting, profit planning, standard costing and the statement of cash flows. Problem solving is accomplished through computer software accompanying text.
John Glynn

ADAC3082 Managerial Accounting (Fall: 4)

Prerequisite: ADAC1081 or equivalent

Managerial accounting introduces the decision making process of firm management. Topics include activity-based costing, cost-volume-profit relationships, segmented reporting, profit planning, standard costing and the statement of cash flows. Problem solving is accomplished through computer software accompanying text.
The Department

ADAC3083 Financial Accounting/Standards and Theory I (Fall: 4)

Prerequisites: ADAC1081 and ADAC3082 or equivalent

Financial accounting and reporting standards are applied to accounting theory in the development of general purpose financial statements. Explores asset valuation and income measurement statements.
The Department

ADAC3084 Financial Accounting Standards and Theory II (Fall: 4)

Measurement and reporting of liabilities, stockholder's equity, intercorporate investments, business consolidations and a thorough analysis of cash flow reporting are studied.
The Department

ADAC3085 Managerial Cost Analysis (Fall: 4)

Prerequisites: ADAC1081 and ADAC3082 or equivalent

Course examines the quantitative aspects of managerial and control systems within material, labor and overhead, and its limitation with respect to global competition. Explores the ethical dimensions of decision making.
The Department

ADAC3125 Financial Statements Analysis (Fall: 4)

Prerequisite: Familiarity with Financial Accounting, Finance, Excel, and accessing data on the Web

Introduces how financial information impacts organizational decision making. Examines accounting theory and practice, information presentation, market valuations of companies, investment decisions relative to debt, budgeting and forecasting. Topics include financial statements, financial condition analysis, present value, time value of money, budgeting, long-term asset and liability decision making as well as the influence of the Financial Accounting Standards Board (FASB). Case studies expand discussions.
The Department

ADAC3127 Public and Non-Public Accounting (Fall: 4)

Examines nonprofit and state and municipal budgeting policies and practices as well as the fiscal climate within which these organizations operate. Students gain a better understanding of the role of accounting in public and nonprofit organizations and the theories underlying major fiscal policy debates. Topics include constructing budgets and capital improvement plans, and how to successfully generate funds to support nonprofit sector organizations.
The Department

Biology

Course Offerings

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

ADBI1123 Nutrition for Life (Fall: 4)

Course acquaints the nonspecialist with the basic scientific principals of nutrition and energy metabolism. Includes an examination of the six nutrient groups (carbohydrates, proteins, fats, vitamins, minerals and water) and their impact on health, disease prevention, and growth and development. Explores current dietary recommendations, nutrition for athletes, dietary supplement use, weight management, and other current hot topics in nutrition. Students assess their own nutrient intakes and compare them to national standards. Material designed for practical use.

The Department

ADBI1128 Sustainability Science (Fall: 4)

Dynamic and innovative scientific advances, and the rediscovery of traditional farming and energy practices are transforming the ways in which we meet basic human needs as well as how we preserve and renew the planet's life support systems. Course examines the essence of sustainability theory and application, agricultural and food production principles and practices, how production impacts local, regional, and global health status, economics and environments, and how sustainable practices benefit poor and wealthy nations. Other topics include: climate and global environments, trends in organic and local food sources, the debate over food crops versus fuel crops and access to safe water. Examines selected strategies and initiatives that promote a sustainable global community.

The Department

Business Management

Course Offerings

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

ADBM1052 Introduction to Organizational Behavior (Fall: 4)

To thrive in constantly transforming organizations, it is important to understand the factors which influence performance and satisfaction, and the dynamics critical to interacting with and managing others effectively. Reviews the major theories of management and considers how personality, motivation, communication, perception, group dynamics, leadership style and organizational culture affect productivity and personal and professional success.

The Department

ADBM3075 Negotiation (Fall: 4)

Negotiation is a key component in all professional, personal and social communication. Course presents specific tools for improving people skills in preparing for and conducting negotiations. It examines the characteristics of different negotiating situations, leadership and decision making functions, interpersonal communication, the intercultural community, management strategies, and factors affecting which negotiation style most enhances communication.

The Department

ADBM5001 Conflict Resolution: Negotiation Skills (Fall: 4)
Cross listed with ADGR7707

Negotiation is a central process in decision-making and conflict reolution. This course examines the theory and practice of negotiation in a variety of contexts, including labor-management relations, buying and selling, mergers and acquisitions, civil liability suits, international diplomacy, and intra-organizational bargaining. Topics include target setting, concession making, power and influence, team management and negotiations, strategy and tactics and phases of competitive and cooperative negotiations.

Richard Nielsen

Communication

Course Offerings

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

ADCO1005 Introduction to Communications (Fall: 4)

Introduces the four main divisions in communication studies: interpersonal communication, mass media theory, group and organizational communication. Examines the influence and impact of electronic communication. Practical application of theory focuses the course.

The Department

ADCO2210 Computer Mediated Presentations (Fall: 4)

The Department

ADCO2212 Research Methods (Fall: 4)
Periodically

The Department

ADCO2229 Investigative Journalism (Fall: 4)

The Department

ADCO2235 Advertising (Fall/Spring: 3)

This course explores advertising as an institution in society, both as a marketing tool and as a communication process. Designed as a comprehensive view of the subject, the course includes such topics as advertising history, regulation, communication theory and practice, the role of advertising in the marketing mix, the organization of the advertising agency, marketing/advertising research, and the creative uses of various advertising media. Students will monitor advertising in various media, assess strategy, and participate in the formulation of an advertising campaign plan.

The Department

ADCO2240 Public Relations (Fall/Spring: 3)

This course is designed to be an examination of the technical, counseling, and planning elements in public relations. Attention in the course will focus on public relations campaigns, non-profit public relations, and the often complex relationship between management strategies and promotional objectives. Emphasis will also be placed on developing proper writing techniques for public relations. Included among the writing assignments will be a press release, planning statement, contact sheet, and a press kit.

The Department

ADCO3112 Career Planning: Strategies for Success (Fall: 4)

Course examines the critical elements involved in self assessment, career exploration, goal setting, adult development, decision making, job search strategies and career progression. Looks at how to integrate career information resources, and explores specific techniques and strategies designed for a competitive job market.

The Department

ADCO3300 Advanced Advertising (Fall: 4)
Prerequisite: ADCO2235 or department permission required

This course explores various advertising and marketing disciplines including account planning/research, brand/message strategy, media planning, social media, online/viral marketing and creative development. Case studies are reviewed and analyzed. The course prepares students to successfully compete in the National Student Advertising Competition held each spring by the American Advertising Foundation. It is a prerequisite to Ad Campaign Planning. Ad Campaign Planning students work as a group within BC's own advertising agency, Liquid Logic, to develop a comprehensive and integrated advertising campaign that will be submitted and presented by the class as part of the national competition.
Scott Madden

ADCO5001 Career Strategies for Success (Fall: 4)
Cross listed with ADGR7727

This course examines the critical elements involved in self-assessment, career exploration, goal setting, adult development, decision-making, job search strategies and career progression. Looks at how to integrate career information resources, and explores specific techniques and strategies designed for a competitive job market.
Amy Flynn

ADCO5002 Public Relations (Fall: 4)
Cross listed with ADGR7728

Public Relations is a vital and versatile communication tool. This course explores the techniques and media used to influence special publics, including the news media. It reviews the principles and practices of on-line communications, how electronic media differ from traditional media, reaching new audiences, advantages and limitations. Students study examples of public relations campaigns and design their own. Focuses on non-profit public relations, corporate problems and the relationship between management strategies and promotional objectives.
Donald Fishman

Corporate Systems

Course Offerings

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

ADSY1140 Research: Methods and Data (Fall: 4)

Recommended as the first course, it examines the logic of research design and explores how data are approached, collected and analyzed in an interactive information age. Practical applications across disciplines introduce both the electronic and traditional tools and techniques necessary to interpret and utilize findings. Cases and presentations prepare students to analyze, evaluate and challenge specific applications and to suggest alternative interpretations. Online databases, the WWW and the internet expand options.
The Department

ADSY1141 Collaborative Computing (Fall: 4)
Prerequisite: Facile knowledge of spreadsheets, word processing, data management, graphics, and the Internet.

An immersive education course extends knowledge and improves skills in the use of industry standard business software, supplemented with a detailed overview of server and workstation hardware. Students explore the collaborative use of versatile and powerful state-of-the-art applications. Topics include proprietary and open source operating systems, word processing, spreadsheet and presentational applications, hardware interfaces, backup schematics, network applications and protocols, including SSH, HTTP, FTP, DNS, POP3/IMAP Mail Transfer Agents, and client/server remote connect applications, web publishing, compression utilities, collaborative document concepts, and the design and structure of data files. No auditors.
The Department

ADSY1142 Organizational Communication (Fall: 4)

To thrive in constantly transforming organizations, it is important to understand the factors which influence performance and satisfaction, and the dynamics critical to interacting with and managing others effectively. Reviews the major theories of management and considers how personality, motivation, communication, perception, group dynamics, leadership style and organizational culture affect productivity and personal and professional success.
The Department

ADSY1143 Corporate Communication (Fall: 4)

In a globally competitive and technologically advanced world, the ability to convey ideas and persuade diverse audiences is critical to professional success in every organization. Course provides a learning environment which develops proficient communication skills. Focusing on business writing and oral presentations with particular attention to purpose and audience, the curriculum offers strategies for effective business communication in letters, memos, email, reports, proposals, resumes, meetings, and presentations. Classroom interaction, written assignments, collaborative media design, and team presentations provide multiple opportunities to demonstrate and enhance skills and to receive feedback on your professional communication style.
The Department

ADSY1144 Computer-Mediated Presentations (Fall: 4)

Computer graphics, presentation software, the World Wide Web, and other emerging technologies change the way we structure and present professional and personal information. Creating, interpreting and revising data are highly desired skills. Competitive environments demand persuasive professional presentations that match medium and message, combine clear organization, succinct organization and attractive design. Explores the use of color, graphic design, electronic photography, web interactivity digital and other media. No auditors.
The Department

Economics

Course Offerings

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

ADEC1132 Principles of Economics II/Macroeconomics (Fall: 3)

Course introduces national income determination and government policy. Topics include national income accounting, national income determination, employment, changes in supply and demand, uncertainties in a digital economy, money, interest rates, and inflation, fiscal and monetary policy, international trade, and business cycle.
The Department

ADEC1345 Labor Relations and Human Resources (Fall: 4)
The Department

ADEC2210 Behavioral Economics: An Emerging Perspective (Fall: 4)
The Department

ADEC3201 Microeconomic Theory (Fall: 3)
Prerequisite: Principles of Economics

Course develops a theoretical framework to analyze two basic units, the consumer and the producer. This analysis is then employed to investigate the determination of price and output in various market situations, the implications for welfare and the construct of general economic equilibrium.
The Department

ADEC3202 Macroeconomic Theory (Fall: 3)
Prerequisite: Principles of Economics

Course analyzes national income determination and macroeconomic government policies. Emphasis on Keynesian theories of national product and its components, national income and employment, liquidity demand, and the money supply process. Looks at how the "new economy" impacts traditional economic theory.
The Department

ADEC5001 Labor Relations and Human Resources (Fall: 4)
Cross listed with ADGR7729

Worksplaces are dynamic and fluid environments that are impacted by internal and external forces. This course examines the economic, social, psychological and political factors that influence employee relations systems. Through case studies and role playing, the course examines basic rights under federal and state statutes, the negotiation and administration of collective bargaining agreements, and the utilization of alternative dispute resolution methods to resolve conflict in the workplace.
Richard Zaiger

ADEC5002 Behavioral Economics: Emerging Perspective (Fall: 4)
Prerequisite: Principles of Economics
Cross listed with ADGR7740

Why do people often behave in ways that are clearly not in their best interest? Integrating an understanding of human behavior into the more traditional economic models offers a fuller explanation of how behavior influences seemingly rational choices and suggests ways to optimize decision-making. This course explores the impact of the current economic crisis, competition, procrastination, certainty/uncertainty, investments, emerging technologies, career flexibility, obesity and divorce to explain outcomes and performance.
Robert Anzenberger

English

Course Offerings

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

ADEN1052 Introductory College Writing (Fall: 4)

Course presents the basic techniques that are necessary for successful college writing. It provides the essential tools for clear, organized, effective analytical expression. Opportunities for revisions heighten self-confidence.
The Department

ADEN1053 Introductory College Writing (Fall: 4)

Designed for non-native students proficient in spoken English who for personal/professional interests wish to sharpen their writing skills. In a supportive environment, students study the finer points of grammar and punctuation, patterns for composing sentences, paragraphs, and essays. Analysis of literature enhances critical reading and writing skills. Weekly writing exercises build confidence.
The Department

ADEN1060 Literary Works (Fall: 4)

Concentrated introductory study of a limited number of major authors. Purpose is to develop an ability to read literature with appreciation and to write intelligently.
The Department

ADEN1096 The Craft of Writing (Fall: 4)

Introductory course addressing frequent problems in writing. Students write short weekly papers that encourage the development of individual strategy and style. Class essays, as well as creative prose works, provide models. Course is an elective or alternative for Introductory College Writing.
The Department

ADEN1129 Informing Writers (Fall: 4)

All good writing flows from good information. The four library sessions will familiarize students with the organization of libraries, the organization and presentation of information in print, online, and other formats and its importance to writers. A primary goal is for students to become more proficient at finding the information they need at libraries, on the Web, and from other sources. Students also learn about new tools and techniques that will inform their research and writing projects. Practical application is stressed.
The Department

ADEN1161 English Literary History I: Chaucer to Spenser (Fall: 4)
Fulfills pre-1700 requirement.

This course examines the major writers of the Medieval and early Renaissance periods. We will examine the social backgrounds to the literature, and look at themes such as the nature of heroism, love poses, the status of English as a literary language, and the self-creation of the writer. We will read (among other things) Chaucer's *Canterbury Tales, Sir Gawain and the Green Knight,* Medieval mystical literature, mystery and morality plays, Malory's *Morte d'Arthur,* More's *Utopia,* the poetry of Wyatt, Surrey, Raleigh, and Sidney, Spenser's *Faerie Queene,* and Shakespeare's sonnets. Medieval texts will be read in Middle English.
Robert Stanton

ADEN1173 Introduction to Literary and Cultural Theory (Spring: 3)

We will take up several fundamental questions such as: What is theory? What is its relevance to English majors? What is the difference between terms such as text/work; discourse/author; subject/person? Why are English majors reading European and other thinkers who are not directly studying literature? What is literature anyway and what is its relation to culture? How does theory address reality, identity and sexuality? No prior knowledge of theory required, but students must be willing to be challenged by complexity. Students will be introduced to a variety of rhetorical terms and theoretical orientations.
Kalpana Seshadri-Crooks

ADEN1195 College Years: Literary Images (Fall: 4)

This class considers fiction, nonfiction, drama and movies describing the experience of higher education. We examine and analyze the works on their own merits and we also use them to inform reflection on

our experiences in education. Works include *A Hope in the Unseen* by Ron Suskind, *The Student Body: Short Stories About College Students and Professors* edited by John McNally, and *Educating Rita* by Willy Russell.
The Department

ADEN1203 Friendship (Fall: 4)

Social networking sites like Facebook and Twitter have, for better or worse, changed the nature of friendship. Today people meet, converse and interact online. Networks connect people across continents, enable collaboration from afar, facilitate sharing of news and information, offer group support, and provide a vital means of communication for the elderly and the housebound. Social networking also raises many questions: among the troubling developments, power-users "collect" friends; digital conversations are easily misinterpreted; news is sometimes skewed and traditional news outlets undermined; and conversations, once private, are now visible to entire networks. Readings, discussion and reflection explore the positive and negative aspects of social networks, providing a rich palette for writing.
The Department

ADEN1232 Investigative Journalism (Fall: 4)

Whether your interest lies in the human interest story, breaking news, the exposé or in honing your critical thinking and writing skills, this course offers the practical skills necessary for mastering journalistic form, drawing on credible sources, reporting the facts and sharpening your inquiry and interpretive skills. Introduces the public documents on which investigative reporters depend and the various locales, City Hall, State House, courthouses, where such records reside. Students learn how to access, read, and interpret records which inform decision making.
The Department

ADEN1265 Popular Novels with A Social Conscience (Fall: 4)

A look at novels that illuminate the injustices evident in cultures and communities, including injustices related to gender, race, and class. Memorable and moving literature opens learners hearts and minds to the universal nature of the human condition. Course examines and critiques works including Wright's *Native Son,* Dickens's *Oliver Twist,* Naylor's *Women of Brewster Place,* Steinbeck's *Of Mice and Men,* Stockett's *The Help,* and Pollan's *The Omnivore's Dilemma.*
The Department

ADEN1266 Studies in American Ethnic Literature (Fall: 4)

Ethnic difference has a profound effect on personal and social understandings of what it means to be an American. Multicultural fiction navigates the complex terrain of race and ethnicity in America. Fiction depicts a variety of experiences and suggests that what constitutes an American identity is far from settled. A discussion of the literature invites students to share their own personal narratives—stories of race, ethnicity, class, gender, faith, and nationality—to further uncover what it means to be "ethnic" in America. Writers include: S. Alexie, E. Danticat, J. Diaz, J. Eugenides, and J. Lahiri.
James Murphy

ADEN1295 Survivals (Fall: 4)

Various American writers portray the survival of individuals faced with emotional, cultural, economic and social stress in a rapidly changing world. Course examines how changes in the workplace, society and family affect the psychological and spiritual growth of characters who must cope with conflicting demands and envision new solutions. Works include Wharton's *Ethan Frome,* Cather's *O Pioneers!,* Guest's *Ordinary People,* Tyler's *Saint Maybe,* and short fiction by Kate Chopin, Theodore Dreiser, and others.
Robert Farrell

ADEN1300 Youth in Twenty-First Century (Fall: 4)

As national and international boundaries evaporate in this interconnected always "on" world, our understanding of young people as a force in the twenty-first century changes continuously. Topics include the relationship between youth and mass culture, youth as consumers and producers. Examines growing up without a childhood, the impact of dislocation, instability, youth's political activism, the emergence of "teenage," "student," "young adult" as social constructs and how these interact with categories of race, gender and identity. Readings include: *A Thousand Splendid Suns* by Khaled Hosseini, *Life of Pi* by Yann Martel, *The Secret Life of Bees* by Sue Monk Kidd, *Coming of Age in Mississippi* by Anne Moody, *The Next Better Place: A Father and Son on the Road* by Michael Keith, and *Twilight* by Stephanie Meyer.
The Department

ADEN1326 Shakespeare I: Comedies and Histories (Fall: 4)
Fulfills the pre-1700 requirement

A study of selected plays from the canon. The course will trace the development in comedy of Shakespeare and much upon Renaissance theories of love (especially Plato, Christian ideals, and courtly love) and of history. The approach will be through an awareness of Shakespeare as philosopher (the history of ideas) and dramatist (Renaissance theatrical conventions). The plays selected for intensive analysis are the following: and In addition, there will be an examination on as an example of Shakespeare's mature tragic style.
Maureen MacDonald

ADEN1390 World Literature and its Borders (Fall: 4)

This course will explore "world literature" as a politicized category that seeks to understand the political and literary concerns of nations through representations of cultures that defy national borders. We will read from authors seen as representative of world literature, as well as some unconventional choices that might shed light on how we give meaning to the metaphor of world literature. Likely authors include Gabriel García Márquez, Chinua Achebe, Franz Kafka, Maxine Hong Kingston, Leslie Marmon Silko, Jamaica Kincaid, Kazuo Ishiguro, Toni Morrison, and Orhan Pamuk.
Nirmal Trivedi

ADEN1425 American Popular Literature (Fall: 3)

Certain formulas continue to produce books that millions of Americans read for pleasure: mysteries, romances, spy thrillers, detective stories, westerns, science fiction. Are these books trash or art? How can readers determine their significance? This course raises questions about literature, culture and society, and considers whether critical methods used to read "great books" can help interpret popular literature. Works include Louis L'Amour's *The Burning Hills,* Thomas Harris's *The Silence of the Lambs,* Robert B. Parker's *Early Autumn,* Danielle Steel's *Zoya,* and others.
The Department

ADEN1572 Techniques of Precise Expression I (Fall: 4)

With instant communication, delivering the message fast sometimes seems to trump getting it right. Yet, whether communicating in business, disseminating information online or blogging for pleasure, writing clearly, with precision, economy and style, is more important

than ever. Course expands powers of expression, develops a large and vital vocabulary and enables learners to write and speak with precision. Sharpens writing skills through exercises and brief assignments, with special attention paid to writing for the Web.
Terry Long

ADEN1575 Corporate Communication (Spring: 4)

In a globally competitive and technologically advanced world, the ability to convey ideas and persuade diverse audiences is critical to professional success in every organization. Course provides a learning environment which develops proficient communication skills. Focusing on business writing and oral presentations with attention to purpose and audience, the curriculum offers strategies for effective business communication in letters, memos, email, reports, proposals, resumes, meetings, and presentations. Classroom interaction, written assignments, collaborative media design, and team presentations provide multiple opportunities to demonstrate and enhance skills and to receive feedback on your professional communication style.
Joseph T. Gibbs

Film

Course Offerings

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

ADFM1241 Film: Literature and Law (Summer: 3)
Cross listed with ADEN2244

Interest in the rapport between film and literature as it relates to the law intrigues us as much today as ever. Literature captures the drama of a legal trial or an investigation into a brutal, racial murder. Film then takes this rich material and shapes it into a compelling form with dynamic visuals and other narrative techniques. The course explores the power of story-telling and the impact of film to embody and inhabit law and its relationship to ideas about inferiority, liberty, citizenry, race, justice, crime, punishment, and social order. Film adaptations from short stories, plays, and novellas will comprise the body of the curriculum.
John Michalczyk

ADFM1382 Documentary Film (Spring: 4)

The aim of this course is to provide a history of the evolution of the documentary film, as well to develop a critical skill in interpreting documentaries. It will begin with the origins of the documentary in the works of pioneer Robert Flaherty and Russian filmmaker Dziga Vertov, and conclude with socio-political documentaries made for PBS television. There will be some emphasis placed on documentary production for students interested in producing their own works.
John Michalczyk

Finance

Course Offerings

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

ADFN1045 Investments: Stocks, Bonds, and Securities Market (Fall: 4)

Course explores tools to better understand the complex financial investment which all investors have access to and must now use to meet their long term financial objectives. In periods of economic and financial uncertainty, financial knowledge is critical to achieving greater financial security. Focus is on two key elements of the investment process—security analysis and portfolio management. Security analysis involves understanding the characteristics of various securities such as stocks, bonds, options, and futures contracts in the marketplace. Portfolio management is the process of combining individual securities into an optimal portfolio tailored to the investor's objectives and constraints. Familiarity with Introductory Finance is recommended but not required.
The Department

ADFN1048 Personal Finance: Your Money and How to Use It (Fall: 4)

Course provides an overview of all aspects of personal financial management including budgeting, retirement planning, life and health insurance, income taxes, auto and real estate transactions, estate planning and personal investments (stocks, bonds and mutual funds.) Challenging market conditions over the past years, financial, housing and economic crisis, excessive risk taking and the unraveling of Ponzi schemes (such as Madoff) have highlighted the need for all investors to better understand and manage their personal finances in order to make prudent decisions and leverage increasingly sophisticated and complex financial products. Course provides a foundation to further one's knowledge and understanding of a broad range of personal finance topics.
The Department

ADFN2021 Basic Finance (Summer: 3)
Prerequisite: Financial Accounting or equivalent.

This course introduces financial markets and how they work or crash (as in 2008). It examines how corporations raise capital in the financial markets and decide upon its deployment in the enterprise. Topics treated extensively include the time value of money, valuing bonds, valuing stocks, risk/return/risk management, capital budgeting, financial analysis of corporations, working capital management and international financial management.
Vincent Starck

ADFN3041 Principles of Financial Management (Fall: 4)
Prerequisite: Financial Accounting or equivalent.

Introduces financial markets and how they work or crash (as in 2008). Examines how corporations raise capital in the financial markets and decide upon its deployment in the enterprise. Topics treated extensively include the time value of money, valuing bonds, valuing stocks, risk/return/risk management, capital budgeting, financial analysis of corporations, working capital management and international financial management.
The Department

Fine Arts

Course Offerings

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

ADFA1265 History of American Architecture (Fall: 4)

Introductory course investigates American Architecture from the first European settlement to the present. Within the context of cultural, political and technological change, students investigate the process whereby society leaves its legacy to posterity through its buildings. Attention focuses on the influence of such factors as tradition, environment, stylistic change, the inventiveness of individual architects, and the impact of technology.
The Department

History

Course Offerings

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

ADHS1081 Modern History I (Fall: 3)

Survey of the great ideas of the western tradition from the Renaissance to the French Revolution. The focus is on the rise of the modern state in Germany (Holy Roman Empire, Treaty of Westphalia), England (Glorious Revolution and the roots of constitutional rule), and France (Divine Right Absolutism), the relationship of religion and politics (which suffers more, religion or politics?), and early modern European culture (Renaissance, Baroque, Rococo, Classism) as well as Europe's interactions with Asia, Africa, and the Americas. Each class consists of a slide lecture and primary source-based discussion.
The Department

ADHS1125 Diplomatic U.S. History (Fall: 4)

An overview of the main developments of United States diplomatic history from its earliest beginnings to the present day. A look at how United States foreign relations emerged from revolutionary impulses to become a significant feature of American life. Uncovers the underlying trends during this period to see how the U.S. transformed itself from a collection of thirteen colonies into a major superpower. Issues of class, gender and race are at the fore as we discover how the United States came to integrate itself into the world community of nations.
The Department

ADHS1127 America Between the Wars (Spring: 4)
Prerequisite: Any two semesters of HIST1001–1094
Periodically

A survey of the years 1918–1945, covering the roaring 20s, the Stock Market Crash, the Depression, the New Deal and the American involvement in World War II. Course investigates the political events of these years, the changing patterns of American life, the social and cultural trends, and the emergence of America as an international power.
The Department

ADHS1130 Puritans to Patriots (Spring: 4)
Prerequisite: Any two semesters of HIST1001–1094
Periodically

A survey of Boston from the 1820s to the present as it has changed from a town to a city to a metropolitan center. A full range of topics will be covered (aided by guest lecturers) including the city's physical growth, political conflicts, social structure (immigrant and Brahmin), literary achievements, architectural splendor, economic growth, social turmoil, and contemporary problems. The course will emphasize the traditions and changes that have made Boston the influential and exciting place it is and how and why the diverse population has responded.
Christopher Hannan

ADHS1133 Modern America 1945–Present (Fall: 3)

An investigation of America since World War II. Topics include the Cold War, McCarthyism, Civil Rights, Vietnam, the women's movement, the Reagan years and life in the 1980's, 1990's to the present.
The Department

ADHS1142 An Emerging World (Fall: 4)

Focuses on events in Europe to view how the world community of nations defined their role in and came to terms with the twenty-first century. Novels, memoirs, essays and documentaries reveal the events and decisions that forced or allowed nations to define themselves in the modern world. Topics include Europe and World War I; the Great Depression; World War II; decolonization and the Cold War; and resurgent nationalism and the "new world order, globalization and terrorism." Books include *Regeneration* by Pat Barker, *The Road to Wigan Pier* by George Orwell, *The European Home Fronts, 1939–1945* by Earl Beck, *Blood and Belonging* by Michael Ignatieff, and brief readings.
The Department

ADHS1152 Politics of Democracy: The West, the World, and the Coming of Democracy Since 1789 (Summer: 3)

This course examines the ways in which Democracy became the established political form for many nations, particularly those in the West, after the French Revolution. After the upheavals of the American and French Revolutions, Democracy, and its economic counterpart, Capitalism, became the accepted norms for many countries of the world. In this course, we will investigate the processes which allowed this political and economic transformation to take place. The course will look at the French and Industrial Revolutions; imperialism; the World Wars of the twentieth century; and the resurgence of nationalism in the twenty-first century. Throughout the course, issues of class, race, gender, and ethnicity will be to the fore, as we strive to discover how the world came to be as it is today.
Michael Paul

ADHS1168 Anglo-American Relations in Twentieth Century (Fall: 4)

Course examines the actions of Anglo-American relations in a global context during key events of the twentieth and twenty-first centuries, including World War I, World War II, the Cold War, and the recent wars in the Middle East, to discover whether or not the U.S. and Britain followed parallel policies on the world stage based on an idea of a "special relationship."
The Department

ADHS1177 Resistance: Call to Action (Fall: 4)

Course explores the lives, motivations, and outcomes of individuals who for a myriad of reasons responded to the emerging Nazi catastrophe. Course defines resistance from religious, ethical, moral, political as well as military perspectives identifying the main protagonists, their moral or ethical dilemmas and final composite failure. What makes resistance permissible, legitimate or even mandatory? Do the gospels encourage resistance? Looks at religious organizations, political groups, and student movements during this tumultuous period in history. Analyzing confrontation, adaptation and alternative strategies enriches class insight. Guest speakers.
The Department

ADHS1209 Sports in America (Fall: 4)
The Department

ADHS1263 Hitler, the Churches and the Holocaust (Fall: 4)

To better understand the climate and complexities that contributed to the Christian church's weakened responses to Hitler's policies, the course examines the development of Christian anti-Judaism, anti-Semitism and nationalism. It analyzes the resistance that emerged in response to totalitarianism and to the Holocaust, and considers the main Christian post-Holocaust efforts as they contribute to theological development and current thinking.
The Department

ADHS1537 American Politics Since 1932 (Fall: 4)

An examination of the political history of the last eighty years, focusing on the Presidents from Roosevelt to Obama, on the electoral process by which they gained and lost office, and on the impact of significant domestic and international events on their presidencies and their legacies.

The Department

ADHS1605 History of New England (Fall: 4)

For nearly four centuries, this region has managed to maintain an identity broadly American and distinctly New England. Course examines the region's social, cultural, and political history, with particular attention to the Boston area in periods of momentous change. Topics explored include witchcraft in Salem; the Minutemen and the American Revolution; nineteenth-century immigration from Ireland; Boston's Civil War; urban and suburban growth and the social crises of the 1960s and 1970s. Analysis of local historical sites serves to deepen understanding of New Englanders' enduring attachment to the past.

The Department

Information Technology

Course Offerings

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

ADIT1340 Exploring the Internet (Fall: 4)

This course takes a tour of the essential technologies that have shaped today's Internet. Along the way, students acquire the fundamental knowledge and skills needed to make the best use of this vast repository of information. Course focuses on website development using the core dynamic html technologies such as HTML5 and Cascading Stylesheets (CSS). Students gain a clearer understanding of just what exactly the Internet is through the study of its history and underlying protocols. No prior web-development experience and no prerequisites are required. Course is a prerequisite for all programming courses. No auditors.

The Department

ADIT1341 Web 2.0: New Era of Web Technology (Fall: 4)

Immersive courses bring a new wave of exciting websites and technologies (such as Facebook, YouTube, Virtual Worlds) into the "Web 2.0" era. Rich and interactive forms of communication, collaboration, and socialization are the heart of Web 2.0, but the price is high: privacy breaches, identity theft, cyber-stalkers and addiction are a few issues that become more complicated in the Web 2.0 world. In this unique online course students learn how to harness the power of Web 2.0 while protecting themselves and others. Hands-on experience with social networks, online photo and video sharing, virtual worlds, wikis, blogging, mashups and more. No auditors.

The Department

ADIT1345 Understanding Computing Devices (Fall: 4)

Ubiquitous in today's society and able to run multiple applications simultaneously, computing devices—smart phones, tablets, laptops, desktops, servers—become ever more sophisticated with each new product release. The volume of data produced and consumed by these devices and their applications will continue to grow exponentially. This course introduces and explores the fundamental concepts that form the foundation of how these devices operate, in terms of running applications and managing the data that makes those applications useful: the appointments in your calendar app; your list of Facebook friends; the deposits and withdrawals in your online bank account. Students will write a paper and make a brief presentation on a topic of interest from those covered during the semester.

The Department

ADIT1348 Information Systems Applications (Fall: 4)

Prerequisite: Familiarity with Windows and Macintosh operating systems a plus

This immersive education course covers the fundamentals of operating the Windows and Macintosh OS and a variety of desktop productivity applications. Includes basic concepts: terminology, word processing, spreadsheet, presentation applications, portable document format, webpage browsing, Internet safety, network terminology, blogging and authoring tools. Students taught to utilize virtual world environments and blogs as well as online discussion groups (via the Internet) for course work conducted outside of class. No auditors.

The Department

ADIT1349 Collaborative Computing (Fall: 4)

Prerequisite: Facile knowledge of spreadsheets, word processing, data management, graphics, and the Internet

This immersive education course extends knowledge and improves skills in the use of industry standard business software, supplemented with a detailed overview of server and workstation hardware. Students explore the collaborative use of versatile and powerful state-of-the-art applications. Topics include proprietary and open source operating systems, word processing, spreadsheet and presentational applications, hardware interfaces, backup schematics, network applications and protocols, including SSH, HTTP, FTP, DNS, POP3/IMAP Mail Transfer Agents, and client/server remote connect applications, web publishing, compression utilities, collaborative document concepts, and the design and structure of data files. No auditors.

The Department

ADIT1351 Discovering Computer Graphics (Fall: 4)

The Department

ADIT1358 Video Games and Virtual Reality (Fall: 4)

Prerequisite: Familiarity using any type of graphics program (such as Photoshop, Paintshop, Flash or similar)

Video games are a cultural phenomenon and very big business. This exploding industry rivals Hollywood as video games and virtual reality (VR) 'turn' the 'real world' upside down. This exciting entry level graphics course introduces students to the unreal world of video games and VR. Topics include: games and entertainment, Virtual Worlds, *World of Warcraft,* 3D graphics, Virtual Reality, Immersive Education, Hollywood blockbuster movies, special effects, synthetic humans and more. Skills learned can be applied to a variety of jobs and industries including: Hollywood and film production; television; music videos; video game design and development; virtual reality; medical and military simulation; scientific visualization and more. Hands-on experience using video game and VR content authoring tools. No auditors.

The Department

ADIT1360 Database Management (Fall: 4)

Introduction to database concepts: requirements analysis, data modeling, and database design; conceptual, logical and physical design techniques; normalization; overview of database administration and

performance issues. Students analyze a realistic business scenario, design and build a relational database, and work extensively with SQL and its uses in business decision-making. No auditors
The Department

ADIT5001 Geographic Information Systems (Fall: 4)
Cross listed with ADGR7750

Geographic Information Systems (GIS) is an information technology used for the management, analysis, and display of geographic--or spatial--data, and is represented by information sets such as common maps and more sophisticated data models. This course introduces the fundamental concepts of spatial technology and the increasing application of GIS in academic research, government, and business. The course provides an overview of spatial analysis as a decision support tool, the use and management of spatial data, an introduction to GIS applications, and the unique demands GIS places on IT. Requires no programming experience.
Donald Brady

Journalism

Course Offerings

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

ADJO2230 News Writing (Summer: 3)

Since the art of communication prospers only when we fully realize the power of words, this course is designed to expand your powers of expression, both written and verbal. We will explore what some great communicators (Lincoln, Churchill, William Faulkner, Martin Luther King, Joan Didion, John Updike, others) have to teach us about precise expression. We will also glean lessons from such contemporary sources as journalism (the daily newspaper), narrative nonfiction (magazines and books), arts criticism (movies, music, theater), the advertising industry, and the blogosphere. A further goal of the course is to help students develop a large and vital vocabulary, and an understanding of usage, that will enable them to write and speak with precision.
Don Aucoin

ADJO3349 Politics and the Media (Summer: 3)

An analysis of mass media's impact on the workings of the Amnerican system. The media's interaction and influence on political institutions, on the presidential selection process, on national and international events, on office holders, politicians, heads of state and the treatment of economic upheaval and violence are analyzed. Considers the media's role in the coverage of war, especially in a terrorist world.
Marie Natoli

Law

Course Offerings

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

ADLA1101 Law for the Layperson (Fall: 4)

It is often said we are a society of law and not people. This course examines how the law affects individual lives. After an introduction to the legal system, the class deals with citizen's rights and responsibilities under the U.S. Constitution. Topics include constitutional law, basic contract problems, criminal law, issues of fraud and privacy in an electronic age, developments in simplifying legal concepts, property, tort as well as family, juvenile and business law.
The Department

Marketing

Course Offerings

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

ADMK1021 Basic Marketing (Summer: 3)

Overview of activities involved in marketing including appraisal and diagnosis, organization and planning, and action and control of all elements of marketing. Specifically considers the products, functions and service mix, distribution mix, communication and pricing mix.
Nicholas Nugent

ADMK1150 Marketing: An Overview of Principles and Practices (Fall: 4)

An introductory course detailing the fundamental concepts of marketing and the impact of electronic and global activity on traditional and emerging marketing practices. Current examples illustrate marketing principles. Topics include marketing management, psychology of consumer marketing in an electronic environment, product planning and development, product identification and packaging, industrial, retail and wholesale marketing, creating channels of distribution, pricing, promotion and advertising.
The Department

ADMK1168 International Marketing (Fall: 4)

Course explores marketing strategies in developed and emerging international markets. It examines the similarities and differences in marketing functions with respect to cultural, economic, ethical, political and social dimensions. Looks at the opportunities and challenges facing access to new markets, the availability of resources, supplies and innovative ideas.
The Department

ADMK2299 Readings and Research (Fall: 4)
The Department

Mathematics

Course Offerings

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

ADMT1040 Elementary Mathematics (Fall: 4)

This course is designed to easily and comfortably re-introduce students to learn basic math skills as well as gain knowledge of important concepts in College Algebra and problem solving. It is also intended to strengthen students' abilities to move on to other algebraic disciplines in business, social sciences, and physical sciences. Topics covered will be introduction to integers, equation solving, polynomials factoring, and rational expressions.
The Department

ADMT1041 Mathematical Operations (Fall: 4)

This continuing course will complete the remaining College Algebra topics and then familiarize students to additional branches of mathematics in the fields of elementary probability and statistics. Topics covered will be linear and systems equations, inequalities, radical expressions, quadratic equations, union and intersection, and probability and statistics. Additional topics may be introduced if time permits.
The Department

ADMT1054 Precalculus (Fall: 4)

This one semester course treats the algebra and analytic geometry necessary for calculus and other college mathematics courses. Topics

include a review of algebra, polynomial and rational functions, exponential and logarithmic functions, and trigonometry. Modeling and problem solving are emphasized throughout.
The Department

ADMT1064 Elementary Proability (Fall: 4)

This one semester course studies finite counting problems and the associated calculation of likelihood. Topics include finite sets, permutations and combinations, sample spaces, conditional probability and Bayes's Theorem, and random variables.
The Department

ADMT1353 Statistics (Fall/Spring/Summer: 4)
Cross listed with ADSO1200 and ADPS1188

Introduction to inferential statistics covering description of sample data, probability, binomial and normal distribution, random sampling, estimation, and hypothesis-testing,
Professor Chambers

Philosophy

Course Offerings

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

ADPL1005 Introduction to Basic Problems of Philosophy (Fall: 4)

This course introduces students to the problems and procedures of the Western philosophical tradition. Examines selected works of such key thinkers as Plato, Aristotle, St. Augustine, Descartes, Locke and Rousseau.
The Department

ADPL1083 Explorations in Social Ethics I (Fall: 4)

Every culture treasures and transmits stories that graphically convey its values. Some stories, like the Exodus story of liberation and new freedom, resonate across time and cultures. Others are more localized and sometimes at odds with dominant cultural stories. This course examines both kinds of stories in works of literature, film, journalism, social analysis and theology. Readings include a study of *Exodus,* Jaroslav Pelikan's *Jesus Through the Centuries,* Arundhati Roy's *Power Politics,* and Michael Walzer's *Exodus and Revolution.* In the study of clashing stories, we conclude with the story of the universal family as articulated by Pope Paul VI's *On the Development of Peoples.*
The Department

ADPL1087 Perspectives: Shaping Ethical Traditions (Fall: 4)

What does it mean to be good? Is it possible to be both good and happy, both good an successful? Is morality subjective or are there clear ways to regulate it? How can we balance the individual and the community in our moral struggles? This course examines eight traditions of morality and ethics: existentialist, utilitarian, Catholic, Protestant, Christian feminist, Black theology, rights theories, and Aristotle. Students apply classic and modern thinkers to contemporary ethical problems with emphasis on current events and movies. Class meetings emphasize interactive discussion. Students discover the sources of values that formed their lives and develop a perspective for themselves and their futures.
The Department

ADPL1252 Practical Logic (Fall: 4)

Basic principles and practice of classical Aristotelian (commonsense, ordinary-language, not mathematical) logic. One of the most practical courses any learner can take; on the very structure of rational thought itself and how to put this order and clarity into individual thinking.
The Department

ADPL1309 Marriage and the Family (Fall: 3)

Course explores the significance of the most fundamental and intimate human relationship, marriage and the family. It considers a cross-cultural understanding, the individual dimension and the interpersonal interactions which occur. Focus is on the American marriage and family to see why and how it has evolved into its present form.
The Department

ADPL1454 Law and Morality (Fall: 4)

What is the relationship between man-made law created by the courts and the legislature and religious values? Is there a religious and moral foundation to our civil law? What do we do when confronted by a "wrong" law such as segregation? This course, taught by a sitting family court judge, compares the classic moral thinking of such authors as Plato, Aquinas, Mill and Locke to actual Constitutional decisions on such issues as the war on terror, capital punishment, gay marriage, sexual privacy, immigration, freedom of religion, abortion and the right to refuse medical treatment.
The Department

ADPL1483 Philosophy of Human Sexuality (Fall: 4)

This topic generates more talk and less light than almost any other subject. Course considers what is sexuality? Why is it so mysterious? How important is it to self-identity, self-knowledge and relationships? How can we think clearly and fairly about current controversies such as surrogate parenting, AIDS, contraception, gender identity and roles, relation between sex and family, marriage, religion and society? Philosophers, novelists, scientists, theologians, psychologists and even mystics shed light on this issue.
The Department

ADPL1498 Philosophy of Cinema (Spring: 4)
Prerequisite: Philosophy core courses completed.

Just as some of the world's greatest philosophy is to be found in novels, some is to be found in cinema, both films of philosophical novels or plays or original screenplays. This course will be much more than "philosophical discussion of movies." It will raise and debate fundamental issues in the history of Western philosophy in and through selected films. We will also read the books or screenplays on which the films are based and compare the written texts with the film version.
Peter J. Kreeft

Political Science

Course Offerings

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

ADPO1313 Executive Politics and Policy Making (Fall: 4)

The political environment in any organization influences how power, control and conflict are used to affect change and develop policy. Course explores the dynamics among executive branch personnel in making public policy in American national government, focusing on the president, White House staff, senior presidential appointees in the agencies and career civil servants. Attention is given to the sources

and uses of political power in the executive branch, the various configurations of political conflict found across policy areas, the constraints imposed by the larger political environment; the impact of uncertain international tensions and competing centers of power.
The Department

ADPO1351 Religion and Politics (Fall: 3)
The Department

ADPO1443 Protecting the Future (Fall: 4)

Questions and charges of who knew what when continue to haunt perceptions of the Christmas Day bomber, the Fort Hood extremist, the 9/11 investigations and its intelligence nightmare. American intelligence is at a crossroads. The twenty-first century demands an overhaul of domestic, international and counterintelligence operations. Course examines how terrorism and technology continue to change the rules of engagement. Explores intelligence failures at Pearl Harbor, the attack on the USS Cole, the East African embassies, the Mumbai massacre among others. Not limited to protecting the future against terrorism; explores pressing issues such as homelessness, poverty, the environment.
The Department

Psychology

Course Offerings

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

ADPS1100 Introductory Psychology (Fall: 4)

An introduction to the science of human behavior examining such areas as child development, social psychology, personality, psychological disorders, neuroscience, sensation, perception, cognition and states of consciousness, and psychotherapy.
The Department

ADPS1101 Personality Theories (Spring: 4)

New developments and increasingly sophisticated technology inform and expand our understanding of personality and individual differences. Course takes a fresh look at whether something as complex as personality can be reduced to a few basic traits. Is personality inherited or acquired? How can modern psychology reconcile individual needs with those of the community? Readings consider theories of key figures and such factors as temperament, resilience, parenting, education, gender, and attachment.
Donnah Canavan

ADPS1126 Dynamics of Success (Fall: 4)

This course traces the origin of success in family dynamics and cultural heritages. It presents three major personal orientations to success: Fear of Success, Healthy or Integrative Success, and Conventional Success. We explore the effects of these Orientations to Success on individuals' behavior in interpersonal, group, organizational and private settings. The concept of success is discussed in the broader contexts of well-being, happiness, and effects in society
The Department

ADPS1129 Psychological Trauma (Fall: 4)

All of us learned on 9/11 about the impact of psychological trauma in the aftermath of terrorists events. Similarly, combat, physical and sexual abuse, family violence, family alcoholism, family breakup, sudden major illness, and other stressful life events may also result in psychological trauma. If left untreated, this acute state of psychological disorganization can evolve into a lifetime pattern of constricted behavior and social isolation known as Posttraumatic Stress Disorder (PTSD). This course focuses on the causes and treatments of such traumatic states. Empirical research as well as clinical data are presented.
The Department

ADPS1145 Social Psychology of Health and Illness (Fall: 4)

What happens to the personality, thinking process, value system, the mind body when sickness strikes? What is disease and how does it impact the core of who we are, what we believe and how we act? How and why do people consider their health, change health practices and accept or reject new information. Class explores how classic and contemporary theory and research in social psychology apply to how people think about health and illness and its impact on the whole person.
The Department

ADPS1153 Methods of Social Research (Fall: 4)

This introductory course in research methodology examines issues underlying research from a theoretical and practical point of view. It explores the basic concepts and problems encountered in designing and conducting research and develops the practice of critically thinking about resources located in the research process. Focus is on the tenets of sound research practice to enable students to make reasonable judgments about research read and undertaken.
The Department

ADPS1155 Health Psychology (Fall: 4)

Today's age is one of intense stress. Health psychology acknowledges the mutual influence of the mind and body in the environmental context. Evidence suggests that rapid technological and social change may compromise physical and mental health. This course explores the nature of these stresses and the range of psychological means available to cope with them. Special areas of inquiry include stress arising from work, family, mobility, leisure and cultural lifestyles. Emphasis is on self-assessment and informed choice of improving the quality of one's life.
The Department

ADPS1156 Psychology of Risk Taking (Fall: 4)

The twenty-first century is a fast paced, ever changing environment. The opportunities and challenges, dangers and pitfalls presented to each of us—the risks of life—are different today. Who are the risk takers and risk adverse? What are the implications of avoiding risk or taking too much? How does risk present itself, how to evaluate it, when to embrace or abandon it? Course examines the personal, situational, genetic and cultural parameters which enable risks to be taken and life to be lived to its fullest.
The Department

ADPS1160 Psychology of Emotions (Fall: 4)

Understanding the nature of human emotions, particularly how attachments and relationships develop and dissolve, suggests a closer look at concepts such as human needs, fear, aggression, love, guilt, family influence and friendship. Course examines these and related issues in the context of various literary accounts to develop a sense of the universal and changing questions of emotional development.
The Department

ADPS1188 Statistics (Fall: 4)
Cross listed with SOCY2200 and MATH3353

See course description in the Sociology Department.
Daniel Chambers

ADPS1202 Violence: Crimes without Boundaries (Fall: 4)

Violence, including terrorism, is increasing in frequency and severity in homes, worksites and communities. Offices, courts, schools, healthcare settings and public areas are no longer guarantors of safety. Course examines the nature and causes of violence; presents a range of risk management strategies to reduce the potential for violent acts; and reviews ways for dealing with psychological aftermath of aggressive acts.
The Department

ADPS1218 Social Psychology: Behavioral Influences (Fall: 4)
The Department

ADPS1346 Organizational Communication (Fall: 4)

To thrive in constantly transforming organizations, it is important to understand the factors which influence performance and satisfaction, and the dynamics critical to interacting with and managing others effectively. Reviews the major theories of management and considers how personality, motivation, communication, perception, group dynamics, leadership style and organizational culture affect productivity and personal and professional success.
The Department

ADPS1365 Adolescent Development (Fall/Spring: 3)
Prerequisite: PSYC2260

This course explores the physical, cognitive, social, and emotional changes that occur during adolescence. The role of family, peers, and school will be addressed. The course will also examine employment and career development and growth during the college years. Attention will be given to cohort effects and to the role of gender, socioeconomic status, and ethnic background.
Karen Rosen

ADPS1390 Psychology in Law (Fall/Spring: 3)
Prerequisite: PSYC2234 or 2241

Understanding the relationship between law and psychology in the U.S. in integral to both disciplines. Both the law and psychology affect, and are affected by each other as well as other disciplines. The relationship has been and continues to be an evolutionary one. This course shall explore the law-psychology relationship through readings and cases. Complex issues with no easy solutions will challenge students. Just some of the topics to be covered will be jury selection and psychology, expert witnesses, eyewitnesses, and the use of scientific evidence.
Marie D. Natoli

Romance Languages

Course Offerings

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

ADRL1161 French Literature in English I (Fall: 4)

The pain of exile and the desire to belong are concerns poignantly expressed by writers of the French-speaking world. Themes of place and displacement, solidarity and solitude, kingdom and exile are examined in the fictional works of Gustave Flaubert (France), Marcel Proust (France), Albert Camus (Algeria/France), Mariama Ba (Senegal), and Assia Djebar (Algeria). All in English.
The Department

ADRL1162 French Literature in English II (Fall: 4)

From the Second World War to the struggle for independence of France's colonies to present-day attempts to come to grips with issues of post-colonialism and racism, writers of France and the French-speaking world beyond France's borders have borne witness to the historical events of their time. We will study these literary testimonies in the writings of Albert Camus (Algeria/France), Jean-Paul Sartre (France), Simone de Beauvoir (France), Frantz Fanon (Martinique), Tahar Ben Jelloun (Morocco), and Marguerite Duras (Vietnam/France). All in English.
The Department

ADRL1166 Spanish and Latin American Literature (Fall: 4)

Short stories, novellas and film will be used to investigate how Spanish and Latin American writers and directors have understood, represented, and responded to the violence of civil war and dictatorship. All writing assignments, class discussions and readings are in English.
The Department

ADRL1175 Inventing Modern Literature (Fall: 4)

During the period from 1265, Dante's date of birth, to 1375, when Boccaccio died, one civilization ended and another began. Dante is the last great voice of Medieval Italy. Boccaccio links the medieval way of life to the age of humanism, and Petrarch, torn by unresolved inner conflicts, stands as the first "modern man." Excerpts from Dante's *Inferno,* Boccaccio's *Decameron,* and Petrarch's *Canzoniere* will be read. All writing assignments, class discussions and readings are in English.
The Department

Sociology

Course Offerings

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

ADSO1122 Crime and Corrections in America (Fall: 4)

Course explores basic concepts in criminology; how criminal laws are made and enforced by police, courts, prisons, probation, parole and public agencies. Examines criminal behavior systems, theories of crime and delinquency causations, gangs, victimization, perceived notion of dual systems of justice, the impact of technology, alternative correction programs, inequalities in the systems as well as mass media coverage and policy questions.
The Department

ADSO1151 Power in Society: Power and Control: Tensions of Inequality (Fall: 4)

Examines the dynamic changes now crafting new definitions of the "elite" social class, the disappearing middle class, and the increasing visible, disenfranchised "other" class. Changing social systems and power shifts are analyzed in such cities as Boston, Dallas, Chicago, New York, and Miami. Explores the cultural, medical, commercial and financial worlds as well as reactions to the power system with respect to ethics, race and gender, and economic opportunities.
The Department

ADSO1200 Statistics (Fall/Spring/Summer: 4)
Cross listed with ADMT1353 and ADPS1188

Introduction to inferential statistics covering description of sample data, probability, binomial and normal distribution, random sampling, estimation, and hypothesis-testing,
Professor Chambers

ADSO1212 Methods Social Research (Fall: 4)

This introductory course in research methodology examines issues underlying research from a theoretical and practical point of view. It

explores the basic concepts and problems encountered in designing and conducting research and develops the practice of critically thinking about resources located in the research process. Focus is on the tenets of sound research practice to enable students to make reasonable judgments about research read and undertaken.
The Department

ADSO1365 Law and Society (Fall: 4)

Radical changes in the basic social fabric that dictate how people live, interact, communicate and work with one another create new demands for a legal system obligated to interpret and establish law. Examines emerging challenges to freedom of expression, public and private communication: cyberspace, bullying, the disparity of access to resources, family protection, national security and individual rights, and different ways of representing justice. It also explores how the balance of emotion and reason in our idea of justice "shifts" over time, corporate responsibility/irresponsibility, new definition of guilt and innocence, what is just/unjust social behavior, can citizens depend on the legal system, what holds society together.
The Department

ADSO1382 Cities: A World of Change (Fall: 4)

What makes a city world class? What contributes to its growth, endurance, or decline? Course looks at the changes and challenges faced by urban societies, home to more than half the world's population. Drawing from examples of American and world cities (New York, San Francisco, London, Rome, Dublin, Moscow, Mumbai, Baghdad) course examines urban theories and topics; social and cultural life, political and economic realities, new faces and tensions, power, development and technology.
The Department

Spanish

Course Offerings

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

ADSP1035 Beginning Conversational Spanish (Fall: 4)

A practical course for those working in or visiting a Spanish-speaking environment who have had no Spanish. Introduction to Spanish pronunciation and grammar necessary for beginning oral communication. Development of the four language skills–listening, speaking, reading and writing–with emphasis on speaking. Short readings and dialogues chosen according to student interests.
The Department

ADSP1036 Intermediate Conversational Spanish II (Fall: 4)

This semester provides further development of skills necessary for Spanish oral communication. Practice in small conversation groups, interviews and role-playing.
The Department

Theology

Course Offerings

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

ADTH1083 Explorations in Social Ethics I (Fall: 4)

Every culture treasures and transmits stories that graphically convey its values. Some stories, like the Exodus story of liberation and new freedom, resonate across times and cultures. Others are more localized and sometimes at odds with dominant cultural stories. This course examines both kinds of stories in works of literature, film, journalism, social analysis and theology. Readings include *Exodus,* Jaroslav Pelikan's *Jesus Through the Centuries,* and Michael Walzer's *Exodus and Revolution.* In the study of clashing stories, we conclude with the story of the universal family as articulated by Pope Paul VI's *On the Development of Peoples.*
The Department

ADTH1489 Liberation Theology (Spring: 4)

This course will examine the Latin American liberation theology movement, its historical development, priniciple theological themes, and implications for North American Christianity.
Roberto S. Goizueta

ADTH1491 Ignatian Spirituality (Fall: 4)

Course explores the lives, motivations, and outcomes of individuals who for a myriad of reasons responded to the emerging Nazi catastrophe. Course defines resistance from religious, ethical, moral, political as well as military perspectives identifying the main protagonists, their moral or ethical dilemmas and final composite failure. What makes resistance permissible, legitimate or even mandatory? Do the gospels encourage resistance? Looks at religious organizations, political groups, and student movements during this tumultuous period in history. Analyzing confrontation, adaptation and alternative strategies enriches class insight. Guest speakers.
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FALL SEMESTER 2014

September 1	Monday	Labor Day—No classes
September 2	Tuesday	Classes begin
September 10	Wednesday	Last date for undergraduate students to drop/add or to declare a course pass/fail in UIS
September 10	Wednesday	Last date for all students who plan to graduate in December 2014 to verify their diploma names in the Agora Portal
September 11	Thursday	Mass of the Holy Spirit
September 26 to September 28	Friday to Sunday	Parents' Weekend
October 1	Wednesday	Last date for undergraduates only to drop a course or to declare a course pass/fail in the Associate Deans' offices
October 13	Monday	Columbus Day—No classes
November 26 to November 28	Wednesday to Friday	Thanksgiving Holidays
November 13	Thursday	CASU registration period for spring 2015 begins
November 14	Friday	Undergraduate registration period for spring 2015 begins
December 1	Monday	Last date for official withdrawal from a course or from the University
December 11 to December 12	Thursday to Friday	Study days—No classes for undergraduate day students only
December 13 to December 20	Saturday to Saturday	Term Examinations—Posted grades (non-Law) available online

SPRING SEMESTER 2015

January 12	Monday	Classes begin
January 19	Monday	Martin Luther King, Jr. Day —No classes
January 21	Wednesday	Last date for undergraduate students to drop/add or to declare a course pass/fail in UIS
January 21	Wednesday	Last date for all students who plan to graduate in May 2015 to verify their diploma names in the Agora Portal
February 13	Friday	Last date for undergraduates only to drop a course or to declare a course pass/fail in the Associate Deans' offices
March 2 to March 6	Monday to Friday	Spring Vacation
April 2 to April 6	Thursday to Monday	Easter Weekend—No classes on Holy Thursday and Good Friday. No classes on Easter Monday except for those beginning at 4:00 p.m. and later.
April 8	Wednesday	CASU registration period for fall and summer 2015 begins
April 9	Thursday	Undergraduate registration period for fall 2015 begins
April 14	Tuesday	Last date for official withdrawal from a course or from the University
April 20	Monday	Patriot's Day—No classes
May 1	Friday	Last date for all students who plan to graduate in August 2015 to verify their diploma names in the Agora Portal
May 1 to May 4	Friday to Monday	Study days—No classes for undergraduate day students only
May 5 to May 12	Tuesday to Tuesday	Term Examinations—Posted grades (non-Law) available online
May 18	Monday	Commencement

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Admission
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Woods College of Advancing Studies ..... McGuinn 100
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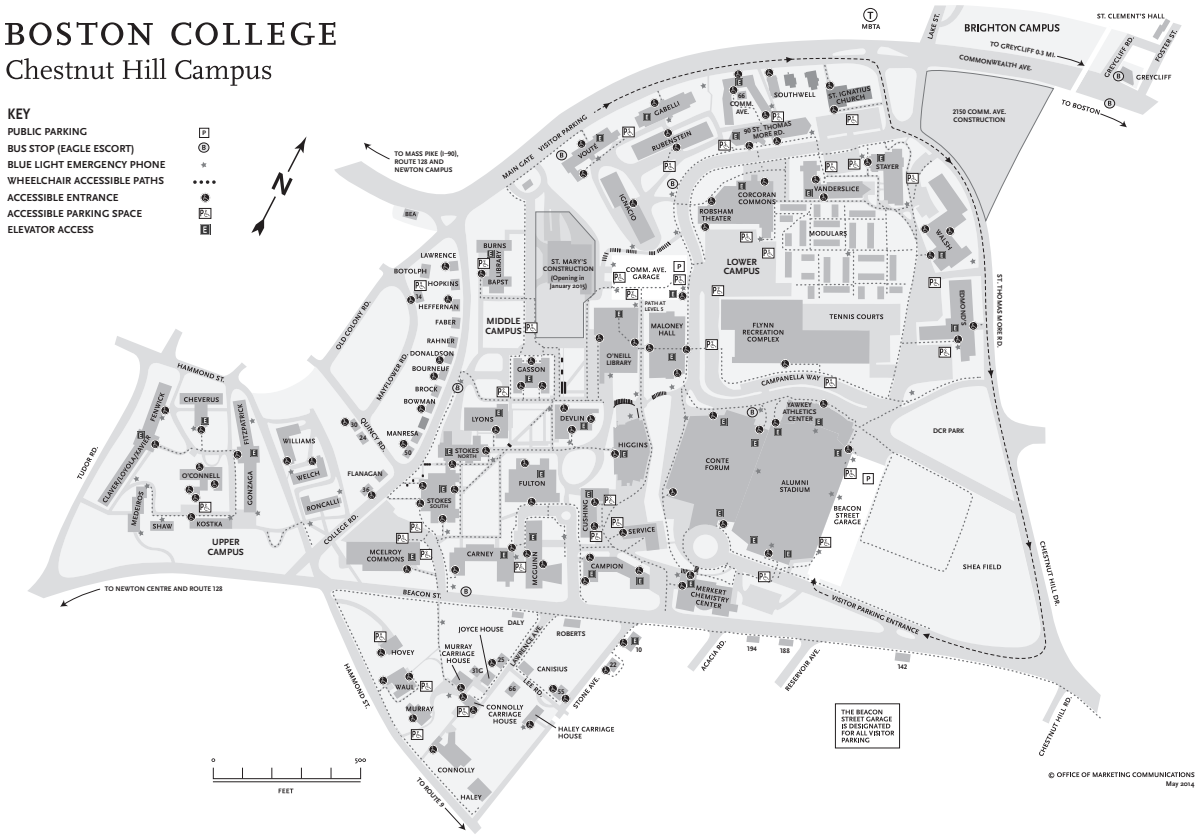

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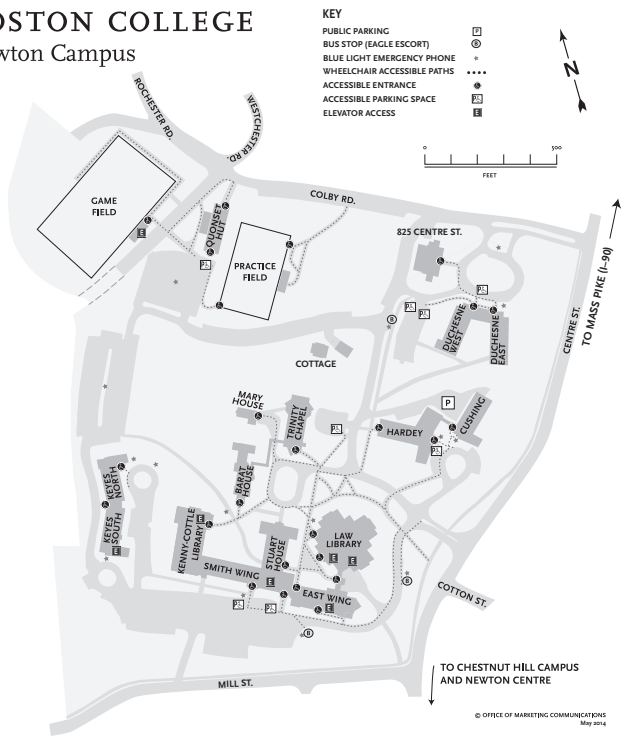
Newton Campus



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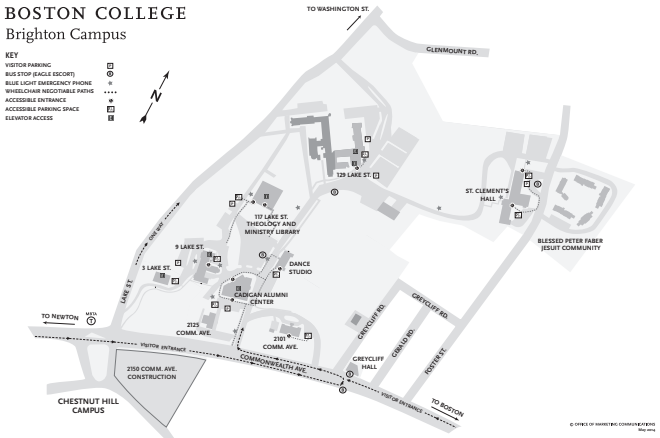
Brighton Campus



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